

AGENDA
Regular Meeting
BOARD OF TRUSTEES
STATE CENTER COMMUNITY COLLEGE DISTRICT
Madera Center Assembly Room 120
30277 Avenue 12, Madera, CA 93638
4:30 p.m., October 2, 2012

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. INTRODUCTION OF GUESTS
- IV. APPROVAL OF MINUTES, Meetings of September 4, 2012, and September 13, 2012
- V. DELEGATIONS, PETITIONS AND COMMUNICATIONS [see footnote]
- VI. REPORTS AND PRESENTATIONS
 - A. Presidents' Reports Michael White, RC
Tony Cantu, FCC
Deborah Ikeda, WI
 - B. Chancellor's Report Deborah G. Blue
 - C. Academic Senate Report Jay Leach
 - D. Madera Faculty Association Report Jay Leach
 - E. Classified Senate Report Juan Tirado
 - F. Integrated Program Design Katherine Medina-Gross
Erik Hanson
 - G. 2012-2013 Budget Update Ed Eng
- VII. CONSIDERATION OF CONSENT AGENDA [12-33HR through 12-36HR]
[12-90G through 12-103G]
- VIII. HUMAN RESOURCES

IX. GENERAL

- A. Consideration to Adopt Resolution Opposing Proposition 32: Prohibition on Political Contributions by Payroll Deduction; Contributions to Candidates [12-83] Isabel Barreras
Scott Lay
- B. Second Reading of Accreditation Follow-up Reports and Consideration to Approve Submittal to ACCJC/WASC [12-84] Deborah G. Blue
- C. Consideration to Adopt Board Policy 2405, Review of Board Policies [12-85] Deborah G. Blue

X. REPORTS OF BOARD MEMBERS

XI. FUTURE AGENDA ITEMS

XII. DELEGATIONS, PETITIONS AND COMMUNICATIONS [see footnote]

XIII. CLOSED SESSION

- A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE; Pursuant to Government Code Section 54957
- B. CONFERENCE WITH LABOR NEGOTIATOR [SCFT Full-time Bargaining Unit, SCFT Part-time Bargaining Unit, California School Employees Association Bargaining Unit, and SCCC Peace Officers Association]; Diane Clerou, Pursuant to Government Code Section 54957.6
- C. PUBLIC EMPLOYMENT; Pursuant to Government Code Section 54957
 - 1. Vice Chancellor of Educational Services and Institutional Effectiveness

XIV. OPEN SESSION

- A. Consideration to Appoint Vice Chancellor of Educational Services and Institutional Effectiveness [12-86] Diane Clerou

XV. ADJOURNMENT

All supporting documents/materials pertaining to the open session agenda of a regular meeting are available for public inspection by contacting the office of the chancellor during the office hours of 8:00 a.m. to 5:00 p.m., Monday-Friday, at (559) 244-5902. Any person with a disability may request this agenda be made available in an appropriate alternative format. A request for a disability-related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting to Nina Acosta, executive secretary to the chancellor, 1525 E. Weldon Avenue, Fresno, CA 93704, (559) 244-5902, 8:00 a.m. to 5:00 p.m., Monday- Friday, at least 48 hours before the meeting.

The board chairperson, under Board Policy 2350, has set a limit of three minutes each for those who wish to address the Board of Trustees. General comments will be heard under agenda section *Delegations, Petitions and Communications* at the beginning of the meeting. Those who wish to speak to items to be considered in closed session will be given the opportunity to do so following the completion of the open agenda and just prior to the board going into closed session. Individuals wishing to address the Board should fill out a request form and file it with interim Associate Vice Chancellor of Human Resources Diane Clerou at the beginning of the meeting.

CONSENT AGENDA
BOARD OF TRUSTEES MEETING
October 2, 2012

HUMAN RESOURCES

1. Employment, Academic Personnel [12-33HR]
2. Employment, Promotion, Change of Status, Resignation, Retirement, Classified Personnel [12-34HR]
3. Consideration to Approve Employment of Adjunct Faculty, Fall 2012 [12-35HR]
4. Consideration to Approve New Permanent Part-time Categorically Funded Institutional Research Coordinator Position [12-36HR]

GENERAL

5. Review of District Warrants and Checks [12-90G]
6. Consideration to Authorize Agreement with the Foundation for California Community Colleges for the Student Mental Health Consortium, Fresno City College [12-91G]
7. Consideration to Authorize Agreement with City of Clovis for Construction of 2012-13 Project House, Fresno City College [12-92G]
8. Consideration to Authorize Purchase of Refurbished VoIP Phones, Reedley College [12-93G]
9. Consideration to Authorize Auction of Surplus Property, Reedley College [12-94G]
10. Consideration to Accept Construction Project, ADA Upgrades, Fresno City College [12-95G]
11. Consideration to Accept Construction Project, INC Portable Building Site Work, Reedley College [12-96G]
12. Consideration to Accept Construction Project, Landscape and Grading Improvements, Eules Park [12-97G]
13. Consideration to Accept Construction Project, Outfall Improvements, Reedley College [12-98G]

Consent Agenda
October 2, 2012

14. Consideration to Accept Construction Project, Health Science Room 270 Remodel, Fresno City College [12-99G]
15. Consideration to Approve SCCC Foundation Fundraising Event [12-100G]
16. Consideration to Approve Out-of-State Travel for SCCC Business Students [12-101G]
17. Consideration to Approve Out-of-State Travel for Men's Tennis Team, Fresno City College [12-102G]
18. Consideration to Approve Out-of-State Travel for Men's Wrestling Team, Fresno City College [12-103G]

(Unapproved) MINUTES OF MEETING OF
BOARD OF TRUSTEES
STATE CENTER COMMUNITY COLLEGE DISTRICT
September 4, 2012

Call to Order A regular meeting of the Board of Trustees of the State Center Community College District was called to order by President Ron Feaver at 4:30 p.m. on September 4, 2012, in the district office board room, 1525 E. Weldon Avenue, Fresno, California.

Trustees Present H. Ronald Feaver, President
Richard Caglia, Secretary
Isabel Barreras
Ronald H. Nishinaka
Patrick E. Patterson
Dorothy Smith
Michael Wilson, FCC Student Trustee
Viviana Acevedo, RC Student Trustee

Absent William J. Smith, Vice President

Introduction of
Guests Also present were:

Deborah G. Blue, Chancellor, SCCCCD
Ed Eng, Vice Chancellor of Finance and Administration, SCCCCD
Tony Cantu, President, Fresno City College
Michael White, Interim President, Reedley College
Deborah Ikeda, Campus President, Willow International Community College Center
Robert Fox, Acting Vice Chancellor of Educational Services & Institutional Effectiveness, SCCCCD
Diane Clerou, Interim Assoc. Vice Chancellor of Human Resources, SCCCCD
Nina Acosta, Executive Secretary to the Chancellor, SCCCCD

 Among the others present, the following signed the guest list:

Teresa Patterson, SCCCCD
Gurdeep He'Bert, SCCCCF
Wil Schofield, SCCCCD
Greg Taylor, SCCCCD
Brian Speece, SCCCCD
John Fitzer, RC
Christine Miktarian, SCCCCD

Introduction of
Guests (continued)

Lucy Ruiz, RC
Cris Monahan-Bremer, FCC
Jeff Burdick, WI
Cheryl Sullivan, FCC
Wil Schofield, SCCC
Randall Vogt, SCCC
Bill Turini, RC
Donna Berry, RC
Juan Tirado, RC
Jeff Ragan, RC
Kelly Fowler, FCC
Lorrie Hopper, WI
Shelly Conner, DO
Ron Cataraha, DO
Claudia Habib, FCC
Alicia Rios, DO
Chris Villa, FCC
Larry Dickson, CSEA
Janell Mendoza, WI
Michael Goossen, RC
Bob Petithomme, Darden Architects
Paulina Miranda

Announcements

Ron Feaver announced that there was a correction to the exhibit for Item 12-29HR; and items 12-78 and 12-79 have been pulled from the agenda.

Approval of Minutes

The minutes of the meeting of August 7, 2012, were presented for approval.

A motion was made by Ms. Barreras and seconded by Mr. Patterson to approve the minutes of the meeting of August 7, 2012, as presented. The motion passed without dissent.

Delegations,
Petitions, and
Communications

Mr. Bill Turini stated he was addressing the Board, not as an employee, but as a constituent who is deeply concerned about public education. He thanked the Board for adopting a resolution in support of proposition 30. On August 28, 2012, the Community College League of California announced its position opposing Proposition 32, and its president and CEO encouraged community college governing boards, student governments, and academic senates to join in that opposition. Mr. Turini asked the Board to consider adopting a resolution in opposition of Proposition 32 at a future board meeting. Trustee Barreras stated she will be presenting

Delegations,
Petitions, and
Communications
(continued)

a resolution in opposition of Proposition 32 at the October board meeting.

Diane Clerou introduced Ron Cataraha. Mr. Cataraha is currently the acting dean of human resources. He comes to the district with over 35 years of experience in human resources management in the California community college system. He retired from Rio Hondo Community College District where he was the director of human resources for 14 years.

Presidents' Reports

Mr. Cantu reported on topics of interest from Fresno City College. Copies of the report were provided for the Board and interested attendees, and contained the following highlights:

- The annual scholarship reception will be held September 7 in the OAB auditorium. Two Hundred Fifty students will receive 377 SCCC Foundation awards totaling \$225,000 for 2012-13.
- Art Instructor Bob Kizziar will have an exhibit of his work in the Art Space Gallery through September 20. He will be retiring at the end of the semester.
- Dr. Janice Emerzian, district director of DSP&S, participated in a California Community College Chancellor's Office Task Force to write a statewide manual for the deaf and hard of hearing for California Community Colleges. It will be available on the CCCCCO web site.

Mr. White reported on topics of interest from Reedley College and the Oakhurst and Madera centers. Copies of the report were provided for the Board and interested attendees, and contained the following highlights:

- An orientation for the SSS and SSS/STEM students was held at the Madera Center on August 16. Students received information about the program, important dates, and workshops to be held during the fall 2012 semester. Presentations on financial aid services, financial literacy, and the tutorial center activities were also included.
- August 27 was the first day of school for The Reedley Middle College High School. Channel 30 covered the ribbon cutting ceremony. The class consists of 20 students, all of which were present and introduced at the ceremony.
- Reedley College has received a donation of \$35,000 from the estate of Hazel R. Wall. The gift will go toward an endowed scholarship fund at Reedley College.

President's Reports
(continued)

Ms. Ikeda reported on topics of interest from the Willow International Community College Center. Copies of the report were provided for the Board and interested attendees, and contained the following highlights:

- A new student welcome event for incoming freshman was held on August 7 and August 8. Students were given tips on surviving the first week of the semester and beyond. Available services related to student success were discussed.
- A reception in honor of the donors to the Willow International Center scholarships and recipients of those scholarships, will be held on September 14. The donors and recipients will be able to meet and the students will be able to thank the donors in person. The reception is being hosted by the SCCC Foundation and the Willow International Center.
- Willow English instructor Jeff Burdick and Clovis West English Department Chair Ellen Melocik have been accepted to present at the Strengthening Student Success Conference being held in Orange County October 3rd through 5th. Their presentation will be on the Clovis West/Willow International English articulation project.

Chancellor's Report

Dr. Blue reported the following:

- She and Trustee Barreras attended the retirement dinner for State Chancellor Jack Scott. He is a true champion for community colleges and made several trips to the district. He was very supportive of its efforts.
- She attended the retirement reception for Los Rios Chancellor Brice Harris on August 22 in Folsom, California. There was a great turnout and former chancellor, Bill Stewart, attended the event. The resolution the Board passed last month was prominently displayed. Brice Harris is one of the district's own, having served as president of Fresno City College from 1991-1996.
- She participated in a statewide virtual media briefing. The briefing was coordinated by the State Chancellor's Office and addressed budget and enrollment issues in California's community colleges. State Chancellor Jack Scott, Los Rios Chancellor Brice Harris, and Long Beach President Eloy Oakley also attended. It was an excellent opportunity to showcase the central valley. Over 25 media outlets participated, including *The Los Angeles Times*, *San Francisco Chronicle*, *The Chronicle Of Higher Education*, several Associated Press outlets, and of course, *The Fresno Bee*.
- The district was recognized by the United Way for its work as a

Chancellor's Report
(continued)

2012 community campaign partner. Employees gave generously throughout the year and were able to designate the charity of their choice. The district will be launching the next districtwide campaign soon with the hope it can continue to give to the community.

Academic Senate
Report

Claudia Habib, Fresno City College Academic Senate President, reported the following:

- The first Academic Senate meeting took place on August 22, where the senate conducted the first read on several operating agreements for campus and district committees and Administrative Regulation 4250. The shared governance sub-committee is reviewing the Integrated Planning Manual.
- Most appointments to committee vacancies have been filled. The senate is still actively seeking faculty for new district taskforces, including the HR Staffing Taskforce.
- Kerry Ybarra is the new curriculum chair. The committee will continue to advance the work done on repeatability and transfer model curriculum (TMC).
- Last year, faculty members took a hard look at their curriculum to determine where repeatable courses are necessary and where other curricular options might achieve the same purpose in serving students. As questions around repeatability persist, the senate will continue to work with faculty, through the Curriculum Committee, in understanding the new requirements and Title 5 language.
- Faculty has been part of a collaborative effort to develop the FCC communications plan. The senate continues to inform faculty as implementation of elements of the plan's recommendations continue to move forward.
- Next meeting is September 12

Classified Senate
Report

Juan Tirado, Reedley College Classified Senate President, reported the following:

- The Classified Senate had their first meeting in which they discussed many changes on campus and within the district regarding accreditation, committee structures and polices.
- The senate is working on developing fundraisers for their scholarship program.
- The senate will schedule staff development workshops as a result of items identified in the classified training needs analysis input conducted in 2011 by Nancy Kast, Michelle Johnson and Elba Gomez. Surveys were sent to classified employees

Classified Senate
Report (continued)

requesting input on several training options.

- The senate is planning donation drives for several nonprofits, such as the SPCA, Marjorie Mason Center, and the RC and Madera Center daycare lab schools.

Accountability
Reporting for the
Community Colleges
2012 Report (ARCC)

Fresno City College President Tony Cantu and interim Reedley College President Michael White presented the 2012 Accountability Reporting for the Community Colleges (ARCC). Mr. Cantu explained the purpose of the ARCC. It is a requirement of Assembly Bill 1417. The report supports accountability measures, based on state and local (college/district) education priorities. It reflects the breadth and scope of the mission and functions of California's community colleges and provides straightforward information that can be understood by the general public. It enables colleges to pursue improvements. The report includes performance data aggregated for individual colleges and the system as a whole. It includes a peer grouping that compares each college's performance with the performances of other "like" colleges on each selected performance indicator, in a fair and valid manner. Mr. Cantu reviewed the uncontrollable (environmental) factors, including student headcount, percentage of students over the age of 25, average numbers of units carried by a student, among others. Mr. Cantu and Mr. White reviewed the profiles and student progress and achievement for Fresno City and Reedley Colleges.

Mr. Patterson recommends finding another district/college that is the same as the district in all measurements.

Ms. Smith asked why the scores are so low. Mr. White stated there is a lack of preparation by the students. Ms. Smith stated it would be a great idea to begin partnerships with grade schools and middle schools as well as high school.

Mr. Patterson asked if we are seeing an impact from the Clovis West program. Ms. Ikeda stated the impact will be recognized in about four years, and the change will be significant.

Student Success Task
Force Report Update

Deborah Ikeda, WICCC campus president, provided an update on Senate Bill 1456, the Student Success Act of 2012. Recently both houses passed the bill and the governor is expected to sign the bill into legislation. Chancellor Scott stated this new legislation should have a sweeping impact on student success in California community colleges. It will accomplish three goals: It will restructure how student support services are delivered to improve the assistance

Student Success Task
Force Report Update
(continued)

that students receive at the beginning of their educational experience; refocus existing student services resources to support orientation, assessment and educational planning services; and lays the groundwork to expand the services as more resources become available. It will provide the campuses using an assessment instrument for student placement utilize a statewide system of common assessment, once available, to improve consistency and efficiency. It will require colleges receiving student support service funds to post the student success score card to clearly communicate progress and improving completion rates for all students, and closing the achievement gaps among historically underrepresented students. It will require students whose fees are waived because of economic needs, to meet minimum standard requirements.

Ms. Ikeda reviewed the 22 recommendations. She discussed the impact of SB 1456 on the district. BOG waiver students will be affected, but legislation requires both ample notice to students and interventions. Student services programs will have to be supported as necessary to implement the regulations. Enrollment priorities will be affected.

Ms. Smith is concerned that one of the requirements is to pressure students to declare a major early on. She stated the district's job should be to guide the students to make their own decisions. She recognizes that this does address the permanent student, but many young people are not ready to make a decision early on. Ms. Ikeda stated it will force colleges to do a better job in assisting students, and studies have found that students with a defined education path perform better in school.

Mr. Patterson asked when the Governor is expected to sign. Ms. Barreras stated she will be attending the Board of Governors meeting on September 10 and 11 and will inquire about the expected timeframe for the Governor to sign the legislation.

Consent Agenda
Action

President Feaver asked for a motion to approve the consent agenda.

Trustee Barreras requested item 12-79G be pulled for discussion.

It was moved by Ms. Barreras and seconded by Mr. Nishinaka that the Board of Trustees approve consent agenda items 12-29HR through 12-32HR and 12-77G, 12-78G and 12-80G through 12-89G, as amended. The motion carried without dissent.

Consent Agenda
Action (continued)

Mr. Eng reviewed the Quarterly Financial Status report.

It was moved by Mr. Nishinaka and seconded by Ms. Smith that the Board approve consent agenda item 12-79G. The motion carried without dissent.

Employment, Change
of Status, Retirement,
Resignation,
Academic Personnel
[12-29HR]
Action

Approve academic personnel recommendations, items A through E,
as amended

Employment, Change
of Status, Leave of
Absence, Resignation,
Retirement, Classified
Personnel
[12-30HR]
Action

Approve classified personnel recommendations, items A through I,
as presented

Consideration to
Approve Revisions of
Human Resources
Analyst Job Duties
[12-31HR]
Action

Approve the revised duties of the Human Resources Analyst position

Consideration to
Approve
Reclassification of
Vacant Academic
Management
Position, Director,
Center for
International Trade
Development to
Classified
Management
Position, Director,
Center for
International Trade
[12-32HR]
Action

Approve the classified management position, Director, Center for
International Trade

Acknowledgement of Reporting Relationship for Campus President, Willow International Community College Center [12-77G]
Action

Approve the district organization chart, as implemented July 1, 2012, to accurately reflect the reporting structure for the direct reporting relationship of the campus president of Willow International Community College Center to the president of Reedley College; and indirect reporting relationship to the chancellor, as Willow International Community College Center seeks candidacy for initial accreditation

Review of District Warrants and Checks [12-78G]
Action

Review and sign the warrants register for the following accounts:

<u>Account:</u>	<u>Amount:</u>	<u>For the Period of:</u>
District	\$14,582,414.03	July 19, 2012 to August 14, 2012
Fresno City College Bookstore	1,009,918.62	July 18, 2012 to August 14, 2012
Reedley College Bookstore	529,123.08	July 19, 2012 to August 14, 2012
Fresno City College Co-Curricular	613,171.47	July 18, 2012 to August 13, 2012
Reedley College Co-Curricular	61,027.01	July 17, 2012 to August 09, 2012
Total:	\$16,795,654.21	

Acknowledgement of Quarterly Financial Status Report, General Fund [12-79G]
Action

Acknowledge the Quarterly Financial Status Report (CCFS-311Q), as presented

Financial Analysis of Enterprise and Special Revenue Operations [12-80G]
No Action

Statements provided for Board information; no action is required

Consideration of
Report of
Investments
[12-81G]
Action

Accept the Quarterly Performance Review, as provided by the
County of Fresno, for the quarter ending June 30, 2012

Consideration to
Approve Quarterly
Budget Transfers and
Adjustments Report
[12-82G]
Action

Approve the June 30, 2012, Budget Adjustments and Transfers
Report

Consideration to
Approve Voluntary
2012-13 Payroll
Deductions
[12-83G]
Action

Approve the list of voluntary payroll deductions for 2012-13, as
presented

Consideration to
Adopt Resolution
Authorizing Amended
Agreement with the
Commission on Peace
Officer Standards and
Training, Fresno City
College
[12-84G]
Action

- a) Adopt a resolution authorizing the district, on behalf of Fresno
City College, to enter into an amended training agreement with
the Commission on Peace Officer Standards and Training for the
Robert Presley Institute of Criminal Investigations course training
presentations to be conducted by the Fresno City College Police
Academy for the period July 1, 2012, through June 30, 2013, with
funding in an amount not to exceed \$491,877;
- b) Authorize renewal of the agreement with similar terms and
conditions; and
- c) Authorize the chancellor or vice chancellor of finance and
administration, to sign the agreement on behalf of the district

Consideration to
Approve Agreements
for Software
Purchases,
Districtwide
[12-85G]
Action

- a) Approve participation in the Foundation for California
Community Colleges CollegeBuys cooperative purchasing
program for Microsoft, Adobe, and other software and licensing
requirements, districtwide; and
- b) Authorize future renewals of the foundation agreements with
similar terms and conditions; and
- c) Authorize purchase orders to be issued against these
cooperative agreements for the purchase of software and
software licensing, as may be needed districtwide

Consideration to
Accept Construction
Project, Drainage
Improvements,
Oakhurst Center
[12-86G]
Action

- a) Accept the project for Drainage Improvements, Oakhurst Center; and
- b) Authorize the chancellor or her designee to file a Notice of Completion with the county recorder

Consideration to
Accept Construction
Project, ADA Parking
Improvements,
Fresno City College
[12-87G]
Action

- a) Accept the project for ADA Parking Improvements, Fresno City College; and
- b) Authorize the chancellor or her designee to file a Notice of Completion with the county recorder

Consideration to
Accept Construction
Project, Classroom
Alert Replacement
with VoIP
Infrastructure, Fresno
City College
[12-88G]
Action

- a) Accept the project for Classroom Alert Replacement with VoIP Infrastructure, Fresno City College; and
- b) Authorize the chancellor or her designee to file a Notice of Completion with the county recorder

Consideration to
Appoint Committee
Member to the
Measure E Citizens'
Bond Oversight
Committee
[12-89G]
Action

Appoint Mr. Jeff Reid (as a representative of a bona fide tax payers association), Mr. Craig DeShields (as a representative of the business community located within the district), and Mr. Don Larson (as a representative of a support organization for the district) to the Measure E Citizens' Bond Oversight Committee; each to serve two-year terms beginning July 1, 2012, through June 30, 2014

*****End of Consent Agenda*****

Public Hearing on
Additional Initial
Bargaining Proposal
Presented by State
Center Peace
Officers' Association
[12-70]
No Action

Diane Clerou stated that per agreement during the establishment of the ground rules, the SCCCD Peace Officers' Association has submitted additional initial proposal language for the 2012-2014 initial bargaining proposals. The additional initial proposal has been made available for public review since the posting of this agenda.

Ms. Clerou stated that at this time it is appropriate to open the meeting for comments from the public relative to the proposal. Following the opportunity for public input, no action is necessary

Public Hearing

Mr. Feaver opened the public hearing at 5:45 p.m. There being no comments from the public, the hearing was closed at 5:46 p.m.

Consideration to
Approve Board of
Trustees' 2012-13
Goals
[12-71]
No Action

Item was pulled. No action was taken. This agenda item will be placed on the September 13, 2012, special board meeting agenda. Mr. Caglia requested a goal to address workforce and economic development as well as vocational training.

First Reading: Board
Policy 2405, Review
of Board Policies
[12-72]
Action

Deborah G. Blue stated one of the recommendations received from the accreditation team report of October 2011 was that the Board has a policy that addresses how it reviews and evaluates board policies. This recommendation did not need to be resolved by the follow-up report deadline however, Dr. Blue stated it was important to address this issue sooner than later.

It was recommended that the Board acknowledge the draft of BP2405, as submitted, as its first reading of the proposed policy and place the item on the October 2012 regular meeting agenda for consideration of adoption. The Board acknowledged the draft.

Consideration to
Change the Name of
the Clovis Center to
State Center
Community College
District Office North
[12-73]
Action

Deborah G. Blue stated the district has made great efforts to reduce the overcrowding at the district office by moving several offices to the Clovis Center. She is recommending the name of the Clovis Center be changed from the Clovis Center to State Center Community College District Office North.

A motion was made by Ms. Smith and seconded by Ms. Barreras that the Board change the name of the Clovis Center to State Center Community College District Office North. The motion carried without dissent.

Ms. Smith stated she has spoken to several employees who have

moved to the Clovis Center and they are very pleased with the move.

Acknowledgement of
Accountability
Reporting for the
Community Colleges
2012 Report, Fresno
City College and
Reedley College
[12-74]
Action

Fresno City College President Tony Cantu and Reedley College President Michael White presented the Accountability Reporting for the Community Colleges 2012 Report (ARCC) reports for Fresno City College and Reedley College to the Board and public at the September 4, 2012, Board of Trustees meeting. Acting Vice Chancellor of Educational Services & Institutional Effectiveness Robert Fox requested the Board acknowledge the ARCC reports and authorize the chancellor to submit the minutes of the meeting to the State Chancellor's office.

A motion was made by Mr. Nishinaka and seconded by Mr. Caglia that the Board acknowledge the ARCC report for the district and authorize the chancellor to submit the minutes of the meeting to the California Community Colleges Chancellor's Office to meet the requirements of AB 1417. The motion carried without dissent.

First Reading:
Accreditation Follow-
up Reports, Fresno
City College, Reedley
College and Willow
International
Community College
Center
[12-75]
Action

Mr. Cantu, Mr. White, Ms. Ikeda and Dr. Blue reviewed the recommendations made by the accreditation teams as a result of their October 2012 visit. They presented to the Board the first draft of the follow-up reports. The final reports will be presented during the October 2, 2012, board meeting for approval.

A motion was made by Ms. Barreras and seconded by Mr. Nishinaka that the Board accept the first draft of the accreditation follow-up reports for Fresno City College, Reedley College and the Willow International Community College Center, as presented. The motion carried without dissent.

Ms. Smith thanked staff for their effort and preparation on this project.

Public Hearing and
Adoption of 2012-13
Final Budget
[12-76]
Action

Ed Eng presented the final 2012-2013 budget. He thanked Cheryl Sullivan, Donna Berry, and Janell Mendoza for their work on the budget. He reviewed the fiscal assumptions, revenue and expenditures, and the ending fund balance (reserves) for 2012-2013. Mr. Eng reminded the Board this budget is based on the assumption that the November tax initiative fails.

Public Hearing

Mr. Feaver opened the public hearing at 6:25 p.m. There being no comments from the public, the hearing was closed at 6:26 p.m.

A motion was made by Ms. Barreras and seconded by Mr. Caglia that the Board adopt the State Center Community College District 2012-13 Final Budget, as presented. The motion carried without dissent.

Consideration to
Approve the 2012-
2025 Districtwide
Facilities Master Plan
[12-77]
Action

Brian Speece presented the Districtwide Facilities Master Plan, which included changes recommended by the Board during the July 3, 2012, board meeting. The changes include the Kings River Trail section, which was removed, and the updated landscaping plant material list. The plan also includes introductory letters from the chancellor and college presidents. Mr. Speece said this is a dynamic plan that can change over time. It will be brought back to the Board periodically for revisions. Mr. Speece thanked the campuses, constituencies groups, staff, faculty and students who worked for the past year to assist in putting the plan together.

Mr. Nishinaka is concerned about the Reed Avenue realignment proposal by the City of Reedley and its absence of addressing this issue in the Facilities Master Plan. Mr. Speece stated the district has presented its recommendations for the realignment to all campus constituents for review. It has not been presented to the City of Reedley. He said it will take several meetings to come to an agreement. Once the Board approves the alignment, the Facilities Master Plan will be updated to include it.

A motion was made by Ms. Smith and seconded by Mr. Patterson that the Board approve the 2012-2025 Districtwide Facilities Master Plan. The motion carried without dissent.

Reports of Board
Members

Student Trustee Viviana Acevedo reported on activities occurring at Reedley College, including the following highlights:

- Associated Student Government will be reviewing the draft of the accreditation report. Ms. Acevedo will bring the ASG's recommendations to the college council meeting, scheduled for September 12.
- Upcoming activities include a Reedley College football game on September 8; transfer day on September 13; Mexican Independence Day on September 14; the "Battle of the Pump" takes place at Reedley College against FCC on September 15.

Student Trustee Michael Wilson reported on activities occurring at Fresno City College, including the following highlights:

- Associated Student Government approved their 2012-2013 mission statement, "Advocacy, Service, and Growth"

Reports of Board
Members (continued)

- Arts in the Park at Chukchansi Park raised money for the various clubs on campus.
- Welcome Week was successful. ASG and student activities assisted students with club advisor support and acquiring student I.D. cards
- Coordinating a “Rock the Vote” event to assist students who wish to register to vote.
- FCC scholarship reception will take place on September 7.

Trustee Nishinaka attended the following events:

- Attended the Welcome Back activity at Reedley College with Trustee Ron Feaver on August 9.
- Attended State Center Basic Police Academy Completion Ceremony Class #127 on August 16. He thanked faculty and staff for their continued program excellence, and the central California police agencies for their support.
- Attended a reception for the new Fresno Pacific University president Dr. Pete Menjares. He is a highly recognized educational leader and we look forward to working with him. The reception was hosted by Fresno City Council Member Sal Quintero.
- Attended the monthly City of Parlier Oversight Board for Successor Agency on August 23.
- Attended an event at Fresno City College that featured the book, Farewell to Manzanar, on July 24. The evening event was sponsored by the Fresno County Public Library as part of their “California Reads” program to promote discussions of the meaning of democracy. Author Jeanne Wakatsuki Houston shared her family’s journey before, during, and after incarceration in a World War II concentration camp. He thanked faculty and staff who assisted with the 1½-month series of events.
- As a staff member of Tree Fresno, Mr. Nishinaka had the opportunity to participate in the August 28 Volunteer Faire at Fresno City College. The event was very well attended by students who were genuinely interested in serving the community. He thanked student services staff for an excellent outreach service event.

Trustee Dottie Smith thanked the college presidents for their donations for Edison High School “Tiger Town” celebration and silent auction. Trustee Smith requested an update on security on campus during athletic events.

Reports of Board Members (continued)	Trustee Patterson stated a friend's son received an honors scholarship several years ago from Fresno City College and said it changed his life. The student went on to get a degree in international law and now works at a prestigious law firm. He credits the Fresno honors program for changing his life. Mr. Patterson stated the district should follow up on some of these success stories.
Future Agenda Items	None
Delegations, Petitions, and Communications	None
Closed Session	<p>President Feaver stated that in closed session the Board would be discussing:</p> <ul style="list-style-type: none">A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Pursuant to Government Code Section 54957B. CONFERENCE WITH LABOR NEGOTIATOR [SCFT Full-Time Bargaining Unit; SCFT Part-Time Bargaining Unit, California School Employees Association Bargaining Unit, and SCCC Peace Officers Association]; Diane Clerou, Pursuant to Government Code Section 54957.6C. PUBLIC EMPLOYMENT, Pursuant to Government Code Section 54957<ul style="list-style-type: none">1. Interim Vice President of Instruction and Student Services, Reedley College2. Interim Dean of Students, Reedley College <p>Mr. Feaver called a recess at 6:45 p.m.</p>
Report of Closed Session	<p>The Board moved into open session at 8:25 p.m.</p> <p>Mr. Feaver reported that the Board took action on January 13, 2011, to terminate employee number 0103296. On August 21, 2012, the State Center Community College District Personnel Commission dismissed the appeal as moot and upheld the termination of that classified employee.</p>

Consideration to
Appoint Interim Vice
President of
Instruction and
Student Services,
Reedley College
[12-78]
No Action

Item was pulled. No action was taken.

Consideration to
Appoint Interim Dean
of Students, Reedley
College
[12-62]
No Action

Item was pulled. No action was taken.

Adjournment

The meeting was adjourned at 8:30 p.m. by unanimous consent.

Richard Caglia
Secretary, Board of Trustees
State Center Community College District

na

(Unapproved) MINUTES OF THE MEETING OF
BOARD OF TRUSTEES
STATE CENTER COMMUNITY COLLEGE DISTRICT
September 13, 2012

- Call to Order A special meeting of the Board of Trustees of the State Center Community College District was called to order by President Ron Feaver at 4:39 p.m. on September 13, 2012, at the Marriott Springhill Suites, 6844 N. Fresno St., Fresno, California.
- Trustees Present H. Ronald Feaver, President
Richard Caglia, Secretary
Isabel Barreras
Ronald H. Nishinaka
Patrick E. Patterson
Dorothy Smith
- Absent: William J. Smith, Vice President
- Introduction of Also present were:
Guests
- Deborah G. Blue, Chancellor
Diane Clerou, Interim Assoc. Vice Chancellor of Human Resources
Nina Acosta, Executive Secretary to the Chancellor
- Among the others present, the following signed the guest list:
- Claudette Matz, SCCC
- Delegations, Petitions None
and Communications
- Closed Session President Feaver stated that in closed session the Board would be discussing:
- A. PUBLIC EMPLOYMENT: Pursuant to Government Code Section 54957;
 - 1. Vice Chancellor of Educational Services and Institutional Effectiveness
 - 2. Interim Vice President of Instruction and Student Services, Reedley College
 - 3. Interim Dean of Student Services, Reedley College
 - B. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Pursuant to Government Codes Section 54957;
 - 1. Chancellor

Closed Session
(continued)

Mr. Feaver called a recess at 4:45 p.m.

Report of Closed
Session

The Board moved into open session at 8:50 p.m.

Mr. Feaver reported that the Board took no reportable action in closed session.

Consideration to
Approve Board of
Trustees 2012-13
Goals
[12-80]
Action

A motion was made by Ms. Barreras and seconded by Mr. Caglia that the Board approve the 2012-13 board goals and priority issues to guide the work of the Board and the chancellor. The motion passed without dissent.

Consideration to
Appoint Interim Vice
President of
Instruction and
Student Services,
Reedley College
[12-81]
Action

A motion was made by Mr. Nishinaka and seconded by Ms. Barreras that the Board of Trustees appoint David Clark to serve as interim Vice President of Instruction and Student Services, Reedley College, with placement on the management salary schedule at range 62 step 8 plus 5% (\$133,741 annually), effective September 14, 2012. The motion passed without dissent.

Consideration to
Appoint Interim Dean
of Student Services,
Reedley College
[12-82]
Action

A motion was made by Ms. Barreras and seconded by Mr. Caglia that the Board of Trustees appoint Sandra Fuentes to serve as interim Dean of Student Services, Reedley College, with placement on the management salary schedule at range 62 step 8 (\$126,054.30 annually), effective September 14, 2012. The motion passed without dissent.

Adjournment

The meeting was adjourned at 8:55 p.m. by unanimous consent.

Richard Caglia
Secretary, Board of Trustees
State Center Community College District

na

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Employment, Academic Personnel

ITEM NO. 12-33HR

EXHIBIT: Academic Personnel Recommendations

Recommendation:

It is recommended the Board of Trustees approve the academic personnel recommendations, item A, as presented.

ACADEMIC PERSONNEL RECOMMENDATIONS

A. Recommendation to employ the following person:

<u>Name</u>	<u>Campus</u>	<u>Class & Step</u>	<u>Salary</u>	<u>Position</u>
Lucio, Nickolas L.	FCC	IV, 1	\$48,519	Counselor

(Current Adjunct Faculty)

(One-Year Temporary, Categorically Funded Contract – October 3, 2012 through June 30, 2013)

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Employment, Promotion, Change of Status,
Resignation, Retirement,
Classified Personnel

ITEM NO. 12-34HR

EXHIBIT: Classified Personnel Recommendations

Recommendation:

It is recommended that the Board of Trustees approve the classified personnel recommendations, Items A through J, as presented.

CLASSIFIED PERSONNEL RECOMMENDATIONS

A. Recommendation to employ the following persons as probationary:

Name	Location	Classification	Range/Step/Salary	Date
Aguilar, Shannon	RC	Instructional Technician – Microcomputer Lab Position No. 3037	50-A \$3,333.42	08/27/2012
Suvanto, Marci	WI	Office Assistant III Position No. 5005	48-A \$3,175.58	09/10/2012
Stumpf, Patrick	WI	College Center Assistant Position No. 5045	57-A \$3,950.58	09/11/2012

B. Recommendation to re-employ the following persons as permanent employees from the 39 month rehire list:

Name	Location	Classification	Range/Step/Salary	Date
Martinez Jr., Ernie	FCC	Custodian Position No. 2171	41-E \$3,679.75	09/06/2012

C. Recommendation to employ the following persons as provisional – filling vacant position of permanent full-time or permanent part-time pending recruitment/selection, or replacing regular employee on leave:

Name	Location	Classification	Hourly Rate	Date
Brase, Elizabeth	WI	Accounting Clerk III Position No. 5047	48-A \$18.32/hour	08/16/2012
Zamora, Celia	FCC	Department Secretary Position No. 2057	44-A \$16.58/hour	09/10/2012
Graham, Anne	OC	Office Assistant III Position No. 6002	48-A \$18.32/hour	09/12/2012
Tristan, Joseph	FCC	Custodian Position No. 2176	41-A \$15.38/hour	09/12/2012

D. Recommendation to employ the following persons as limited term (Ed Code 88105):

Name	Location	Classification	Hourly Rate	Date
Gao, Lili	FCC	Institutional Research Coordinator Position No. 2164	66-A \$28.39/hour	08/20/2012

Classified Personnel Recommendation

Page 2

E. Recommendation to employ the following persons as exempt (Ed Code 88076):

Name	Location	Classification	Hourly Rate	Date
Zavala, Christian	FCC	Art Model	\$8.64/hour	08/20/2012
Villarreal, Maria Elena	FCC	Trainer Assistant I	\$15.68/hour	09/07/2012

F. Recommendation to employ the following persons as retiree/hourly (Ed Code 88034):

Name	Location	Classification	Hourly Rate	Date
Archuleta, Irene	WI	Administrative Aide	\$25.12/hour	08/06/2012 to 09/14/2012

G. Recommendation to approve the promotion of the following regular employees:

Name	Location	Classification	Range/Step/Salary	Date
Alvarado Hernandez, Sergio	RC	Custodian Position No. 3062 to General Utility Worker Position No. 3058	41-E \$3,492.42 to 43-E \$3,413.17	09/10/2012
Lescoulie, Joseph	FCC	Instructional Technician – Micro Computer Lab Position No. 2126 to Micro Computer Specialist Position No. 2159	50-E \$4,155.75 to 60-B \$4,572.25	09/17/2012

H. Recommendation to approve the change of status of the following regular employees:

Name	Location	Classification	Range/Step/Salary	Date
Phillip, Christine	DO	Human Resources Technician Position No. 1037 to Administrative Secretary Position No. 1062	50-C \$3,673.58 to 48-B \$3,333.42	08/10/2012
(Return to regular assignment)				
Her, Daniel	FCC	Campus Business Assistant Position No. 2123 to Human Resources Technician Position No. 2010	57-A \$3,950.58 to 50-C \$3,673.58	09/14/2012
(Return to regular assignment)				

Classified Personnel Recommendation

Page 3

I. Recommendation to accept the resignation of the following regular employees:

Name	Location	Classification	Date
Torrez, Robert	FCC	Bookstore Sales Clerk I – Seasonal Position No. 8014	08/10/2012
Ordonez, Maricela	FCC	Bookstore Sales Clerk I – Seasonal Position No. 8018	08/13/2012
Her, Daniel	FCC	Human Resources Technician Position No. 2010	09/14/2012
Rickerd, Kaitlin	FCC	Sign Language Interpreter IV Position No. 8086	09/14/2012

J. Recommendation to accept the resignation for the purpose of retirement for the following regular employees:

Name	Location	Classification	Date
Aalto, Josie	DO	Transportation Operations Assistant Position No. 1114	12/01/2012

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Approve Employment of
Adjunct Faculty, Fall 2012

ITEM NO. 12-35HR

EXHIBIT: Listings of Adjunct Faculty

Background:

Board Policy 7120 authorizes the district to employ adjunct faculty. Attached for board approval are the listings of the adjunct faculty from Fresno City College, Reedley College, Willow International Community College Center, Madera Center and Oakhurst Center for fall 2012.

Recommendation:

It is recommended the Board of Trustees approve the employment of these adjunct faculties for Fresno City College, Reedley College, Willow International Community College Center, Madera Center and Oakhurst Center for fall 2012.



**Fresno City College
Adjunct Instructors
Fall 2012**

Instructor Name

Adams, Darren
Adams, Justin
Adicho, Eileen
Agbayani, Brian
Ailanjian, Landon
Akines, Kawana
Aksenov, Alexander
Al Haider, Rebecca

Amaro, Arthur
Andersen, Nicholas
Anderson, Janice
Andreoni, Lauri
Aparicio, Sylvia
Arias, Sharon
Ariola, Jocelyn
Ashcraft, David
Auble, Sandra
Au-Yeung, Catherine
Awad, Rougeh
Ayers, Willard
Ayerza, June
Azali, Benedictus
Babcock, Bruce
Baber, Roberta
Baca, Marisol
Baker, Earl
Baker, Gregory
Baker, Judy
Baldrica, Diana
Ballew, Edward
Bane, Leigh
Banuelos, Fernando
Barba, Kathy
Barkman, David

Section Name

Electrical Systems Technology
Physical Education
English As A Second Language
Linguistics
History
Nursing, Registered
Nursing, Registered
English As A Second Language
Linguistics
Chicano-Latino Studies
Physical Education
Work Experience, General
Paralegal
Nursing, Registered
Art
Nursing, Registered
Photography
Physical Education
Mathematics
Nursing, Registered
Business & Technology
Medical Assisting
Physical Education
French
Computer Information Technology
English
Criminology
Communication
English As A Second Language
Photography
Anthropology
English
Computer Information Technology
Music
Photography

Baruela, Danilo	Nursing, Registered
Baruela, Leonor	Nursing, Registered
Beatty, Jeffrey	Accounting
	Special Studies, Accounting
Beavers, Jefferson	Journalism
Belcher, Carolyn	Computer Information Technology
Bellis, Brian	Physics
Beltran, Cynthia	Counseling
Benas, Rebecca	English
Bender, Thomas	Criminology
Bennett, Christine	Nursing, Registered
Berg, John	History
Binning, Jeanne	Anthropology
Bithell, Karen	Dance
Bligh, Andrew	English
Blomquist, Mark	Business Administration
Bohigian, Megan	English
Boling, Danny	Communication
Bolles-Parmentier, Susan	Art
Bone, Timothy	Business Administration
Bonetto, David	Dance
Boone, Judith	English
Boulden, Bradley	Business Administration
Boyd, Sean	Geography
Boydstun, Susan	Psychology
Boyle, Anna	English
Brough, Charles	Economics
Bryant, Barrett	Decision Science
Burenok, Olena	English
Burnett, Fern	Paralegal
Burnett, Lynn	Health Science
Calandra, Derrick	Automotive Technology
Calandra, Janet	English
Callaghan, Cynthia	Human Services
Canales, Tina	Food Service Management
Caprioglio, Dennis	Automotive Technology
Carden, M Allen	History
Carreon, Toni	Nursing, Registered
Carrillo, Rudy	Criminology
Carter, Brian	English
Carter, Gary	Real Estate
Carvalho, Brenda	Mathematics
Casner, Paul	Biology
Catlapp, Michael	Computer Information Technology
Catron, Keith	American Sign Language

Cha, Tua
Chalasani, Usha
Chapman, Robert
Chappell-Muncy, Kathleen
Chicconi, Michael
Chisholm, Janet
Christopherson, Aaron
Clark, Lisa
Clark, Rebecca
Clift, Renee

Cogburn, Darby
Colbert, Bryan
Collier, Aaron
Collins, Thomas
Consolatti, Allen
Cook, Erin
Cook, James
Cooksey, Jason
Cortes, Sandra
Coulter, Brian
Cross, David
Da Costa, Laura
Dailey, Debby
Dailey, Jr William
Dalpez, Marietta
De Klotz, Karl
Decker, Diana
Denis-Arrue, Ricardo
Derosa-Parola, Debra
DeSoto, Sylvia
Diaz, Nicolet
Diaz, Richard
Diliddo, Frank
Discont, Conrad
Dixon, Gaylord
Dixon, Roger
Dobbins, Jeremy
Dorian, Jennifer
Doris, Andrew
Dunkley, Jennifer
Dunn, Barbara
Duong, Hung Q
Duran, Jaime V
Echeverria-Bis, Olivia

Hmong
English As A Second Language
Computer Aided Manufacturing
English
Automotive Technology
Health Information Technology
Applied Technology
English
Health Information Technology
Human Services
Womens Studies
English
Child Development
Electrical Systems Technology
Computer Information Technology
English
English
History
Graphic Communications
Spanish
Physical Education
Nursing, Registered
Psychology
Nursing, Registered
Human Services
Journalism
Business Administration
Child Development
Biology
Dance
Business & Technology
English
Welding Technology
Electrical Systems Technology
English
Mathematics
Computer Information Technology
Nursing, Registered
English
Physical Education
Radiologic Technology
Work Experience, General
Computer Information Technology
Counseling
English

Eddy, Richard	Apprenticeship
Edmunds, James	Nursing, Registered
Eichmann, Kelly	Foods & Nutrition
Engstrom, Corey	Communication
Espana, Teresa	Art
Espinosa, Rosemary	English
Ewing, Mary Claire	Dental Hygiene
Fainer, Margaret	Paralegal
Farnham, Katie	Nursing, Registered
Ferbrache, Christopher	Computer Information Technology
Fisher, Christopher	Physical Education
Fitzgerald, Charmaine	Child Development
Flay, Robert	Chemistry
Flores, Nicole	Physical Education
Focarazzo, Cathy	English
Ford, Kerry	Physical Science
Foster, Robert	Physical Education
Fox, Jim	Geography
Fraleigh, Nancy	Communication
Francis, Onesta	Physical Education
Frazier, Brenda	Physical Education
Freeman, John	Biology
Frese, Josh	Computer Information Technology
Fry, Martha	Business Technology
Fry, Teddy	Accounting
Gabriel, Lucas	Physical Education
Gallo, Brian	Architecture
Garcia, Maria	Spanish
Garcia, Ruby	Chicano-Latino Studies
Garcia, Sabrina	Nursing, Registered
Garnica, Sharon	Biology
Garth, Rebecca	Human Services
Garvin, Alyssa	Dance
Garza, Yolanda	Spanish
Gelegan, Gail	English
Gonzales, Kelly	Business & Technology
Gonzalez, Jr Salvador	Physical Education
Goodson, Cheryl	English
Goodwin-Bransford, Luisa	Dental Hygiene
Goorigian, Gary	Applied Technology
Gorman, Jr Robert	Construction
Graham, Pilar	English
Greene, Barbara	Nursing, Registered
Griffiths, Kularb	English As A Second Language
Guadian-Djanie, Claudia	English As A Second Language

Guest, Lawrence	English
Gurule, Phillip	Business Administration
Hagen, Susan	English As A Second Language
Halderman, Doug	Architecture
Hammond, Sue	Physical Education
Hamp, David	Film
Hannan, Kimberlee	English
Hardamon, Cedric	Counseling
Hardcastle, Amy	Child Development
Harris, Debra	Human Services
Hart, Alan	Nursing, Registered
Hart, Bradley	History
Hart, Harlan	Computer Aided Drafting & Design
Harvey, Etienne	American Sign Language
Hawkins, Lynn	Physical Education
Hawkins, Micah	Physical Science
Hawkins, Timothy	Business Administration
Helms, Renetta	Foods & Nutrition
Henkel, Steven	Accounting
Her, Mainou	Counseling
Heredia, Katie	Chemistry
Hernandez, Nancy	English
Hester-Haynes, Juanita	Mathematics
Heyne, Jennifer	History
Hilario, Milagros	Nursing, Registered
Hirasuna, Steven	Human Services
Hodges, Melvin	Construction
Hoehing, Douglas	Psychology
Hoffman, Glenn	Physical Education
Holden, William	Computer Information Technology
Holmes, Wendy	Biology
Holson, Mary	Nursing, Registered
Hooper, Stefani	English
Hord, John	Music
Howard, Gina	Development Services
Howard, Jeanice	Dental Hygiene
Howard, Katsuyo	Japanese
Hreische, Chukri	Computer Information Technology
Hudson, Christopher	Computer Information Technology
Hughes, Larry	Child Development
Hurley, Stacy	Applied Technology
Hurt, Howard	Biology
Hutton, Pamela	Fashion Industry
Ikawa, Wakabayashi	Biology
Ingram, Donavan	English

Isom, Janice	Nursing, Registered
Isquierdo, Joe	Criminology
Janzen, Peter	Art
Jensen, Daniel	Mathematics
Jerkovich, Roger	Photography
Jessie, Mildred	History
Jimenez, Michael	Chicano-Latino Studies
Johl, BaljitK	Nursing, Registered
Johnson, Andrea	History
Johnson, Karen	English
Jones, James	Business & Technology
Jones, Sarah	Computer Information Technology
Joosten, Monica	Nursing, Registered
Jurevich, Gayla	Business Administration
Kabbani, Kathleen	English As A Second Language
Kaiser Clarey, Kathleen	Work Experience, General
Kapoor, Kaushiki	Nursing, Registered
Karimbakas, Spiros	Mathematics
Kaur, Arshvir	Engineering
Kaur, Kulwinder	Nursing, Registered
Kelley, Bonnie	Nursing, Registered
Kelley, Ronda	African-American Studies
Kesterson, Edward	Graphic Communications
Key, Roger	Physical Science
	Natural Science
Kimball, Robert	Business & Technology
Knaapen, Beatrice	Business & Technology
Knudsen, James	Theatre Arts
Koch, Michael	Building Safety & Code Administration
Kosinski, Jeff	Physical Education
Kottachchi, Niranjala	Geology
Kranzler, Jessica	English
Kratz, Teresa	Nursing, Registered
Kurtt, Jacqueline	Art
Lacko, Michael	Construction
Lamattina, Sandra	Dental Hygiene
Laughnan, Woody	Communication
Lebsock, Rene	English
Ledezma, Jamie	Political Science
Legaspi, Elizabeth	Nursing, Registered
Lesmerises, Daniel	Construction
	Special Studies, Construction
Lessard, Jane	American Sign Language
Leung, Dennis	Business & Technology
	Computer Aided Drafting & Design

Lewis, Laurel	Nursing, Registered
Leyba, Kristie	English
Lieberman, Alisa	English
Lightfoot-Handy, Brenda	Food Service Management
Lion, Larry	Automotive Technology
Liscano, Bernard	Business Administration
Liu, Hsiu-Ju Teng	Mathematics
Lizama, Joseph	Music
Lloyd, Dean	Computer Aided Drafting & Design
	Drafting
Longan, Craig	History
Loop, Steven	Physical Education
Lopez, Jehnette	Nursing, Registered
Lucka, Wojciech	Biology
Luna, Rudy	Graphic Communications
Luttrell, Katherine	English
Lutz, Denine	English As A Second Language
Lynes, Julie	Counseling
Lyons, Rick	Physical Education
Maire, Michaela	Paralegal
Maki-Dearsan, Nanete	Art
Maniquiz, Michael	English
Mann, Li	Chinese
Marcial, Michael	Physical Education
Marinovich, Branko	Political Science
Marsh, Robert	Mathematics
Martin, Jeremy	Journalism
Martineau-Gilliam, Vicki	Business & Technology
Martinez Dominguez, Carlos	Computer Information Technology
Martinez, Jesus	Spanish
Martinez-Villarreal,	
Mariaelena	Applied Technology
Mata, Carmen	Spanish
Mateo-Laeno, Mary	Child Development
Matlock, Michele	Art
Mattos, Andrew	Physical Education
Mattox, Jack	Health Science
McCabe, Gail	English
McDonald, Geoffery	Mathematics
McDonald, Melissa	Paralegal
McIlhargey, Patrick	English As A Second Language
McLearan, Susan	Dental Hygiene
Medrano, Michael	English
Megerdichian, Edward	Mathematics
Meister, Lucielle	Nursing, Registered

Mejloumian, Oganessian
Mekredijian, Tamar
Mendez, Vincent

Mendoza, Mayra
Mendoza, Sal
Mendrin, Michael
Menyhay, Pamela
Meyers, David
Miko, Kristina
Milhorn, Richard
Miller, Courtney
Miller, David
Mimura, Stacielee
Minnis, Dorrick
Moffitt, Jane
Mohle, Robert
Mollo, Constance
Moore, Vernon
Moreno, George
Moreno, Janice
Morillo, Janell
Morisson, Fernando
Morrice, John
Morton, Nye
Motoyasu, Jeffrey
Mott, Micheal
Moua, Chai
Mouanoutoua, Chue
Mouanoutoua, Vang
Mullen, Paul
Mullikin, Jason
Munguia, Israel
Musick, William
Myers, Jennifer
Myers, Mimi
Myers, Ralph
Nance, Ian
Navarro, Diana
Neal, Carla
Neal, William
Nelson, Cheryl
Nelson, Thomas
Nielsen, Robert
Nix, Lawrence

Chemistry
English
Art
Chicano-Latino Studies
Nursing, Registered
Radiologic Technology
Health Science
Nursing, Registered
Graphic Communications
English
Photography
English
Human Services
Communication
Criminology
English As A Second Language
Decision Science
Medical Assisting
Geology
Physical Education
English
Counseling
Manufacturing Mechanic, CTC
Music
Music
Criminology
Nursing, Registered
Mathematics
Mathematics
Asian-American Studies
Paralegal
Automotive Technology
Radiologic Technology
Physical Education
English
Dental Hygiene
English
Philosophy
Health Information Technology
English
Mathematics
Business & Technology
English
Music
Welding Technology

Norman, Sophia
North, Erik
Oeser, Jeffrey
Okin, Isaac
O'Leary, Lauren
Oliva, Yuri
Ondarza, Yalle
O'Neil, Terrence
Paniccia, Jenine
Parker, Anita
Pascual, Luna
Patterson, Teresa
Paul, Heather
Payne, Catherine
Pearson, Vickie
Peery, Steven
Perez, Carlos
Perez, Enid

Perkins, Haley
Phillips, Cheyenne
Pierce, Brittany
Pirl, David
Pontius, David

Pontius, Vicki
Popovich, Cole
Porreco, Jana
Prandini, Kellen
Price, Maryellen
Pulido, Jose
Querin, Amy
Quinn, Charles

Quintana, Nicolas
Raines, William
Ramirez, Adrian
Ramirez, George
Ramirez, Raymond
Ramirez, Yaneth
Ranganathan, Shilpa
Ratkus, Anthony
Ratto, Joel
Rayburn, Charles
Redmond, Granville

English
Mathematics
Economics
African-American Studies
English As A Second Language
Surgical Technology
Art
Criminology
Physical Education
Child Development
Mathematics
Communication
English
Art
Graphic Communications
Nursing, Registered
Chicano-Latino Studies
Chicano-Latino Studies
Womens Studies
Physical Education
Counseling
Physical Education
Art
Electrical Systems Technology
Computer Information Technology
Computer Information Technology
Physical Education
Dental Hygiene
Anthropology
Child Development
Criminology
Dance
Communication
Theatre Arts
English As A Second Language
Art
Business & Technology
Music
Chicano-Latino Studies
Spanish
Sociology
Business Administration
Electrical Systems Technology
Food Service Management
Counseling

Reid, Pamela
Reitz, Cherry
Reyes, Samuel
Rhodes, Agnes
Rice, Mary
Richardson, Jamie
Richmond, Linda
Riesenman, John
Rigby, Kristin
Riley-Ruiz, Kristine
Rindahl, Kathleen
Ripley, Patrick
Risch, Krystin
Ritchie, James
Robinson, Paul
Rogers, Gary
Rose, Judy
Ross, David
Rossi, Gianna
Rowden, Sally
Russell, Byron
Saiz, Sallie
Salazar, Rafael
Samora, Lawrence
Sandersier, Jeffrey
Sarkisian, Rebecca
Satterthwaite, Brianna
Savala, Sylvia
Savopolos, Jessica
Scheid, Elizabeth
Schey, Joseph
Schramm, David
Schroeder, Corey
Schwendiman, Larry
Scroggins, Jason
Seely, Andrew
Shabaglian, Arris
Sheldon, Bryan
Shepherd, Jamie
Shoemaker, David
Silvas, Shushanek
Simpson-Urrutia, Julia
Skaret, Wayne
Skoufis, Joann
Slaybaugh, Debra

Mathematics
Nursing, Registered
Biology
Mathematics
Applied Technology
Respiratory Care
Art
Economics
Communication
Criminology
Nursing, Registered
Computer Aided Manufacturing
Communication
German
Business Administration
English As A Second Language
Counseling
Portugese
Physical Education
Child Development
Graphic Communications
English
Architecture
Physical Science
Music
Music
Psychology
English
Criminology
English
Physical Education
Music
Criminology
Economics
English
Film
Communication
Mathematics
Mathematics
Counseling
English
English
Business & Technology
Nursing, Registered
Paralegal

Sloan, Larry	Industrial Training, CTC
Smith, Cherylyn	English As A Second Language
Smith, Elizabeth	English
Smith, Ernest	Photography
Snowden, Patrick	Art
Sobrepena, Salome	Nursing, Registered
Solwazi, Kehinde	African-American Studies
Sorensen, Christin	Applied Technology
Soublet, Monica	Child Development
Sousa, Sherri	Business & Technology
Spalding, Steven	Mathematics
Spencer, Deborah	Nursing, Registered
Spjute, Aaron	Theatre Arts
Standifer, Delores	African-American Studies
Standridge, Donald	Graphic Communications
Stark, Denise	English As A Second Language
Starr, Rebecca	English
Staten, Patrick	Mathematics
Steele Smith, Catherine	English
Stevens, Mark	Physical Education
Stogbauer, Kathy	Child Development
Stoops, Shari	Nursing, Registered
Stratman, Thomas	Chemistry
Sullivan, Cornelius	Psychology
Sunahara, Beau	Automotive Technology
Sutterfield, Mark	Mathematics
Sutton, Jeremy	Computer Information Technology
Swearingen, Elizabeth	Womens Studies
Tademy, Carrie	Physical Education
Takeda, Michael	English
Tamayo, Arturo	Physical Education
Tarango, Rita	English As A Second Language
Tarr, Matthew	Building Safety & Code Administraion
Tatro, Lance	Drafting
Taus, Kay	Child Development
Taylor, Sevastee	French
Tenney, John	Photography
Thiesen, Lorraine	Communication
Thomas, Fred	Dental Hygiene
Thompson, Britton	Food Service Management
	Foods & Nutrition
	Art
Tikijian, Carol	Computer Information Technology
Ting, Rosemary	Dance
Tiscareno, Cristal	Armenian
Topouzkhianian, Ara	

Torres, Linda	English
Torres, Victor	Chicano-Latino Studies
Tostado, Edward	Criminology
Travis, II Keith	Physical Education
Trevino, Julio	English
Ulanimo, Virginia	Nursing, Registered
Umber, Brandon	Chemistry
Unzueta, Mark	Physical Education
Vaca, Jesus	Accounting
Valdez, Kathaleen	Accounting
VanCleve, Mark	Computer Information Technology
Vander Plaats, William	Business Administration
Vang, Alee	Asian-American Studies
Vang, Soul	English
Vannasone, Isaac	Mathematics
Vasquez, Ivan	Nursing, Registered
Vasquez, Rojelio	Business Administration
	Marketing
Vaughn, Brigida	Nursing, Registered
Velasquez, Leah	Counseling
Verdian, Maria	English
Vianello, Arlene	Dental Hygiene
Villines, Hope	Physical Education
Vinicor, Donald	Chemistry
Vivian, Ronald	Human Services
Vogel, Pamela	Nursing, Registered
Vosmera, Michelle	Nursing, Registered
Waddle, Carl	Health Information Technology
Wagman, Elizabeth	Child Development
Walbeck, Clint	Physical Education
Walker, Lawrence	Business Administration
Walker, William	Computer Information Technology
Wall, Connie	English As A Second Language
Wallis, John	Applied Technology
	Manufacturing Mechanic, CTC
Wasemiller, Peter	Business Administration
Watson, James	Criminology
Weaver, Louis	Geography
Weinschenk, Franz	English
Wells, Christina	Communication
Wenzel, Jane	Mathematics
White, Marva	Dental Hygiene
Wice, Carlyn	Child Development
Wilburn, Steve	Physical Science
Wilburn-Villasana, Esther	Nursing, Registered

Williams, Ann
Wimer, Garrett
Wingfield, Linda
Winther-Saxe, Lenna
Wolfmann, Melissa
Wong, Kurt
Worrell, Cameron
Yang, Andre
Yang, Kao-Ly
Yang, Shoua
Young, Carri
Yu, Un Suk
Zerwig, Larry
Zhou, Paul
Zschogner, Mark

English
Astronomy
Nursing, Registered
Photography
Music
Computer Aided Drafting & Design
Physical Education
English
Hmong
Counseling
Medical Assisting
Nursing, Registered
Manufacturing Mechanic, CTC
Computer Information Technology
Air Conditioning

**Fresno City College
Non-Instructional
Adjunct Instructors
Fall 2012**

<u>Instructor Name</u>	<u>Assignment</u>
Bailey, Charles	Counselor
Barrett, Denise	Counselor
Bithell, Kara	IDEA Lab
Braddock, Karen	Coordinator
Cheney, Paul	Dentist
Corchado, Francisco	HS Counselor
Dorian, Jennifer	Writing & Reading Center
Doumanian, Raymond	Dentist
Fief, Gary	Police Academy
Glassman, Linda	Dentist
Glover, Tamara	Coordinator
Hanson, Audry	Librarian
Hoff, Nancy	Coordinator
Lourido-Ali, Monica	Dentist
Lucio, Nickolas	Counselor
Lund, Edward	Art Space Gallery Curator
Macalpine, Donald	Fire Academy
Martin, Tami	Police Academy
Midcalf, Nancy	Coordinator
Morton, Nye	IDEA Lab
Murray, Paulette	Counselor
Nkosi, Janine	Counselor
Oliva, Jury	Coordinator
Oliva, Stacy	Coordinator
Partoviamin, Soheil	Tutorial
Piland, Kurt	Counselor
Pino, Jon	Police Academy
Planas, Edward	Police Academy
Pondexter, Patricia	Librarian
Querin, Amy	IDEA Lab
Quintana, Nicolas	Writing & Reading Center
Ramirez, Deanna	Coordinator
Rogers, Edward	Fire Academy
Rowe, Deborah	Fire Academy
Sarkisian, Rebecca	IDEA Lab

Shadrick, Jessica
Silvas, Shushanek
Sutton, Donald
Thurber, Edward
Torosian, Marvin
Tracy, Vernon
Valdivia, Gloria
Welch, Thomas

Tutorial
Writing & Reading Center
Fire Academy
Tutorial
Police Academy
Police Academy
Counselor
Librarian

**Fresno City College
Adjunct Instructors
Police Academy
Fall 2012**

Adler, Paul
Agnew, Michael
Alexander, Matthew
Anderson, Gregory
Arendt, James
Attkisson, Craig
Avila, Edward
Baker, Earle
Baxter, Geary
Bessinger, Drew
Burgamy, Teresa
Burnett, Lynn
Button, Lynn
Callahan, Kevin
Caporale, Philip
Cardinale, Dean
Cervantes, Daniel
Cheney, Scot
Cooney, Neal
Cotter, Lee
Cruise, Harold
Cruz, Rayann
Dadian, Neil
Davenport, Dennis
Dewall, Anthony
Dooley III, William
Dooley, Ricki
Downing, Clifford
Downing, Craig
Downing, Melissa
Doyle, Michael
Dunn, Jeffrey
Eberhard, Gary
Elliott, Michael
Erwin, Shawn
Esmay, Scot
Esmay, William

Estrada, Renea
Fam, Mark
Farrah, Burke
Fief, Gary
Field Jr, Frederick
Frascona, Vincent
Frost, Thomas
Fuller, Zebedee
Gaines, Jaimy
Gamoian, Lisa
Garza, Jose
Gates, Vaughn
Gines, Ramon
Gomez, Joseph
Greening, Roger
Grove, Michael
Gularte, Gregory
Haas, Douglas
Haynes, Kirk
Henkle, Charles
Herrera, Cruz
Herring III, Jesse
Herzog, Marilyn
Hibbens, Darrell
Hickman, Kevin
Jacobo Jr., Henry
Jimenez, Jimmy
Jones, David
Kaelble, Afreen
Katz, Kenneth
Kaundart, Earl
Keeney, Mark
Klose, Thomas
Lusk, James
Maier, John
Martinez, Robert
Matsuzaki, Kent

Mayo, Edward
McComas, Stephen
McKinney, Rosanna
Mechem, Timothy
Mitchell, Marla
Mooney, Gaylon
Moore, Robert
Moore, Scott
Mosier, Michael
Ortiz, Tina
Owen, Richard
Payn, Scott
Pendley, Kevin
Perez, Gilbert
Perry, Dwight
Pino, Jon
Planas, Edward
Rackley, Ronnie
Reese, Douglas
Robinson, Jeffery
Rossetti, James
Rowe, Thomas
Royal, Randy
Ruiz, David
Salazar, Manuel
Sanchez, Martin
Schmidt, Eric
Schneider, Terry
Scholl, Michael
Scroggins, Brett
Sellai, Diana
Sepeda, Lorraine
Sherrow, Robert
Shumate, Harold
Silva, Manuel
Sloan, Michalanne
Smith, Joseph

Smith, Michael
Stalker, Brent
Stark, Linda
Taylor, James
Tilley, John
Torosian, Marvin
Tracy Jr, Vernon
Tushnet, Geoffery
Ward, William
Watson, James
Webster, Nicholas
White, Debra
Wilkins, Stephen
Williams, Diane

**Fresno City College
Adjunct Instructors
Fire Academy
Fall 2012**

Baker, Earle
Baxter, Geary
Becker, Debra
Bentley, Christine
Binaski, John
Brown, Jonathan
Brubaker, Ryan
Cadigan, Richard
Cary, Neil
Cope, Thomas
Damico, James
Davis, James
Davis, Michael
Ekk, Christopher
French, Lawrence
Fultz, Richard
Garza, Hector
Gerking, Christopher
Gilman, Kenneth
Gonzales, Danny
Guice, Daniel
Herzog, Marilyn
Hicks, H. D.
King, Christopher
Koontz, Robert
Krippner, Virginia
Lakela, Rick
Leigh Jr., John
Long, Alex
Long, Cameron
Lum, Richard
Macalpine, Donald

Martinez, Mark
Michaels, Ryan
Miller, Alan
Moore, Justin
Nelson, John
Nevarez, Luis
Nunn, Derek
Panfilio, Aaron
Park, Keola
Perkins, Daniel
Pogue, Richard
Robinson, Antonio
Rogers, Edward
Rowe, Deborah
Slater, Gerald
Stemler, James
Sulenta, David
Sutton, Donald
Torosian, Brian
Vasconcellos, Anthony
Young, Jeffrey

**STUDENT SERVICES ADJUNCT FACULTY
FALL 2012**

CALWORKS

Araceli Gallardo
Kami Thepphavong

**COUNSELING/WORK
EXPERIENCE**

Janice Anderson
Patricia Bayer
Cynthia Beltran
Barbara Dunn
Jaime Duran
Cedric Hardamon
Mainou Her
Lily Hernandez
Kathleen Kaiser-Clarey
Carolyn Kincheloe
Nadia Kostin
Julie Lynes
Kayla Mannon
Janell Murillo
Peter Pavich
Cheyne Phillips
Granville Redmond
Mario Reposo
Darlene Roach
Judy L. Rose
David M. Shoemaker
Rosemarie Stock
Leah Velasquez
Shoua Yang
Manuel Zubiri

HEALTH & PSYCH SERVICES

Linda Albright
Stephanie Annett
Gareth Houghton
Kristin Marvin
Guadalupe Vasquez

TRIO/UPWARD BOUND

Rosa Murillo

VETERANS

Roger Radtke

**REEDLEY COLLEGE
FALL 2012
ADJUNCT FACULTY**

REEDLEY COLLEGE

Angel, Patricia	CHDEV
Annett, Stephanie	FN
Arredondo, John	PE
Arzola, Juan	POLSCI
Balakian, Amber	BA
Baldwin, Theresa	ART
Barnes, Bryan	AERO
Barrett, Nicholas	COMM
Basiletti, Sarah	MUS
Batenhorst, Nicole	MATH
Bennetts, Carol	ENGL
Blied, James	MATH
Borofka, Debbie	ENGL
Bratcher, Susan	GEOL
Briones, Stephanie	COMM
Brophy, Katherine	NAT
Brown, Jodie	AS
Browning III, Mark	AG
Bucher, Frederick	MATH / SCI
Buldo, Vanessa	COMM
Cannell, Robert	NR
Carlsen, Katherine	ASL
Carrillo, Rosalinda	HLTH
Castro, Kattia	HLTH
Cervantes, Daniel	CRIM
Chalepah, Jan	ENGL
Chavez, Helen	COMM
Clarkson, ElRay	CRIM
Clifton, Jennifer	MATH
Cobb, Aaren	DEVSER
Cooper, Nicole	COMM / JOURN
Cummings, Tasha	COUN
DeArman, David	AERO
Deibert, Daniel	BIOL
Dekker, Anita	OT
Denton, Luke	MATH
Driggers, Doris Maria	MUS
Eisinger, Jeff	SOC
Ellis, Lloyd	MUS
Endler, Scott	MATH
Espinosa, Nance	LIBRARIAN
Fallon, Ann	BIOL
Fauvor, Dianna	BA
Flint, Justin	AUTOT
Fox, Jim	GEOG
Froese, Ron	HIST
Furumoto, Jason	BIOL
Gaddy, Garth	MFGT
Galicia, Linda	ENGL
Gallegos, Mary	HLTH / OT

Garabedian, Deanna	ENGL
Garner, Ross	PE
Gaston, Michael	PE
Graber-Peters, Jennifer	COMM
Guyett, Michael	IS
Guzman, Juan	ENGL
Gwin, Darrell	MATH
Harvey, Etienne	ASL
Helmeý, Rolanda	FN
Hermosillo, Sandie	COUN
Hernandez, Jonathan	COMM
Hodges, Donal	CHEM
Ibara, Dexter	AUTOT
Iraheta, Rene	HLTH
Johnson, Morten	HLTH
Kamerin, Kim	MUS
Kaur, Rajwant	MATH
Kawagoe, Jodi	CHEM
Kenney, Judith	ENGL
Koch, Susanne	BIOL
Krause, Edward	GEOG
Kron, Terri	DA
Kryder, Paul	MATH
Landon, Kathleen	MATH
LaSalle, Kelly	ENGL
Launer, Linda	HLTH
Lawrence, James	ASL
Lewis, Barry	DEVSER
Lillyman, George	ENGL
Loya, Ralph	AS
Lusk, Susan	EDUC
Lyons III, Theodore	ART
MacDonald, Lauren	ART
Marcial, Steven	PSY
Mathias, Meredith	CHDEV
Matli, Rebecca	LIBRARIAN
Mattrocce, David	NR
McCandliss, David	NR
McKinley, Juanita	DEVSER
McLenithan, Susan	ENGL
Meadows, Matthew	NR
Mechem, James	ART
Menefee, Whitney	BIOL
Miller, Randall	HIST
Monk, Irene	PE
Moran, Donna	LIBRARIAN
Naito, Michael	CHEM
Nash, Carol	ENGL
Nix, Lawrence	MFGT
O'Brien, Francilyn	MATH
O'Leary, Lauren	ENGL
Painter, Lucy	DEVSER
Pantoja, Joseph	HIST
Park, ChoLin	ART
Patterson, Marc	ART

Peck, Jill	ENGL
Perez, Frances	NAT
Person, Ryan	AS
Pettillose, Charles	IS
Phillips, Jennifer	NR
Pollock, Scott	PE
Potter, Gary	BIOL
Quinn, Casey	PE
Randall, Timothy	PE
Reimer, Rebecca	MATH
Renteria, Sergio	MATH
Reyes, Susan	NAT
Reyna, Kathleen	POLSCI
Rivera, Blanca	COUN
Ross, Stacy	ENGL
Ruiz, Fausto	SPAN
Rutherford, Robert	MATH
Schmidt, Liane	AS
Sheldon, Jack	COTR
Shepherd, Jamie	MATH
Shugart, Holly	BIOL
Smith, Samuel	POLSCI
Stuntz, Tracy	COMM
Sullivan, Cornelius	PSY
Tabutol Jr., Maurice	MAG
Thao, Soua	DEVSER
Tipton, Jennifer	COMM
Tollefson, Cari	BA
Trevino, Rosalva	DA
Trinidad, Cecil	CHDEV
Unruh, Jean	BIOL
Vance, Christopher	PE
Vang, Sue	COUN
White, Lois	ENGL
Wicks, Ross	MAG
Workman, Penny	PSY
Xiong, Ghia	HLTH
Yang, Kao-Ly	HLTH
Zamora Luna, Martha	PE

REEDLEY COLLEGE ONLINE

Buldo, Vanessa	COMM
Clarkson, ElRay	CRIM
Jackson, Mary	ART
Main, Terri	COMM
Record, Linda	ENGL
Tollefson, Cari	MKTG

MADERA CENTER

Ahrabian, Carol	SPAN
Angel, Felix	MATH
Ayala, Anthony	MFGT
Barile, Stephen	ENGL
Barrett, Nicholas	COMM
Betancourt, Paul	POLSCI
Bull, Yolanda	ENGL
Castellanos, Jessika	RN
Chandra, Geeta	BIOL
Chen, Tung Rei	LVN
Conde, Linda	CHDEV
Culp, Robbey	CHEM
Dinoto, Debra	SSTMH
Dunne, Donnalee	ART
Durbin, Randy	PE
Fernandez, Kathleen	CRIM
Fjellbo, Janet	COTR / COUN
Flores, Heather	PSY
Gillespie, Velda	FN
Hallaway, David	PHOTO
Harp, Marjorie	RN
Herling, Rosamond	CHDEV
Hernandez, Efren	ECON
Houk, James	BIOL
Isom, Pat	MUS
Jaime, Maria	CHDEV
Keoppel, Teresa	ENGL
Klassen, Darren	ENGL
Lionvale, Thomas	PE
Luna, Alicia	SPAN
Mata, Carmen	SPAN
McKinley, Michael	DEVSER
McQuillen-Follett, Suzette	LVN
Medina, Gloria	OT
Moy, Baldwin	BA / HS
Ostoja, Steven	BIOL
Papadakis, Linda	ART
Pehrson, Russell	OT
Pickering, Karen	LVN
Pimentel, Tracey	COTR / COUN
Pritchard, Joanne	CHDEV
Quinn, Darlene	RN
Raffle Jr, Frank	RN
Reyna, Kathleen	POLSCI
Rich, Rita	RN
Richter, Jeremy	PE
Salazar, Ruby	ENGL
Sands, Dan	IS
Schaff, Raymond	IS
Scheidt, Shaynon	BIOL
Schlotthauer, Kay	MATH
Schwandt, Sara	BIOL
Schwartz Casey, Jenifer	ENGL

Shaw, Betty	ASL
Sheets, Rebecka	MATH
Shumate, Harold	CRIM
Silva, Valerie	BIOL
Smith, Nancy	LVN
Smith, Pamela	ENGL
Snipes, Ronnie	BA / COTR / IS
Spadafore, Gail	OT
Springer, Timothy	HIST
Tackett, Patrick	ENGL
Takeda, Michael	ENGL
Tanaleon, Irma	LVN
Taylor, Bradford	BA / STAT
Tellalian, Bryan	POLSCI
Thiesen, Kurtis	CHEM
Tovar, Leo Dan	LVN
Underwood, Rachelle	OT
Visveshwara, Nicola	RN
Wright, Joseph	CHDEV

MADERA CENTER ONLINE

Pehrson, Russell	OT
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OAKHURST CAMPUS

Booth, Corey	POLSCI
Bopp, Diane	ART
Burgess, Laura	MATH
DeHart, Angeline	DEVSER
Ellington, Kanya	CHEM
Flanagan, James	ENGL
Freedman, Marcia	PSY
Gorski, Elizabeth	ENGL
Hammerling, Harry	COTR / IS
Hoffman, Richard	COMM
Humphrey, Patrick	COMM
Laird, George	PSY
Loweburg, Donald	MATH
Meinhoff, Sharon	PHIL
Piper, Michael	IS
Rich, George	MATH
Sands, Isolina	SPAN
Smith, Adam	HLTH / PE
Springer, Timothy	HIST
Steffke, Robert	ENGL
Wallo, Jan	FN
Wilhite, Brian	ART / PHOTO

OAKHURST CAMPUS ONLINE

Flanagan, James	ENGL
Piper, Michael	IS

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Approve New Permanent
Part-time Categorically Funded Institutional
Research Coordinator Position

ITEM NO. 12-36HR

EXHIBIT: None

Background:

The district recently received a grant that requires a position of institutional research coordinator within the grant. The district currently has a classification specification which contains these duties. This position would be a 12-month, 19 hour-a-week position under the supervision of the vice chancellor of educational services and institutional effectiveness.

Examples of Duties:

- Performs a variety of duties including conducting specialized studies to include attrition and retention, market analysis, geographic distribution enrollment studies, projection studies, and coordinating a schedule of institutional research in support of planning, evaluation, and resource allocation.
- Provides technical assistance to staff conducting authorized studies and maintaining the database necessary for the district's institutional effectiveness studies.
- Utilizes district main frame computer resources as well as personal computer software in an effective and appropriate manner to enter and retrieve data.
- May perform other related duties as needed.

Recommendation:

It is recommended the Board of Trustees approve the new categorically funded 19 hour-a-week permanent part-time Institutional Research Coordinator position.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Review of District Warrants and Checks

ITEM NO. 12-90G

EXHIBIT: None

Recommendation:

It is recommended the Board of Trustees review and approve the warrants register for the following accounts:

<u>Account</u>	<u>Amount</u>	<u>For the Period</u>
District	\$13,357,738.32	August 15, 2012 to September 14, 2012
Fresno City College Bookstore	1,613,305.66	August 15, 2012 to September 11, 2012
Reedley College Bookstore	752,390.28	August 15, 2012 to September 11, 2012
Fresno City College Co-Curricular	210,134.01	August 14, 2012 to September 10, 2012
Reedley College Co-Curricular	64,577.10	August 10, 2012 to September 07, 2012
Total:	<u>\$15,998,145.37</u>	

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT:	Consideration to Authorize Agreement with the Foundation for California Community Colleges for the Student Mental Health Consortium, Fresno City College	ITEM NO.	12-91G
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EXHIBIT: None

Background:

The district was notified by the Foundation for California Community Colleges that the Fresno City College Consortium has been awarded funding from the California Community College Student Mental Health Program to implement the State Center Community College District Student Mental Health Consortium (SMHC). The SMHC is intended to formalize a system for collaboration and sharing of relevant data and information. The project will provide training and capacity-building activities for administrators, faculty, staff, and students in order to increase awareness and ability to respond to mental health issues. The term of the agreement is from July 1, 2012, through June 30, 2014, with funding in the amount of \$246,727.78.

Recommendation:

It is recommended the Board of Trustees:

- a) authorize the district, on behalf of the Fresno City College Consortium, to enter into an agreement with the Foundation for California Community Colleges to provide funding from the California Community College Student Mental Health Program to implement the State Center Community College District Student Mental Health Consortium in the amount of \$246,727.78 for the period July 1, 2012, through June 30, 2014;
- b) authorize renewal of the agreement with similar terms and conditions; and
- c) authorize the chancellor or vice chancellor of finance and administration to sign the agreement on behalf of the district.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Authorize Agreement
with City of Clovis for Construction
of 2012-13 Project House, Fresno City College

ITEM NO. 12-92G

EXHIBIT: None

Background:

Fresno City College requests Board authorization to enter into an agreement with the City of Clovis for the construction of the 2012-13 project house. This instructional construction program was previously operated through the Clovis Community Development Agency, which was dissolved by the state via Assembly Bill x1 26.

The terms and conditions of the agreement require the City of Clovis to make available a parcel of land for the construction of the project house. The Fresno City College construction program provides all administration, labor, and instruction for completion of the project house, including all permit and material costs. Upon completion, the City of Clovis is responsible for the sale of the house. The sale price could range from zero dollars to fair market value. The sale will be to an eligible low-income first-time home buyer, in accordance with City of Clovis policies, and the city will endeavor to maximize the amount of funding available from a first mortgage. This first-mortgage will be on the house only, with a second mortgage held on the land parcel. From the funds available against the first mortgage, the City of Clovis agrees to reimburse the district for the cost of the materials and permits.

The 2012-13 project house will be located at 252 Sunnyside Avenue Clovis, and shall consist of a single-family residence with construction costs of approximately \$137,724. The project will commence during the fall semester and will be completed by the end of the 2012-13 academic year.

Recommendation:

It is recommended the Board of Trustees:

- a) authorize an agreement with the City of Clovis for the construction of the 2012-13 project house located at 252 Sunnyside Avenue Clovis, with permits and materials in the approximate amount of \$137,724 to be funded by Fresno City College; and
- b) authorize the chancellor or vice chancellor of finance and administration, to sign the agreement on behalf of the district.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Authorize Purchase of
Refurbished VoIP Phones, Districtwide

ITEM NO. 12-93G

EXHIBIT: None

Background:

Over the past five years the district has migrated away from aging and costly PBX switched telephone technology to a Voice over Internet Protocol (VoIP) telephone network. Willow International Community College Center and the Madera campus have fully implemented VoIP technology. Fresno City College has VoIP telephones in the Old Administration Building and all campus classrooms as part of the emergency alert system. VoIP allows the district to operate fully-featured phone service on existing network infrastructure while integrating phone service with email, emergency notification systems, and other integrated technologies.

With construction of the Reedley College network infrastructure project currently proceeding, it is necessary to purchase VoIP telephone handsets for the Reedley campus. Past test installations have proven refurbished Cisco VoIP handsets are as reliable as new handsets, with warranties that meet or exceed new technology, and are available at a cost savings of approximately 30% over new.

The ability to achieve these cost savings comes with a limited availability of refurbished VoIP handsets. No single vendor has been able to commit to the necessary quantity to complete the full Reedley VoIP installation. Therefore, in the interest of achieving significant cost savings, the administration is requesting authorization to purchase refurbished VoIP handsets from a variety of technology vendors, as necessary to complete the Reedley College network infrastructure project and future VoIP installations.

Funding for the purchase of refurbished Cisco VoIP telephone handsets for the Reedley College project will be provided by Measure E local bond funds and should not exceed \$80,000, based on current pricing and availability. This represents a savings of approximately \$24,000 over new equipment. Additional refurbished VoIP handsets may be needed for future installations and would be purchased under similar terms and conditions.

Recommendation:

It is recommended the Board of Trustees:

- a) authorize the purchase of refurbished VoIP telephone handsets for Reedley College in the amount of \$80,000;
- b) authorize the purchase of additional VoIP refurbished handsets, as necessary and available, under similar terms and conditions; and
- c) authorize purchase orders to be issued to complete this purchase.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Authorize Auction of
Surplus Property, Reedley College

ITEM NO. 12-94G

EXHIBIT: Surplus Property Inventory

Background:

The district has accumulated obsolete property that is considered surplus and requires disposal. According to district policy, administration requests Board authority to dispose of these surplus items by auction. Upon the Board's approval, an auction date will be coordinated with Fresno Auction Company.

As in the past, obsolete equipment/property not sold will be made available to non-profit agencies in Fresno County.

Recommendation:

It is recommended the Board of Trustees authorize disposal of district surplus property by auction.

Reedley College Surplus Inventory

July 24, 2012

<u>ITEM</u>	<u>Quantity</u>
Dell Optiplex 755 computer	1
Dell Optiplex GX110 computer	1
Dell Optiplex GX150 computer	1
Dell Optiplex GX240 computer	3
Dell Optiplex GX270 computer	24
Dell Optiplex GX280 computer	78
Dell Optiplex GX520 computer	4
Magnavox TS2777C101 Color TV	1
HP 4050N Laserjet printer	5
HP 1320N Laserjet printer	1
HP 4370 Scanner	1
Fujitsu Duplex M4097D	1
Dell 1720DN printer	2
Sony SLV-D300P DVD/VHS Combo	1
Toshiba TDP TW300 projector	1
Toshiba TDP TW350 projector	1
Dell 4100 MP projector	2
Dell 2300MP projector	5
HP 4300N Laserjet printer	1
Samsung TV TXL2767	1
HP Laserjet printer	17
Minolta 2200 Desk Laser	1
Cisco Hub HPJ3188A	4
Cisco Catalyst 2900 Series XL	2
Master Console II-Raritan*	1
HP Laserjet 6L	1
In Focus LP755 projector	1
Dell 2300 projector	1
Infocus LP425Z projector	1
Samsung Color Express	1
Dell 2300MP projector	1
Symphonic television	1
Trinitron television	1
misc. office supplies	1 pallet
small bake oven, GBC punch, with board on wheels	1
large wood storage unit	3
brochure rack	1
metal storage cabinet, bookcase, 4 office dividers	1
boxes misc. electrical items	6
legal file cabinet, 1 table	2
boxes misc. items, cassettes, books, recorders, from library	15

Reedley College Surplus Inventory

July 24, 2012

<u>ITEM</u>	<u>Quantity</u>
slide out keyboard holder	1
transmission jack / transmission cooler flow tester	1
karaoke machine / office file organizer's	1
box of boiling flasks	1
box of used uniforms from volleyball	1
old hot plates	6
Panasonic KX-P3124 24pin printer	1
treatment table	1
broken bookcase	2
box of old football bags, socks, belts	3
IBM typewriter 2 model 6781-025 S/N 11RYL94	1
metal cabinet	3
metal storage rack	7
small portable cooler	1
large back drops	7
miscellaneous biology items	2 pallets
miscellaneous computer items	10 pallets
TV on rolling carts	6
old student chairs	25
old white board and dividers	3 pallets
miscellaneous pipe and hose	1 pallet
benches	4
cabinets (1 metal 1 wood)	2
miscellaneous electrical equipment	1 pallet
box of miscellaneous equipment and supplies	1
box of pine cones and animal skeletons	1
box of old experiment kits	1
microscopes 3-spencers 3-leica ATC2000 1-lecia CME	7
upright freezer asset 016699	1
wood shelving from cafeteria	2 pallets
box of used 2-way radios	1
box of baskets and desk items	1
plastic rolling table, plastic bin, tub	1
box of glass tubes, benison burner, iron rings, glass tops	1
metal from old bleacher, broken video camera, floor cleaner	1
office supplies and ink cartridges	1
Pelco digital video recorder s/n A90-2017	1
bioronette marl III environmental chamber	1
lawn mower	1
small cabinet, old stools, fan, chipper	1

Reedley College Surplus Inventory

July 24, 2012

<u>ITEM</u>	<u>Quantity</u>
metal desk, file cabinet	4
small stone top tables	41
large stone top tables	6
old chair desk	12
typewriter table, file holders, calculator	1
shelves, tool box, hand truck	1
bearing press	1
metal tool box	1
bins of plastic plant pots	3
fertilizer	1 pallet
wheel barrow	1
metal drum dolly	1
spray tank on cart	1
awning parts	1 pallet

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Accept Construction Project, ITEM NO. 12-95G
 ADA Upgrades, Fresno City College

EXHIBIT: None

Background:

Bid #1112-12, awarded April 3, 2012, provided for the labor, material, and equipment necessary to complete accessible facility improvements required by the Americans with Disabilities Act (ADA) on the Fresno City College campus. The work consisted of the installation of new ramps, handrails, signage, and the renovation of existing restrooms to include new plumbing, fixtures, partitions, doors, door hardware, electrical, heating, ventilation, and air conditioning (HVAC) systems. This project involved work in and around the student services, library, speech/music, and math/science buildings on the Fresno City College campus. This project was necessitated by the need to comply with requirements of ADA provisions as they relate to facilities at Fresno City College.

The project for ADA Upgrades, Fresno City College, is now substantially complete and ready for acceptance by the Board of Trustees.

Recommendation:

It is recommended the Board of Trustees:

- a) accept the project for ADA Upgrades, Fresno City College; and
- b) authorize the chancellor or her designee to file a Notice of Completion with the county recorder.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Accept Construction Project, ITEM NO. 12-96G
INC Portable Building Site Work, Reedley College

EXHIBIT: None

Background:

In June 2011, the Board approved the Title V grant purchase of a new portable building for Reedley College to accommodate the needs of new and expanded student services outreach programs. Bid #1112-14, awarded May 1, 2012, provided for the work necessary to prepare the site and fully connect the new portable building at the Reedley College campus. The project consisted of plumbing, concrete, network, electrical, and finishing work necessary to prepare the site and fully connect the new portable building delivered under the previously approved contract.

The project for Instructional Center (INC) Portable Building Site Work, Reedley College, is now substantially complete and ready for acceptance by the Board of Trustees.

Recommendation:

It is recommended the Board of Trustees:

- a) accept the project for INC Portable Building Site Work, Reedley College; and
- b) authorize the chancellor or her designee to file a Notice of Completion with the county recorder.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Accept Construction Project, ITEM NO. 12-97G
Landscape & Grading Improvements, Eules Park

EXHIBIT: None

Background:

Bid #1112-19, awarded July 3, 2012, provided for the work necessary for landscape and grading improvements at Eules Park on the Fresno City College campus. The work of this project consisted of baseball infield improvements to include removal of existing turf, dirt infield, pitcher's mound and sprinklers; grading of the infield; reinstallation of salvaged base anchors, sprinklers, valve boxes, and pitcher's mound; and the installation of a new dirt infield mix and sod. This project was necessitated by the deteriorated condition of the existing baseball infield.

The project for Landscape & Grading Improvements, Eules Park, is now substantially complete and ready for acceptance by the Board of Trustees.

Recommendation:

It is recommended the Board of Trustees:

- a) accept the project for Landscape & Grading Improvements, Eules Park; and
- b) authorize the chancellor or her designee to file a Notice of Completion with the county recorder.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Accept Construction Project,
 Outfall Improvements, Reedley College

ITEM NO. 12-98G

EXHIBIT: None

Background:

Bid #1112-09, awarded May 1, 2012, provided for the work necessary to divert existing storm water drainage to the ponding basin at the Reedley College campus. The work of this project consisted of selective demolition of existing concrete drainage, turf vegetation, irrigation systems, and the installation of new storm drainage pipe, manhole, outfall structure, stand pipe, and the reseeding of the disturbed areas. This project was necessitated by the need for improved storm water drainage and the deteriorated condition of the existing outfall serving the Reedley College campus.

The project for Outfall Improvements, Reedley College, is now substantially complete and ready for acceptance by the Board of Trustees.

Recommendation:

It is recommended the Board of Trustees:

- a) accept the project for Outfall Improvements, Reedley College; and
- b) authorize the chancellor or her designee to file a Notice of Completion with the county recorder.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Accept Construction Project,
 Health Science Room 270 Remodel, Fresno
 City College

ITEM NO. 12-99G

EXHIBIT: None

Background:

Bid #1112-07, awarded April 3, 2012, provided for the labor, material, and equipment necessary to convert Fresno City College Health Sciences building room 270 from a medical records lab to a computer lab. The work of this project consisted of new ductwork, piping, heating, ventilation, and air conditioning (HVAC) equipment; and wall, ceiling, and floor covering improvements. Also included was the installation of new electrical, data communication, and cabling. This project was necessitated by the need to provide additional computer lab facilities to support health science instruction at Fresno City College.

The project for Health Science Room 270 Remodel, Fresno City College, is now substantially complete and ready for acceptance by the Board of Trustees.

Recommendation:

It is recommended the Board of Trustees:

- a) accept the project for Health Science Room 270 Remodel, Fresno City College; and
- b) authorize the chancellor or her designee to file a Notice of Completion with the county recorder.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Approve SCCC Foundation ITEM NO. 12-100G
 Fundraising Event

EXHIBIT: None

Background:

The State Center Community College Foundation Board is proposing a fundraising event to be held on the Reedley College campus during the 2012-13 academic year and is requesting that alcohol be served at the event, which is permitted for 501(c)(3) activities on a community college campus. The event is scheduled at a time when students will not be utilizing the facilities. Details for this event are listed below:

<u>DATE</u>	<u>EVENT</u>	<u>LOCATION</u>
Saturday, January 19, 2013	Reedley College Baseball Fundraising Dinner	Student Center/Cafeteria

Recommendation:

It is recommended that the Board of Trustees approve the State Center Community College Foundation Board's request to host the Reedley College baseball fundraising dinner, including the serving of wine and beer, at the location and date listed.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Approve Out-of-State Travel ITEM NO. 12-101G
 for SCCCD Business Students

EXHIBIT: None

Background:

The Collegiate Entrepreneurs Organization (CEO) annual conference is scheduled for November 1-3, 2012, in Chicago, Illinois. The CEO conference brings students and faculty together from over 165 colleges, with more than 1600 students participating. The conference will provide our students with the ability to network and gain access to over 80 outstanding entrepreneurs and business leaders. Students will have the opportunity to share their ideas and gain inspiration and insight from the experience.

The Fresno business community and public sector have identified the importance of nurturing entrepreneurial and commercial growth within our population. This event will have a profound effect upon our students towards meeting these goals. The FCC Business Division supports this endeavor as having major value and providing opportunities for participating students. Instructor and CEO Club Advisor Marianne Dunklin would like to take 30 to 40 SCCCD students to this important event. Conference costs, including travel, accommodations, meals, etc., will be covered by a combination of CEO Club fundraising activities, Coleman Scholarships, and grants.

Recommendation:

It is recommended that the Board of Trustees approve out-of-state travel for approximately 30 to 40 business students to attend the CEO annual conference in Chicago, Illinois, from November 1-3, 2012, with the understanding that the trip will be financed without requiring expenditures of college or district funds.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Approve Out-of-State Travel ITEM NO. 12-102G
 for Men's Tennis Team, Fresno City College

EXHIBIT: None

Background

The Fresno City College men's tennis team is asking the Board to approve out-of-state travel for up to four qualifying students to participate in the National Wilson/ITA Tennis Tournament in Mobile, Alabama, from October 10-14, 2012. This tournament is sanctioned by the California Community College Athletic Association (CCCAA), Bylaw 3.17.2F. The tournament is held annually and is the only national tournament held for CCCAA, junior colleges and four-year Division II, III, and NAIA colleges. In order to participate in this tournament, players must qualify from the regional tournament held earlier in Santa Rosa, California.

Tennis coach Steve Loop will accompany the students, and they will fly out on October 9 and return on October 13 or 14, depending on how far they go in the tournament. No district funds will be used for student travel costs.

Recommendation

It is recommended that the Board approve out-of-state travel for the students qualifying to compete in the national tournament from October 10-14, 2012, in Mobile, Alabama, with the understanding that the trip will be financed without requiring expenditures of district funds.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Approve Out-of-State Travel for Men's Wrestling Team, Fresno City College ITEM NO. 12-103G

EXHIBIT: None

Background

The Fresno City College men's wrestling team is asking the Board to approve out-of-state travel for qualifying students to participate in a wrestling tournament hosted by Lassen Junior College on November 3, 2012. Due to improved competition facilities, the competition will be held at Spanish Springs High School in Reno, Nevada. This tournament is sanctioned by the California Community College Athletic Association (CCCAA), bylaw 3.17.2F. The tournament is held annually and is part of the official CCCAA wrestling schedule.

Head coach Paul Keysaw and other Ram wrestling coaches will accompany the students. Co-curricular and/or foundation funds will be used for hotels, meals and transportation.

Recommendation

It is recommended that the Board approve out-of-state travel for approximately 20 wrestling students to compete in the Lassen College Wrestling Tournament on November 3, 2012, with the understanding that the trip will be financed without requiring expenditures of district funds.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Adopt Resolution Opposing ITEM NO. 12-83
 Proposition 32: Prohibition on Political
 Contributions by Payroll Deduction;
 Contributions to Candidates

EXHIBIT: Resolution No. 2012-25

Background:

Proposition 32, a measure appearing on the November 2012 statewide ballot, specifically limits the voice of union members such as teachers, nurses, firefighters, and police to exert influence on the political system. The initiative gives special exemptions to corporate special interests that would weaken the state's middle class and would make the system even more imbalanced. The proposed resolution opposes Proposition 32, which will severely restrict union members in both the public and private sector from having a voice in the political process and give the very wealthy, corporate CEOs, and their lobbyists' even greater influence over the political system.

**RESOLUTION NO. 2012-25
BEFORE THE BOARD OF TRUSTEES
OF THE
STATE CENTER COMMUNITY COLLEGE DISTRICT**

**IN OPPOSITION TO PROPOSITION 32 "POLITICAL CONTRIBUTIONS BY PAYROLL
DEDUCTION; CONTRIBUTIONS TO CANDIDATES"**

WHEREAS, Proposition 32 was written to limit the voice of union workers and interfere with the ability for supporters of community colleges to communicate with voters about the impact of general obligation bonds and parcel taxes; and

WHEREAS, this measure would create special exemptions for corporate interests and give corporate CEOs and their lobbyists even greater influence over the political system by allowing unlimited corporate spending on campaigns; and

WHEREAS, Proposition 32 would prohibit political contributions from unions with money collected from voluntary paycheck deductions authorized by their members, but would not restrict contributions from wealthy individuals or business interests whose political funds come from profits; and

WHEREAS, this measure is the third effort to restrict union funds for support of candidates and issues since the first two efforts (Proposition 226 in 1998 and Proposition 75 in 2005) failed at the ballot box; and

WHEREAS, passage of this measure would encourage the proliferation of unaccountable "independent expenditures" that interfere with the orderly discourse between political candidates; and

WHEREAS, non-partisan groups like the California League of Women Voters, California Common Cause, and Public Citizen and Public Campaign oppose the measure noting it is "masquerading as campaign finance reform".

NOW THEREFORE BE IT RESOLVED, that the State Center Community College District Board of Trustees opposes Proposition 32, that will silence working people and curtail their ability to stand up to corporate special interests.

THE FOREGOING RESOLUTION was adopted by the Board of Trustees of State Center Community College District at a regular meeting of the Board held on October 2, 2012:

AYES:
NOES:
ABSENT:

Secretary, Board of Trustees

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Second Reading of Accreditation Follow-up ITEM NO. 12-84
 Reports and Consideration to Approve
 Submittal to ACCJC/WASC

EXHIBIT: Accreditation Follow-up Reports

Background:

At its meeting of January 10-12, 2012, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC) reviewed the institutional self study reports and the reports of the evaluation teams that visited Fresno City College (FCC), Reedley College (RC), and Willow International Community College Center (WICCC) October 17-20, 2012. ACCJC/WASC took action to place FCC and RC on warning, deferred granting candidacy for WICCC, and required submission of follow-up reports by October 15, 2012, to be followed by team visits. Prior to submission of the written follow-up reports, the Board of Trustees is required to be involved and certify their involvement.

At the September 4, 2012, Board of Trustees meeting, the presidents and chancellor presented the first draft follow-up reports to the Board for their input prior to completion of the final reports. The final accreditation follow-up reports are being presented to the Board at the October 2, 2012, meeting for the Board's approval to submit the reports to ACCJC/WASC.

Recommendation:

It is recommended the Board of Trustees accept the accreditation follow-up reports for Fresno City College, Reedley College and the Willow International Community College Center; and authorize the chair of the Board to sign the certification pages in the report for submission to ACCJC/WASC.



Fresno City College

FOLLOW-UP REPORT TO ACCREDITATION RECOMMENDATIONS

Submitted by:

Fresno City College
1101 E. University Avenue
Fresno, California 93741

To:

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

October 15, 2012

Certification of the Follow-Up Report

Date: October 15, 2012

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects that nature and substance of this institution.

Signed by:

H. Ronald Feaver
President, Board of Trustees
State Center Community College District

Claudia Lourido-Habib, Ed.D.
President, Academic Senate
Fresno City College

Deborah G. Blue, Ph.D.
Chancellor
State Center Community College District

Ernie Garcia
President, Classified Senate
Fresno City College

Anthony Cantú
President
Fresno City College

Kelly Fowler
Accreditation Liaison Officer
Fresno City College

Nathan Alonzo
President, Associated Students
Fresno City College

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Report Preparation

In August 2011, the Fresno City College Self Study Report was completed and submitted to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). The ACCJC Self Study Evaluation Team subsequently visited Fresno City College in October 2011.

In a letter from the ACCJC dated February 1, 2012, Fresno City College was issued the sanction of Warning. The commission report included a district recommendation that cited eight areas of concern for the State Center Community College District in which improvement was required. Fresno City College also received a college recommendation along with a concern regarding one of the eligibility requirements.

This Follow-Up Report is prepared by the Accreditation Liaison Officer for Fresno City College in collaboration with members of the Accreditation Response Team. The process of preparation of this report included working with the District's appointed Accreditation Liaison Officer, Dr. Shelly Conner. Dr. Conner convened a districtwide Accreditation Response Team (Appendix I) to assist each campus with the evidence collection and narrative to address the eight concerns delineated in the district recommendation. The districtwide Accreditation Response Team met in April, May, and August of 2012 to collect evidence and write the narrative addressing the concerns of the district recommendation.

The college's Accreditation Response Team finalized the college's follow up report in September 2012 utilizing evidence collected for the college's and district's recommendations. Input and feedback was received as the college's follow up report circulated throughout the constituent groups on campus that included the Academic Senate, Associated Student Government, and the Classified Senate. The follow up report had final approval from the Strategic Planning Council in September 2012 before final Board approval on October 4, 2012.

Anthony Cantú

President, Fresno City College

Response to the Commission Action Letter

The Commission's action letter dated February 1, 2012 and received by Fresno City College contained two recommendations and one eligibility concern. One recommendation was addressed to the District and one recommendation and an eligibility concern was directed to the College. The recommendations, eligibility concern, and the College response are described in the following report.

DISTRICT RECOMMENDATION #1

In order for the colleges and district to fully meet the intent of the previous recommendation, the State Center Community College District (SCCCD) must engage in continuous, timely, and deliberative dialogue with all district stakeholders to coordinate long-term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing and aligning district and college plans and planning processes in the following areas:

- district strategic plan
- facilities
- technology
- organizational reporting relationship of centers
- location of signature programs
- funding allocation
- human resources
- research capacity

(Standards I.B.2, I.B.3, I.B.4, II.A, II.B, III.A, III.A.6, III.B.2b, III.C, III.C.2, III.D, III.D.1.a, III.D.1.c, III.D.D.3, IV.B, IV.B.2, IV.B.3, IV.B.3.f)

Response to District Recommendation #1

Introduction

Districtwide coordination is at the forefront of SCCCDC strategic planning efforts. Current planning strategies focus on aligning campus and district plans in each area of emphasis and establishing detailed processes and timelines to facilitate this shift (501).

Beginning in fall 2010 districtwide stakeholders recognized the need to increase participation and create transparency in planning and decision-making processes. This movement toward coordinated planning has been critical as the district increases the number of colleges and centers. Particular focus must be paid to location of programs and services throughout the district. Inclusive dialogue has been instrumental in developing structures and systems to effectively support such planned growth. The dialogue among constituent groups has included the academic and classified senates, American Federation of Teachers (AFT), Classified School

Employees Association (CSEA) administrators, the Board of Trustees, students and community representatives.

Dialogue has been formalized through the development and expansion of several committees charged with specific roles and responsibilities related to strategic planning. These bodies include: the District Strategic Planning Work Group (502) which later became the District Strategic Planning Committee (503, 504, 518, 545); the District Budget and Resource Allocation Model Task Force (505), which is being vetted through constituency groups to become a standing District Budget and Resource Allocation Advisory Committee (506); the Strategic Planning for Districtwide Facilities Committee, an existing standing committee (507, 508) and the District Decision Making Taskforce (DDMT) (538, 573, 600, 604, 609). The DDMT operating agreement explains the committee's charge to ensure that meaningful collaboration exists and the voices of governance constituent groups are heard in the decision making process (611). In addition, plans are in place to establish districtwide working groups/taskforces in the areas of enrollment management, identification and support of signature programs (586), human resources planning (601) and technology planning (571, 575-577). The broad representation on these bodies facilitates communication with campus constituencies providing for feedback loops and continuous dialogue.

SCCCD's districtwide governance process provides the framework for the ongoing planning that has occurred and continues to address each of the areas listed in the Commission's recommendation. Ultimately, this will support the alignment of districtwide planning efforts.

District Strategic Plan

In fall 2010, SCCCDC began the development of a comprehensive, integrated strategic planning process that includes districtwide coordinated planning and alignment of colleges, centers, and district office/districtwide plans for facilities, technology, organizational reporting, signature programs, funding allocations, human resources and research capacity. The stages of this process are detailed below.

The planning process began with the formation of the District Strategic Planning Workgroup (DSPW). The DSPW was operational spring 2011 through spring 2012 and included faculty, staff and students from all colleges, centers and the district office (502). With support from the College Brain Trust (511), the DSPW assessed and presented the accomplishments resulting from the 2008-2012 Strategic Plan (512), created a timeline for developing the 2012-2016 SCCCDC Strategic Plan (501), obtained approval in spring 2012 of the operating agreement that established the Districtwide Strategic Planning Committee (DSPC) (503), and aligned the colleges and centers strategic planning timelines to facilitate districtwide coordination and integration. As the colleges begin to update their strategic plans the goals and objectives will align with the 2012-2016 State Center Community College District Strategic Plan (543). The chair of the DSPW presented the integrated planning timeline and processes to the Board of Trustees in June 2011 (574) and July 2011 (513, pgs. 10-11), and provided an update at a special BOT meeting in December 2011 (514).

To expand districtwide planning the DSPW transitioned into the District Strategic Planning Committee (DSPC) in January 2012. The DSPC draft operating agreement was discussed in Communications Council in April 2011, presented to Chancellors Cabinet in May 2011, and finally presented to Communications Council in October and November 2011 for final review by constituency groups (515-517, 548). After vetting the draft through constituency groups, Communications Council approved the operating agreement in January 2012 (518) and Chancellor's Cabinet approved it in February 2012 (545). Membership on the DSPC includes faculty, classified staff, administrators and students from all colleges, centers and the district office (503). The major tasks of the DSPC include recommending goals and objectives that align with the district's strategic plan, recommending guidelines and measurements by which to monitor progress towards the completion of these goals and objectives, coordinating planning among the district offices and colleges and centers, and ensuring that the college and center strategic plans align with the district strategic plan (504). In spring 2012, the DSPC began to draft the 2012-2016 SCCCDC Strategic Plan (519, 605).

Dialogue framed the development of the 2012-2016 SCCCDC Strategic Plan including the Board of Trustees' Visioning Session (520, pgs. 2-4), the district's first Strategic Conversation (521, pgs. 6-7, 613-615), and a communitywide Charrette (510, 616). In January 2012, the Board of Trustees conducted a Visioning Session that allowed the Board to review data and identify the future direction for the district (520, pgs. 2-4). The themes identified at the Visioning Session provided the structure for the February, 2012 Strategic Conversation which facilitated discussion among the Board of Trustees and internal constituents (523, pgs. 6, 17-35). More than 160 individuals participated including trustees, faculty, classified staff, administrators and students from all campuses and centers and the district office (524). An evaluation of the Strategic Conversation indicated that it was an effective means of gathering input for planning purposes (525). The recommendations that emerged from the discussions were reviewed by DSPC and the College Brain Trust and helped to inform the development of the goals and objectives in the 2012-2016 SCCCDC Strategic Plan (522, 543).

In March, 2012 more than 100 community members and internal constituents gathered at the Charrette to provide input (510). The Charrette expanded upon the findings from the Strategic Conversation and the data gathered were reviewed by DSPC and the College Brain Trust and helped to inform the development of the goals and objectives in the 2012-2016 SCCCDC Strategic Plan. The discussion focused on the following goals: 1) Access and Awareness; 2) Excellence in Teaching and Learning; 3) Workforce Readiness and Communication; 4) System Effectiveness; 5) Planning and Assessment; and 6) Resource Development (526). The recommendations that emerged were reviewed by the DSPC and incorporated into the 2012-2016 SCCCDC Strategic Plan as appropriate (543).

In March 2012, (529) the DSPC analyzed the qualitative data discussed above, and quantitative data gathered by the College Brain Trust (530) to begin drafting the 2012-2016 SCCCDC Strategic Plan. In April 2012, the College Brain Trust conducted a districtwide integrated planning workshop attended by 56 representatives from constituent groups throughout the district (531, 532, 533, 604).

In April 2012, the DSPC appointed an Ad Hoc Workgroup on Integrated Planning (534) to work with the College Brain Trust to create the SCCCD 2012-2013 Integrated Planning Model and finalize the SCCCD 2012-2013 Integrated Planning Manual. In July 2012, drafts of the SCCCD 2012-2013 Integrated Planning Model and the SCCCD 2012-2013 Integrated Planning Manual were circulated to the constituent groups for feedback (535, 536, 537, 538, 606). The integrated planning manual is currently being vetted by constituency groups and is scheduled for Board of Trustees approval in November 2012. Once approved the SCCCD 2012-2013 Integrated Planning Manual will guide districtwide integrated planning, allocation of resources for planning initiatives, and evaluation of planning processes. The manual will be reviewed annually by the DSPC and updated every four years in coordination with the district strategic planning cycle.

District office assessment has been implemented through the District Administrative Services Unit Review (ASUR) (598), an annual program review process for centralized services. The purpose of the ASUR process is to analyze and track District Office unit services to continually improve quality. The ASUR review of all District Office units is taking place between fall 2011, and fall 2014. The review includes analysis of strengths and weaknesses relative to meeting established standards, advancing the SCCCD mission, and supporting district goals and objectives. In addition, the ASUR reports on the previous year's progress and develops a plan for the coming year to sustain or improve the services provided and contribute to the achievement of the district strategic plan (597).

In May 2012, a draft of the Mission, Vision and Values was presented to the Board of Trustees (539, pgs.6-7, 540). The Mission, Vision, and Values were approved by the Board in June 2012 (541, pg.13) and the 2012-2016 SCCCD Strategic Plan was adopted by the Board of Trustees in July 2012 (542, pg.12, 543, 596). In accordance with the SCCCD Strategic Plan Timeline (501) the colleges and centers will update their plans for a 2013-2017 cycle.

The implementation of the 2012-2016 SCCCD Strategic Plan is outlined in the 2012-2016 Strategic Plan Responsibility Matrix (544) developed by the DSPC, members of Chancellor's Cabinet and reviewed and revised by the district institutional research coordinator and the colleges' institutional research offices (606). Institutional research personnel collaborated to create baseline data to develop measurements of objectives in the matrix (546). To ensure accountability, the matrix identifies action steps, baseline measures, success measures, timelines for implementation, and responsible parties for each strategic goal and objective.

A 2012-2013 Decision Package provides funding for the Society for College and University Planning (SCUP) to train and certify districtwide leaders in integrated planning (554). The first SCUP institute will be held in spring 2013.

To communicate the above districtwide activities SCCCD has published a monthly accreditation and integrated planning newsletter, The Linkage Report (547). The report illustrates progress toward districtwide integrated planning. The Linkage Report also connects readers electronically to documents referenced in the report. The report also provides links to information in Chancellor's Cabinet, Communications Council, the Board of Trustees meetings and the district web site (www.scccd.edu).

Facilities

Established in 2005, the Strategic Planning for Districtwide Facilities Committee (507) has served as SCCCD's districtwide forum for facilities planning and prioritization of facilities projects and needs. The committee meets quarterly and reports back to the constituent groups. The committee has been instrumental in reviewing and providing input on each phase of developing the District Facilities Master Plan (549).

The Board of Trustees approved the Educational Master Plans for the colleges and centers in March 2010 (550, pg. 11, 551). Without input from the appropriate constituents, Mass and Associates summarized the college reports to develop a Districtwide Educational Master Plan which included recommendations for facilities planning. As a result of the lack of input, the Districtwide Educational Master Plan report was submitted to constituent groups for feedback and revision and became a resource document for planning: The 2009-2010 Districtwide Summary of Priorities & Recommendations based on the College Educational Master Plans (552, 608-610). The document which provides guidance regarding growth in the colleges and centers and the location of signature programs was discussed at the February 2012 Strategic Conversation (522).

In 2009-2010 SCCCD initiated a request for proposals to develop Facilities Master Plans for the colleges, centers and district (607). In June 2011, the Board of Trustees approved a contract with Darden Architects (553, pgs. 19-20), and the facilities master planning process began with site assessments and review of the Educational Master Plans.

Districtwide dialogue regarding facilities needs has occurred between the Board of Trustees, the community, the Districtwide Facilities Committee (507) and the campuses. Development of the District Facilities Master Plan included project initiation, site assessments, demographic analysis, educational program needs and alternative analysis, prioritization and funding analysis, staff and community dialogue and Board of Trustees input and review. At the December 2011 Board of Trustees meeting, an update of the Districtwide Facilities Master Plan was presented (567, pgs. 4-6). The report included the facilities master planning organizational structure, planned activities, progress to date, and a timeline for completion (555). The facilities master planning process was reviewed by Chancellor's Cabinet to ensure integration of District, college and center planning processes (538, 559, 560, 610, 614). Additional updates were presented to the Board of Trustees in March 2012 (527, pgs. 6-7, 556) and at the Board of Trustees annual retreat in April, 2012 (557, 558).

Town Hall meetings were held at Fresno City College, Reedley College, and the North Centers to discuss facility needs and inform community members and internal constituents about the Facilities Master Plan. More than 70 individuals attended Fresno City College's Town Hall on May 2, 2012 (561); 58 attended Reedley College's on May 4, 2012 (562); and 20 attended the North Centers on May 8, 2012 (563).

The Facilities Master Plan includes proposed modifications to each campus, including site improvements, modernization projects and potential new buildings. Campus needs and projects were prioritized by importance as related to student success. In July 2012 Darden Associates

presented the Facilities Master Plan to the Board of Trustees (542, pgs. 6-7, 564). This presentation documented the extensive participation from internal and external constituents in the formulation of the plan. The plan received final approval at the September 2012 Board of Trustees meeting (612).

Technology

In June 2011, a districtwide Technology Summit was convened to engage districtwide technology staff in dialogue regarding increased coordination of technology planning and initiatives at the colleges, centers and district (566). Campus Works, Inc., a higher education technology consulting firm, was selected to conduct a districtwide technology assessment. Data gathered in December, 2011 included interviews with approximately 100 individuals at colleges, centers and district, facilities tours, districtwide interviews with technology staff and administrators, recommendations from open forums and data from user-based focus groups (590).

The chancellor presented the SCCCD Information Technology Assessment Summary Points at the Special Board of Trustees Meeting in December 2011 (567, pgs. 3-4, 568, 590). Campus Works presented a detailed report at a Special Board of Trustees meeting in January 2012 (569, pgs. 6-8) and at districtwide open forums. Based upon feedback from the open forums, Campus Works presented a follow up assessment to the Board of Trustees annual retreat in April 2012 (570).

To facilitate technology planning, the Districtwide Technology Task Force (571) will begin meeting in October 2012 (575) to develop and recommend the elements of a comprehensive technology plan for the district and to further recommend the composition of a standing District Technology Committee (577). The proposed charge for the committee includes development and implementation of a district technology plan to assure that technology planning is integrated with institutional planning (573, 576).

Organizational Reporting Relationship of Centers

A title change from the vice chancellor of the North Centers to campus president, Willow International Community College Center was discussed at the December 2011 and February 2012 Board of Trustee meetings (567, pg. 7, 523, pg. 15). Chancellor's cabinet has also been reviewing the organizational reporting structure of the college and campus president (528, 573, 600, 610). The change in title to campus president, Willow International Community College Center was approved at the March 2012 Board of Trustees meeting (527, pg. 11, 579). The Willow Transitional Staffing Plan was developed to address the reporting relationships between the Willow and Madera Centers, the site at Oakhurst and Reedley College (572). The plan includes a timeline with implementation of the first phase by July 1, 2012, and the second phase by July 1, 2013. The plan outlined a change in assignment and reporting between the campus president, Willow International Community College Center and the president of Reedley College. Prior to July 2012, the campus president, Willow International Community College reported directly to the chancellor. The campus president is now exclusively assigned to Willow and reports directly to the president of Reedley College, with an indirect reporting relationship to

the chancellor (580, 612). The plan has been discussed extensively at Chancellor's Cabinet, in weekly Willow Transitional Meetings, with Willow and Reedley College staff, and the Board of Trustees. The Willow Transitional Meeting occurs weekly after Chancellor's Cabinet to discuss the impact of changes in the district organizational structure (581, 610). The updated plan was presented to the Board of Trustees at its annual retreat in April 2012, implemented July 1, 2012 (557, 578), and the official organizational chart was approved by the board September 4, 2012.

Faculty release time was granted beginning spring 2012 to transition from a Faculty Association to a Faculty Senate. A Memorandum of Understanding and Agreement was signed which modifies Article XII, Section 12: Reassigned time for Academic Senate (602). This MOU describes the agreement with State Center Federation of Teachers to provide 1.5 FTE to Willow to conduct academic senate activities. In fall 2012, faculty will work collegially with Willow's College Center Council to modify the current joint Reedley College committees for program review and student learning outcomes to separate committees for the Willow campus (603, pg.5).

Location of Signature Programs

As the role of the colleges and centers evolves, the definition and location of signature programs is critical, as well as, the establishment of criteria for identification as discussed at the February 2012 Strategic Conversation (522). In order to maximize resources for signature programs and meet the needs of the local community, participants in the Strategic Conversation identified the need for advisory committees and community groups to provide input and data.

The acting vice chancellor for educational services and institutional effectiveness met with the college and campus presidents in August 2012, to begin a dialogue regarding signature programs. The discussion included the formation of a districtwide SCCCD Academic Priorities Task Force including a draft composition and committee charge. Additionally, existing program guidelines and the importance of developing standard definitions were discussed (573, 586).

Funding Allocation

Absent a formal resource allocation model, SCCCD was tasked to improve its resource allocation process and to tie resource allocation to planning priorities. In May 2011, the chancellor requested districtwide constituent groups appoint representatives to the Districtwide Resource Allocation Model Taskforce (DRAMT) (584, 585), charged with the development of a comprehensive resource allocation model to define the process for allocating fiscal resources to the colleges, centers and district. With broad representation (505) the DRAMT met twice monthly throughout the 2011-2012 academic year (587, 588). To ensure effective participation, members of the DRAMT were trained on finance and SCCCD budgeting procedures. Phase I of the SCCCD's Resource Allocation Model was drafted in spring 2012 with Phase II scheduled to be completed fall 2012 (589). In April 2012, the DRAMT finalized Phase I for presentation to the Chancellor's Cabinet for review and input (533, 604). The second draft was presented to the Board of Trustees at its annual retreat in April 2012 (591). Phase I focuses on fiscal resources, identified cost centers within the district and funding allocations for each area. Long-term plans include a model for human, physical and technology resource allocations. In

spring 2012, the DRAMT established a framework for Phase II which will address miscellaneous funding streams, health fees and lottery and will be vetted for review and feedback in November 2012.

The formula-driven allocation model addresses distribution of resources at a districtwide level and does not prescribe funds or expenses for each cost center (592, 593). The colleges and centers have specific budget development processes unique to each site that tie into their strategic planning models and reflect organizational cultures and priorities. The district model provides the flexibility for the colleges and centers to effectively support their strategic plans.

The vice chancellor, finance and administration, presented the model to the districtwide management team at its quarterly meeting in August 2012 (594). The presentation included a simulation of the model using the district's 2011-2012 apportionment and FTES (595). The model will continue to be vetted to college and center constituency groups throughout the fall semester with the final comprehensive model to be presented for review and approval in November 2012. The SCCCD Resource Allocation Model will be presented for open discussion at each campus and center. Once approved, the model will be recommended for implementation for the 2013-2014 fiscal year to ensure SCCCD establishes a fully integrated budget allocation process.

A draft operating agreement has been developed to establish the permanent District Budget and Resource Allocation Advisory Committee (DBRAAC) (506). With districtwide representation the DBRAAC is designed to serve as the district's highest level resource planning body. Upon approval, the DBRAAC will recommend fair and equitable distribution of district resources, cost savings and revenue strategies to assist in the preparation of the annual budget, priority of proposed districtwide initiatives, ad hoc committees essential to district budget and resource planning and implementation and evaluation of the current plan to address the dynamic allocation of funds as related to college, center and district strategic plans. The DBRAAC operating agreement was submitted to Communications Council in July 2012 and will continue to be vetted by college and center constituency groups throughout the fall 2012 semester. Input from college and center constituency groups will be integrated into the final version of the operating agreement and once Communications Council makes a recommendation, the operating agreement will go to Chancellor's Cabinet for approval.

Human Resources

In order to support integrated districtwide human resources planning and align district and college planning processes, the district is creating a Human Resource Staffing Plan Task Force (537, 600, 601). The committee task force charge will be developed using data from the College Brain Trust, the SCCCD 2012-2016 Strategic Plan and the corresponding baseline data (530, 543, 546). Possible areas of focus include creating an integrated districtwide human resource staffing plan that guides core restructuring in several auxiliary units, planned vacancies in classified and faculty positions due to budgetary issues and reassignment of employees into vacant positions. In addition, the task force may examine ways to reflect the diversity of the SCCCD service area in its workforce and analyze human resource committee structures and decision making at each campus to facilitate integration of campus and district human resources

planning. Ultimately, a recommendation will be made for a standing districtwide human resources planning committee.

Districtwide human resource planning is currently focused on ensuring that staffing levels will support the future structure of the colleges and centers and assessing the impact of the structure on the colleges and centers. The Willow Transitional Staffing Plan ensures adequate staffing as Willow pursues candidacy and initial accreditation. This plan details the addition of new positions, upgrading of existing positions, reassignment of existing positions, and the transitioning of part-time positions to full-time. The staffing plan also includes positions that should be functional by fall 2016 if initial accreditation is granted (578).

Research Capacity

In 2011, the College Brain Trust recommended improved coordination of districtwide research efforts as a result of an organizational review of centralized functions (530). In response to the recommendation the district has changed the position of associate vice chancellor, workforce development and educational services to vice chancellor of educational services and institutional effectiveness (542, pg. 8, 582) to coordinate districtwide institutional research.

As the colleges, centers and district align districtwide planning, structures have been put in place to build research capacity across the district to support increased planning, resource allocation and decision-making. The interim vice chancellor, educational services and institutional effectiveness has established a districtwide research group that includes district and campus institutional research staff. The research group is charged in part with developing a comprehensive plan to enhance research capacity utilizing current resources. The group is also charged with recommending a districtwide research agenda that aligns with district and college strategic planning goals. The chancellor has recommended formalizing the working group (573).

On September 24 2012, Chancellor's Cabinet approved the proposed SCCCD Research Group Charge, reporting structure and membership.

On the October 2, 2012 agenda of the Board of Trustees is a request for approval of a part-time district office institutional research coordinator who will work under the supervision of the vice chancellor, educational services and institutional effectiveness, to augment the districtwide institutional research group. While the position will be funded initially by an external grant, over time the district will consider expanding the position to full time, supplemented by additional grants and/or general fund dollars to assure sustainability.

To increase capacity for data-driven decision-making, a management information system (MIS) is in place for use by campus and district research offices and others to ensure the use of common data sets, resulting in improved efficiency and streamlined reporting districtwide. Utilizing standard query language (SQL) the MIS enables research staff at the colleges and district to employ common data sets for the development of reports to support districtwide decision-making (583).

Next Steps

Implementation of ongoing districtwide integrated planning linking plans to resource allocations includes finalization and/or creation of documents and committee structures that describe and support the processes, timelines for informing all employees of the district about the planning processes, and training on the use of the planning manuals at the campus level.

In the areas of: technology planning, human resources planning, definition and location of signature programs and expansion of research capacity, working groups are still in formational stages. By the end of fall 2012, task forces or working groups will be formed and fully functioning to respond to the district's need for coordination and dialogue in these areas. As with other planning efforts, these districtwide groups will be representative of internal and external constituents, including faculty, classified staff, administrators and students.

The following timeline that identifies tasks completed and future activity demonstrates the districtwide commitment to coordination and ongoing implementation of integrated planning:

State Center Community College District and Colleges/Centers Strategic Plan Timeline

District Only (Fall 2012-Fall 2016)

DATE	ACTIVITY	RESPONSIBLE PARTY
March 2011*	Survey for minor updates / Timeline Created	District
April 2011*	1 st Draft	District
May 2011*	Final Draft	District
June 2011*	Board approval of timeline And final draft which includes minor revisions	District
Aug.-January 2012*	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all area internal and external scans.	District
February 2012*	Charrette & all survey information gathered	District
April 2012*	1 st Draft	District
May 2012*	Final Draft	
June 2012*	Board approval of strategic plan for district	District/Board
July 2012*	Implementation of new district strategic plan	District
Aug.-January 2013	Annual scan for district (1 st year)	District
March 2013	Summary of results from annual scan, report of progress, if changes are pertinent minor revision made if not just report to Board	District
June 2013	Annual report to Board of Trustees on district strategic plan	District/Board
Aug.-January 2014	Annual scan for district (2 nd year)	District
March 2014	Summary of results from annual scan, review of results from 1 st year report, recommended changes made to the Board. (these are minor updates)	District
June 2014	Minor revisions/updates to the district strategic plan are presented to the Board of Trustees	District/Board
July 2014	Implementation of changes to district strategic plan	District
Aug.-January 2015	Annual scan for district (3 rd year)	District
March 2015	Summary of results from annual scan, review of results from 1 st year report, recommended changes made to the Board of Trustees. (these are minor updates)	District
June 2015	Minor revisions/updates to the district strategic plan are presented to the Board of Trustees	District/Board

July 2015	Implementation of changes to district strategic plan	District
Aug.-January 2016	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans. (4 th year)	District
February 2016	Charrette & all survey information gathered	District
April 2016	1 st Draft	District
May 2016	Final Draft	
June 2016	Board approval of district strategic plan	District/Board
July 2016	Implementation of new district strategic plan	District

* Completed Activities

Colleges/Center (Fall 2013-Fall 2017)

DATE	ACTIVITY	RESPONSIBLE PARTY
Aug.-January 2013	Colleges/centers prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/centers will develop college/ center strategic plans that include the District Strategic Plan goals.	Colleges
February 2013	Charrette, all survey information gathered	Colleges
March 2013	1 st Draft	Colleges
May 2013	Final Draft Presentation to appropriate constituency groups	Colleges
June 2013	Board presentation of Strategic Plan for each college/center	College/Board
July 2013	Implementation of College/Center Strategic Plans	Colleges
Aug.-January 2014	Annual Scan for Colleges (1 st year)	
March 2014	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council	Colleges
May 2014	Reports to constituency groups and College Council	Colleges
Aug.-January 2015	Annual scan for Colleges/Centers (2 nd year)	Colleges
March 2015	Summary of results from annual scan, review of results from 1 st year report, recommend changes to the board. (minor revisions)	Colleges
May 2015	Changes given to constituency groups, College Council and the Board	Colleges/Board
June 2015	Board approval	Board
July 2015	Implementation of modified College/Center Strategic Plans	Colleges
August 2015 – January 2016	Annual scan for Colleges/Centers (3 rd year)	Colleges
March 2016	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to	Colleges

	College Council	
May 2016	Changes or report given to College Council and constituency groups	Colleges
June 2016	District Strategic Plan is approved	Board/District
August 2016 – January 2017	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans (4 th year). Colleges/Center prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/center will develop college/center strategic plans that include the District Strategic Plan goals	Colleges
February 2017	Charrette, all survey information gathered	Colleges
March 2017	1 st Draft	Colleges
May 2017	Final Draft / Presentation to appropriate constituency groups	Colleges
June 2017	Board presentation of Strategic Plan for each college/center	College/Board
July 2017	Implementation of College/Center Strategic Plans	Colleges

Approved by Strategic Planning Workgroup on April 15, 2011, Reviewed and approved by Integrated Planning Workgroup on April 29, 2011, Approved by Board of Trustees July 5, 2011

Campus Alignment, Coordination and Dialogue for Districtwide Planning

Fresno City College's Strategic Planning Council (SPC) will continue development of the college's 2013-2017 Strategic Plan. The alignment of college and district plans will be a significant aspect of the SPC's dialogue to facilitate ongoing integrated planning (543, 617-621, 623, Appendix II-III). The revision of the SPC Handbook to ensure integration of campus and planning processes will be a priority of the SPC (619-623).

The college will use data from its annual environment scan to establish an effective baseline for the Fresno City College 2013 – 2017 Strategic Plan (624-625). The environmental scan includes an external and internal scan for a comprehensive snapshot of the data. These data will assist in the effective alignment with district planning.

The Strategic Planning Advisory Committees are working to align college specific plans with district planning efforts as evidenced in minutes and year end reports. Specifically during the 2012-2013 the Facilities committee will review the district facilities plan and incorporate applicable aspects into the college's Facilities Master Plan. (626) The Fresno City College Technology Advisory Committee (TAC) will implement the 2012-2014 Campus Technology Plan and will continue to strive for alignment with the district's effort in technology planning (627-628).

Fresno City College will also continue to support district efforts to coordinate program placement and resource allocation. The college will participate in the districtwide SCCCD Academic Priorities Task Force to develop guidelines and standard definitions for signature programs (586). As members of the RAMT, Fresno City College will support the implementation of the Resource Allocation Model. Specifically the college's Budget Advisory Committee will implement the Resource Allocation Model as appropriate in the college budget process (629-630).

The above referenced activities will ensure a continued momentum for long-term coordinated planning in order to meet the goals of the recommendation.

COLLEGE RECOMMENDATION #1

In order to meet Standards regarding the college catalog, the team recommends that the Academic Freedom Statement be included in the next publication of the college catalog. (E.R.12, 20, Standards II.A.7, II.B.2)

Response to College Recommendation #1

The Commission's recommendation directs Fresno City College to include the Academic Freedom Statement in the next publication of the college catalog. The Academic Freedom Statement has existed within the State Center Community College District Board of Trustees policies and administrative procedures. However, the statement has not been previously published in the college's catalog.

Assessment of Academic Freedom Statement

In March 2012, during the President's Advisory Council (PAC) Meeting (CR1-01), the inclusion of the Academic Freedom Statement in the college catalog was discussed to address the college's next steps. It was decided that the Interim Vice President of Instruction the Vice President of Student Services would take the lead on addressing this recommendation.

The vice presidents met with the Executive Officers of the FCC Academic Senate on March 7th, 2012 (CR1-02) to discuss including the Academic Freedom Statement in the catalog. Academic Senate Executive Council proposed that the current AR 4030 be included in the upcoming catalog to represent the FCC Academic Freedom Statement. During the March 20, 2012 PAC meeting (CR1-03), the vice presidents updated the council about the Academic Freedom Statement and the Academic Senate Executive Council's proposal. The council members agreed and the Academic Freedom Statement has been included in the 2012-2014 Fresno City College Catalog (CR-04).

Evaluation

The college has fully addressed the Commission's recommendation. The Academic Freedom Statement has been published in FCC's 2012-2014 college catalog.

ELIGIBILITY REQUIREMENT 5 ADMINISTRATIVE CAPACITY

While the team determined that Fresno City College currently has sufficient staff with appropriate credentials, it also concluded during its visit that the high turnover rate of presidents and other administrators during this last accreditation cycle contributed to the college's challenges.

Response to Eligibility Requirement 5 Administrative Capacity

The Commission's recommendation directs the college to hire administrators to fill the interim positions. While Fresno City College has sufficient staff and qualified interim administrators, the visiting team concluded that the high turnover of presidents and other administrators contributed to some of the college's challenges to fulfill its accreditation status.

Assessment of Administrative Capacity

With the exception of vice president of instruction, all interim positions (president, vice president of administrative services, and dean of instruction – applied technology) have been filled. The current interim vice president's term was extended since the current president was the former vice president of instruction. The position for the vice president of instruction was posted on August 15, 2012 and will close on September 27, 2012 with an anticipated start date of January 2, 2013 (ER1-01, ER1-02, ER1-03).

Evaluation

The college has fully addressed the Commission's concern regarding administrative capacity as evidenced by the filling of all interim positions except for vice president of instruction.

Next Steps

The recruitment for the vice president of instruction of Fresno City College is in process and the position is scheduled to be filled January 2013 (ER1-04).

Appendix I

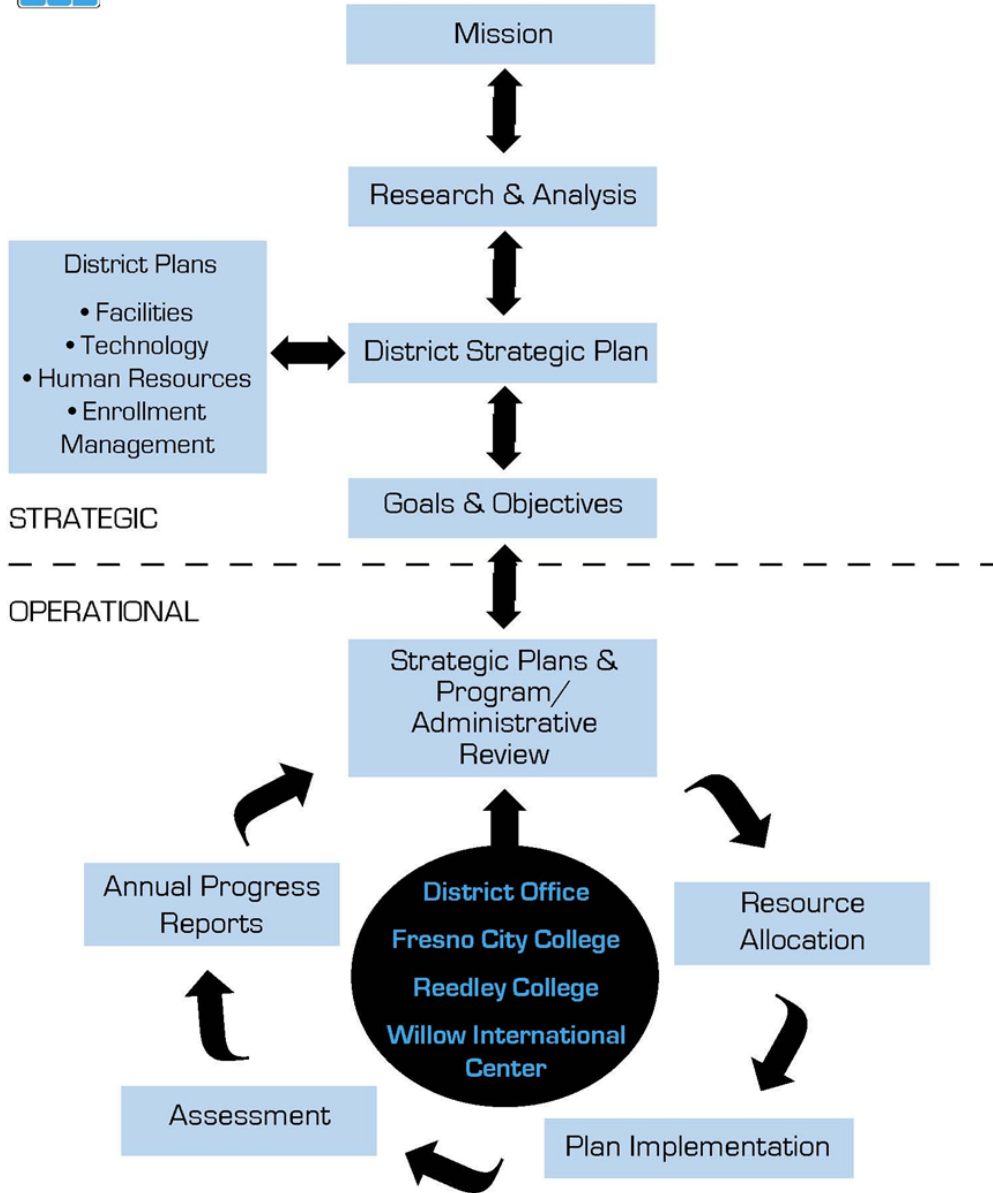
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Appendix II



SCCCD District Integrated Planning Model



05/11/12

Appendix III

Fresno City College Integrated Planning Process



Evidence for Response to ACCJC District Recommendation #1

- 501 Timeline for 2012-2016 SCCCDC Strategic Plan
- 502 District Strategic Planning Workgroup Members
- 503 District Strategic Planning Committee (DSPC) Members
- 504 District Strategic Planning Committee Operating Agreement
- 505 District Budget and Resource Allocation Model Task Force
- 506 District Budget Resource Allocation Advisory Committee (DBRAAC) Operating Agreement (Draft)
- 507 District Facilities Planning Committee Members
- 508 District Facilities Planning Committee Operating Agreement
- 509 Communications Council Members
- 510 Board of Trustees Minutes 3-1-12
- 511 College Brain Trust Members
- 512 District Strategic Planning Workgroup Power Point 10-4-11
- 513 Board of Trustees Minutes 7-5-11
- 514 Board of Trustees Presentation 12-13-11
- 515 Communications Council Notes 4-26-2011 and Chancellor's Cabinet Meeting Notes 5-9-11
- 516 Communications Council Notes 10-25-11
- 517 Communications Council Notes 11-29-11
- 518 Communications Council Notes 1-31-12
- 519 District Strategic Planning Committee Meeting Notes 3-2-12
- 520 Board of Trustees Minutes 1-24-12
- 521 Board of Trustees Minutes 1-10-12
- 522 Summary of Strategic Conversation Themes
- 523 Board of Trustees Minutes 2-7-12
- 524 Strategic Conversation Participants
- 525 Strategic Conversation 2012 Evaluation
- 526 SCCCDC Charette 3-1-12
- 527 Board of Trustees Minutes 3-6-12
- 528 Chancellor's Cabinet Meeting Notes 3-5-12
- 529 District Strategic Planning Committee Meeting Notes 3-9-12
- 530 College Brain Trust Report on 2008 Strategic Plan Update
- 531 Integrated Planning Workshop Participants 4-9-12
- 532 Integrated Planning Workshop PowerPoint
- 533 Chancellor's Cabinet Meeting Notes 4-18-12
- 534 Ad Hoc Integrated Planning Workgroup Members
- 535 SCCCDC 2012-2013 Integrated Planning Model
- 536 SCCCDC 2012-2013 Integrated Planning Manual (Draft)
- 537 Chancellor's Cabinet Meeting Notes 7-30-12
- 538 Communications Council Meeting Notes 7-31-12
- 539 Board of Trustees Minutes 5-1-12

540 Board of Trustees Presentation 5-1-12
541 Board of Trustees Minutes 6-5-12
542 Board of Trustees Minutes 7-3-12
543 2012-2016 SCCCDC Strategic Plan
544 2012-2016 Strategic Plan Responsibility Matrix
545 Chancellor’s Cabinet Meeting Notes 2-13-12
546 2012-2016 SCCCDC Strategic Plan Baseline Data
547 The Linkage Reports
548 Chancellor’s Cabinet Members
549 Districtwide Facilities Planning Committee Meeting Minutes
550 Board of Trustees Minutes 3-2-10
551 SCCCDC Educational Master Plans
552 2009-2010 Districtwide Summary of Priorities and Recommendations Based on the College
Educational Master Plans
553 Board of Trustees Minutes 6-7-11
554 Decision Package for Society for College and University Planning (SCUP) Institute
555 Board of Trustees Facilities Master Plan Presentation 12-13-11
556 Board of Trustees Facilities Master Plan Presentation 3-6-12
557 Board of Trustees Minutes 4-21-12
558 Board of Trustees Retreat Facilities Master Plan Presentation 4-21-12
559 Chancellor’s Cabinet Meeting Notes 3-21-12
560 Chancellor’s Cabinet Meeting Notes 3-26-12
561 FCC Town Hall Meeting 5-2-12
562 RC Town Hall Meeting 5-4-12
563 NC Town Hall Meeting 5-8-12
564 Board of Trustees Districtwide Facilities Master Plan Presentation 7-3-12
565 2012-2025 Districtwide Facilities Master Plan - BOT Agenda 9-4-12
566 Technology Summit Agenda 6-1-11
567 Board of Trustees Minutes 12-13-11
568 SCCCDC Information Technology Assessment PowerPoint
569 Board of Trustees Minutes 1-24-12
570 Board of Trustees Minutes 4-20-12
571 Districtwide Technology Taskforce Membership (Draft)
572 Willow Transitional Staffing Plan (Draft)
573 Chancellor’s Cabinet Meeting Notes 9-11-12
574 Board of Trustees Presentation 6-7-11
575 Districtwide Technology Task Force Meeting Notes
576 District Technology Task Force Charge (Draft)
577 District Technology Committee Charge (Draft)
578 Updated Willow Transitional Staffing Plan
579 Campus President Willow Brochure Language
580 SCCCDC Organizational Chart BOT Agenda 9-4-12
581 Willow Transitional Meeting Notes

582 Vice Chancellor, Educational Services and Institutional Effectiveness Job Description
583 District Institutional Research Website (<http://ir.scccd.com>), SCCCD Research Group 8-30-12
Minutes and SCCCD Research Group Charge
584 DRAMT Charge Memo from Chancellor Blue 5-13-11
585 Chancellor's Cabinet Meeting Notes 5-2-11
586 Signature Programs Agenda and Minutes 8-28-12 and SCCCD Academic Priorities Task Force
Charge
587 DRAMT Agendas
588 DRAMT Minutes
589 RAMT Timeline and Planning Calendar
590 SCCCD Information Technology Assessment Summary Points
591 Board of Trustees Retreat (DRAMT) Presentation 4-20-12
592 RAMT Minutes 4-13-12
593 Resource Allocation Model Narrative
594 Resource Allocation Model Task Force PowerPoint
595 Resource Allocation Model Simulation
596 Board of Trustees Strategic Plan Presentation 7-3-12
597 ASUR PowerPoint
598 ASUR Resource Team Membership
599 BOT Strategic Conversation PowerPoint 1-10-12
600 Chancellor's Cabinet Meeting Notes 8-13-12
601 Human Resource Staff Plan Task Force (Draft)
602 Faculty Association Release Time MOU 3-30-12
603 Board of Trustees Minutes 4-3-12
604 Communications Council Meeting Notes 4-24-12
605 District Strategic Planning Workgroup Agendas and Minutes 2012
606 Chancellor's Cabinet Meeting Notes 5-29-12
607 Chancellor's Cabinet Meeting Notes 11-1-10
608 Communications Council Meeting Notes 10-26-10
609 Communications Council Meeting Notes 11-30-10
610 Chancellor's Cabinet Meeting Notes 2-27-12
611 District Decision Making Taskforce (DDMT) Operating Agreement
612 Board of Trustees Meeting Minutes 9-4-12 (Draft)
613 Chancellor's Cabinet Meeting Notes 1-9-12
614 Chancellor's Cabinet Meeting Notes 1-18-12
615 Chancellor's Cabinet Meeting Notes 1-23-12, 2-1-12, 2-6-12
616 Chancellor's Cabinet Meeting Notes 2-21-12
617 Strategic Planning Council Minutes 9-22-11
618 Strategic Planning Council Minutes 10-6-11
619 Strategic Planning Council Minutes 2-23-12
620 Strategic Planning Council Minutes 3-22-12
621 Strategic Planning Council Minutes 4-12-12
622 Strategic Planning Council Minutes 4-26-12

- 623 Strategic Planning Council Minutes 5-10-12
- 624 Environmental Scan Part 1 9-22-11
- 625 Environmental Scan Part 2 10-20-11
- 626 Facilities Committee Meeting Minutes
- 627 2012-2014 Fresno City College Campus Technology Plan
- 628 Technology Advisory Committee Year End Report 5-1-12
- 629 Budget Advisory Committee Meeting Minutes and Agenda 11-16-11
- 630 Strategic Planning Council Minutes 11-10-11

Evidence for Response to ACCJC College Recommendation #1

CR1-01 PAC Minutes 03-06-12
CR1-02 Academic Senate Agenda/Minutes March 7, 2012
CR1-03 PAC Minutes 03-20-12
CR1-04 Academic Freedom Statement/Matrix

Evidence for Response to ACCJC Eligibility Requirement 5

ER1-01	Dean of Applied Technology Announcement/Matrix
ER1-02	FCC President Announcement/Matrix
ER1-03	VP Administrative Services Announcement/Matrix
ER1-04	VP of Instruction Announcement

Reedley College

Follow-Up Report



Submitted by

Reedley College

955 N. Reed Avenue

Reedley, California 93654

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 2012

Certification of the Institutional Follow-Up Report

DATE:

TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: Reedley College
 995 North Reed Avenue
 Reedley, CA 93654

This institutional Follow-Up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

_____ Mr. Ronald Feaver	_____ President, Board of Trustees
_____ Dr. Deborah G. Blue	_____ Chancellor, State Center CCD
_____ Mr. Michael White	_____ Interim President, Reedley College
_____ Dr. Marilyn Behringer	_____ Accreditation Liaison Officer
_____ Mr. Jeff Ragan	_____ President, Academic Senate
_____ Mr. Juan Tirado	_____ President, Classified Senate
_____ Ms. Jessy Torres	_____ President, Associated Student Body

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Report Preparation

Reedley College began its preparations for the Follow-Up Report in early February 2012 to respond to the recommendations cited in the letter reaffirming accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) dated February 1, 2012. The then Vice-President of Instruction led the conversation about the timeline, responsible parties, review process and adequate resource support, and then finalized the details of the preparation plan. The timeline for the response can be found on page 6 of this document.

Members of the Accreditation Steering Committee took the lead for the preparation of the progress report with assistance from the District Liaison for the District Recommendation, Dr. Shelly Conner, the Strategic Planning Committee for College Recommendation #1, the Program Review and SLO Coordinator, Eileen Apperson, for College Recommendation #2 and the College Council, for College Recommendation #3.

In May 2012 a draft outline of the report was emailed to the entire college community with a request for comments. A presentation of the accreditation recommendations and progress to date was made on August 9, 2012 to the certificated faculty at the college fall 2012 Duty Day (first day faculty are back for the semester) that included Reedley, Madera, and Oakhurst [255]. A similar presentation was made on August 10, 2012 to the classified staff at their fall 2012 Classified Assembly [256].

Accreditation Self-Study Co-Chair, Anna Martinez, presented the accreditation response to the Associated Student Government (ASG) on August 16. ASG members broke into teams that each reviewed a portion of the response. At the ASG meeting, the groups reviewed their comments and all comments were compiled onto a copy of the draft [252, 253]. ASG comments were considered and incorporated into the draft. On September 25, ASG endorsed the accreditation response and the integrated planning model document [429, 430].

On August 27, the Classified Senate heard a presentation from the accreditation co-chair on the accreditation response. Marilyn Behringer presented the integrated planning document and talked to Classified Senate when they considered the accreditation response for a second time on September 17. Due to the lack of a quorum, the response was submitted to members for an electronic vote. Classified Senate approved the accreditation response and integrated planning document on September 21 [258].

The Academic Senate heard a presentation from the accreditation liaison officer and the accreditation co-chair on the accreditation response and the integrated planning document on August 28. All constituency groups were asked to submit comments by September 11. At the September 11 meeting, the Academic Senate approved the responses to the district recommendation and college recommendations 2 and 3 [259]. A meeting was held on September 14 to discuss in more detail the Academic Senate concerns with the clarity of the response to college recommendation 1. As a result of that meeting, changes were made to the response to college recommendation #1. College recommendation 1 was endorsed by Academic Senate on September 25, 2012 completing the Academic Senate endorsement of the response [260].

Evidence for the Report Preparation

252	ASG Comments Part 1
253	ASG Comments Part 2
254	Campus Presentation on SCCCD Strategic Planning for RC Strategic Planning
255	Duty Day Fall 2012 Presentation
256	Classified Assembly Fall 2012 Presentation
257	Opening Day Fall 2012 Agenda
258	Classified Endorsement Memo
259	RC AS Minutes 9-11-12
260	Academic Senate Endorsement
429	ASG Integrated Plan Model endorsement
430	ASG Report Endorse



Timeline for Preparation of the Response and Submittal of the Follow-up Report

Date	Activity
March 9, 2012	Strategic Planning Committee meets, considers integrated planning document
March 30, 2012	Accreditation Steering Committee meets to consider visiting team report and response
April 20, 2012	Strategic Planning Committee meets
April 27, 2012	Accreditation Steering Committee meets to consider response
May 1, 2012	College president presents progress on Follow-Up Report to the Board of Trustees at its monthly meeting.
May 15, 2012	Academic Senate endorses draft of integrated planning document
May 16, 2012	Draft outline of college response sent to college community
June 6, 2012	Strategic Plan assessment summary report draft is completed
June 2012	ALO and co-chair complete first draft of the response
August 9, 2012 and August 10, 2012	Campus “Accreditation Summit” (Duty Day) and Classified Assembly to inform all employees of progress to date.
August 13, 2012	Instruction begins.
August 24, 2012	Accreditation Steering Committee meets to review/provide input on the draft response
September 4, 2012	First reading, SCCC Board of Trustees
September 7, 2012	Accreditation Steering Committee meets to review/provide input on the draft response
September 5 - 17, 2012	Changes are made to response based on feedback from constituency groups and Board of Trustees
September 18-25, 2012	College constituency group review and approval of response
September 25 - 29	Response copies are prepared for Board of Trustees
October 2, 2012	Second reading, SCCC Board of Trustees
October 3-4, 2012	Final changes are made to response, copies of response are prepared for ACCJC and team and flash drives are created
October 5, 2012	College mails the report to the commission and visiting team in preparation for follow-up visit.

Participants in Preparation of Reedley College Follow Up Report

Accreditation Liaison Officer

Marilyn Behringer - Administration

Accreditation Follow Up Report Steering Committee

Marilyn Behringer (Co-chair) - Administration

Anna Martinez (Co-chair) - Faculty

Donna Berry - Administration

Shelly Connor - District Office Liaison

Jennifer Gray – Faculty (MC)

Melanie Highfill - Classified

Mario Gonzales– Faculty

Michelle Johnson - Classified

Debbie Ikeda – Administration (WI)

Cynthia MacDonald – Faculty (WI)

Thomas Mester – Administration (WI)

Linda Nies - Classified

Jeff Ragan - Faculty

Gary Sakaguchi– Administration

Jessy Torres - Student

Sarina Torres - Classified

Kayla Urbano– Student

Stephanie Vasquez - Student

Michael White - Administration

College Council

Viviana Acevedo - Student

Lacy Barnes - AFT

Donna Berry - Administration

David Clark - Administration

Cheryl Hesse - CSEA

Melanie Highfill - Classified Senate

Ryan LaSalle - Academic Senate

Stephen “Jay” Leech - Madera Center Faculty Association

Joseph Libby - Willow International Faculty Association

Lisa McAndrews - Administration

Brett Nelson - CSEA

Jeff Ragan - Faculty

Brian Shamp - Classified (WI)

Laurie Tidyman-Jones - Non-instructional Faculty

Jessy Torres - Associated Student Government

Juan Tirado - Classified Senate

Bill Turini - Academic Senate

Kayla Urbano - Associated Student Government
Michael White - Administration

District Recommendation

Marilyn Behringer – Administration (RC)
Jothany Blackwood – Administration (FCC)
Jim Chin – Administration (WI)
Diane Clerou- Administration (DO)
Shelly Conner (Chair) – Administration (DO)
Ed Eng – Administration (DO)
Kelly Fowler - Administration (FCC)
Robert Fox- Administration (DO)
Christopher Glaves – Faculty (WI)
Patricia Gonzalez –Classified (FCC)
Deborah Ikeda - Administration (WI)
Erica Johnson- Faculty (WI)
Michelle Johnson – Classified (RC/WI)
Veronica Jury – Classified (WI)
Claudia Habib – Faculty (FCC)
Cyndie Luna – Faculty (FCC)
Anna Martinez - Faculty (RC)
Thomas Mester - Administration (WI)
Julie Preston-Smith - Administration (WI)
Randy Rowe - Administration (DO)
Gary Sakaguchi – Administration (RC)
Lorraine Smith- – Faculty (FCC)
Brian Speece - Administration (DO)
Ray Tjahjadi - Faculty (WI)
Bill Turini – Faculty (RC)
Lijuan Zhai - Administration (FCC)

College Recommendation #1

Susan Amador - Classified
Eileen Apperson - Faculty
Jeff Burdick – Faculty (MC)
Linda Cooley - Faculty
Jan Dekker – Administration
Mario Gonzales - Classified
Ryan Hirata - Classified
Ryan LaSalle - Faculty
Jeff Ragan - Faculty
Bill Turini - Faculty
Leah Unruh - Classified
Michael White - Administration

College Recommendation #2

Eileen Apperson - Faculty
Emily Berg - Faculty
Case Bos - Faculty
Mary Helen Garcia - Classified
Rick Garza - Faculty
Pam Gilmore - Faculty
Cheryl Hesse - Classified
Deborah Ikeda - Administration (WI)
Michelle Johnson - Classified
Terry Kershaw - Administration (WI, MC)
Tom Mester - Administration (WI)
John Terrell - Faculty
Juan Tirado - Classified
Michael White - Administration

College Recommendation #3

Viviana Acevedo - Student
Lacy Barnes - AFT
Donna Berry - Administration
David Clark - Administration
Mario Gonzales - Classified
Cheryl Hesse - CSEA
Melanie Highfill - Classified Senate
Ryan LaSalle - Academic Senate
Stephen "Jay" Leech - Madera Center Faculty Association
Joseph Libby - Willow International Faculty Association
Lisa McAndrews - Administration
Brett Nelson - CSEA
Brian Champ - Classified (WI)
Laurie Tidyman-Jones - Non-instructional Faculty
Jessy Breanna Torres - Associated Student Government
Juan Tirado - Classified Senate
Bill Turini - Academic Senate
Kayla Urbano - Associated Student Government
Michael White - Administration

Responses to Team and Commission Recommendations

District Recommendation 1

“In order for the colleges and district to fully meet the intent of the previous recommendation, the State Center Community College District (SCCCD) must engage in continuous, timely, and deliberative dialogue with all district stakeholders to coordinate long-term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing and aligning district and college plans and planning processes in the following areas:

- district strategic plan
- facilities
- technology
- organizational reporting relationship of centers
- location of signature programs
- funding allocation
- human resources
- research capacity

(Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, III.A.2, III.A.6, III.B.1.a, III.B.2.b, III.C.2, III.D.1, IV.A.5, IV.B.3.a, IV.B.3.c)

Response to District Recommendation #1

Introduction

Districtwide coordination is at the forefront of SCCCDD strategic planning efforts. Current planning strategies focus on aligning campus and district plans in each area of emphasis and establishing detailed processes and timelines to facilitate this shift [501].

Beginning in fall 2010, the districtwide stakeholders recognized the need to increase participation and create transparency in planning and decision-making processes. This movement toward coordinated planning has been critical as the district increases the number of colleges and centers. Particular focus must be paid to location of programs and services throughout the district. Inclusive dialogue has been instrumental in developing structures and systems to effectively support such planned growth. The dialogue among constituent groups has included the academic and classified senates, American Federation of Teachers (AFT), Classified School Employees Association (CSEA), administrators, the Board of Trustees, students, and community representatives.

Dialogue has been formalized through the development and expansion of several committees charged with specific roles and responsibilities related to strategic planning. These bodies include: the District Strategic Planning Work Group [502] which later became the District Strategic Planning Committee [503, 504, 518, 545]; the District Budget and Resource Allocation Model Task Force [505], which is being vetted through constituency groups to become a

standing District Budget and Resource Allocation Advisory Committee [506]; the Strategic Planning for Districtwide Facilities Committee, an existing standing committee [507, 508] and the District Decision Making Taskforce (DDMT) [538, 573, 600, 604, 609]. The DDMT operating agreement explains the committees charge to ensure that meaningful collaboration exists and the voices of governance constituent groups are heard in the decision making process [611]. In addition, plans are in place to establish districtwide working groups/task forces in the areas of enrollment management, identification and support of signature programs [586], human resources planning [601] and technology planning [571, 575-577]. The broad representation on these bodies facilitates communication with campus constituencies providing for feedback loops and continuous dialogue.

SCCCD's districtwide governance process provides the framework for the ongoing planning that has occurred and continues to address each of the areas listed in the commission's recommendation. Ultimately, this will support the alignment of districtwide planning efforts.

District Strategic Plan

In fall 2010, SCCC began the development of a comprehensive, integrated strategic planning process that includes districtwide coordinated planning and alignment of colleges, centers, and district office/districtwide plans for facilities, technology, organizational reporting, signature programs, funding allocation, human resources and research capacity. The stages of this process are detailed below.

The planning process began with the formation of the District Strategic Planning Workgroup (DSPW). The DSPW was operational spring 2011 through spring 2012 and included faculty, staff, and students from all colleges, centers and the district office [502]. With support from the College Brain Trust [511], the DSPW assessed and presented the accomplishments resulting from the 2008-2012 Strategic Plan [512], created a timeline for developing the 2012-2016 SCCC Strategic Plan [501], obtained approval in spring 2011 of the operating agreement that established the Districtwide Strategic Planning Committee (DSPC) [503], and aligned the colleges and centers strategic planning timelines to facilitate districtwide coordination and integration. As the colleges begin to update their strategic plans, the goals and objectives will align with the 2012-2016 State Center Community College District Strategic Plan [543]. The chair of the DSPW presented the integrated planning timeline and processes to the Board of Trustees (BOT) in June 2011 [574] and July 2011 [513 p. 10-11], and provided an update at a special BOT meeting in December 2011 [514].

To expand districtwide planning the DSPW transitioned into the District Strategic Planning Committee (DSPC) in January 2012. The DSPC draft operating agreement was discussed in Communications Council in April 2011, presented to Chancellors Cabinet in May 2011[515]. After vetting the draft through constituency groups, Communications Council approved the operating agreement in January 2012 [518] and Chancellor's Cabinet approved it in February 2012 [545]. Membership on the DSPC includes faculty, classified staff, administrators and students from all colleges, centers and the district office [503]. The major tasks of the DSPC include recommending goals and objectives that align with the district's strategic plan, recommending guidelines and measurements by which to monitor progress towards the completion of these goals and objectives, coordinating planning among the district offices and

colleges and centers, and ensuring that the college and center strategic plans align with the district strategic plan [504]. In spring 2012, the DSPC began to draft the 2012-2016 SCCCD Strategic Plan [519, 605].

Dialogue framed the development of the 2012-2016 SCCCD Strategic Plan including the Board of Trustees' Visioning Session [520 p. 2-4], the district's first Strategic Conversation [521 p. 6-7, 613-615], and a communitywide charrette [510, 616]. In January 2012, the Board of Trustees conducted a Visioning Session that allowed the Board to review data and identify the future direction for the district. [520 p. 2-4]. The themes identified at the Visioning Session provided the structure for the February 2012 Strategic Conversation which facilitated discussion among the Board of Trustees and internal constituents [523 p. 6 and 17-35]. More than 160 individuals participated including trustees, faculty, classified staff, administrators, and students from all campuses and centers and the district office [524]. An evaluation of the Strategic Conversation indicated that it was an effective means of gathering input for planning purposes [525]. The recommendations that emerged were reviewed by DSPC and the College Brain Trust and helped to inform the development of the goals and objectives in the 2012-2016 SCCCD Strategic Plan [522, 543].

In March 2012, more than 100 community members and internal constituents gathered at the charrette to provide input [510]. The Charrette expanded upon the findings from the Strategic Conversation and the data gathered provided additional information for consideration in the development of the 2012-2016 Strategic Plan. The discussion focused on the following goals: 1) Access and Awareness; 2) Excellence in Teaching and Learning; 3) Workforce Readiness and Communication; 4) System Effectiveness; 5) Planning and Assessment; and 6) Resource Development [526]. The recommendations that emerged were reviewed by the DSPC and incorporated into the 2012-2016 SCCCD Strategic Plan as appropriate [543].

In March 2012, [529] the DSPC analyzed the qualitative data discussed above, and quantitative data gathered by the College Brain Trust [530] to begin drafting the 2012-2016 SCCCD Strategic Plan. In April 2012, the College Brain Trust conducted a districtwide integrated planning workshop attended by 56 representatives from constituent groups throughout the district [531, 532, 533, 604].

In April 2012, the DSPC appointed an Ad Hoc Workgroup on Integrated Planning [534] to work with the College Brain Trust to create the SCCCD 2012-2013 Integrated Planning Model and finalize the SCCCD 2012-2013 Integrated Planning Manual. In July 2012, drafts of the SCCCD 2012-2013 Integrated Planning Model and the SCCCD 2012-2013 Integrated Planning Manual were circulated to the constituent groups for feedback [535, 536, 537, 538, 606]. The integrated planning manual currently being vetted by constituency groups and is scheduled for Board of Trustees approval in November 2012. Once approved, the SCCCD 2012-2013 Integrated Planning Manual will guide districtwide integrated planning, allocation of resources for planning initiatives, and evaluation of planning processes. The manual will be reviewed annually by the DSPC and updated every four years in coordination with the district strategic planning cycle.

District office assessment has been implemented through the District Administrative Services Unit Review (ASUR) [598], an annual program review process for centralized services. The purpose of the ASUR process is to analyze and track District Office unit services to continually

improve quality. The ASUR review of all District Office units is taking place between fall 2011, and fall 2014. The review includes analysis of strengths and weaknesses relative to meeting established standards, advancing the SCCCD mission, and supporting district goals and objectives. In addition, the ASUR reports on the previous year's progress and develops a plan for the coming year to sustain or improve the services provided and contribute to the achievement of the district strategic plan [597].

In May 2012, a draft of the Mission, Vision, and Values was presented to the Board of Trustees [539 p.6-7, 540]. The Mission, Vision, and Values were adopted by the Board in June 2012 [541 p.13] and the 2012-2016 SCCCD Strategic Plan was approved by the Board of Trustees in July 2012 [542 p.12, 543, 596]. In accordance with the SCCCD Strategic Plan Timeline [501], the colleges and centers will update their plans for a 2013-2017 cycle.

The implementation of the 2012-2016 SCCCD Strategic Plan is outlined in the 2012-2016 Strategic Plan Responsibility Matrix [544] developed by the DSPC, members of Chancellor's Cabinet, and reviewed and revised by the district institutional research coordinator and the colleges' institutional research offices [606]. Institutional research personnel collaborated to create baseline data to develop measurements of objectives in the matrix [546]. To ensure accountability, the matrix identifies action steps, baseline measures, success measures, timelines for implementation, and responsible parties for each strategic goal and objective.

A 2012-2013 Decision Package provides funding for the Society for College and University Planning (SCUP) to train and certify districtwide leaders in integrated planning [554]. The first SCUP institute will be held in spring 2013.

To communicate the above districtwide activities, SCCCD has published a monthly accreditation and integrated planning newsletter, The Linkage Report [547]. The report illustrates progress toward districtwide integrated planning. The Linkage Report also connects readers electronically to documents referenced in the report. The report also provides links to information in Chancellor's Cabinet, Communications Council, the Board of Trustees meetings and the district web site (www.scccd.edu).

Facilities

Established in 2005, the Strategic Planning for Districtwide Facilities Committee [507] has served as SCCCD's districtwide forum for facilities planning and prioritization of facilities projects and needs. The committee meets quarterly and reports back to the constituent groups. The committee has been instrumental in reviewing and providing input on each phase of developing the District Facilities Master Plan [549].

The Board of Trustees approved the Educational Master Plans for the colleges and centers in March 2010 [550 p. 11, 551]. Without input from the appropriate constituents, Maas and Associates summarized the college reports to develop a Districtwide Educational Master Plan which included recommendations for facilities planning. As a result of the lack of input, the Districtwide Educational Master Plan report was submitted to constituent groups for feedback and revision and became a resource document for planning: The 2009-2010 Districtwide Summary of Priorities & Recommendations based on the College Educational Master Plans

[552, 608-610]. The document, which provides guidance regarding growth in the colleges and centers and the location of signature programs, was discussed at the February 2012 Strategic Conversation [522].

In 2009-2010, SCCCD initiated a request for proposals to develop Facilities Master Plans for the colleges, centers, and district [607]. In June 2011, the Board of Trustees approved a contract with Darden Architects [553 p. 19-20], and the facilities master planning process began with site assessments and review of the Educational Master Plans.

Districtwide dialogue regarding facilities needs has occurred between the Board of Trustees, the community, the Districtwide Facilities Committee [507], and the campuses. Development of the Facilities Master Plan included project initiation, site assessments, demographic analysis, educational program needs and alternative analysis, prioritization and funding analysis, staff and community dialogue and Board of Trustees input and review. At the December 2011 Board of Trustees meeting, an update of the Districtwide Facilities Master Plan was presented [567 p. 4-6]. The report included the facilities master planning organizational structure, planned activities, progress to date, and a timeline for completion [555]. The facilities master planning process was reviewed by Chancellor's Cabinet to ensure integration of district, college, and center planning processes [538, 559, 560, 610, 614]. Additional updates were presented to the Board of Trustees in March 2012 [527 p. 6-7, 556] and at the Board of Trustees annual retreat in April 2012 [557, 558].

Town Hall meetings were held at Fresno City College, Reedley College, and the North Centers to discuss facility needs and inform community members and internal constituents about the Facilities Master Plan. More than 70 individuals attended Fresno City College's Town Hall on May 2, 2012 [561]; 58 attended Reedley College's on May 4, 2012 [562]; and 20 attended the North Centers' on May 8, 2012 [563].

The Facilities Master Plan includes proposed modifications to each campus, including site improvements, modernization projects and potential new buildings. Campus needs and projects were prioritized by importance as related to student success. In July 2012 Darden Associates presented the Facilities Master Plan to the Board of Trustees [542 p. 6-7, 564]. This presentation documented the extensive participation from internal and external constituents in the formulation of the plan. The plan received final approval at the September 2012 Board of Trustees meeting [612].

Technology

In June 2011, a districtwide Technology Summit was convened to engage districtwide technology staff in dialogue regarding increased coordination of technology planning and initiatives at the colleges, centers, and district [566]. Campus Works, Inc., a higher education technology consulting firm, was selected to conduct a districtwide technology assessment. Data gathered in December 2011 included interviews with approximately 100 individuals at colleges, centers, and the district, facilities tours, districtwide interviews with technology staff and administrators, recommendations from open forums, and data from user-based focus groups [590].

The chancellor presented the SCCCD Information Technology Assessment Summary Points at the Special Board of Trustees Meeting in December 2011 [567 p. 3-4, 568, 590]. Campus Works presented a detailed report at a Special Board of Trustees meeting in January 2012 [569 p. 6-8] and at districtwide open forums. Based upon feedback from the open forums, Campus Works presented a follow up assessment to the Board of Trustees annual retreat in April 2012 [570].

To facilitate technology planning, the Districtwide Technology Task Force [571] will begin meeting in October 2012 [575] to develop and recommend the elements of a comprehensive technology plan for the district and to further recommend the composition of a standing District Technology Committee [577]. The proposed charge for the committee includes development and implementation of a district technology plan to assure that technology planning is integrated with institutional planning [573, 576].

Organizational Reporting Relationship of Centers

A title change from the vice chancellor of the North Centers to campus president, Willow International Community College Center was discussed at the December 2011 and February 2012 Board of Trustee meetings [567 p. 7, 523 p. 15]. Chancellor's Cabinet has also been reviewing the organizational reporting structure of the college and campus presidents [528, 573, 600, 610]. The change in title to campus president, Willow International Community College Center was approved at the March 2012 Board of Trustees meeting [527 p. 11, 579].

The Willow Transitional Staffing Plan was developed to address the reporting relationships between the Willow and Madera Centers, the site at Oakhurst, and Reedley College [572]. The plan includes a timeline with implementation of the first phase by July 1, 2012, and the second phase by July 1, 2013. The plan outlined a change in assignment and reporting between the campus president, Willow International Community College Center and the president of Reedley College. Prior to July 2012, the campus president, Willow International Community College reported directly to the chancellor. The campus president is now exclusively assigned to Willow and reports directly to the president of Reedley College, with an indirect reporting relationship to the chancellor [580, 612]. The plan has been discussed extensively at Chancellor's Cabinet, in weekly Willow Transitional Meetings, with Willow and Reedley College staff, and the Board of Trustees. The Willow Transitional Meeting occurs weekly after Chancellor's Cabinet to discuss the impact of changes in the district organizational structure [581, 610]. The updated plan was presented to the Board of Trustees at its annual retreat in April 2012, implemented July 1, 2012 and the official organizational chart was approved by the board September 4, 2012 [557, 578].

Faculty release time at Willow International was granted beginning spring 2012 to aid the transition from a Faculty Association to a Faculty Senate. A Memorandum of Understanding (MOU) and Agreement was signed which modifies Article XII, Section 12: Reassigned time for Academic Senate [602]. This MOU describes the agreement with State Center Federation of Teachers to provide 1.5 FTE to Willow to conduct academic senate activities. In fall 2012, faculty will work collegially with Willow's College Center Council to modify the current joint Reedley College committees for program review and student learning outcomes to separate committees for the Willow campus [603 p.5].

Location of Signature Programs

As the roles of the colleges and centers evolve, the definition and location of signature programs is critical as well as the establishment of criteria for identification as discussed at the February 2012 Strategic Conversation [522]. In order to maximize resources for signature programs and meet the needs of the local community, participants in the Strategic Conversation identified the need for advisory committees and community groups to provide input and data.

The acting vice chancellor for educational services and institutional met with the college and campus presidents in August 2012, to begin a dialogue regarding signature programs. The discussion included the formation of a districtwide SCCCD Academic Priorities Task Force including a draft composition and committee charge. Additionally, existing program guidelines and the importance of developing standard definitions were discussed [573, 586].

Funding Allocation

Absent a formal resource allocation model, SCCCD was tasked to improve its resource allocation process and to tie resource allocation to planning priorities. In May 2011, the chancellor requested districtwide constituent groups appoint representatives to the Districtwide Resource Allocation Model Taskforce (DRAMT) [584, 585], charged with the development of a comprehensive resource allocation model to define the process for allocating fiscal resources to the colleges, centers, and district. With broad representation [505] the DRAMT met twice monthly throughout the 2011-2012 academic year [587, 588]. To ensure effective participation, members of the DRAMT were trained on finance and SCCCD budgeting procedures.

Phase I of the SCCCD's Resource Allocation Model was drafted in spring 2012 with Phase II scheduled to be completed fall 2012 [589]. In April 2012, the DRAMT finalized Phase I for presentation to the Chancellor's Cabinet for review and input [533, 604]. The second draft was presented to the Board of Trustees at its annual retreat in April 2012 [591]. Phase I focuses on fiscal resources, identified cost centers within the district, and funding allocations for each area. Long-term plans include a model for human, physical, and technology resource allocation. In spring 2012, the DRAMT established a framework for Phase II which will address miscellaneous funding streams, health fees, and lottery and will be vetted for review and feedback in November 2012.

The formula-driven allocation model addresses distribution of resources at a districtwide level and does not prescribe funds or expenses for each cost center [592, 593]. The colleges and centers have specific budget development processes unique to each site that tie into their strategic planning models and reflect organizational cultures and priorities. The district model provides the flexibility for the colleges and centers to effectively support their strategic plans.

The vice chancellor, finance and administration, presented the model to the districtwide management team at its quarterly meeting in August 2012 [594]. The presentation included a simulation of the model using the district's 2011-2012 apportionment and FTES [595]. The model will continue to be vetted to college and center constituency groups throughout the fall semester with the final comprehensive model to be presented for review and approval in November 2012. The SCCCD Resource Allocation Model will be presented for open discussion at each campus and center. Once approved, the model will be recommended for implementation

for the 2013-2014 fiscal year to ensure SCCCD establishes a fully integrated budget allocation process.

A draft operating agreement has been developed to establish the permanent District Budget and Resource Allocation Advisory Committee (DBRAAC) [506]. With districtwide representation, the DBRAAC is designed to serve as the district's highest level resource planning body. Upon approval, the DBRAAC will recommend fair and equitable distribution of district resources, cost savings, and revenue strategies to assist in the preparation of the annual budget, priority of proposed districtwide initiatives, ad hoc committees essential to district budget and resource planning, and implementation and evaluation of the current plan to address the dynamic allocation of funds as related to college, center, and district strategic plans. The DBRAAC operating agreement was submitted to Communications Council in July 2012 and will continue to be vetted to college and center constituency groups throughout the fall 2012 semester. Input from college and center constituency groups will be integrated into the final version of the operating agreement and once Communications Council makes a recommendation, the operating agreement will go to Chancellor's Cabinet for approval.

Human Resources

In order to support integrated districtwide human resources planning and align district and college planning processes, the district is creating a Human Resource Staffing Plan Task Force [537, 600, 601]. The committee task force charge will be developed using data from the College Brain Trust, the SCCCD 2012-2016 Strategic Plan, and the corresponding baseline data [530, 543, 546]. Possible areas of focus include creating an integrated districtwide human resource staffing plan that guides core restructuring in several auxiliary units, planned vacancies in classified and faculty positions due to budgetary issues, and reassignment of employees into vacant positions. In addition, the task force may examine ways to reflect the diversity of the SCCCD service area in its workforce and analyze human resource committee structures and decision making at each campus to facilitate integration of campus and district human resources planning. Ultimately, a recommendation will be made for a standing districtwide human resources planning committee.

Districtwide human resource planning is currently focused on ensuring that staffing levels will support the future structure of the colleges and centers and assessing the impact of the structure on the colleges and centers. The Willow Transitional Staffing Plan ensures adequate staffing as Willow pursues candidacy and initial accreditation. This plan details the addition of new positions, upgrading of existing positions, reassignment of existing positions, and the transitioning of part-time positions to full-time. The staffing plan also includes positions that should be functional by fall 2016 if initial accreditation is granted [578].

Research Capacity

In 2011, the College Brain Trust recommended improved coordination of districtwide research efforts as a result of an organizational review of centralized functions [530]. In response to the recommendation, the district has changed the position of associate vice chancellor, workforce development and educational services to vice chancellor of educational services and institutional effectiveness [542 p. 8, 582] to coordinate districtwide institutional research.

As the colleges, centers, and district align districtwide planning, structures have been put in place to build research capacity across the district to support increased planning, resource allocation, and decision-making. The acting vice chancellor, workforce development and educational services has established a districtwide research group that includes district and campus institutional research staff. The research group is charged in part with developing a comprehensive plan to enhance research capacity utilizing current resources. The group is also charged with recommending a districtwide research agenda that aligns with district and college strategic planning goals. The chancellor has recommended formalizing the working group [573].

On September 24 2012, Chancellor's Cabinet approved the proposed SCCCD Research Group Charge, reporting structure and membership.

On the October 2, 2012 agenda of the Board of Trustees is a request for approval of a part-time district office institutional research coordinator who will work under the supervision of the vice chancellor, educational services and institutional effectiveness, to augment the districtwide institutional research group. While the position will be funded initially by an external grant, over time the district will consider expanding the position to full time, supplemented by additional grants and/or general fund dollars to assure sustainability.

To increase capacity for data-driven decision-making, a management information system (MIS) is in place for use by campus and district research offices and others to ensure the use of common data sets, resulting in improved efficiency and streamlined reporting districtwide. Utilizing standard query language (SQL) the MIS enables research staff at the colleges and district to employ common data sets for the development of reports to support districtwide decision-making [583].

Next Steps

Implementation of ongoing districtwide integrated planning linking plans to resource allocations includes finalization and/or creation of documents and committee structures that describe and support the processes, timelines for informing all employees of the district about the planning processes, and training on the use of the planning manuals at the campus level.

In the areas of technology planning, human resources planning, definition and location of signature programs, and expansion or research capacity, working groups are still in formational stages. By the end of fall 2012, task forces or working groups will be formed and fully functioning to respond to the district's need for coordination and dialogue in those areas. As with other planning efforts, these districtwide groups will be representative of internal and external constituents, including faculty, classified staff, administrators, and students.

The following timeline that identifies tasks completed and future activity demonstrates the districtwide commitment to coordination and ongoing implementation of integrated planning:

State Center Community College District and Colleges/Centers Strategic Plan Timeline

District Only (Fall 2012-Fall 2016)

DATE	ACTIVITY	RESPONSIBLE PARTY
March 2011*	Survey for minor updates / Timeline Created	District
April 2011*	1 st Draft	District
May 2011*	Final Draft	District
June 2011*	Board approval of timeline And final draft which includes minor revisions	District
Aug.-January 2012*	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all area internal and external scans.	District
February 2012*	Charrette & all survey information gathered	District
April 2012*	1 st Draft	District
May 2012*	Final Draft	
June 2012*	Board approval of strategic plan for district	District/Board
July 2012*	Implementation of new district strategic plan	District
Aug.-January 2013	Annual scan for district (1 st year)	District
March 2013	Summary of results from annual scan, report of progress, if changes are pertinent minor revision made if not just report to Board	District
June 2013	Annual report to Board of Trustees on district strategic plan	District/Board
Aug.-January 2014	Annual scan for district (2 nd year)	District
March 2014	Summary of results from annual scan, review of results from 1 st year report, recommended changes made to the Board. (these are minor updates)	District
June 2014	Minor revisions/updates to the district strategic plan are presented to the Board of Trustees	District/Board
July 2014	Implementation of changes to district strategic plan	District
Aug.-January 2015	Annual scan for district (3 rd year)	District
March 2015	Summary of results from annual scan, review of results from 1 st year report, recommended changes made to the Board of Trustees. (these are minor updates)	District
June 2015	Minor revisions/updates to the district strategic plan are presented to the Board of Trustees	District/Board
July 2015	Implementation of changes to district strategic plan	District
Aug.-January 2016	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans. (4 th year)	District
February 2016	Charrette & all survey information gathered	District
April 2016	1 st Draft	District
May 2016	Final Draft	
June 2016	Board approval of district strategic plan	District/Board
July 2016	Implementation of new district strategic plan	District

*Completed Activities

Colleges/Center (Fall 2013-Fall 2017)

DATE	ACTIVITY	RESPONSIBLE PARTY
Aug.-January 2013	Colleges/centers prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/centers will develop college/center strategic plans that include the District Strategic Plan goals.	Colleges
February 2013	Charrette, all survey information gathered	Colleges
March 2013	1 st Draft	Colleges
May 2013	Final Draft Presentation to appropriate constituency groups	Colleges
June 2013	Board presentation of Strategic Plan for each college/center	College/Board
July 2013	Implementation of College/Center Strategic Plans	Colleges
Aug.-January 2014	Annual Scan for Colleges (1 st year)	
March 2014	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council	Colleges
May 2014	Reports to constituency groups and College Council	Colleges
Aug.-January 2015	Annual scan for Colleges/Centers (2 nd year)	Colleges
March 2015	Summary of results from annual scan, review of results from 1 st year report, recommend changes to the board. (minor revisions)	Colleges
May 2015	Changes given to constituency groups, College Council and the Board	Colleges/Board
June 2015	Board approval	Board
July 2015	Implementation of modified College/Center Strategic Plans	Colleges
August 2015 – January 2016	Annual scan for Colleges/Centers (3 rd year)	Colleges
March 2016	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council	Colleges
May 2016	Changes or report given to College Council and constituency groups	Colleges
June 2016	District Strategic Plan is approved	Board/District
August 2016 – January 2017	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans (4 th year). Colleges/Center prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/center will develop college/center strategic plans that include the District Strategic Plan goals	Colleges
February 2017	Charrette, all survey information gathered	Colleges
March 2017	1 st Draft	Colleges
May 2017	Final Draft / Presentation to appropriate constituency groups	Colleges
June 2017	Board presentation of Strategic Plan for each college/center	College/Board
July 2017	Implementation of College/Center Strategic Plans	Colleges

Approved by Strategic Planning Workgroup on April 15, 2011, Reviewed and approved by Integrated Planning Workgroup on April 29, 2011, Approved by Board of Trustees July 5, 2011

Campus Alignment, Coordination, and Dialogue for Districtwide Planning

Reedley College was represented on all of the taskforces and committees discussed in the response to the district recommendation.

Two members of the Reedley College Strategic Planning Committee were also members of the District Strategic Planning Workgroup, The Reedley College Strategic Planning Committee was regularly informed and consulted about the districtwide plan and the planning process. The Reedley College Strategic Planning Committee agreed to modify the timeframe for the Reedley College Strategic Plan in order to align it with the SCCCDC Strategic Plan. Reedley College had intended to develop a 2012-2016 Strategic Plan, but will instead develop a 2013-2017 Strategic Plan. The Reedley College Strategic Planning Committee conducted a workshop on September 28, 2012 for Reedley College, Madera Center, and Oakhurst Campus staff and faculty to begin visioning for the new strategic plan. Outcomes for this planning workshop were: 1) addressed critical areas of concern for an internal survey, 2) established goals; 3) established preliminary objectives needed to address goals; 4) examined alignment of the district strategic plan and the relevance of the current strategic plan. Final outcomes of this September 28th workshop will drive a campuswide survey as the second internal scan to be administered before the end of November [126, 127]. Reedley College employees (including Madera and Oakhurst), along with community members, took part in the workshop to help determine the goals and objectives of the 2012-2016 SCCCDC Strategic Plan. Reedley College was also represented on the district ad hoc workgroup on integrated planning. Presentations about the SCCCDC strategic planning process, the 2012-2016 SCCCDC Strategic Plan and the SCCCDC Integrated Planning Model were made at Reedley College, the Madera Center, and the Willow International Center [512].

The Reedley College Facilities Committee contributed to the development of the SCCCDC Facilities Master Plan as it related to the Reedley College campus. Numerous presentations were made on campus so that all interested individuals could hear about, view, and react to the plans [527]. During the 2012-2013 the Facilities committee will review the district facilities plan and incorporate applicable aspects into the college's Facilities Master Plan [613].

Reedley College took a leadership role in the transitional planning for the Willow International Community College Center. As a result of the transition, there is a much closer relationship between Reedley College and its centers. The Willow International campus president now reports to, and meets regularly with, the Reedley College president. She also serves as a member of the Reedley College Full Cabinet. Additionally, Reedley College administrators are serving the Madera Center and outside community groups each week at the Madera Center [421]. Madera Center and Oakhurst personnel participated in the Reedley College opening day activities at the beginning of the fall 2012 semester which included a presentation and an opportunity for written feedback on the accreditation response [257].

Reedley College, the Madera Center, and Oakhurst are represented on the District Resource Allocation Model Task Force (DRAMT), and contributed to the development of the SCCCDC Resource Allocation Model [588]. Reedley College, the Madera Center, and Oakhurst will be represented on the District Budget and Resource Allocation Advisory Committee (DBRAAC) which is currently being vetted, when it becomes operational.

Evidence for Response to ACCJC District Recommendation #1

126	Strategic Planning Workshop 9.28.12
127	Strategic Planning Committee Notes 9.10.12
257	Opening Day Fall 2012 Morning Agenda draft 8.2.12
501	Timeline for 2012-2016 SCCCD Strategic Plan
502	District Strategic Planning Workgroup Members
503	District Strategic Planning Committee (DSPC) Members
504	District Strategic Planning Committee Operating Agreement
505	District Budget and Resource Allocation Model Task Force
506	District Budget Resource Allocation Advisory Committee (DBRAAC) Operating Agreement (Draft)
507	District Facilities Planning Committee Members
508	District Facilities Planning Committee Operating Agreement
509	Communications Council Members
510	Board of Trustees Minutes 3-1-12
511	College Brain Trust Members
512	District Strategic Planning Workgroup Power Point 10-4-11
513	Board of Trustees Minutes 7-5-11
514	Board of Trustees Presentation 12-13-11
515	Communications Council Notes 4-26-2011 and Chancellor's Cabinet Meeting Notes 5-9-11
516	Communications Council Notes 10-25-11
517	Communications Council Notes 11-29-11
518	Communications Council Notes 1-31-12
519	District Strategic Planning Committee Meeting Notes 3-2-12
520	Board of Trustees Minutes 1-24-12
521	Board of Trustees Minutes 1-10-12
522	Summary of Strategic Conversation Themes
523	Board of Trustees Minutes 2-7-12
524	Strategic Conversation Participants
525	Strategic Conversation 2012 Evaluation
526	SCCCD Charette3-1-12
527	Board of Trustees Minutes 3-6-12
528	Chancellor's Cabinet Meeting Notes 3-5-12
529	District Strategic Planning Committee Meeting Notes 3-9-12
530	College Brain Trust Report on 2008 Strategic Plan Update
531	Integrated Planning Workshop Participants 4-9-12
532	Integrated Planning Workshop PowerPoint
533	Chancellor's Cabinet Meeting Notes 4-18-12

534 Ad Hoc Integrated Planning Workgroup Members
 535 SCCCD 2012-2013 Integrated Planning Model
 536 SCCCD 2012-2013 Integrated Planning Manual (Draft)
 537 Chancellor's Cabinet Meeting Notes 7-30-12
 538 Communications Council Meeting Notes 7-31-12
 539 Board of Trustees Minutes 5-1-12
 540 Board of Trustees Presentation 5-1-12
 541 Board of Trustees Minutes 6-5-12
 542 Board of Trustees Minutes 7-3-12
 543 2012-2016 SCCCD Strategic Plan
 544 2012-2016 Strategic Plan Responsibility Matrix
 545 Chancellor's Cabinet Meeting Notes 2-13-12
 546 2012-2016 SCCCD Strategic Plan Baseline Data
 547 The Linkage Reports
 548 Chancellor's Cabinet Members
 549 Districtwide Facilities Planning Committee Meeting Minutes
 550 Board of Trustees Minutes 3-2-10
 551 SCCCD Educational Master Plans
 552 2009-2010 Districtwide Summary of Priorities and Recommendations Based on the
 College Educational Master Plans
 553 Board of Trustees Minutes 6-7-11
 554 Decision Package for Society for College and University Planning (SCUP) Institute
 555 Board of Trustees Facilities Master Plan Presentation 12-13-11
 556 Board of Trustees Facilities Master Plan Presentation 3-6-12
 557 Board of Trustees Minutes 4-21-12
 558 Board of Trustees Retreat Facilities Master Plan Presentation 4-21-12
 559 Chancellor's Cabinet Meeting Notes 3-21-12
 560 Chancellor's Cabinet Meeting Notes 3-26-12
 561 FCC Town Hall Meeting 5-2-12
 562 RC Town Hall Meeting 5-4-12
 563 NC Town Hall Meeting 5-8-12
 564 Board of Trustees Districtwide Facilities Master Plan Presentation 7-3-12
 565 2012-2025 Districtwide Facilities Master Plan - BOT Agenda 9-4-12
 566 Technology Summit Agenda 6-1-11
 567 Board of Trustees Minutes 12-13-11
 568 SCCCD Information Technology Assessment PowerPoint
 569 Board of Trustees Minutes 1-24-12
 570 Board of Trustees Minutes 4-20-12
 571 Districtwide Technology Taskforce Membership (Draft)
 572 Willow Transitional Staffing Plan (Draft)

573 Chancellor's Cabinet Meeting Notes 9-11-12
574 Board of Trustees Presentation 6-7-11
575 Districtwide Technology Task Force Meeting Notes
576 District Technology Task Force Charge (Draft)
577 District Technology Committee Charge (Draft)
578 Updated Willow Transitional Staffing Plan
579 Campus President Willow Brochure Language
580 SCCCD Organizational Chart BOT Agenda 9-4-12
581 Willow Transitional Meeting Notes
582 Vice Chancellor, Educational Services and Institutional Effectiveness Job Description
583 District Institutional Research Website (<http://ir.sccd.com>), SCCCD Research Group 8-30-12 Minutes and SCCCD Research Group Charge
584 DRAMT Charge Memo from Chancellor Blue 5-13-11
585 Chancellor's Cabinet Meeting Notes 5-2-11
586 Signature Programs Agenda and Minutes 8-28-12 and SCCCD Academic Priorities Task Force Charge
587 DRAMT Agendas
588 DRAMT Minutes
589 RAMT Timeline and Planning Calendar
590 SCCCD Information Technology Assessment Summary Points
591 Board of Trustees Retreat (DRAMT) Presentation 4-20-12
592 RAMT Minutes 4-13-12
593 Resource Allocation Model Narrative
594 Resource Allocation Model Task Force PowerPoint
595 Resource Allocation Model Simulation
596 Board of Trustees Strategic Plan Presentation 7-3-12
597 ASUR PowerPoint
598 ASUR Resource Team Membership
599 BOT Strategic Conversation PowerPoint 1-10-12
600 Chancellor's Cabinet Meeting Notes 8-13-12
601 Human Resource Staff Plan Task Force (Draft)
602 Faculty Association Release Time MOU 3-30-12
603 Board of Trustees Minutes 4-3-12
604 Communications Council Meeting Notes 4-24-12
605 District Strategic Planning Workgroup Agendas and Minutes 2012
606 Chancellor's Cabinet Meeting Notes 5-29-12
607 Chancellor's Cabinet Meeting Notes 11-1-10
608 Communications Council Meeting Notes 10-26-10
609 Communications Council Meeting Notes 11-30-10
610 Chancellor's Cabinet Meeting Notes 2-27-12

- 611 District Decision Making Taskforce (DDMT) Operating Agreement
- 612 Board of Trustees Meeting Minutes 9-4-12 (Draft)
- 613 Chancellor's Cabinet Meeting Notes 1-9-12
- 614 Chancellor's Cabinet Meeting Notes 1-18-12
- 615 Chancellor's Cabinet Meeting Notes 1-23-12, 2-1-12, 2-6-12
- 616 Chancellor's Cabinet Meeting Notes 2-21-12

College Recommendation 1

As recommended by the 2005 Accreditation Team and to build on its achievements to date in developing program review and improving institutional planning, the college should develop a practical, integrated planning model with the following characteristics:

1. A focus on a limited number of mid- to long-term initiatives to improve student learning and student support services.
2. A plan with concrete strategies and actions that are specific, measurable, attainable, results-oriented and time based, and that specify individuals or groups responsible for their completion.
3. A process that clearly ties this planning model to the college's resource allocation processes.
4. Processes for regularly assessing not only the progress in achieving the goals of the plan but also the effectiveness of the integrated planning model itself.
5. A model that is inclusive of all institutional planning activities and that clarifies the functions of program review and the various resource committees.
6. A planning model that clarifies the relationship of the planning processes at Reedley College and the other planning processes of the State Center Community College District.
(Standards I.B.1 through I.B.7; II.A.2, II.B, II.C, III.A, III.A.6, III.B, III.B.2, III.C, III.C.2, III.D, III.D.1, III.D.3, IV, IV.A, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g.)

Descriptive Narrative

Reedley College was in the process of developing an integrated planning model when the fall 2011 accreditation visit occurred. This document has been significantly improved since that time based on input from the college Strategic Planning Committee, College Council, Academic Senate, and Classified Senate representing the Reedley College, Madera Center, and Oakhurst campus communities [106, 107, 124]. The document was reviewed by the Academic Senate and College Council in spring 2012 [111, 121]. At the core of the Integrated Plan is Figure 1 of this document which shows the inter-relationship between all of the major college plans and the resource allocation process [124 p. 1]. This section of the follow-up report will demonstrate how Reedley College has satisfied College Recommendation 1 (CR1), items 1-6 above.

The Integrated Plan and the accompanying figures shown below as Figure 1 and Figure 2 show the interrelationship between all of the college constituency groups (item 5 in CR1) as well as the interrelationship between all of the planning documents, program review, annual reports, and resource allocation (item 3 in CR1) [124]. As well as showing the interrelationship of the college constituency groups, Figure 1 shows that all components of the cycle are developed, then implemented, then evaluated which leads to refinement (further development) and evidence of a cycle of continuous improvement (item 4 in CR1).

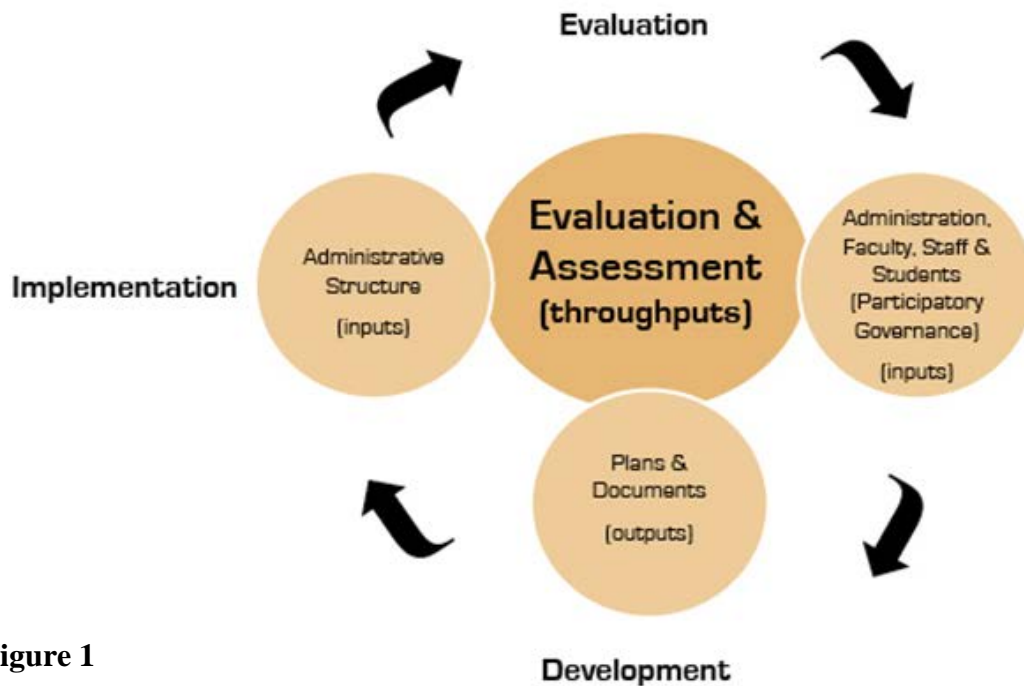


Figure 1

The following example illustrates how one item might move through the cycles shown in Figure 2. An example of how the integrated planning process is implemented is found in the new Reedley College Entrepreneurship Center (E-Center). Business faculty members first envisioned and described a new Reedley College E-Center (unit planning). Recognizing a need of program students and community members, the faculty requested funding to establish an E-Center as part of the comprehensive fall 2011 program review [112 p. 1]. The Program Review Committee endorsed this discipline goal. A request was sent by the faculty to the Strategic Planning Committee which found that the request was substantiated (linkage to Strategic Plan). College Council discussed and endorsed the project and recommended the project's completion to the president. The proposal was then forwarded to the Facilities Committee and the Budget Committee to both identify a location (linkage to Facilities Master Plan) and secure funding to create the E-Center (funds found within approved budget). A room with easy accessibility for the community and metered parking in a near-by parking lot was identified that could be rededicated as an E-Center. Faculty in the Communication Department agreed to relocate their classes. Two Business instructors and one Economics instructor agreed to relocate their offices to the E-Center and provide staffing (planning activities). A request for data lines and electrical outlets was submitted and completed as part of the infrastructure technology project. A small amount of college funds was allocated for touch-up painting (resource allocation). Additionally, a \$35,000 grant from the Coleman Foundation which was received as part of a joint project with the Lyles Center at California State University, Fresno was used to purchase furniture and computers for the new center. The Reedley College E-Center opened in fall 2012. The E-Center will be assessed on a regular basis as part of the department annual program review and unit

planning. The E-Center outcomes will be assessed as any other program, through annual program review and scheduled program evaluation. At each of these assessment points, the E-Center outcomes will be substantiated with the college goals, Strategic Plan, and Facilities Master Plan.

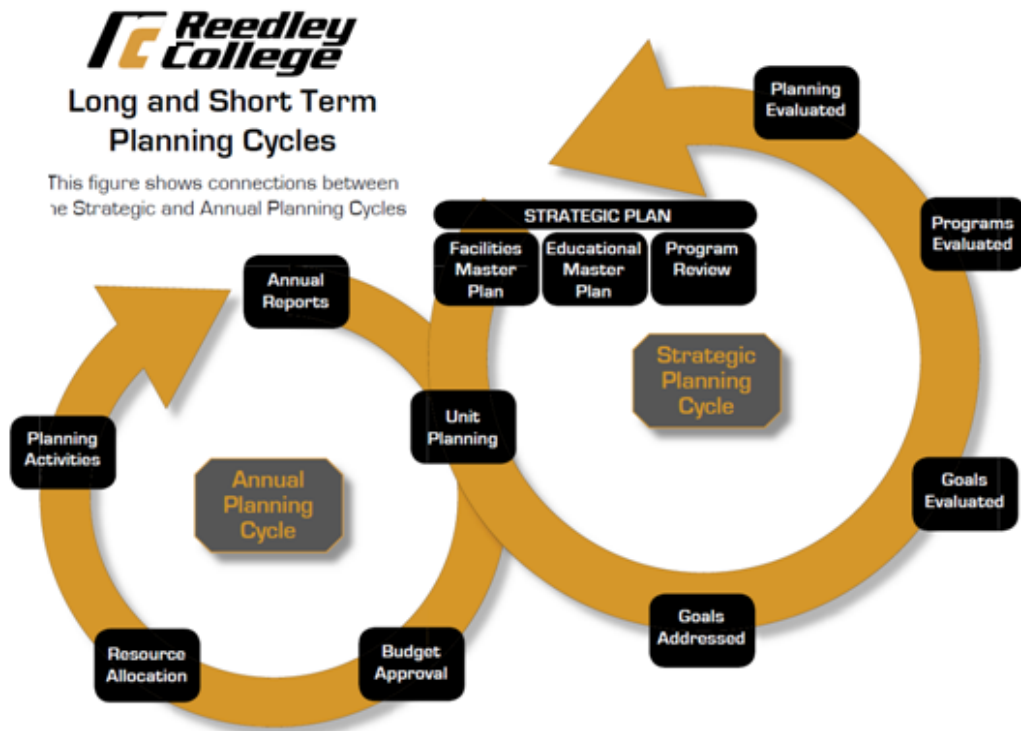


Figure 2

The Reedley College Integrated Plan is consistent with, and included in, the State Center Community College District (SCCCD) Integrated Planning Manual (item 6 in CR1) [536]. The Strategic Plan is a key part of the Integrated Planning model and contains concrete strategies and actions that are specific, measurable, attainable, results-oriented, and time based (item 2 in CR1). The Reedley College Strategic Plan is developed using a similar methodology and on a timeline that is coordinated with the District Strategic Plan. The current SCCC District Strategic Plan covers the time period 2012 – 2016; the timeline for the next Reedley College Strategic Plan follows the district Strategic Plan timeline. The next Reedley College Strategic Plan will be developed during the spring 2013 semester for 2013 – 2017 [123 p. 2-3]. The present 2008-2012 Reedley College Strategic Plan is currently being assessed by the Strategic Planning Committee. As part of the assessment, the individuals or groups responsible for the completion of the goals and objectives have submitted an annual report summarizing their contribution to the achievement of

the goal(s)/objective(s) that they are responsible for (item 2 in CR1). The goals and objectives of the SCCCD Strategic Plan have always been addressed and assessed by each of the colleges, centers, and sites. As a result of the integrated planning process, the interrelationship of the district and college strategic plans has been further clarified and standardized [104].

Reedley College has also been focused on a limited number of mid- to long-term initiatives to improve student learning and student support services (item 1 in CR1). The Reedley College 2008-2012 Strategic Plan contains specific goals and objectives that are measureable and that are assessed on a regular basis, and this plan is a critical part of Reedley College's integrated planning model [124 p. 7]. Goal 4 specifically addresses students learning and student support services:

Goal Statement:

Reedley College will support students' educational development and personal growth.

Objectives

- 4.1 Student Services provides an educational planning process that provides students with the necessary tools and skills to identify, plan, implement, and achieve their goals.
- 4.2 Provide services and activities that create opportunities for educational and personal growth.
- 4.3 Provide opportunities to interact with the community in order to foster an awareness of the interdependence of students with their community [105].

To address this goal, Reedley College has made a concerted effort to promote student success. During this time, in an effort to ensure growth in student success, Reedley College created and hired two new positions, a Student Success Director and an Outreach and Matriculation Coordinator, both of whom are responsible for implementing programming and services to address student success.

The Reedley College Matriculation Office has developed a plan to help address measurable, attainable, and time-based results for assisting students in response to the CCC Student Success Task Force Initiatives: Recommendation 2.2 that will require all incoming community college students to participate in assessment, orientation, and develop an education plan. The process is assessed annually.

The Reedley College Counseling Department has started a pilot program whereby all new students from local feeder high schools registering for courses during the Registration To Go (Reg to Go) process will complete a one-year "Smart Start" student education plan. The purpose of the education plan is to assist students in selecting a major and/or career goal, along with listing the appropriate courses required for the major selected. The Smart Start education plan gives students a visual "roadmap" with perspective on the educational planning process relative to time of completion. The goal is to encourage student use of counseling services each semester as they revisit their educational plan and identify the appropriate coursework needed that leads to a timely transfer or certificate/degree completion [120].

Also in response to CCC Student Success Taskforce Initiatives: Recommendation 2.3 requires community colleges to develop and use centralized and integrated technology to better guide students in their educational process. Reedley College participated in a districtwide effort with Fresno City College and Willow International counseling departments in developing and introducing a new [online orientation](#) in spring 2012. All new incoming students are now required to complete an online orientation that is designed to assist student with their transition into the college environment. The orientation provides students with information on academic regulations and procedures, academic resources and services, campus policies, and information on student conduct and campus life. The online orientation is interactive and has automatic prompts with quiz questions that need to be answered correctly in order to continue to move to the next orientation module. The primary objective of the orientation is to have students learn important and critical matriculation information that can ultimately contribute to their college success.

In summer 2012 and fall 2012, the Reedley College Financial Aid Office conducted a series of financial aid orientation workshops for all Pell Grant-eligible students. The workshops were designed to address the decrease in the maximum lifetime eligibility for a Pell Grant from nine full years to six full years. The workshops emphasize the need for students to understand the new time constraints and how they may impact their educational planning relative to completing their educational goals. Students who are interested in transferring to a four-year university are encouraged to work closely with a counselor developing their student educational plan (SEP). Inherent in the student education plan is mapping of the length of time to degree completion and/or transfer to ensure that their financial aid Pell eligibility does not lapse prior to completion of their educational goals. Other workshop topics included financial aid policies and procedures as they relate to academic and/or progress probation and their potential effect on student's financial aid status [116, 117, 118, 119]. At the end of the fall 2012 semester, withdrawals, repayments, and academic progress of the students who attended the workshops will be analyzed/evaluated, and it will be decided if the workshops should be mandatory.

The expansion of the Reedley College Career Resource Center was completed in fall 2012. This center provides career counseling, career workshops and career exploration resources. The career counselor also provides "Don't Cancel Class" opportunities for faculty who might otherwise have class conflicts. This service provides in-class or in-center career exploration lessons that enhance student self-awareness increase chances of student success [122].

The Reedley College Transfer Center is scheduled to open in the spring 2013 semester and the Reedley College Student Success Centers is scheduled to open in fall 2013 semester. The Student Services Leadership Council, Classified Assemblies, Student Success Committee, and Counseling Departments are contributing to the development of these centers and will present initial plans to the college facilities committee late fall 2012. Approved plans and cost projections will then move to the Budget Committee, Strategic Planning Committee for substantiation, and finally to College Council for recommendation to the president (following the integrated planning process). These centers, housed in the a building adjacent to the student center, will serve as the central location for students to receive and access the services and information they need to become successful students.

Reedley College has also established a workgroup to address how to improve student success on campus and in the valley. This workgroup is called the College Readiness Forum. The College Readiness Forum (CRF) is a collaboration of administrators, faculty, and staff from Reedley College and high schools in the surrounding community focused on student success [109]. The CRF has three main objectives:

1. strengthen use of data,
2. establish college readiness dialogue between Reedley College (RC) and high schools (HS),
3. better align math and English curriculum between RC and HS.

Each of these objectives has detailed action steps, timelines, and key performance indicators identified on the CRF Objective document [110]. The CRF is actively making progress as demonstrated by the following accomplishments:

The CRF has made great strides in its first year of existence. Math and English faculty, staff, and administrators from Reedley College and high schools in the community meet at least once each semester in special workgroups (i.e., English, math, counseling/outreach) to address specific topics related to student success and CRF objectives. In addition to meeting two times per year, Reedley College created a [CRF organization](#) on Blackboard. The Blackboard site provides all acting CRF members and other interested visitors (open organization) the opportunity to view and access CRF objectives, workshop agendas/presentations, discussion board, English and math resources, representative information, and updates/announcements. The CRF has achieved several successes including modifying Math Placement Test cut scores and implementation of the Math Placement Pre-test [108] and making the CSU Expository Reading and Writing Course (ERWC) the required senior English curriculum within the Kings Canyon Unified School District to better align with Reedley College and California State University, Fresno's curriculum (and hosting ERWC training for high school and college faculty) [114]. Improvements in student readiness will be evidenced in student math and English assessment scores and first-semester student success in math and English courses.

To further refine its planning processes, Reedley College has established a timeline for the integrated planning, budget, and program review processes (Figure 3). This timeline illustrates that the plans are sequenced in order to work together. This timeline follows the Integrated Planning model of considering short-term and long-term planning activities, assessment, and refinement (continuous improvement) (items 1, 2, 3, 6 in CR1).

Reedley College Integrated Planning, Budget & Program Review Timeline, 2012

Short-term Planning	2012-2013			2013-2014			2014-2015		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Program Review, SLO, PLO and GELO/ILO Assessment	Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, GELOs/ILOs)	Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, GELOs/ILOs)	Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, GELOs/ILOs)
Program Review	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)		Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)		Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)	
Resource Allocation & Priorities	Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)			Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)			Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)		
Annual Budget Cycle	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget

Long Range & Strategic Planning

College Mission	Educational Master Plan	Strategic Plan	Integrated Plan
Institutional Research	Data Collection	Program Evaluation	Facilities Master Plan

Figure 3

Figure 3 (cont.)

Short-term Planning	2015-2016			2016-2017			2017-2018		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Program Review, SLO, PLO and GELO/ILO Assessment	Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, GELOs/ILOs)	Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, GELOs/ILOs)	Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, GELOs/LOs)
Program Review	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)		Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)		Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)	
Resource Allocation & Priorities	Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)			Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)			Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)		
Annual Budget Cycle	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget

Long Range & Strategic Planning

College Mission

Educational Master Plan

Strategic Plan

Integrated Plan

Institutional Research

Data Collection

Program Evaluation

Facilities Master Plan

Next Steps

Internal and external scans will be conducted in fall 2012 and spring 2013 to assess the 2008-2012 Reedley College Strategic Plan.

The assessment of the 2008-2012 Reedley College Strategic Plan will be finalized and made available to both internal and external constituencies in spring 2013.

The new 2013-2017 Reedley College Strategic Plan will be developed.

The Reedley College Integrated Plan will be assessed and updated to be consistent with the 2013-2017 Reedley College Strategic Plan.

Evidence for Response to ACCJC College Recommendation #1

104	2008-2012 Strategic Plan Timeline
105	Strategic_Plan_2012
106	College Council Minutes 4-25-12
107	Reedley College Academic Senate Minutes 4-10-12
108	CRF PP Math 2012_2_2
109	CRF Invite Letter
110	CRF Objectives
111	College Council Minutes 1.25.12
112	Business Administration Program Review Summary Report
114	CRF PP English 2012-5-10_v2
116	Financial Aid Workshop Agenda v2
117	Financial Aid Workshop email correspondence 2012
118	Financial Aid Workshop Meeting minutes 08.02.12
119	Financial Aid Orientation Workshop 3.20.2012
120	Smart Start Checklist
121	RC AS Minutes 5.15.12
122	CRC Workshop Request
123	Department Chair Meeting 4.10.12
124	Integrated Planning Insert 9-18-12
536	SCCCD 2012-2013 Integrated Planning Manual (Draft)

College Recommendation 2

In order to meet the Standard and the Commission’s 2012 timeline to be at the “proficiency level” in the identification, assessment and use for improvements of student learning outcomes, the team recommends that the college accelerate its activities to ensure that each course and program has measurable outcomes that are published widely, that those outcomes are regularly assessed, that the results of that assessment are clearly documented, widely discussed, and used in decision making aimed at aligning institution-wide practices to support and improve student learning. (II.A.1.a, II.A.1.b, II.A.1.c, II.A.2, II.A.3)

Descriptive Narrative

All course and program (academic and support services) student learning outcome assessment reports are posted on [Blackboard](#) within a program’s folder and a link to the Blackboard site is displayed on the college [website](#). Evidence of assessments also located within each program’s folder include a three-year assessment timeline, mapping of course to program to institution (GELO/ILO) outcomes, proof of dialogue, and assessment tools. (Please note that Reedley College uses the terminology General Education Learning Outcomes (GELO) as the equivalent of Institutional Learning Outcomes (ILO)). These items of assessment evidence are updated on a continuous basis by each program. While budget has prohibited the purchase of reporting software, the current system is organized, accessible, and functional. Faculty and staff have taken advantage of these folders to store and share data, a variety of assessment tools, and assessment information with their adjunct faculty. Updated regularly by a designated recorder from each program, this system of posting and reporting allows all faculty and staff members to be fully invested in the outcomes assessment process.

The student learning outcomes (SLO) coordinators (one for the Reedley campus and one for the North Centers campuses) rely on these reports for yearly assessment summaries, collecting data on assessment types, results and action plans, and highlighting programs and courses which have been positively influenced by their assessments.

The SLO coordinators met with faculty and staff from units throughout the college (including Madera, Oakhurst and Willow International) who needed assistance in assessing their SLOs and program learning outcomes (PLOs) throughout the 2011-2012 academic year. The college also conducted an analysis of all classes that had not been offered in the last three years, and that would not be financially viable to offer for the next three to four years (thus making SLO assessment impossible) and placed these courses on abeyance [305, 306]. As a result, virtually all areas of the college were assessing SLOs by the time that the ACCJC report was received in February 2012 as shown by the following data from that report [303]:

Percent of all college courses with defined Student Learning Outcomes	100%
Percent of all college courses with on-going assessment of learning outcomes	96.4%
Percent of all college programs with defined Student Learning Outcomes	100%
Percent of all college programs with on-going assessment of learning outcomes	98.2%
Percent of all student and learning support activities with defined Student Learning Outcomes	100%
Percent of all student and learning support activities with on-going assessment of learning outcomes	92.1%

To further ensure fulfillment of SLO proficiency, an SLO liaison was appointed at Madera Center in fall 2012 [323].

Student learning outcomes are in place for all Reedley College courses, programs, degrees, and certificates. Course outcomes are posted on the college curriculum website ([Curricunet](#)) and the [Blackboard SLO assessment site](#), and program outcomes are posted on the [website](#) and in the college catalog [315 p. 65-119].

During fall 2011, 13% of courses, 7% of instructional programs, and 43% of student services programs had completed an assessment cycle. Since then, substantial progress has been made in the completion of SLO assessments.

At present, 100% of all courses and programs (including academic degrees and certificates and support services) conduct ongoing assessments, with 79% of courses, 76% of instructional programs, and 100% of student services programs completing at least one assessment cycle to date. An estimated 10% more courses and instructional programs are completing their assessment cycle by the end of fall 2012. Any course that has not been previously assessed will be the next time that it is offered. If that course is being taught by a part-time faculty member that individual will receive a stipend and assistance to ensure that the assessment is completed.

While 66% of course assessments state that their results are positive, other responses such as “conduct further assessment” (22%), “use new or revised teaching methods” (22%), “develop new ways of evaluating student work” (13%), and “revise course syllabus or outline” (3%) illustrate how these assessments are influencing teaching and learning at the college. Action plans for support services show “results are positive” (32%), “conduct further assessment” (13%), “use new or revised resources or services” (19%), “develop new methods of evaluating student learning” (16%), “plan purchase of new equipment or supplies” (6%), “make changes in staffing plans” (3%), and/or “engage in professional development about best practices” (6%) [313, 314, 316, 330, 331].

Assessment types for courses include any variety of item analysis of exams (68%), assignments based on rubrics (37%), assessments based on checklists (8%), direct observation of performances (45%), student self-assessments (14%), CATs (1%), and/or capstone projects (16%). Instructional programs show similar assessment types. For student support programs, assessment types include direct observation of performances (6%), student self-assessments (29%), and/or external/internal data (32%). Before the end of the fall 2012 semester, all college courses not in abeyance, all college programs, and all student and learning support activities will have ongoing assessment of student learning outcomes [313, 314, 330, 331].

As of spring 2012 (process began in spring 2011), all college units complete annual update reports on progress towards completing their program review recommendations, any new program needs, and a summary of progress the program has made on SLO assessment [307, 308, 309, 310]. Additionally, all program review reports, GELOs/ILOs, PLOs, and SLOs are posted on [Blackboard](#).

Reedley College has also made progress in assessing GELO/ILOs, utilizing more than one mode of assessment. Assessments from courses and programs (instructional and non-instructional) are collected to summarize how students are meeting college GELO/ILOs [326, 327]. And now, a [graduate survey](#) is beginning in the fall 2012 semester where graduating students will rank the degree to which they feel they have achieved the college GELO/ILOs. This student-centered approach will prove valuable in determining any gaps in GELO/ILO outcomes.

Outcome data is routinely shared with the college during Opening Day (the college's first day that faculty return at the start of a semester), at various flex workshops, and within constituency group meetings [314, 320 p. 2, 321 p. 2]. Early in the process, faculty and staff shared their assessment and data-gathering techniques over a series of informational email postings [317].

The yearly Reedley College Student Learning Outcomes Assessment Summary provides the current data on completion of course, academic programs (including degree and certificate), and student support programs' SLOs. It also highlights assessment activities, results, and action plans of a variety of courses, academic programs, and support services [316]. This document was presented on the fall 2012 opening Duty Day to Reedley College, Madera Center, and Oakhurst site faculty, and all faculty/staff members got a hard copy in their mailboxes. It is also posted on both the [website](#) and the [Blackboard SLO Assessment](#) site under the Information tab. This information includes the institutional outcomes (GELOs/ILOs) assessments which are systematically summarized each semester and their results shared with the college.

Increased dialogue has been instrumental in instructional/program/course improvements. One example of this occurred during the creation of the blended degree outcomes. Faculty teaching courses within these degrees determined that several of their degrees were being under-awarded. This dialogue reached collegewide (during Duty Day, within Curriculum Committee and Academic Senate meetings, and through email exchanges within departments) [320 p. 2, 328]. Additionally, the SLO coordinator will be sharing dialogue taken from the Curriculum Committee with College Council at the end of September 2012. It was determined within several program meetings that many certificates and courses were not being sought by students, spurring a clean-up of courses, certificates, and a discussion of the breadth and purpose of the particular programs [314 p. 9, 320 p. 2]. As a result, some blended degrees were deleted (e.g. Liberal Arts and Sciences, American Studies emphasis), one will be modified to make it more desirable and achievable (Liberal Arts and Sciences, Arts and Humanities emphasis), and others were kept until appropriate and more popular Transfer Model Curriculum (TMC) degrees could replace the under-awarded degree (e.g. Fine Arts) [328, 329].

Another example of the dialogue and identified gaps began within program meetings as it was determined that collection of assessment data among adjunct faculty was troublesome, especially in those cases where adjunct faculty were sole instructors for a course, and in a few cases sole instructors for a program. Again, the collegewide discussion of commitment to programs, student opportunities, and the direction of the college occurred within a variety of constituency groups, primarily in Department Chairs, Program Review, and Student Learning Outcomes Assessment Advisory Committee meetings [306, 319 p. 2, 325]. While it was determined some adjuncts would receive a stipend for their SLO work, the college has made a further commitment to work more specifically with adjunct instructors beginning in the spring 2013 semester to close the loop on these few remaining courses.

Perhaps the main gap that has been identified is the use of assessment results and subsequent action plans to influence collegewide planning, allocation of resources, and "improvement and further alignment of institutionwide practices to support and improve student learning." In response to this gap, the program review chair, working with the Program Review Committee and Student Learning Outcome Assessment Advisory Committee (a sub-committee of the Program Review Committee) is in the process of revising the Cycle Three Handbook to incorporate SLO assessment planning, mapping, and reporting of results and action plans exclusively within the program review report [311]. SLO mapping and assessment analysis was first placed into the Cycle Two handbook in its

2007 revision. The SLO section of the handbook was revised to more direct questions regarding results and action plans in the Cycle Three handbook (approved spring 2009) further reflecting the programs' assessment processes [312]. However, a separate SLO process worked alongside program review and not exclusively within the program review process. This mirrored, yet separate, SLO reporting process was necessary as the college worked its way toward the proficiency level. Now, with nearly every course, program, degree, and certificate assessed at least once, these before-mentioned committees believe full inclusion of SLO assessment is best placed within the program review cycle. This streamlining will address this gap as programs determine goals for their programs. These goals will be made known to the college and will assure movement through the Sustainable Continuous Quality Improvement stage for both SLOs and program review.

The current Cycle Three Program Review Handbook asks how SLO assessments are used for program improvement [312 p. 16]. Assessment results and action plans, along with other quantitative and qualitative data, influence the program's goals. These goals (termed "recommendations" in the Cycle Two Handbook) are responded to in the Annual Program Review Report. Summaries of the program review reports are presented to College Council (comprised of representatives of the collegewide constituency groups) [318]. These summaries include the programs' SLO assessment information. In addition, oral presentations of each program are open to the college and recorded, then posted on [Blackboard](#) along with the reports. Programs are encouraged to share their SLO assessment findings as a part of their oral presentations. Examples of course and program assessment activities, assessment results, and action plans are also provided within the annual SLO Assessment Summary [316 p. 3].

In addition, SLO assessment progress is one criterion addressed in the Annual Program Review Progress Report [307, 308, 309, 310]. As a part of the funding allocation process, those programs seeking additional funding are required to use SLO assessment data, results, and action plans within their Resource Action Plan Proposal (RAPP) [322]. The Program Review Committee is also discussing a change in committee membership to include a representative from the Budget Committee and a representative from College Council. The purpose for this proposed change is to solidify integrated planning based on program review and SLO needs. This will also aid in communication between and among these committees.

The following table outlines the progress of Reedley College with relation to program review and SLOs. The table clearly shows that the college has held numerous focused meetings on a continuous basis with results being shared at multiple open meetings for the various constituent groups.

<u><i>Characteristic of Institutional Effectiveness in Student Learning Outcomes</i></u>	<u><i>Activities leading to and surrounding implementation</i></u>	<u><i>Progress Indicators</i></u>	<u><i>Communication of Information</i></u>
<p>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</p> <p>2011 revision: Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates, and degrees.</p>	<p>Spring 2011: Physical Science and Social Science degree instructors write degree outcomes and determine assessment.</p> <p>Spring 2012: Liberal Arts, Fine Arts, Liberal Studies, and Liberal Arts and Sciences degree instructors write degree outcomes and determine assessment.</p>	<p>Fall 2010: Program review cycle two is complete along with all program learning outcomes in place.</p> <p>Spring 2011: Inventory taken on assessment timelines and mapping.</p> <p>Inventory on assessment reporting taken each semester.</p> <p>Materials posted to college web site.</p>	<p>Course outlines provided on Curricunet.</p> <p>Program review reports posted to Blackboard site by program.</p> <p>General Education (Institutional) Learning Outcomes (GELO/ILO) are posted online, on posters across campus sites, and presented to the college at numerous events.</p> <p>Course/Program Assessment Timelines posted on Student Learning and Assessment Blackboard site in program folders.</p> <p>Degree/certificate learning outcomes published in college catalog, spring 2012</p> <p>Fall 2011 Physical Science and Social Science blended degree learning outcomes established and mapped.</p> <p>Spring 2012 Physical Science and Social Science blended degree learning outcomes data results and action plans reported to college.</p> <p>Spring 2012 Liberal Arts, Fine Arts, Liberal Arts and Sciences, and Liberal Studies blended degree learning outcomes established and mapped.</p> <p>Fall 2012: Infrequently awarded blended degree programs reported to college. Curriculum Committee votes on the deletion of under-awarded degrees.</p>
<p>Results of assessment are being used for improvement and further alignment of institutionwide</p>	<p>Cycle Three Handbook requires programs to describe how assessments are</p>	<p>100 % of all courses that come through curriculum have addressed the</p>	<p>Assessment Reporting forms posted on Student Learning Outcomes and Assessment Blackboard site.</p> <p>Program review cycle three reports</p>

<u><i>Characteristic of Institutional Effectiveness in Student Learning Outcomes</i></u>	<u><i>Activities leading to and surrounding implementation</i></u>	<u><i>Progress Indicators</i></u>	<u><i>Communication of Information</i></u>
<p>practices.</p> <p>2011 Revision:</p> <p>Results of assessment are being used for improvement and further alignment of institutionwide practices .</p>	<p>used for improvement.</p>	<p>modification of their SLO's.</p> <p>Program review cycle 3 reports include responses to program learning outcomes assessments and program changes based on results.</p>	<p>posted on Program Review Blackboard site.</p> <p>Program Review Annual Reports contain SLO assessment progress.</p>
<p>There is widespread institutional dialogue about results.</p> <p>2011 revision: There is widespread institutional dialogue about the results of assessment and identification of gaps.</p>	<p>Messages regarding assessment and evaluation are shared through collegewide emails.</p> <p>Spring 2011 and consecutive semesters: SLO coordinator to highlight and report on one GELO/ILO area and the ways in which programs are addressing the GELO/ILO.</p>	<p>GELO/ILO summary reports completed each semester.</p>	<p>Revised program learning outcomes statements posted on college website and Blackboard.</p> <p>Collegewide email messages regarding assessment and evaluation are posted on SLO/Assessment Blackboard site.</p> <p>GELO/ILO reports compiled by SLO coordinator highlight assessment techniques used to measure GELO/ILO.</p> <p>Spring 2012 and fall 2012 assessment summary, including assessment result, action plan data, and summary of assessment activities, results, action plans, and gaps reported to the college.</p> <p>SLO coordinator speaks to adjunct faculty during adjunct orientations each semester.</p>
<p>Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</p>	<p>Ongoing: Departments, disciplines and programs meet to decide on SLO revision, assessment timelines, evaluation results, etc.</p> <p>Departments meet with SLO</p>	<p>RAPPs submitted and prioritized every semester</p> <p>GELO/ILO Assessment Summary compiled each semester and reported to College Council</p>	<p>Programs routinely update their SLO/Assessment Blackboard folders to include:</p> <ol style="list-style-type: none"> 1. assessment timelines 2. assessment reports/assessment tools 3. Communication/meetings/agendas 4. SLO mapping

<u><i>Characteristic of Institutional Effectiveness in Student Learning Outcomes</i></u>	<u><i>Activities leading to and surrounding implementation</i></u>	<u><i>Progress Indicators</i></u>	<u><i>Communication of Information</i></u>
2011 revision: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institutionwide practices to support and improve student learning.	coordinator to discuss “closing the loop” strategies and importance.	and collegewide.	
Appropriate resources continue to be allocated and fine tuned.	Ongoing: College Council hears and prioritizes Resource Action Plan Proposals (RAPPs).	Resource Action Plan Proposals include SLO references.	Resource Action Plan Proposals posted to Blackboard Strategic Planning site.
Comprehensive assessment reports exist and are completed on a regular basis. 2011 revision: Comprehensive assessment reports exist and are completed and updated on a regular basis.		Courses and programs begin “closing-the-loop” on assessment evaluation and reporting their findings as determined by their assessment timelines.	Course and Program Assessment Reporting Forms are posted on college website and Blackboard. Fall 2012: Assessment completion data shared with the college.
Course student learning outcomes are aligned with degree student learning outcomes.		All Program Learning Outcomes mapped to GELOs/ILOs.	All mapping posted on SLO/Assessment Blackboard site within programs’ folders. Inventory taken on completed mapping and posted on Blackboard, each semester.
Students demonstrate awareness of goals and purposes of courses and programs in which they are	The Assessment Advisory Committee, with the assistance of the Counseling Dept. and an Academic	The Student Graduate Survey is approved by Academic Senate.	The Student Graduate Survey data will be posted on the SLO/Assessment Blackboard site (in progress).

<u>Characteristic of Institutional Effectiveness in Student Learning Outcomes</u>	<u>Activities leading to and surrounding implementation</u>	<u>Progress Indicators</u>	<u>Communication of Information</u>
enrolled.	Senate ad-hoc committee, draft the Student Graduate Survey.	Fall 2012: Students to begin taking the graduation survey, to determine the degree by which GELOs /ILOs have been met.	Assessment of graduation survey and improvements based on results (in progress).

Next Steps

Reedley College will continue to regularly review and assess the alignment of the planning and resource allocation process to respond to student learning needs.

Reedley College will assess the planning and allocation of funds to determine if student needs were met and students were successful as a result.

Reedley College will continue to review and share best practices in teaching and student support services to increase student success.

Reedley College will continue to support adjunct faculty in the assessment process.

Reedley College will continue to review its program review and SLO process on a regular basis as required for continuous quality improvement.

Evidence for Response to ACCJC College Recommendation #2

303	2012 Annual Report
305	DC Meeting 3.6.12
306	DC Meeting 2.14.12
307	Communication 2011-12 Reedley College Program Review Progress Report
308	DSPS Program Recommendations Annual Report Spring 2012
309	LIBRARY 2012 Reedley College Program Recommendations Annual Report
310	Mech Ag Reedley College Program Recommendations Annual Report 2011-2012
311	Program Review 5.7.12 agenda. Notes
312	Program Review Cycle 3 Handbook
313	SLO proficiency report
314	Eileen's Duty Day PowerPoint
315	Reedley College catalog 12-14
316	Reedley College Student Outcomes Assessment Report
317	SLO Email Communication
318	College Council Minutes 1.25.12
319	Program Review 12 2 10 agenda notes
320	RC AS Minutes 2.14.12
321	DC Meeting 4.10.12
322	2011-2012 Resource Action Plan Proposal Form
323	SLO Liaison Email
325	SLOAC agenda 1 27 11
326	SLO-PLO-GELO Mapping Grid Template
327	GELO Assessment Summary
328	Blended Degree email exchanges
329	Curriculum Minutes 9-13-2012
330	Course SLO inventory Spring 2012
331	Program SLO inventory Fall 12 instructional

College Recommendation 3

In order to meet Standards, the team recommends that the college further clarify its participatory governance decision-making structures and processes to identify clearly the responsibilities of committees and individuals for decision-making. (Standard IV.A.2.a; IV.A.3; IV.A.5)

Descriptive Narrative

Since fall 2011, a number of changes have been made to address this recommendation. The Reedley College Participatory Governance Handbook is being modified to include the Integrated Planning document and model [417]. The graphic of this model (Figure 1 of this report) was developed by the College Council and the Strategic Planning Committee and approved by all constituency groups [418, 419, 428,429, 430]. Committee operating agreements (COAs) are also being updated to show linkages with updated 2008-2012 strategic goals for inclusion in the Participatory Governance Handbook in fall 2012 [404, 414 p. 3]. Additionally, constituent representation from the Madera Center and Oakhurst campus is now codified in COAs as part of the committee compositions as shown in the COA for the Student Success Committee [420 p. 2]. This ensures participation across the three Reedley College center/campus sites.

The handbook will also include a timeline of integrated planning, budget and program review, and a schedule of all participatory governance committee meetings [416]. Creation of this schedule revealed times that more than one committee would meet, creating conflicts and restricting the ability of individuals to fully participate in the participatory governance process. Committees with conflicting schedules met, revised their meeting times, and eliminated all conflicts thus removing the obstacle to student, faculty, and staff participation. The Madera Center and Oakhurst campus have established subcommittees to a number of Reedley College committees such as the Madera Faculty Association which is a subcommittee of the Reedley College Academic Senate [405].

Department chairs are discussing revisions to the faculty prioritization process in order to align the process with participatory governance and the integrated planning model.

In spring 2011, the Associated Student Body changed its name to Associated Student Government (ASG). This name change focused attention on students as an essential contributor to college governance. The Associated Student Government title aligns with the fall 2011 implementation of a \$1.00 student rep fee approved by the student body. These fees are restricted to activities that support student advocacy and leadership training, strengthening student representation on campus committees and the college in general. Additionally, effective fall 2011, the ASG is represented on selection committees. Examples of selection committees that included formal ASG representation are the Director of Student Success Selection Committee and the SSS Director Selection Committee [423, 424, 425].

As part of the academic participatory governance process, the Reedley College Academic Senate and Madera Faculty Association worked on several pertinent issues as it relates to the Willow International Community College Center (WI) transition and the establishment of WI committees under the purview of Reedley College. As per the WI ACCJC Recommendation 1 regarding the need for the “Center to develop its own processes related to the development and oversight of instructional programs....and must develop its own processes for support and institutional planning

and governance,” the Academic Senate adopted language to be added into the Reedley College committee operating agreements, along with a resolution and recommendation to the College Council establishing and recognizing the Willow International Community College Center Academic Senate as a standing subcommittee, to “exist until the Center becomes an independent college” [408, 419 p. 2]. The WI Academic Senate subcommittee will function under the purview of the Reedley College Academic Senate.

In addition, the Reedley College Academic Senate approved that the Willow International Community College Center Senate President would have a seat as a member of the Reedley College Senate Executive Committee. This appointment maintains open lines of communication for the Executive Committee and allows for the continuation of participation and governance during the Willow transition [412 p. 3, 418 p. 1, 419 p. 3, 422 p. 2]. Willow International Community College Center has also established a Curriculum Committee, an Academic Standards Committee, an Equivalency Committee, and a Program Review/ SLO Committee, all of which function as subcommittees of the respective Reedley College committees. In light of the dissolution of the North Centers Faculty Association due to Willow International transition, a group of faculty from Madera and Oakhurst has assembled to form a Madera and Oakhurst-based constituency that operates under the oversight of the Reedley College Academic Senate [407].

The Reedley College Classified Senate, in an accelerated effort to fulfill its responsibility in the participatory governance structure and clearly identify vital information, has actively worked to fill every committee vacancy and created a system for communicating with its membership. The communication system consists of a monthly bulletin with two sections: *An Action Item* and *For Your Information*. The action item section was designed to be conscious of the member’s time and efforts, thereby identifying which communication items require a response, such as a review for changes or a vote. The information items section communicates important updates, changes, and events within the district [409, 410].

College Council approved in spring 2012 (began in fall 2012) a process to include reports from representatives on all participatory governance committees on each agenda in order to close the loop on reporting to/from each of those committees. This change assures that College Council is aware of all items being considered by the participatory governance groups [411 p. 1]. Additionally, beginning in fall 2012, an end of the month report of participatory governance committee actions will be collected and distributed across all three Reedley College campuses at the beginning of each month.

As a result of an analysis of the calendar of committee meetings, College Council also decided to meet bi-monthly (it had been meeting monthly) beginning in fall 2012 in order to better facilitate decision making and to better coordinate with those committees that require two meetings to consider items [406]. One example of improved communication is evidenced by the Reedley College Academic Senate and the Madera Faculty Association subcommittee to the Academic Senate which both require a minimum of two readings of all items. For example, in the past, when College Council met the second Wednesday of each month, it was too late to put an item on the Academic Senate and Faculty Association agendas for the following Wednesday because the respective executive boards had met the day before to finalize the agenda; so, the item would not be heard until the first Tuesday of the next month. The second reading would be the third Tuesday of that month, but College Council would have already met for the month. This meant that an item sent to the constituent groups in April would not be returned to College Council until May and

changes could not be addressed until the following fall. Now, with College Council meeting twice a month, that same item can be returned to College Council in time to be addressed before the end of the academic year. Madera and Oakhurst subcommittees will also follow this new schedule.

To better integrate decision-making with the Willow International Community College Center, the Madera Center, and the Oakhurst campus, the Willow International campus president and the interim vice president of academic and student services of the Willow International Community College Center along with the dean of instruction and dean of student services of the Madera Center and the director of the Oakhurst campus have joined the Full Cabinet of Reedley College. Additionally, effective during the spring 2012 semester, the dean of instruction of the Madera Center started attending the weekly instructional deans meeting. In summer 2012, the dean of student services at the Madera Center also started attending the weekly instructional deans meeting [413, 426, 427]. Also, beginning with the 2012 Opening Day session, the dean of Madera's student services attends the Reedley College Student Services Leadership Council via poly-com.

Next Steps

The comprehensive update of all committee operating agreements for the Participatory Governance Handbook will be completed and a new Participatory Governance Handbook that includes the Integrated Planning document and model will be produced during the fall 2012 semester.

The faculty prioritization process will be revised during fall 2012.

A monthly bulletin of all committee actions will be created and sent electronically to all individuals at all Reedley College sites during the 2012-2013 academic year.

Evidence for Response to ACCJC College Recommendation #3

404	Committee Operating Agreement Matrix
405	RS AS Minutes 4.24.12
406	College Council Minutes 8-22-12 draft
407	NC Faculty Association proposal
408	COA language proposal to Reedley College Academic Senate
409	Classified Senate Communication Bulletin
410	Classified Senate Meeting Agenda 2012-08-27
411	College Council Minutes 05.09.12 Draft
412	RC AS Minutes 3.27.12
413	Deans Meeting 8-16-12
414	TAC Minutes 9.7.12
416	Committee Meeting Calendar
417	Integrated Planning Insert 9-18-12
418	College Council Minutes 4.25.12
419	RC AS Minutes 4.10.12
420	COA Student Success Committee Draft 08-20-12
422	RC AS Minutes 2.14.12
423	Admin Selection Committees
424	Director of Student Success Selection Committee
425	SSS Director Selection Committee
426	Dean's Meeting notes 6-28-12
427	Dean's Meeting notes 7-26-12
428	Classified Endorsement Memo
429	ASG Integrated Plan Model endorse
430	ASG Report Endorse



WILLOW INTERNATIONAL COMMUNITY COLLEGE CENTER

ADDENDUM to the APPLICATION for CANDIDACY

Submitted by:

**Willow International Community College Center
10309 N. Willow Avenue
Fresno, CA 93720**

To:

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

October 9, 2012

Certification of the Follow-Up Report

October 5, 2012

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

Ron Feaver

President, Board of Trustees
State Center Community College District

Deborah G. Blue, Ph.D.

Chancellor
State Center Community College District

Deborah J. Ikeda

Campus President
Willow International Community College Center

Christopher Glaves

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Jeff Burdick

English Faculty
President, Faculty Senate

Leslie Ratá

President, Classified Senate

Kia Karbassi

President, Associated Student Government

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Report Preparation

Introduction

The Accrediting Commission for Community and Junior Colleges, Western Association of School and Colleges, at its meeting on January 10-12, 2012, reviewed the report by the Willow International Community College Center Evaluation Team from their visit to the campus on October 17 – 20, 2011. The Commission acted to defer candidacy for Willow International Community College Center (WICCC) requiring that WICCC correct the deficiencies noted in the letter from Dr. Barbara Beno dated February 1, 2012. The Commission required the center to complete an addendum to the self-evaluation by October 15, 2012.

This report responds to the February 1, 2012 Commission Action Letter and provides information, evidence, and analysis regarding the resolution of the recommendations to which WICCC was directed by the Commission's Action Letter.

Process to Complete Follow-Up Response

The Willow International Community College Center (WICCC) formed an Accreditation Response Team to address the eligibility requirement and recommendations from the Commission Action Letter. The committee formed several subcommittees to address various parts of the recommendations and held several meetings. The details of these meetings are contained in the body of this report. The Accreditation Response Team held meetings on the following dates during the 2012 year: January 27, February 10, February 24, March 9, March 23, April 30, May 3, August 17, August 31, and September 14. [Evidence: 81, 82, 83, 84, 85, 86, 87, 88, 89, 90]

The Accreditation Response Team sent a draft addendum to the College Center Council on May 3, 2012 for review. [Evidence: 21, 22]

Over the summer, President Deborah Ikeda edited the addendum for accuracy and insertion of evidence. During the Fall 2012 Duty Day (when all faculty report back to the college for meetings), the Accreditation Co-Chair, Christopher Graves, gave a report to the entire college center community based on the addendum completed over the summer. [Evidence: 136]

The Accreditation Response Team held their first meeting of the Fall 2012 semester on August 17, 2012, where President Ikeda disseminated the second draft of the addendum. The Accreditation Response Team asked committees to update their section of the addendum and to send all edits to the Accreditation Liaison Officer.

**Timeline for Preparation of the Response to the Willow International Recommendation
And Submittal of the Addendum**

Date	Activity
April 20	Draft Addendum due from Response Team members.
April 9-18	ALOs, district liaison prepare the initial outline of the response to the District-wide recommendation in the Follow-Up Report.
April 20-21	CEOs present progress on the Follow-Up Reports/Addendum to the Board of Trustees at its annual retreat.
May 1	CEOs present progress on Follow-Up Reports/Addendum to the Board of Trustees at its monthly meeting.
May 4	Second draft response with evidence due from Response Team.
Week of May 7 or May 14 – TBD	District-wide task force hosts the “Accreditation Summit” to update District and College leadership (management, classified, certificated) on progress toward meeting recommendations (<i>district leadership – to be determined</i>).
May 18	Final Draft due from Response Team Members with all evidence to date.
June – July	ALOs and district liaison draft the response to the district-wide recommendation.
June-July	VP of Instruction and Student Services drafts a final response for Duty Day Presentation.
August 3	Draft response to the district-wide recommendation is completed and provided to the District-wide Accreditation Task Force for review.
August 9	Duty Day Presentation of Draft Response for final input.
August 13	Instruction begins.
August 24	District-wide Accreditation Task Force meets to review/provide input on the draft of the district-wide recommendation.
August 24	Willow Response Team meets to finalize input from Duty Day and develop final drafts.
August 27	2nd Updated Draft from the Campus due to Leslie Ratá and Deborah Ikeda.
August 9 – September 30	Draft Follow-Up Reports are submitted to campus constituency groups at each campus for review/information.
September 4	First reading, SCCCD Board of Trustees.

September 17	Final Addendum to Accreditation Report due to Leslie Ratá and Deborah Ikeda.
October 2	Second reading, SCCCD Board of Trustees.
October 3	Campuses mail the reports to the commission and visiting teams.

Participants

Eligibility Requirement 4:

Dr. Deborah G. Blue, Chancellor
 Dr. Terry Kershaw, Campus President
 State Center Community College District Board of Trustees

Recommendation 1:

Academic Senate Ad Hoc Committee

Jeff Burdick, Faculty
 Cynthia Elliott, Faculty
 Erik Fritz, Faculty
 Jason Gardner, Faculty
 Kirtley King, Faculty
 Joseph Libby, Faculty

Academic Senate

Jeff Burdick, Faculty
 Joseph Libby, Faculty

Academic Standards

Bill Allen, Faculty
 Jason Gardner, Faculty
 Chris Graves, Faculty
 Russell Hickey, Faculty
 Tasha Hutchings, Counselor
 Erica Johnson, Counselor
 Jon Renwick, Faculty
 Melanie Sanwo, Faculty

Articulation

Tasha Hutchings, Counselor

Classified Senate

Dan Hoffman, Classified
 Michelle Johnson, Classified
 Veronica Jury, Classified
 Leslie Ratá, Classified
 Sergio Salinas, Classified
 Brian Shamp, Classified

Curriculum Committee

Cynthia Elliott, Faculty

Equivalency Committee

Karen Hammer, Faculty

Roger Hitchcock, Faculty

Kirtley King, Faculty

Program Review/Student Learning Outcomes Committee

Jeff Burdick, Faculty

Erik Fritz, Faculty

Michael Stannard, Faculty

Recommendation 2:

Marilyn Behringer, Administration (RC)

Jothany Blackwood, Administration (FCC)

Jim Chin, Administration (WI)

Diane Clerou, Administration (DO)

Shelly Conner (Chair), Administration (DO)

Ed Eng, Administration (DO)

Kelly Fowler, Administration (FCC)

Robert Fox, Administration (DO)

Christopher Glaves, Faculty (WI)

Patricia Gonzalez, Classified (FCC)

Deborah Ikeda, Administration (WI)

Erica Johnson, Faculty (WI)

Michelle Johnson, Classified (RC/WI)

Veronica Jury, Classified (WI)

Claudia Habib, Faculty (FCC)

Cyndie Luna, Faculty (FCC)

Anna Martinez, Faculty (RC)

Thomas Mester, Administration (WI)

Julie Preston-Smith, Administration (WI)

Randy Rowe, Administration (DO)

Gary Sakaguchi, Administration (RC)

Lorraine Smith, Faculty (FCC)

Brian Speece, Administration (DO)

Ray Tjahjadi, Faculty (WI)

Bill Turini, Faculty (RC)

Lijuan Zhai, Administration (FCC)

Response to the Accreditation Team Recommendations

Eligibility Requirement 4 – Chief Executive Officer: The institution has a chief executive officer appointment by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies.

The Board of Trustees took action on March 6, 2012 to appoint Dr. Terry Kershaw as the Campus President of Willow International Community College Center (WICCC). [Evidence: 70, 71]

The Board of Trustees initiated a search for a new WICCC President due to Dr. Kershaw's retirement on June 30 2012. After a national search, the Board named Deborah J. Ikeda as the new Willow International Community College Center Campus President at the June 5, 2012 Board of Trustees meeting. President Ikeda's full-time responsibility is to lead only the WICCC. The institution now meets this eligibility requirement. [Evidence: 38]

Recommendation 1: In order to meet the Standards and to assure adequate quality, the team recommends that institutional functions currently housed at Reedley College and functioning on behalf of Willow International, be established at Willow International prior to its application for initial accreditation. The Center must develop its own processes related to the development and oversight of instructional programs, including an academic senate, curriculum committee, and the articulation function, and must develop its own processes for support of institutional planning and governance, such as program review and a Classified Senate. (Standards I.B.5, II.A, II.B.1, II.B.3.c, II.B.3.f, II.B.4, IV.A.2, IV.A.2.a)

Creation of the Willow International Academic Senate in response to ACCJC (WASC) Recommendation 1 – Spring 2012.

As part of their exit comments in October 2011, the ACCJC Accreditation Visitation Team indicated the need for the WICCC faculty to move forward with the creation of its own Academic Senate and senate committees. In response to these remarks, the North Centers Faculty Association implemented the transition plan it had adopted the previous spring and accelerated it into a single semester. The WICCC full-time faculty began the process with a Flex Day workshop on January 6, 2012, during which the entire full-time faculty held a brainstorming session to agree upon a basic structure for the WICCC Academic Senate, the number and primary duties of its officers, and to offer suggestions for combining senate committees to better serve our small faculty. The WICCC full-time faculty created an ad hoc committee for the purpose of writing the constitution and by-laws for the Academic Senate and facilitating the creation of the senate committee operating agreements. Six faculty members stepped forward to populate the ad hoc committee: Jeff Burdick, Cynthia Elliott, Erik Fritz (SLO Coordinator),

Jason Gardner, and Kirtley King, with Joseph Libby (Past President, North Centers Faculty Association) serving as chair. [Evidence: 11]

The ad hoc committee met on January 13 and January 20, 2012 to review the faculty decisions concerning the structure and duties of the Senate offices and to divide up the work to write the constitution and senate committee operating agreements. [Evidence: 2, 3, 39]

During the months of January and February 2012, the ad hoc committee wrote the Constitution and By-Laws, building from several different sample Academic Senate constitutions. The ad hoc committee reviewed and revised each part of the draft constitution as the process continued. At its February 24 meeting, the ad hoc committee accepted the final revisions and recommended that the Constitution and By-Laws be forwarded to the North Centers Faculty Council, the existing faculty governance instrument at the North Centers, for review. [Evidence: 4, 5, 6, 7, 18, 19, 20, 40]

After a period for review and comment, the North Centers Faculty Council voted to endorse the draft Constitution and By-Laws at its March 12, 2012 meeting. During the week of March 19-23, 2012, the Faculty Council submitted the draft Constitution and By-Laws to the full and part-time faculty of WICCC for review. Following the procedure laid out in the Constitution, the part-time and full-time faculty held a ratification vote in which they overwhelmingly ratified the WICCC Academic Senate Constitution and By-Laws. [Evidence: 12, 23, 26, 27]

At the same time, the Reedley College Academic Senate approved a resolution at its April 10, 2012 meeting to formally recognize the WICCC Academic Senate as the primary faculty governance body for the Willow International Community College Center. [Evidence: 8]

After ratification of the Constitution and By-Laws, the faculty nominated candidates for the senate offices and held a formal election to select the senate President, Vice President, Secretary/Archivist, and Curriculum Chair. [Evidence: 13, 14, 16, 28, 29, 30]

Negotiations between the District Office and the Faculty Bargaining Unit resulted in agreements providing release time for the officers of the WICCC Academic Senate. [Evidence: 28, 29, 30]

The newly formed executive committee met on April 27, 2012, to discuss the duties of the offices and to plan a joint meeting of the out-going faculty council and the in-coming academic senate. The meeting was scheduled for April 30 and was focused on transitional duties including populating district, college, and center committees, appointing chairs and representatives for the Equivalency, Curriculum, and Standards committees, and establishing goals for the fall semester. In addition, members of the senate agreed to stay abreast of developments for the accreditation addendum over the summer. [Evidence: 10, 115]

On August 4, 2012, Jeff Burdick, President of the Academic Senate, presented a report of the Senate's formation and goals to the district's Board of Trustees. Beginning in June, 2012, he was added to the Chancellor's Communication Council, which meets monthly with

representatives from throughout the district. Mr. Burdick also sits on the executive council of Reedley College's Senate and is a voting liaison with the Reedley Senate.

On Duty Day, the senate met with the faculty as a whole to introduce the senate structure and to seek comments and suggestions. Since the second day of the fall semester, the senate has been meeting every two weeks and is regularly conducting senate business. [Evidence: 116, 117, 118]

On September 11, 2012, Julie Adams, Executive Director of the California State Academic Senate, notified WICCC Academic Senate that it had been unanimously recognized by the Executive Committee as a full voting member of the California Community College Academic Senate. The Academic Senate President will be attending the Area A meeting in October and the Plenary session in November. [Evidence: 119]

Academic Standards Committee: On January 20, 2012, the Academic Senate ad hoc committee directed faculty member Jason Gardner to lead the development of the WICCC Academic Standards Operating Agreement. In order to get a sense of the direction the faculty wanted to take in forming the committee, Mr. Gardner met individually with Bill Allen, Russell Hickey, and Chris Glaves, the current and past faculty members of the Reedley College Academic Standards Committee. He also met with Michael Van Wyhe, a long standing member of the Reedley College Academic Standards Committee, to get his ideas and suggestions for the new committee and to discuss how it would communicate and interact with the Reedley College Academic Standards Committee. These initial ideas were used to form the initial draft of the WICCC Academic Standards Committee Operating Agreement. [Evidence: 3, 31, 32, 33, 34]

The ad hoc committee formed an Academic Standards working group to write the WICCC Academic Standards Committee Operating Agreement. This working group included Bill Allen (Willow Math Instructor and current Reedley College Academic Standards member), Russell Hickey (Willow Math Instructor and former RC Academic Standards member), Tasha Hutchings (Willow Counselor), Erica Johnson (Willow Interim Dean of Student Services), Jon Renwick (Willow Math Instructor), Melanie Sanwo (Willow English Instructor), and Michael Van Wyhe (Reedley Humanities Faculty and long standing RC Academic Standards Committee member). The group met three times in February, 2012, and held numerous discussions via email. In the meetings, the working group brainstormed ideas for the new committee, identifying the ways the committee wanted to emulate the Reedley College Academic Standards Committee and the ways that it wanted to differ, while meeting the needs of the different constituencies- counseling, developmental math and English, and other disciplines—and working effectively and efficiently with students. [Evidence: 31, 32, 33, 34]

During the time the working group was developing and revising the operating agreement, Mr. Gardner was identifying and clarifying how Academic Standards would operate as a subcommittee of the WICCC Academic Senate. He also met with Deborah Ikeda, then Vice President of Instruction, to discuss the new WICCC Academic Standards Committee and to get input from the administration. The Academic Senate ad hoc committee approved the operating agreement on April 13, 2012. Mr. Gardner attended the WICCC Accreditation Response Team

meetings in March, April, and May to update the college administration and other constituencies about the progress in developing the Academic Standards Committee. [Evidence: 19, 20, 35]

The Academic Standards Operating Agreement proved to be quite a challenge. The two other colleges in the district have quite different approaches to academic standards. Student services, administration, and faculty had diverging views on the structure, scope, and delegation of authority of the different aspects of the committee, though these organizational differences support student equity and all relevant regulations. Finding a structure that would work simultaneously as an independent committee and as a subcommittee with the Reedley Academic Standards Committee (until accreditation is granted) was complicated, but the working group was able to find a workable solution that was favorable to all parties involved. The Academic Standards working group submitted the operating agreement for a first read to the newly formed WICCC Academic Senate on May 1, 2012. The Academic Senate ad hoc committee appointed Bill Allen as chair of the Academic Standards Committee, and the ad hoc committee identified members from each division to serve on the committee on April 23, 2012. The WICCC Academic Standards Committee met officially for the first time on May 7, 2012. [Evidence: 36, 37]

The Academic Standards Committee began regularly scheduled meetings during the Fall 2012 semester. On August 9, 2012 the committee met and reviewed and approved the operating agreement that had been developed by the Academic Standards Working Group. At this meeting they also voted on student petitions that had accumulated over the summer. The committee met again on September 5, 2012 to review and vote on new student petitions. All acted-upon student petitions have been forwarded to the Reedley College Academic Standards Committee for their final approval. The WICCC Academic Standards Committee is currently scheduled to meet the first Wednesday of each month, whereas the Reedley College Academic Standards Committee meets on the third Wednesday. This allows the WICCC committee to act on their student petitions and then forward them in time for placement on the Reedley College committee's next agenda. [Evidence: 110, 111, 112, 113]

On August 21, 2012 the WICCC Academic Standards operating agreement was approved by the Reedley College Academic Senate. It was forwarded for approval to the WICCC Academic Senate for a first reading on September 11, 2012. [Evidence: 37, 114]

Articulation Function: Then Vice President Deborah Ikeda assigned Tasha Hutchings, Counselor, as the WICCC articulation liaison. She has met with the articulation officer at Reedley College on a regular basis to learn the requirements for a college articulation officer. Once WICCC is granted candidacy, she will begin working with the Vice President of Instruction and Student Services and the Curriculum Chair to develop the necessary processes required for a college articulation officer.

Equivalency Committee: Kirtley King (Willow Digital Art and Photography Instructor) led the planning of the WICCC Equivalency Committee. He contacted Jeff Ragan, Reedley College Academic Senate President, to learn about the structure of their Equivalency Committee. Along with Karen Hammer (Willow Spanish Instructor) and Roger Hitchcock (Willow Mathematics Instructor), they reviewed the governance handbook and began to write up the committee's operating agreement after going through the minimum qualifications from the state Chancellor's Office, as well as Title 5, California Education Code, and district Administrative Regulations and Board Policies. Karen Hammer has agreed to chair the Equivalency Committee and the committee has been populated. [Evidence: 25, 41, 42, 50, 55, 56, 57, 58, 59, 60, 107]

Processes for Institutional Planning and Governance:

Program Review and Student Learning Outcomes Assessment Committee (PR/SLO): Jeff Burdick and Erik Fritz led the development of the Program Review/Student Learning Outcomes Assessment Committee during the Spring 2012 semester. The committee met on March 7, 2012 to decide the make-up of the committee and to work out a process with Reedley College.

The new PR/SLO committee met on April 27, 2012 and heard Program Review oral reports from the College Relations, Counseling, and Health Services programs. The committee also discussed current SLO progress and established post-Reedley SLO procedures to commence Fall 2012. Over the summer, Erik Fritz, WICCC SLO Coordinator, finished building the new Program Review/SLO Committee Blackboard Organization page. [Evidence: 62, 93]

A week before instruction began for the Fall 2012 semester, the newly appointed WICCC Program Review coordinator, Michael Stannard, met with the Reedley College Program Review chair, Eileen Apperson, to familiarize himself with the procedure for "initial meetings" with the WICCC programs which would begin the third cycle of program review during Fall 2012. Ms. Apperson and Dr. Stannard also discussed the incorporation of Student Learning Outcome Assessments into Program Review. Ms. Apperson had been working on a revision of the Reedley College Program Review Handbook, and she discussed this with Dr. Stannard as well. [Evidence: 97]

At the Fall 2012 Duty Day on August 9, Mr. Fritz gave an SLO presentation to both full-time and part-time faculty and staff. On Flex Day, August 10, 2012, Dr. Stannard held an initial meeting with members of the composition and literature, reading, and foreign languages programs. Members of the political science and sociology programs were also in attendance. The purpose of the meeting was to go over the Program Review Handbook and make faculty aware of the timeline for completing the Program Review process. Faculty at the meeting also discussed the operation of the new WICCC PR/SLO Committee and other issues they anticipated or had already confronted. [Evidence: 94, 98]

The PR/SLO committee met on August 23, 2012, primarily to finalize new procedures and forms and begin work on the SLO Institutional Status Report and the Program Review and SLO Handbooks. The PR/SLO committee also approved a revised committee operating agreement, updated to reflect current committee membership. [Evidence: 95, 96]

On August 27, 2012, Dr. Stannard held an initial Program Review meeting with communication program faculty. This completed initial meetings with Group IV programs beginning cycle 3 of program review in Fall 2012. Dr. Stannard continues to consult with Ms. Apperson to ensure a smooth transition to an independent PR/SLO Committee at WICCC. [Evidence: 99, 100]

The PR/SLO committee met on September 13, 2012. At this meeting the committee discussed drafts of the WICCC Criminology and History program reviews. Some committee members made detailed written comments on the drafts. These and the comments made during the meeting were forwarded to the authors of the two program reviews. Comments were also sent to Eileen Apperson, the program review chair at Reedley College. [Evidence: 120, 122, 124, 125, 126, 127, 131]

The PR/SLO committee met again on September 20, 2012. The committee reviewed WICCC drafts for Philosophy and Psychology, and comprehensive drafts (Reedley and North Centers) for Political Science and Art. Comments were again forwarded to the authors and to Eileen Apperson, the program review chair at Reedley College. [Evidence: 121, 123, 128, 129, 130, 132]

Although WICCC will continue to be aligned with Reedley College's Program Review processes, the WICCC Program Review documents will be separate from Reedley College's and reviewed and rated by the WICCC Program Review and Student Learning Outcomes Assessment Committee. The PR/SLO Committee will submit rating sheets to the Reedley College Program Review Committee for acceptance. Dr. Stannard will work closely with the Reedley College Program Review Coordinator. Dr. Stannard and Mr. Fritz will co-chair this committee. [Evidence: 61, 62, 65, 66, 67, 68]

Classified Senate: The WICCC Classified Senate was born from the North Centers Classified Association, which was a sub-committee of the Reedley College Classified Senate. In Spring 2012, the North Centers Classified Association took nominations and held elections for WICCC Classified Senate Officers. The North Centers Classified Association elected Leslie Ratá (Administrative Assistant to the Vice President of Instruction and Student Services) as President, Dan Hoffman (Building Generalist) as Vice President, and Veronica Jury (Student Services Specialist) as Secretary/Treasurer. Other classified staff volunteered for five area representative positions. This group created a constitution and by-laws based on Reedley's example, which all classified staff approved and ratified. [Evidence: 43, 44, 45, 46, 47, 48, 49]

Curriculum Committee: Cynthia Elliott, ad hoc committee member of the North Centers Faculty Association, took over the creation of a curriculum committee for the transitive Willow International Center. As such, she designed an operating agreement that the ad hoc committee members approved and sent to the Blackboard site for the WICCC Academic Senate. This operating agreement will serve as a temporary organizing model until the first Curriculum Committee members can meet to approve it.

On April 20, 2012, WICCC faculty officially elected Ms. Elliott chair of the Curriculum Committee for academic year 2012-2013. The first two meetings were held on August 27 and September 10, during which the operating agreement was tweaked slightly and a new form was designed to guide the gathering of courses for inclusion in the course catalog. Committee members are testing this form before submitting it to the WICCC Academic Senate. This committee will invite faculty at WICCC to scrutinize community college catalogues across California for courses to include in the new college catalogue at a duty day meeting or in a workshop, the approach to be determined in committee meetings. [Evidence 108, 109]

Ms. Elliott also attended a regional meeting of the statewide curriculum organization directed by the Academic Senate of California Community Colleges and the State Chancellor's Office in April 2012. Next, as practice and to help out the Reedley College English faculty as well as students, Ms. Elliott helped to design and collaborated on a transfer degree for English majors for Reedley College. In spring 2013, the Curriculum Committee will work on redesigning the course outlines of record for maximum efficiency, accuracy, and alignment with the State Chancellor's Office's and State Academic Senate's best practices. [Evidence: 51, 52, 53, 54]

Existing Committees: In addition to the recommended development of instructional oversight and support for institutional planning committees, WICCC has reorganized existing committees referenced in the original application for candidacy to continue to support the process of becoming Clovis Community College. The following committees have revised operating agreements in the College Center Council Handbook and are currently in place:

- Accreditation Response Team
- Campus President's Cabinet
- Classified Senate
- College Center Council
- Commencement Committee
- Community College Center Advantage Program (CCCAP)
- Department Chairs
- Enrollment Management
- Student Success/Basic Skills/Retention/Matriculation
- Environmental Health & Safety Committee/Facilities
- Honors Program Advisory Committee
- Library Liaison Committee
- Literary Art Journal

- Scholarship Committee
- Staff Development Committee
- Technology Advisory Committee

[Evidence: 135]

Next Steps: The WICCC will continue to refine the new committees and processes established to handle institutional functions as the Center moves towards initial accreditation.

Alignment of the Madera Center and Oakhurst Site with Reedley College: Effective July 1, 2012, the district aligned the following organizational relationships with Reedley College: administration, Academic Senate/Faculty Association, Classified Senate, division representatives, grants, budget, student services, and high school and community outreach programs.

Recommendation 2: In order for the colleges and District to fully meet the intent of the previous recommendation, the State Center Community College District (SCCCD) must engage in continuous, timely, and deliberative dialogue with all District stakeholders to coordinate long-term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing and aligning District and college plans and planning processes in the following areas:

- **District strategic plan**
- **facilities**
- **technology**
- **organizational reporting relationship of centers**
- **location of signature programs**
- **funding allocation**
- **human resources**
- **research capacity**

(Standards I.B.2, I.B.3, I.B.4, II.A, II.B, III.A, III.A.6, III.B.2b, III.C, III.C.2, III.D, III.D.1.a, III.D.1.c, III.D.D.3, IV.B, IV.B.2, IV.B.3, IV.B.3.f)

Introduction

Districtwide coordination is at the forefront of SCCCDD strategic planning efforts. Current planning strategies focus on aligning campus and district plans in each area of emphasis and establishing detailed processes and timelines to facilitate this shift. [Evidence 501]

Beginning in Fall 2010, districtwide stakeholders recognized the need to increase participation and create transparency in planning and decision-making processes. This movement toward coordinated planning has been critical as the district increases the number of colleges and centers. Particular focus must be paid to location of programs and services throughout the district. Inclusive dialogue has been instrumental in developing structures and systems to

effectively support such planned growth. The dialogue among constituent groups has included the academic and classified senates, American Federation of Teachers (AFT), Classified School Employees Association (CSEA) administrators, the Board of Trustees, students, and community representatives.

Dialogue has been formalized through the development and expansion of several committees charged with specific roles and responsibilities related to strategic planning. These bodies include: the District Strategic Planning Work Group which later became the District Strategic Planning Committee; the District Budget and Resource Allocation Model Task Force, which is being vetted through constituency groups to become a standing District Budget and Resource Allocation Advisory Committee; the Strategic Planning for Districtwide Facilities Committee, an existing standing committee and the District Decision Making Taskforce (DDMT). The DDMT operating agreement explains the committee's charge to ensure that meaningful collaboration exists and the voices of governance constituent groups are heard in the decision making process. In addition, plans are in place to establish districtwide working groups/taskforces in the areas of enrollment management, identification and support of signature programs, human resources planning and technology planning. The broad representation on these bodies facilitates communication with campus constituencies providing for feedback loops and continuous dialogue. [Evidence: 502, 503, 504, 505, 506, 507, 508, 518, 538, 545, 571, 573, 574, 575, 576, 577, 586, 600, 601, 604, 609, 611]

SCCCD's districtwide governance process provides the framework for the ongoing planning that has occurred and continues to address each of the areas listed in the Commission's recommendation. Ultimately, this will support the alignment of districtwide planning efforts.

District Strategic Plan

In Fall 2010, SCCC began the development of a comprehensive, integrated strategic planning process that includes districtwide coordinated planning and alignment of colleges, centers, and district office/districtwide plans for facilities, technology, organizational reporting, signature programs, funding allocations, human resources and research capacity. The stages of this process are detailed below.

The planning process began with the formation of the District Strategic Planning Workgroup (DSPW). The DSPW was operational Spring 2011 through Spring 2012 and included faculty, staff and students from all colleges, centers, and the district office. With support from the College Brain Trust, the DSPW assessed and presented the accomplishments resulting from the 2008-2012 Strategic Plan, created a timeline for developing the 2012-2016 SCCC Strategic Plan, obtained approval in Spring 2012 of the operating agreement that established the Districtwide Strategic Planning Committee (DSPC), and aligned the colleges and centers strategic planning timelines to facilitate districtwide coordination and integration. As the colleges begin to update their strategic plans the goals and objectives will align with the 2012-2016 State Center Community College District Strategic Plan. The chair of the DSPW presented the integrated planning timeline and processes to the Board of Trustees in June 2011 and July 2011, and provided an update at a special BOT meeting in December 2011. [Evidence: 501, 502, 503, 511, 512, 513 p. 10-11, 514, 543, 574]

To expand districtwide planning the DSPW transitioned into the District Strategic Planning Committee (DSPC) in January 2012. The DSPC draft operating agreement was discussed in Communications Council in April 2011, presented to Chancellors Cabinet in May 2011, and finally presented to Communications Council in October and November 2011 for final review by constituency groups. After vetting the draft through constituency groups, Communications Council approved the operating agreement in January 2012 and Chancellor's Cabinet approved it in February 2012. Membership on the DSPC includes faculty, classified staff, administrators and students from all colleges, centers and the district office. The major tasks of the DSPC include recommending goals and objectives that align with the district's strategic plan, recommending guidelines and measurements by which to monitor progress towards the completion of these goals and objectives, coordinating planning among the district offices and colleges and centers, and ensuring that the college and center strategic plans align with the district strategic plan. In spring 2012, the DSPC began to draft the 2012-2016 SCCCD Strategic Plan. [Evidence: 503, 504, 515, 516, 517, 518, 519, 545, 548, 605]

Dialogue framed the development of the 2012-2016 SCCCD Strategic Plan including the Board of Trustees' Visioning Session, the district's first Strategic Conversation, and a communitywide Charrette. In January 2012, the Board of Trustees conducted a Visioning Session that allowed the Board to review data and identify the future direction for the district. The themes identified at the Visioning Session provided the structure for the February, 2012 Strategic Conversation which facilitated discussion among the Board of Trustees and internal constituents. More than 160 individuals participated including trustees, faculty, classified staff, administrators and students from all campuses and centers and the district office. An evaluation of the Strategic Conversation indicated that it was an effective means of gathering input for planning purposes. The recommendations that emerged from the discussions were reviewed by DSPC and the College Brain Trust and helped to inform the development of the goals and objectives in the 2012-2016 SCCCD Strategic Plan. [Evidence: 510, 520 p. 2-4, 521 p. 6-7, 522, 523 p. 6 & 17-35, 524, 525, 543, 613, 614, 615, 616]

In March, 2012 more than 100 community members and internal constituents gathered at the Charrette to provide input. The Charrette expanded upon the findings from the Strategic Conversation and the data gathered were reviewed by DSPC and the College Brain Trust and helped to inform the development of the goals and objectives in the 2012-2016 SCCCD Strategic Plan. The discussion focused on the following goals: 1) Access and Awareness; 2) Excellence in Teaching and Learning; 3) Workforce Readiness and Communication; 4) System Effectiveness; 5) Planning and Assessment; and 6) Resource Development. The recommendations that emerged were reviewed by the DSPC and incorporated into the 2012-2016 SCCCD Strategic Plan as appropriate. [Evidence: 510, 526, 543]

In March 2012, the DSPC analyzed the qualitative data discussed above, and quantitative data gathered by the College Brain Trust to begin drafting the 2012-2016 SCCCD Strategic Plan. In April 2012, the College Brain Trust conducted a districtwide integrated planning workshop attended by 56 representatives from constituent groups throughout the district. [Evidence: 529, 530, 531, 532, 533, 604]

In April 2012, the DSPC appointed an Ad Hoc Workgroup on Integrated Planning to work with the College Brain Trust to create the SCCCD 2012-2013 Integrated Planning Model and finalize the SCCCD 2012-2013 Integrated Planning Manual. In July 2012, drafts of the SCCCD 2012-2013 Integrated Planning Model and the SCCCD 2012-2013 Integrated Planning Manual were circulated to the constituent groups for feedback. The integrated planning manual is currently being vetted by constituency groups and is scheduled for Board of Trustees approval in November 2012. Once approved the SCCCD 2012-2013 Integrated Planning Manual will guide districtwide integrated planning, allocation of resources for planning initiatives, and evaluation of planning processes. The manual will be reviewed annually by the DSPC and updated every four years in coordination with the district strategic planning cycle. [Evidence: 534, 535, 536, 537, 538, 606]

District office assessment has been implemented through the District Administrative Services Unit Review (ASUR), an annual program review process for centralized services. The purpose of the ASUR process is to analyze and track District Office unit services to continually improve quality. The ASUR review of all District Office units is taking place between Fall 2011 and Fall 2014. The review includes analysis of strengths and weaknesses relative to meeting established standards, advancing the SCCCD mission, and supporting district goals and objectives. In addition, the ASUR reports on the previous year's progress and develops a plan for the coming year to sustain or improve the services provided and contribute to the achievement of the district strategic plan. [Evidence: 597, 598]

In May 2012, a draft of the Mission, Vision and Values was presented to the Board of Trustees. The Mission, Vision, and Values were approved by the Board in June 2012 and the 2012-2016 SCCCD Strategic Plan was adopted by the Board of Trustees in July 2012. In accordance with the SCCCD Strategic Plan Timeline the colleges and centers will update their plans for a 2013-2017 cycle. [Evidence: 501, 539 p.6-7, 540, 541 p. 13, 542 p.12, 543, 596]

The implementation of the 2012-2016 SCCCD Strategic Plan is outlined in the 2012-2016 Strategic Plan Responsibility Matrix developed by the DSPC, members of Chancellor's Cabinet and reviewed and revised by the district institutional research coordinator and the colleges' institutional research offices. Institutional research personnel collaborated to create baseline data to develop measurements of objectives in the matrix. To ensure accountability, the matrix identifies action steps, baseline measures, success measures, timelines for implementation, and responsible parties for each strategic goal and objective. [Evidence: 544, 546, 606]

A 2012-2013 Decision Package provides funding for the Society for College and University Planning (SCUP) to train and certify districtwide leaders in integrated planning. The first SCUP institute will be held in in spring 2013. [Evidence: 554]

To communicate the above districtwide activities SCCCD has published a monthly accreditation and integrated planning newsletter, The Linkage Report. The report illustrates progress toward districtwide integrated planning. The Linkage Report also connects readers electronically to documents referenced in the report. The report also provides links to information in Chancellor's Cabinet, Communications Council, the Board of Trustees meetings and the district web site (www.scccd.edu). [Evidence: 547]

Facilities

Established in 2005, the Strategic Planning for Districtwide Facilities Committee has served as SCCCD's districtwide forum for facilities planning and prioritization of facilities projects and needs. The committee meets quarterly and reports back to the constituent groups. The committee has been instrumental in reviewing and providing input on each phase of developing the District Facilities Master Plan. [Evidence: 507, 549]

The Board of Trustees approved the Educational Master Plans for the colleges and centers in March 2010. Without input from the appropriate constituents, Mass and Associates summarized the college reports to develop a Districtwide Educational Master Plan which included recommendations for facilities planning. As a result of the lack of input, the Districtwide Educational Master Plan report was submitted to constituent groups for feedback and revision and became a resource document for planning: The 2009-2010 Districtwide Summary of Priorities & Recommendations based on the College Educational Master Plans. The document which provides guidance regarding growth in the colleges and centers and the location of signature programs was discussed at the February 2012 Strategic Conversation. [Evidence: 522, 550 p. 11, 551, 552, 608, 609, 610]

In 2009-2010 SCCCD initiated a request for proposals to develop Facilities Master Plans for the colleges, centers and district. In June 2011, the Board of Trustees approved a contract with Darden Architects, and the facilities master planning process began with site assessments and review of the Educational Master Plans. [Evidence: 553 p. 19-20, 607]

Districtwide dialogue regarding facilities needs has occurred between the Board of Trustees, the community, the Districtwide Facilities Committee and the campuses. Development of the District Facilities Master Plan included project initiation, site assessments, demographic analysis, educational program needs and alternative analysis, prioritization and funding analysis, staff and community dialogue and Board of Trustees input and review. At the December 2011 Board of Trustees meeting, an update of the Districtwide Facilities Master Plan was presented. The report included the facilities master planning organizational structure, planned activities, progress to date, and a timeline for completion. The facilities master planning process was reviewed by Chancellor's Cabinet to ensure integration of District, college and center planning processes. Additional updates were presented to the Board of Trustees in March 2012 and at the Board of Trustees annual retreat in April, 2012. [Evidence: 507, 527 p. 6-7, 538, 555, 556, 557, 558, 559, 560, 567 p. 4-6, 610, 614]

Town Hall meetings were held at Fresno City College, Reedley College, and the North Centers to discuss facility needs and inform community members and internal constituents about the Facilities Master Plan. More than 70 individuals attended Fresno City College's Town Hall on May 2, 2012; 58 attended Reedley College's on May 4, 2012; and 20 attended the North Centers on May 8, 2012. [Evidence: 561, 562, 563]

The Facilities Master Plan includes proposed modifications to each campus, including site improvements, modernization projects and potential new buildings. Campus needs and projects were prioritized by importance as related to student success. In July 2012 Darden Associates presented the Facilities Master Plan to the Board of Trustees. This presentation documented the

extensive participation from internal and external constituents in the formulation of the plan. The plan received final approval at the September 2012 Board of Trustees meeting. [Evidence: 542 p. 6-7, 564, 612]

Technology

In June 2011, a districtwide Technology Summit was convened to engage districtwide technology staff in dialogue regarding increased coordination of technology planning and initiatives at the colleges, centers and district. Campus Works, Inc., a higher education technology consulting firm, was selected to conduct a districtwide technology assessment. Data gathered in December, 2011 included interviews with approximately 100 individuals at colleges, centers and district, facilities tours, districtwide interviews with technology staff and administrators, recommendations from open forums and data from user-based focus groups. [Evidence: 566, 590]

The Chancellor presented the SCCCD Information Technology Assessment Summary Points at the Special Board of Trustees Meeting in December 2011. Campus Works presented a detailed report at a Special Board of Trustees meeting in January 2012 and at districtwide open forums. Based upon feedback from the open forums, Campus Works presented a follow up assessment to the Board of Trustees annual retreat in April 2012. [Evidence: 567 p. 3-4, 568, 569 p. 6-8, 570, 590]

To facilitate technology planning, the Districtwide Technology Task Force will begin meeting in October 2012 to develop and recommend the elements of a comprehensive technology plan for the district and to further recommend the composition of a standing District Technology Committee. The proposed charge for the committee includes development and implementation of a district technology plan to assure that technology planning is integrated with institutional planning. [Evidence: 571, 573, 575, 576, 577]

Organizational Reporting Relationship of Centers

A title change from the Vice Chancellor, North Centers to Campus President, Willow International Community College Center was discussed at the December 2011 and February 2012 Board of Trustee meetings. Chancellor's cabinet has also been reviewing the organizational reporting structure of the college and campus president. The change in title to Campus President, Willow International Community College Center, was approved at the March 2012 Board of Trustees meeting. [Evidence: 527 p. 11, 528, 567 p. 7, 523 p. 15, 573, 579, 600, 610]

The Willow Transitional Staffing Plan was developed to address the reporting relationships between the Willow and Madera Centers, the site at Oakhurst, and Reedley College. The plan includes a timeline with implementation of the first phase by July 1, 2012, and the second phase by July 1, 2013. The plan outlined a change in assignment and reporting between the campus president, Willow International Community College Center and the president of Reedley College. Prior to July 2012, the Campus President, Willow International Community College reported directly to the Chancellor. The campus president is now exclusively assigned to WICCC and reports directly to the President of Reedley College, with an indirect reporting

relationship to the Chancellor. The plan has been discussed extensively at Chancellor's Cabinet, in weekly Willow Transitional Meetings, with Willow and Reedley College staff, and the Board of Trustees. The Willow Transitional Meeting occurs weekly after Chancellor's Cabinet to discuss the impact of changes in the district organizational structure. The updated plan was presented to the Board of Trustees at its annual retreat in April 2012, implemented July 1, 2012, and the official organizational chart was approved by the board September 4, 2012. [Evidence: 557, 572, 578, 580, 581, 610, 612]

Faculty release time was granted beginning Spring 2012 to transition from a Faculty Association to an Academic Senate. A Memorandum of Understanding and Agreement was signed which modifies Article XII, Section 12: Reassigned time for Academic Senate. This MOU describes the agreement with State Center Federation of Teachers to provide 1.5 FTE to Willow to conduct academic senate activities. In Fall 2012, faculty will work collegially with Willow's College Center Council to modify the current joint Reedley College committees for program review and student learning outcomes to separate committees for the Willow campus. [Evidence: 602, 603 p.5]

Location of Signature Programs

As the role of the colleges and centers evolves, the definition and location of signature programs is critical, as well as, the establishment of criteria for identification as discussed at the February 2012 Strategic Conversation. In order to maximize resources for signature programs and meet the needs of the local community, participants in the Strategic Conversation identified the need for advisory committees and community groups to provide input and data. [Evidence: 522]

The Acting Vice Chancellor, Educational Services and Institutional Effectiveness, met with the college and campus presidents in August 2012, to begin a dialogue regarding signature programs. The discussion included the formation of a districtwide SCCCD Academic Priorities Task Force including a draft composition and committee charge. Additionally, existing program guidelines and the importance of developing standard definitions were discussed. [Evidence: 573, 586]

Funding Allocation

Absent a formal resource allocation model, SCCCD was tasked to improve its resource allocation process and to tie resource allocation to planning priorities. In May 2011, the chancellor requested districtwide constituent groups appoint representatives to the Districtwide Resource Allocation Model Taskforce (DRAMT), charged with the development of a comprehensive resource allocation model to define the process for allocating fiscal resources to the colleges, centers, and district. With broad representation, the DRAMT met twice monthly throughout the 2011-2012 academic year. To ensure effective participation, members of the DRAMT were trained on finance and SCCCD budgeting procedures. [Evidence: 505, 584, 585, 587, 588]

Phase I of the SCCCD's Resource Allocation Model was drafted in Spring 2012 with Phase II scheduled to be completed Fall 2012. In April 2012, the DRAMT finalized Phase I for presentation to the Chancellor's Cabinet for review and input. The second draft was presented to

the Board of Trustees at its annual retreat in April 2012. Phase I focuses on fiscal resources, identified cost centers within the district and funding allocations for each area. Long-term plans include a model for human, physical and technology resource allocations. In Spring 2012, the DRAMT established a framework for Phase II which will address miscellaneous funding streams, health fees, and lottery, and will be vetted for review and feedback in November 2012. [Evidence: 533, 589, 591, 604]

The formula-driven allocation model addresses distribution of resources at a districtwide level and does not prescribe funds or expenses for each cost center. The colleges and centers have specific budget development processes unique to each site that tie into their strategic planning models and reflect organizational cultures and priorities. The district model provides the flexibility for the colleges and centers to effectively support their strategic plans. [Evidence: 592, 593]

The Vice Chancellor, Finance and Administration, presented the model to the districtwide management team at its quarterly meeting in August 2012. The presentation included a simulation of the model using the district's 2011-2012 apportionment and FTES. The model will continue to be vetted to college and center constituency groups throughout the fall semester with the final comprehensive model to be presented for review and approval in November 2012. The SCCCD Resource Allocation Model will be presented for open discussion at each campus and center. Once approved, the model will be recommended for implementation for the 2013-2014 fiscal year to ensure SCCCD establishes a fully integrated budget allocation process. [Evidence: 594, 595]

A draft operating agreement has been developed to establish the permanent District Budget and Resource Allocation Advisory Committee (DBRAAC). With districtwide representation the DBRAAC is designed to serve as the district's highest level resource planning body. Upon approval, the DBRAAC will recommend fair and equitable distribution of district resources, cost savings, and revenue strategies to assist in the preparation of the annual budget, priority of proposed districtwide initiatives, ad hoc committees essential to district budget and resource planning, and implementation and evaluation of the current plan to address the dynamic allocation of funds as related to college, center, and district strategic plans. The DBRAAC operating agreement was submitted to Communications Council in July 2012 and will continue to be vetted by college and center constituency groups throughout the Fall 2012 semester. Input from college and center constituency groups will be integrated into the final version of the operating agreement and once Communications Council makes a recommendation, the operating agreement will go to Chancellor's Cabinet for approval. [Evidence: 506]

Human Resources

In order to support integrated districtwide human resources planning and align district and college planning processes, the district is creating a Human Resource Staffing Plan Task Force. The committee task force charge will be developed using data from the College Brain Trust, the SCCCD 2012-2016 Strategic Plan, and the corresponding baseline data. Possible areas of focus include creating an integrated districtwide human resource staffing plan that guides core restructuring in several auxiliary units, planned vacancies in classified, and faculty positions due to budgetary issues and reassignment of employees into vacant positions. In addition, the task

force may examine ways to reflect the diversity of the SCCCD service area in its workforce and analyze human resource committee structures and decision making at each campus to facilitate integration of campus and district human resources planning. Ultimately, a recommendation will be made for a standing districtwide human resources planning committee. [Evidence: 530, 537, 543, 546, 600, 601]

Districtwide human resource planning is currently focused on ensuring that staffing levels will support the future structure of the colleges and centers and assessing the impact of the structure on the colleges and centers. The Willow Transitional Staffing Plan ensures adequate staffing as Willow pursues candidacy and initial accreditation. This plan details the addition of new positions, upgrading of existing positions, reassignment of existing positions, and the transitioning of part-time positions to full-time. The staffing plan also includes positions that should be functional by Fall 2016 if initial accreditation is granted. [Evidence: 578]

Research Capacity

In 2011, the College Brain Trust recommended improved coordination of districtwide research efforts as a result of an organizational review of centralized functions. In response to the recommendation the district has changed the position of associate Vice Chancellor, Workforce Development and Educational Services to Vice Chancellor, Educational Services and Institutional Effectiveness to coordinate districtwide institutional research. [Evidence: 530, 542 p. 8, 582]

As the colleges, centers, and district align districtwide planning, structures have been put in place to build research capacity across the district to support increased planning, resource allocation, and decision-making. The Interim Vice Chancellor, Educational Services and Institutional Effectiveness has established a districtwide research group that includes district and campus institutional research staff. The research group is charged in part with developing a comprehensive plan to enhance research capacity utilizing current resources. The group is also charged with recommending a districtwide research agenda that aligns with district and college strategic planning goals. The Chancellor has recommended formalizing the working group. [Evidence: 573]

On September 24 2012, Chancellor's Cabinet approved the proposed SCCCD Research Group Charge, reporting structure, and membership.

On the October 2, 2012 agenda of the Board of Trustees is a request for approval of a part-time district office Institutional Research Coordinator who will work under the supervision of the Vice Chancellor, Educational Services and Institutional Effectiveness, to augment the districtwide institutional research group. While the position will be funded initially by an external grant, over time the district will consider expanding the position to full time, supplemented by additional grants and/or general fund dollars to assure sustainability.

To increase capacity for data-driven decision-making, a management information system (MIS) is in place for use by campus and district research offices and others to ensure the use of common data sets, resulting in improved efficiency and streamlined reporting districtwide. Utilizing standard query language (SQL) the MIS enables research staff at the colleges and

district to employ common data sets for the development of reports to support districtwide decision-making. [Evidence: 583]

Next Steps

Implementation of ongoing districtwide integrated planning linking plans to resource allocations includes finalization and/or creation of documents and committee structures that describe and support the processes, timelines for informing all employees of the district about the planning processes, and training on the use of the planning manuals at the campus level.

In the areas of technology planning, human resources planning, definition and location of signature programs, and expansion of research capacity, working groups are still in formational stages. By the end of Fall 2012, task forces or working groups will be formed and fully functioning to respond to the district’s need for coordination and dialogue in these areas. As with other planning efforts, these districtwide groups will be representative of internal and external constituents, including faculty, classified staff, administrators, and students.

The following timeline that identifies tasks completed and future activity demonstrates the districtwide commitment to coordination and ongoing implementation of integrated planning:

State Center Community College District and Colleges/Centers Strategic Plan Timeline

District Only (Fall 2012-Fall 2016)

DATE	ACTIVITY	RESPONSIBLE PARTY
March 2011*	Survey for minor updates / Timeline Created	District
April 2011*	1 st Draft	District
May 2011*	Final Draft	District
June 2011*	Board approval of timeline And final draft which includes minor revisions	District
Aug.-January 2012*	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all area internal and external scans.	District
February 2012*	Charrette & all survey information gathered	District
April 2012*	1 st Draft	District
May 2012*	Final Draft	
June 2012*	Board approval of strategic plan for district	District/Board
July 2012*	Implementation of new district strategic plan	District
Aug.-January 2013	Annual scan for district (1 st year)	District
March 2013	Summary of results from annual scan, report of progress, if changes are pertinent minor revision made if not just report to Board	District
June 2013	Annual report to Board of Trustees on district strategic plan	District/Board
Aug.-January 2014	Annual scan for district (2 nd year)	District

March 2014	Summary of results from annual scan, review of results from 1 st year report, recommended changes made to the Board. (these are minor updates)	District
June 2014	Minor revisions/updates to the district strategic plan are presented to the Board of Trustees	District/Board
July 2014	Implementation of changes to district strategic plan	District
Aug.-January 2015	Annual scan for district (3 rd year)	District
March 2015	Summary of results from annual scan, review of results from 1 st year report, recommended changes made to the Board of Trustees. (these are minor updates)	District
June 2015	Minor revisions/updates to the district strategic plan are presented to the Board of Trustees	District/Board
July 2015	Implementation of changes to district strategic plan	District
Aug.-January 2016	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans. (4 th year)	District
February 2016	Charrette & all survey information gathered	District
April 2016	1 st Draft	District
May 2016	Final Draft	
June 2016	Board approval of district strategic plan	District/Board
July 2016	Implementation of new district strategic plan	District

* Completed Activities

Colleges/Center (Fall 2013-Fall 2017)

DATE	ACTIVITY	RESPONSIBLE PARTY
Aug.-January 2013	Colleges/centers prepare for comprehensive assessment, Charette, internal and external scans. Colleges/centers will develop college/ center strategic plans that include the District Strategic Plan goals.	Colleges
February 2013	Charette, all survey information gathered	Colleges
March 2013	1 st Draft	Colleges
May 2013	Final Draft Presentation to appropriate constituency groups	Colleges
June 2013	Board presentation of Strategic Plan for each college/center	College/Board
July 2013	Implementation of College/Center Strategic Plans	Colleges
Aug.-January 2014	Annual Scan for Colleges (1 st year)	
March 2014	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council	Colleges
May 2014	Reports to constituency groups and College Council	Colleges
Aug.-January 2015	Annual scan for Colleges/Centers (2 nd year)	Colleges

March 2015	Summary of results from annual scan, review of results from 1 st year report, recommend changes to the board. (minor revisions)	Colleges
May 2015	Changes given to constituency groups, College Council and the Board	Colleges/Board
June 2015	Board approval	Board
July 2015	Implementation of modified College/Center Strategic Plans	Colleges
August 2015 – January 2016	Annual scan for Colleges/Centers (3 rd year)	Colleges
March 2016	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council	Colleges
May 2016	Changes or report given to College Council and constituency groups	Colleges
June 2016	District Strategic Plan is approved	Board/District
August 2016 – January 2017	Preparation for comprehensive assessment (Charette) and full revision process. Gather data from all areas internal and external scans (4 th year). Colleges/Center prepare for comprehensive assessment, Charette, internal and external scans. Colleges/center will develop college/center strategic plans that include the District Strategic Plan goals	Colleges
February 2017	Charette, all survey information gathered	Colleges
March 2017	1 st Draft	Colleges
May 2017	Final Draft / Presentation to appropriate constituency groups	Colleges
June 2017	Board presentation of Strategic Plan for each college/center	College/Board
July 2017	Implementation of College/Center Strategic Plans	Colleges

Approved by Strategic Planning Workgroup on April 15, 2011, Reviewed and approved by Integrated Planning Workgroup on April 29, 2011, Approved by Board of Trustees July 5, 2011

Campus Alignment, Coordination and Dialogue for Districtwide Planning

The WICCC participated on all the districtwide taskforces and committees established to respond to the district recommendation.

The District Allocation Model Task Force (DRAMT) draft operating agreement and draft resource allocation model simulation was shared with the College Center Council on September 4, 2012. This same material will be presented to the entire college center community at a forum to be scheduled in October 2012. [Evidence: 133]

WICCC representatives served on the District Strategic Planning Workgroup. The draft District Strategic Objectives Matrix formed the basis for the Willow International Community College Center Annual Strategic Plan for 2012-13. The Fall Duty Day Agenda included a campus-wide strategic planning activity that required campus members to review the District Strategic Plan

and identify center activities that will be carried out this year in support of the District Strategic Plan. [Evidence: 136, 137]

The WICCC College Center Council and Facilities Committee were integrally involved in developing the SCCCD Facilities Master Plan through several meetings. Numerous presentations were made at both the College Center Council for input and during the Fall 2012 Duty Day. [Evidence: 134, 136, 549]

Evidence for Response to ACCJC

- 1 Academic Senate Agenda 4-30-12
- 2 Academic Senate Ad Hoc Committee Agenda 1-13-12
- 3 Academic Senate Ad Hoc Committee Agenda 1-20-12
- 4 Academic Senate Ad Hoc Committee Agenda 2-3-12
- 5 Academic Senate Ad Hoc Committee Agenda 2-10-12
- 6 Academic Senate Ad Hoc Committee Agenda 2-24-12
- 7 Academic Senate Ad Hoc Committee Agenda 3-9-12
- 8 Reedley College Academic Senate Minutes 4-10-12
- 9 Reedley College Academic Senate Minutes 4-24-13
- 10 Academic Senate Minutes 4-30-12
- 11 Academic Senate Brainstorming Session 1-6-12
- 12 Email Academic Senate Ratification & Nominations 3-26-12
- 13 MOU Reassigned Time for Academic Senate
- 14 Email Academic Senate Officers and Chairs 4-20-12
- 15 Reedley College Council Minutes 4-25-12
- 16 Email Academic Senate Election Results
- 17 Reedley College Academic Senate Board of Trustees Report 3-6-12
- 18 Academic Senate Constitution & Bylaws Draft 2-1-12
- 19 Academic Senate Constitution & Bylaws Draft 2-7-12
- 20 Academic Senate Constitution & Bylaws Draft 2-20-12
- 21 Academic Senate Response Form
- 22 Creation of Willow International Academic Senate Response
- 23 North Centers' Faculty Council Minutes 3-12-12
- 24 Proposal to Reedley College Academic Senate
- 25 Email re: Academic Senate Subcommittees Operating Agreements
- 26 North Centers' Faculty Council Agenda 3-12-12
- 27 Email to Ratify Academic Senate Constitution & Bylaws
- 28 MOU Academic Senate 3-30-12
- 29 MOU Full-time Faculty Work Week Schedule 3-30-12
- 30 MOU Full-time Faculty 40% Overload 3-30-12
- 31 Academic Standards Operating Agreement Draft
- 32 Academic Standards Operating Agreement Draft 2-23-12
- 33 Academic Standards Operating Agreement Draft 2-28-12
- 34 Academic Standards Operating Agreement Draft 3-17-12
- 35 Academic Standards Operating Agreement Draft Debbie's Edits
- 36 Academic Standards Accreditation Response Form 3-21-12
- 37 Academic Standards Operating Agreement Final Draft SP12
- 38 Board of Trustee Minutes 6-5-12

39 Academic Senate Ad Hoc Committee Memo to Dr. Kershaw 1-26-12
40 Academic Senate Constitution and By-Laws Final Draft for Ratification
41 Equivalency Committee Agenda 5-11-12
42 Equivalency Committee Minutes 5-11-12
43 Classified Association Minutes 12-15-11
44 Classified Association Agenda 2-2-12
45 Classified Senate Minutes 3-1-12
46 Classified Senate Minutes 4-12-12
47 Classified Senate Minutes 5-3-12
48 Classified Senate Officers SP12
49 Classified Senate Constitution and By-Laws 3-2-12
50 Reedley College Participatory Governance Handbook
51 Reedley College Curriculum Committee Agenda 4-19-12
52 Curriculum Committee Operating Agreement
53 Email Invitation to join Curriculum Committee 3-26-12
54 Emails Planning for Curriculum Committee
55 Ed Code & Title V re: Equivalencies
56 Equivalency Committee Operating Agreement
57 AR 7120 Section 8
58 Email re: Draft Equivalency Committee Operating Agreement
59 Minimum Qualifications Handbook
60 Legal Opinion re: Minimum Qualifications
61 PR SLO Minutes 3-7-12
62 PR SLO Minutes 4-27-12
63 ACCJC SLO Rubric Letter 4-9-12
64 ACCJC SLO Rubric Report 4-9-12
65 PR SLO Operating Agreement Draft
66 College Relations SP12 Program Review Substantiation Sheet
67 Counseling SP12 Program Review Substantiation Sheet
68 Health Services SP12 Program Review Substantiation Sheet
69 Debbie Ikeda- ASCCC SLO Pre-Session Participation Certificate
70 BOT Agenda 2-7-12
71 BOT Agenda 3-6-12
72 BOT Retreat Presentation 4-20-12
73 Draft DRAM Narrative 4-13-12
74 DRAM Update to BOT 4-20-12
75 Linkage Report March 2012
76 Linkage Report May 2012
77 Districtwide Presentations to Communicate Strategic Integrated Planning
78 Summary of Districtwide Presentations to Communicate Strategic Integrated Planning

- 79 District Recommendation Activities & Evidence Matrix 6-27-12
- 80 District Recommendation Draft Response 4-9-12
- 81 Steering Committee Minutes 1-27-12
- 82 Steering Committee Minutes 2-10-12
- 83 Steering Committee Minutes 2-24-12
- 84 Response Committee Minutes 3-9-12
- 85 Response Committee Minutes 3-23-12
- 86 Response Committee Minutes 4-20-12
- 87 Response Committee Minutes 5-4-12
- 88 Response Committee Minutes 8-17-12
- 89 Response Committee Minutes 8-31-12
- 90 Response Committee Minutes 9-14-12
- 91 Curriculum Institute Agenda 7-12-12 to 7-14-12
- 92 Flex Committee Operating Agreement
- 93 PR SLO Blackboard Link
- 94 SLO Review on Duty Day FA12
- 95 PR SLO Minutes 8-23-12
- 96 PR SLO Operating Agreement Final 8-13-12
- 97 PR SLO Committee Stannard-Apperson Meeting 8-6-12
- 98 PR SLO Minutes Group IV Cycle 3 8-10-12
- 99 PR SLO Committee Communication Department Meeting 8-27-12
- 100 PR SLO Committee Emails re Training New Coordinator
- 101 Administrative Services Unit Review Response Team
- 102 Administrative Services Unit Review Update
- 103 Administrative Services Unit Review Presentation Calendar
- 104 Administrative Services Unit Review Fall 2012 Part A
- 105 Administrative Services Unit Review Fall 2012 Part B Operational Plan
- 106 Administrative Services Unit Review Agenda 8-31-12
- 107 Equivalency Committee Report to Academic Senate 8-28-12
- 108 Curriculum Committee Minutes 8-27-12
- 109 Curriculum Committee Minutes 9-10-12
- 110 Academic Standards Committee Agenda 8-9-12
- 111 Academic Standards Committee Minutes 8-9-12
- 112 Academic Standards Committee Agenda 9-5-12
- 113 Academic Standards Committee Minutes 9-5-12
- 114 Reedley College Academic Senate Minutes 8-21-12
- 115 Academic Senate Executive Committee Minutes 4-27-12
- 116 Academic Senate Minutes 8-9-12
- 117 Academic Senate Minutes 8-14-12
- 118 Academic Senate Minutes 8-28-12

119 Academic Senate Email from Julie Adams
 120 PR SLO Committee Agenda 9-13-12
 121 PR SLO Committee Agenda 9-20-12
 122 PR SLO Committee Minutes 9-13-12
 123 PR SLO Committee Minutes 9-20-12
 124 PR SLO History Program Review 9-13-12 Stannard Comments
 125 PR SLO History Program Review 9-13-12 Burdick Comments
 126 PR SLO Criminology Program Review 9-13-12 Burdick Comments
 127 PR SLO Criminology Program Review 9-13-12 Stannard Comments
 128 PR SLO Philosophy Program Review 9-20-12 Burdick Comments
 129 PR SLO Art Program Review 9-20-12 Stannard Comments
 130 PR SLO Political Science Program Review 9-20-12 Stannard Comments
 131 PR SLO Psychology Program Review 9-13-12 Stannard Comments
 132 PR SLO WICCC Program Review 9-20-12 Johnson Comments
 133 College Center Council Minutes 9-14-12
 134 College Center Council Minutes 2-24-12
 135 College Center Council Handbook 2012-2013
 136 Duty Day Agenda Fall 2012
 137 Willow International Strategic Plan 2012-2013
 501 Timeline for 2012-2016 SCCCD Strategic Plan
 502 District Strategic Planning Workgroup Members
 503 District Strategic Planning Committee (DSPC) Members
 504 District Strategic Planning Committee Operating Agreement
 505 District Budget and Resource Allocation Model Task Force
 506 District Budget Resource Allocation Advisory Committee (DBRAAC) Operating Agreement (Draft)
 507 District Facilities Planning Committee Members
 508 District Facilities Planning Committee Operating Agreement
 509 Communications Council Members
 510 Board of Trustees Minutes 3-1-12
 511 College Brain Trust Members
 512 District Strategic Planning Workgroup Power Point 10-4-11
 513 Board of Trustees Minutes 7-5-11
 514 Board of Trustees Presentation 12-13-11
 515 Chancellor's Cabinet Meeting Notes 5-9-11
 516 Communications Council Notes 10-25-11
 517 Communications Council Notes 11-29-11
 518 Communications Council Notes 1-31-12
 519 District Strategic Planning Committee Meeting Notes 3-2-12
 520 Board of Trustees Minutes 1-24-12

521 Board of Trustees Minutes 1-10-12
 522 Summary of Strategic Conversation Themes
 523 Board of Trustees Minutes 2-7-12
 524 Strategic Conversation Participants
 525 Strategic Conversation 2012 Evaluation
 526 SCCCD Charette 3-1-12
 527 Board of Trustees Minutes 3-6-12
 528 Chancellor's Cabinet Meeting Notes 3-5-12
 529 District Strategic Planning Committee Meeting Notes 3-9-12
 530 College Brain Trust Report on 2008 Strategic Plan Update
 531 Integrated Planning Workshop Participants 4-9-12
 532 Integrated Planning Workshop PowerPoint
 533 Chancellor's Cabinet Meeting Notes 4-18-12
 534 Ad Hoc Integrated Planning Workgroup Members
 535 SCCCD 2012-2013 Integrated Planning Model
 536 SCCCD 2012-2013 Integrated Planning Manual (Draft)
 537 Chancellor's Cabinet Meeting Notes 7-30-12
 538 Communications Council Meeting Notes 7-31-12
 539 Board of Trustees Minutes 5-1-12
 540 Board of Trustees Presentation 5-1-12
 541 Board of Trustees Minutes 6-5-12
 542 Board of Trustees Minutes 7-3-12
 543 2012-2016 SCCCD Strategic Plan
 544 2012-2016 Strategic Plan Responsibility Matrix
 545 Chancellor's Cabinet Meeting Notes 2-13-12
 546 2012-2016 SCCCD Strategic Plan Baseline Data
 547 The Linkage Reports
 548 Chancellor's Cabinet Members
 549 Districtwide Facilities Planning Committee Meeting Minutes
 550 Board of Trustees Minutes 3-2-10
 551 SCCCD Educational Master Plans
 552 2009-2010 Districtwide Summary of Priorities and Recommendations Based on the
 College Educational Master Plans
 553 Board of Trustees Minutes 6-7-11
 554 Decision Package for Society for College and University Planning (SCUP) Institute
 555 Board of Trustees Facilities Master Plan Presentation 12-13-11
 556 Board of Trustees Facilities Master Plan Presentation 3-6-12
 557 Board of Trustees Minutes 4-21-12
 558 Board of Trustees Retreat Facilities Master Plan Presentation 4-21-12
 559 Chancellor's Cabinet Meeting Notes 3-21-12

560 Chancellor's Cabinet Meeting Notes 3-26-12
561 FCC Town Hall Meeting 5-2-12
562 RC Town Hall Meeting 5-4-12
563 NC Town Hall Meeting 5-8-12
564 Board of Trustees Districtwide Facilities Master Plan Presentation 7-3-12
565 2012-2025 Districtwide Facilities Master Plan - BOT Agenda 9-4-12
566 Technology Summit Agenda 6-1-11
567 Board of Trustees Minutes 12-13-11
568 SCCCD Information Technology Assessment PowerPoint
569 Board of Trustees Minutes 1-24-12
570 Board of Trustees Minutes 4-20-12
571 Districtwide Technology Taskforce Membership (Draft)
572 Willow Transitional Staffing Plan (Draft)
573 Chancellor's Cabinet Meeting Notes 9-11-12
574 Board of Trustees Presentation 6-7-11
575 Districtwide Technology Task Force Meeting Notes
576 District Technology Task Force Charge (Draft)
577 District Technology Committee Charge (Draft)
578 Updated Willow Transitional Staffing Plan
579 Campus President Willow Brochure Language
580 SCCCD Organizational Chart BOT Agenda 9-4-12
581 Willow Transitional Meeting Notes
582 Vice Chancellor, Educational Services and Institutional Effectiveness Job Description
583 District Institutional Research Website (<http://ir.sccd.com>)
584 DRAMT Charge Memo from Chancellor Blue 5-13-11
585 Chancellor's Cabinet Meeting Notes 5-2-11
586 Signature Programs Agenda and Minutes 8-28-12
587 DRAMT Agendas
588 DRAMT Minutes
589 RAMT Timeline and Planning Calendar
590 SCCCD Information Technology Assessment Summary Points
591 Board of Trustees Retreat (DRAMT) Presentation 4-20-12
592 RAMT Minutes 4-13-12
593 Resource Allocation Model Narrative
594 Resource Allocation Model Task Force PowerPoint
595 Resource Allocation Model Simulation
596 Board of Trustees Strategic Plan Presentation 7-3-12
597 ASUR PowerPoint
598 ASUR Resource Team Membership
599 BOT Strategic Conversation PowerPoint 1-10-12

- 600 Chancellor's Cabinet Meeting Notes 8-13-12
- 601 Human Resource Staff Plan Task Force (Draft)
- 602 Faculty Association Release Time MOU 3-30-12
- 603 Board of Trustees Minutes 4-3-12
- 604 Communications Council Meeting Notes 4-24-12
- 605 District Strategic Planning Workgroup Agendas and Minutes 2012
- 606 Chancellor's Cabinet Meeting Notes 5-29-12
- 607 Chancellor's Cabinet Meeting Notes 11-1-10
- 608 Communications Council Meeting Notes 10-26-10
- 609 Communications Council Meeting Notes 11-30-10
- 610 Chancellor's Cabinet Meeting Notes 2-27-12
- 611 District Decision Making Taskforce (DDMT) Operating Agreement
- 612 Board of Trustees Meeting Minutes 9-4-12 (Draft)
- 613 Chancellor's Cabinet Meeting Notes 1-9-12
- 614 Chancellor's Cabinet Meeting Notes 1-18-12
- 615 Chancellor's Cabinet Meeting Notes 1-23-12, 2-1-12, 2-6-12
- 616 Chancellor's Cabinet Meeting Notes 2-21-12

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Adopt Board Policy 2405,
Review of Board Policies

ITEM NO. 12-85

EXHIBITS: Draft BP 2405, Review of Board Policies
Draft AR 2405, Review of Board Policies

Background:

The Reedley College accreditation evaluation team that visited the college in October 2011 included in its report a recommendation that “the district document the process for review of board policies and ensure that district governance and decision-making processes are regularly evaluated.”

Presently, there is no policy that establishes the trustees’ obligation to continually review and be familiar with board policies. The attached draft Board Policy 2405, Review of Board Policies, would establish that the Board has an obligation to regularly review and evaluate its policies, and directs the chancellor to enact regulations and procedures to assist the Board in fulfilling that responsibility.

Also attached is a draft Administrative Regulation 2405, Review of Board Policies, which provides for regular board review and training on policies at the annual retreat, during new trustee orientation and other training programs, as necessary. The Board need not act on the draft AR 2405, as administrative regulations are adopted at the Chancellor’s Cabinet level, but it is provided here for the Board’s information. The adoption and implementation of BP 2405 and AR 2405 would provide for useful training and review of policies for the trustees, as well as demonstrate district compliance with accreditation standards.

Board policies are adopted in a two-part process. The proposed new policy was presented to the Board at its September 2012 regular meeting. At this meeting, the Board may consider adopting the new policy. Policies are adopted by a majority vote.

Fiscal Impact:

There is no fiscal impact.

Item No. 12-85

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Recommendation:

It is recommended the Board of Trustees adopt Board Policy 2405, Review of Board Policies, as presented.

Review of Board Policies

The Board shall regularly review and evaluate its policies.

Each individual trustee is responsible to read, understand, and follow all Board Policies. The Chancellor shall enact regulations and procedures to assist the Board in fulfilling this responsibility.

Reference: Accreditation Standards IV.B.1.e., IV.B.3.g.

Adopted by the Governing Board: [DRAFT]

Review of Board Policies

The administration shall ensure that each trustee has a current copy of all Board Policies and Administrative Regulations.

The administration shall assist the Board in its responsibility to read and understand Board Policies by providing a comprehensive program for study and review. This shall include a comprehensive review of all Board Policies for new trustees as part of their orientation process, a regular review of key Board Policies at the Board's annual retreat, and other training programs as necessary.

References: Accreditation Standards IV.B.1.e., IV.B.3.g.

Adopted by Chancellor's Cabinet: [DRAFT]

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: October 2, 2012

SUBJECT: Consideration to Appoint Vice Chancellor of ITEM NO. 12-86
 Educational Services and Institutional
 Effectiveness

EXHIBIT: None

Background:

The position of Vice Chancellor of Educational Services and Institutional Effectiveness was posted on July 5, 2012. The Search Advisory Committee was composed of 18 people, consisting of seven administrators from the district, one administrator from West Hills College, four faculty, four classified employees, one board member, and one community member. The position was advertised nationally. The district received 26 completed applications. Seven applicants were invited to interview with the search advisory committee. Three candidates were invited as finalists. The three candidates were required to give a presentation as part of the cabinet member interviews, perform a writing sample exercise, and participate in public forums, interviews with the District Strategic Planning Committee and with the direct reports for the position, in addition to interviews with the chancellor and the Board of Trustees. A site visit was made to one candidate's current district.

Dr. George Railey is being recommended for the position of Vice Chancellor of Educational Services and Institutional Effectiveness. Dr. George Railey presently serves as Vice President of Academic Services at Chabot College and has held this position for three years. Dr. Railey served the Yosemite Community College District for eight years as Dean of Instructional Services at Columbia College, Dean of Instructional Services at Modesto Junior College, and Interim Vice Chancellor of Educational Services. Dr. Railey has served as the Dean of Arts and Social Sciences Division at Cosumnes River College in Elk Grove. He served for three years as Chairman of the Humanities and Fine Arts Division at the Somerset Community and Technical College System in Somerset, Kentucky, as part of the Kentucky Community and Technical College System (KCTCS). Dr. Railey was previously a professor of music for 12 years while at KCTCS and has eight years of K-12 teaching experience in the Pulaski County School District in Kentucky where he taught instrumental music. Dr. Railey holds B.A. and M.A. degrees in music education. During the past seven years he completed a Community College Leadership Certificate from CSU Stanislaus, and an Ed.D. in Higher Education Administration from University of the Pacific.

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Recommendation:

It is recommended the Board of Trustees appoint Dr. George Railey as Vice Chancellor of Educational Services and Institutional Effectiveness with an annual salary of \$153,629 effective November 1, 2012.