Agenda
Consent

AGENDA
Regular Meeting
BOARD OF TRUSTEES
STATE CENTER COMMUNITY COLLEGE DISTRICT
Madera Center Assembly Room 120
30277 Avenue 12, Madera, California
4:30 p.m., October 7, 2014

Trustee Pat Patterson will participate via conference call at Savannah Marriott Riverfront Lobby, 100 General McIntosh Blvd., Savannah, Georgia.

See Special Notice – Page 3*

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. INTRODUCTION OF GUESTS

IV. APPROVAL OF MINUTES: Regular Meeting of September 2, 2014

V. PUBLIC COMMENT [see footnote]

VI. REPORTS AND PRESENTATIONS

A.	Joint District and Campus Presidents' Reports	Sandra Caldwell
B.	Madera Faculty Association Report	Kristen Mattox
C.	Classified Senate Report	Corinna Lemos
D.	Madera on the Move – Career Technical Education	John Fitzer

VII. REPORTS OF BOARD MEMBERS

VIII. FUTURE AGENDA ITEMS

IX. CONSIDERATION OF CONSENT AGENDA — [14-64HR through 14-68HR] [14-93G through 14-102G]

X. HUMAN RESOURCES

A.	Second Reading and Consideration to Approve Human Resources Staffing Plan	[14-79] Diane Clerou

B.	Announcement of Proposed Board of Trustees' Appointment to Personnel Commission	[14-80]	Diane Clerou

XI. GENERAL

A.	Second Reading of Accreditation Midterm Reports and Consideration to Approve Submittal to ACCJC/WASC	[14-81]	Tony Cantu Sandra Caldwell
B.	Consideration to Accept 2012-2016 SCCCD Strategic Plan Annual Assessment	[14-82]	George Railey
C.	Appointment of Voting Delegate(s) and Alternate Voting Delegate for ACCT Leadership Congress	[14-83]	Ron Nishinaka
D.	Consideration to Determine Whether Allegation of Trustee Misconduct Warrants Investigation	[14-84]	Ron Nishinaka

XII. PUBLIC COMMENT [see footnote]

XIII. CLOSED SESSION

XIV. OPEN SESSION

XV. ADJOURNMENT

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 the Chancellor's office, 1525 E. Weldon Avenue, Fresno, CA 93704, (559) 244-5902, 8:00 a.m. to 5:00 p.m., Monday – Friday, as soon as possible before the meeting.

Under Board Policy 2350, there is a limit of three minutes per speaker per topic, and thirty minutes is the maximum time allotment for public speakers on any subject, regardless of the number of speakers; these time limits may be extended at the discretion of the Board of Trustees. Individuals wishing to address the Board should fill out a request form and submit it to Vice Chancellor of Human Resources Diane Clerou or Executive Secretary to the Chancellor Nina Acosta before the beginning of the meeting.

SPECIAL NOTICE

At 3:30 p.m., the Board of Trustees will host a reception for Dr. John Fitzer, Vice President of Madera and Oakhurst. The reception will be held in Room AM-110. The Board meeting will begin promptly at 4:30 p.m. in Assembly Room AM-120.

CONSENT AGENDA
BOARD OF TRUSTEES MEETING
October 7, 2014

HUMAN RESOURCES

1.	Employment, Academic Personnel	[14-64HR]
2.	Employment, Promotion, Change of Status, Transfer, Leave of Absence, Resignation, Retirement, Classified Personnel	[14-65HR]
3.	Consideration to Approve Six-Month Limited Term Programmer Position, District Office	[14-66HR]
4.	Consideration to Approve New Position and Duties for Director of Student Success, Equity, and Outreach, Clovis Community College Center, and Transfer	[14-67HR]
5.	Consideration to Approve Six-Month Limited Term Executive Director of the Foundation Position, District Office	[14-68HR]

GENERAL

6.	Review of District Warrants and Checks	[14-93G]
7.	Consideration to Authorize Agreement with National Science Foundation for the Bohart Museum Project, Fresno City College	[14-94G]
8.	Consideration to Authorize Agreement for Purchase of New Electric Utility Carts, Districtwide	[14-95G]
9.	Consideration to Accept Construction Project, Exterior Lighting Retrofit, Districtwide	[14-96G]
10.	Consideration to Accept Construction Project, Student Center Remodel, Madera Center	[14-97G]
11.	Consideration to Approve Curriculum Proposals, Fall 2014, Reedley College	[14-98G]
12.	Consideration to Approve Agreement Between State Center Community College District and Clovis Unified School District for Concurrent Enrollment Partnership	[14-99G]

Consent Agenda
October 7, 2014 (continued)

13.	Consideration to Approve Out-of-State Student Travel for Fresno City College Wrestling Team	[14-100G]
14.	Consideration to Approve Out-of-State Student Travel to Collegiate Entrepreneurs Organization Conference	[14-101G]
15.	Consideration to Adopt Resolution Authorizing Agreement with California Department of Education for a Child Care and Development Block Grant, Preschool Program, Fresno City College	[14-102G]

(Unapproved) MINUTES OF REGULAR MEETING OF
STATE CENTER COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
September 2, 2014

Call to Order

A regular meeting of the State Center Community College District Board of Trustees was called to order by Board President Pat Patterson at 4:30 p.m. on September 2, 2014, in the District Office Board Room, 1525 E. Weldon Avenue, Fresno, California.

Trustees Present

Pat Patterson, President
Ron Nishinaka, Vice President
Dorothy Smith, Secretary
Isabel Barreras
Richard Caglia
John Leal
Eric Payne
Garret Hale, Student Trustee, FCC
Matthew Rodriguez, Student Trustee, RC

Also present were:
Bill F. Stewart, Interim Chancellor, SCCCD
Ed Eng, Vice Chancellor of Finance and Administration, SCCCD
George Railey, Vice Chancellor of Educational Services and Institutional Effectiveness, SCCCD
Tony Cantu, President, Fresno City College
Sandra Caldwell, President, Reedley College
Deborah Ikeda, Campus President, Willow International Community College Center
Diane Clerou, Vice Chancellor of Human Resources, SCCCD
Brian Speece, Associate Vice Chancellor of Business and Operations, SCCCD
Greg Taylor, General Counsel, SCCCD
Lucy Ruiz, Interim Executive Director, Public and Legislative Relations, SCCCD
Pedro Avila, Assistant to the Chancellor, Enrollment Management, Admissions, Records, and Information Services
Nina Acosta, Executive Secretary to the Chancellor, SCCCD

Approval of Minutes

The minutes of the regular meeting of August 5, 2014, and special meeting of August 21, 2014, were presented for approval.

A motion was made by Trustee Smith and seconded by Trustee Barreras to approve the minutes of August 5, 2014, and August 21,

2014, as presented. The motion passed without dissent.

Public Comment

Maika Yang, newly appointed Commissioner with the State Asian Pacific Islander American Affairs Commission, stated she is very interested in working with the Board. She asked that when the Board is considering expanding centers and services to students that they make sure to consider all of Fresno.

Administer Oath of Office for 2014-2015 Student Trustees

Dr. Bill Stewart administered the Oath of Office to Reedley College 2014-2015 Student Trustee Mr. Matthew Rodriguez.

Joint District and Campus Presidents' Reports

Fresno City College President Tony Cantu reported on topics of interest from the District, Fresno City College, Reedley College, the Oakhurst and Madera Centers, and the Clovis Community College Center, which included the following highlights:

- California Community College Chancellor Brice Harris visited the District on August 6 and 7. He was the guest speaker at the districtwide managers' seminar and gave a presentation at FCC's convocation.
- As a result of the severe drought in California, the District is putting several measures into place to reduce water consumption.
- FCC Theatre Instructor Chuck Erven was interviewed by The Fresno Bee for a feature story regarding his October musical production, "Avenue Q."
- Student Services Department secretary Ernie Garcia was appointed to fill the Central 1 Region seat on the California Community College Classified Senate Board of Directors for one year.
- RC's opening day conference was held on August 7. The agenda included introduction of new staff, a budget update and work on the strategic plan.
- Oakhurst Center student activities hosted a welcome booth on August 13, which provided information on campus services and clubs.
- The Madera Center's Career Transfer Center will be up and running in the spring. The Center will provide staff, counseling, testing, and career and transfer planning services.
- Clovis Community College Center held a "Farewell to Willow" ceremony at CCCC on August 15. Speakers were Campus President Deborah Ikeda, ASG President Colin Van Loon, and College Center Assistant Patrick Stumpf. The speakers each talked

Joint District and Campus Presidents' Reports (continued)

about the history of Willow International and what it has become.

- A reception to honor donors of Clovis Community College Center scholarships and congratulate the recipients of those scholarships will be held on September 19 in the CCCC Library.

Academic Senate Report

Fresno City College Academic Senate President Mary Ann Valentino reported on the following:

- The Academic Senate met three times since the last report to the Board on May 6. The Senate adopted a resolution to support the SCFT proposal that SCCCD apply for and participate in the statewide office hour funding plan for part-time instructors. The Senate endorsed applications for the Educational Planning Initiative and the Common Assessment Initiative. The Senate approved AR 5055 on enrollment priorities and the District Technology Plan.
- On August 13, the Senate Executive Committee hosted its senator orientation.
- The Senate's first meeting took place on August 27. The majority of the meeting was devoted to Franz Weinschenk. Mr. Weinschenk shared personal stories reflecting on the rich history of FCC. He was an instructor for 60 years, and served as the college's fist Academic Senate president in 1963.
- Next Senate meeting is September 10.

Classified Senate Report

Reedley College Classified Senate President Jim Mulligan reported the following:

- He introduced Corinna Lemos, who will serve as new RC Classified Senate President
- He attended the CCCC Conference in Ventura
- RC has a full complement of classified senators
- The committee assignments are complete
- The Senate's work with the food pantry continues

Accreditation and Planning Mid-Term Report

1) District Required Planning Documents, First Reading
   - Introduction and Overview: George Railey provided an introduction and timeline leading up to the presentation of the Midterm Report. Dr. Railey thanked faculty, staff and administration for their dedication and work on this report. He added a special thanks to Dr. Jothany Blackwood for leading the effort on this process.

   - District Strategic Plan: George Railey reviewed the elements of the SCCCD 2012-2016 Strategic Plan, the SCCCD Integrated

Accreditation and Planning Mid-Term Report (continued)

Plan and Model, and the approved 2012 Facilities Master Plan.

- Technology: Pedro Avila provided background information for the development of the technology plan. Some of the projects that have been completed include SQL migration, new storage area network, appointment of a District Information Officer, digital phones at all locations, Blackboard Mobile Learn, improved connectivity at the Herndon Campus, and the automation of the faculty drop process. Future projects include seamless wireless access, technical set up for Clovis Community College Center, online student orientation improvements, improvements for identity management, implementation of a portal, implementation of student financial aid self-service, improving web presence, phone app for class registration, and migration.

  Dr. Stewart stated that the statewide electronic educational plan is a high priority for the District and intends to spend about $250,000 to implement the plan. Pedro Avila was instrumental in getting the District in the pilot program at no expense to the District. Mr. Avila stated Fresno City College was instrumental in becoming a part of pilot program.

  Trustee Payne addressed one of recommendations in the report to improve institutional compliance. He asked if the District could streamline mobile application throughout the District. Mr. Avila stated the District is working on developing a districtwide mobile app. He does not recommend that each campus develop their own. Trustee Payne asked if the communication and input between the campuses has improved. Mr. Avila stated there is very good communications between all IT staff throughout the District. He used the SQL migration as an example. Trustee Payne asked what the long term solution to the issue of data warehousing. Mr. Avila stated the District has a very comprehensive data warehouse. Trustee Payne requested an update in a few months to see where the District is in comparison to industry standards.

- Organizational Reporting Relationship of Centers: Deborah Ikeda reviewed the timeline for the reporting relationship between the centers (Willow, Madera and Oakhurst) to

Accreditation and Planning Mid-Term Report (continued)

Reedley College, and the change when Willow International applied for candidacy.

- Location of Signature Programs: Tony Cantu provided an update on the progress of establishing the definitions of signature programs.

  Trustee Payne stated he is working with a coalition of stakeholders over the last several months and Ms. Maika Yang is part of this coalition. He stated the coalition informed him that they would like to see a greater presence in West Fresno and develop a collaborative strategy to achieve that. The coalition also recommends amending the strategic plan to include a site in West Fresno.

  Trustee Smith asked Trustee Payne if he shared his concerns with other board members to get their input. She has served for 30 years and the Board has always been concerned about Southwest Fresno. She raised concerns about areas further south that have not been considered either. She is concerned that any decision needs to be made by the Board as a whole.

  Trustee Patterson stated the District has procedures on how it assesses needs in the community. Individual board members should not be working on a single goal. The Board needs to work together and should rely on staff to determine where the District priorities should be. He stated the Board has done many things in the West Fresno area.

  Dr. Stewart stated the District will be coming back to the Board with the results of a community survey in conjunction with the future bond campaign. The results will identify the kinds of projects the community will support. At a later date, the District will bring forward the recommendations to prioritize projects for the Board to consider. Trustee Payne stated that in order for that process to take place, it needs to be a part of the strategic plan in order to be considered priority, and at this point, it is not. What he hears from the coalition is that this is what they want addressed. Then if the Board chooses to make that determination in putting this forward for the 2016 bond, this will work.

  Trustee Leal stated it is important to him to meet with his

Accreditation and Planning Mid-Term Report (continued)

constituents and listen to what they say. He says it is important to bring those concerns forward. He agrees that the Board should collectively look at all of these issues through the Chancellor and board policies in order to proceed.

Trustee Payne stated he is also concerned that the FCC Midterm Report did not include the (Counselors of Real Estate) CRE Report.

Trustee Patterson stated he disagreed with the report prepared by the Counselors of Real Estate. He said they went well beyond their charge. They were hired to make recommendations on the District's facilities and properties and how to best utilize them. In fact, CRE did not even stop to look at the Southeast site, which was part of their charge.

Dr. Stewart stated he is working with the educational leaders of the community (Fresno State and Fresno Unified) about a possible Southwest center site. When he receives more information, he will present it to the Board.

Trustee Payne stated this has been an ongoing discussion for over 30 years. The District is moving at a snail's pace. The District needs to be a little more intentional.

- Funding Allocation: Sandra Caldwell reviewed the work of the DBRAAC (District Budget and Resource Allocation Advisory Committee). The model was modified and approved by acclamation by the Committee in May.

- Human Resources: Deborah Ikeda reviewed the Human Resources Staffing Plan and the process to complete the plan. Trustee Barreras asked about the progress on the employee self-evaluation process. Diane Clerou stated the District is continuing to look at the process. Trustee Barreras asked about diversity and whether the District will ensure the ethnicity of the administration and faculty mirrors the student population. Diane Clerou stated diversity is a top priority. The EEO (Equal Employment Opportunity) plan is now integrated with the HR Staffing Plan.

- Research Capacity: Tony Cantu reviewed the work of the

District research group.

Accreditation and Planning Mid-Term Report (continued)

2) District Process for Review of Board Policies in Response to Accreditation Recommendation 2
   - George Railey reviewed the response to District Recommendation 2.

3) Mid-Term Accreditation Reports, First Reading
   - Tony Cantu reviewed Fresno City College's mid-term report and how the college addressed the recommendations.
   - Sandra Caldwell reviewed Reedley College's mid-term report and how the college addressed the recommendations

Reports of Board Members

FCC Student Trustee Garret Hale reported the following:

- The FCC Associated Student Government is currently in the process of filling the empty seats of their Senate. ASG goals have been establish, which mainly revolve around student success
- There are 10 Student Ambassadors for the 2014-2015 school year. Student Ambassadors support all new student orientation events like Extreme Registration, Ram Ready, and Welcome Week
- The Inter Club Council sponsored Club Rush, which took place on August 27
- First football game will take place on September 6 at Ratcliff Stadium
- Volunteer Fair took place on August 26

RC Student Trustee Matthew Rodriguez reported the following:

- Transfer Day will take place on September 11
- A 9/11 ceremony will take place on campus.
- Foundation Scholarship Ceremony will take place on September 9
- Honors reception will take place on September 12
- Pizza with the President will resume once a month on Wednesdays

Trustee Payne reported the following:

- Attended the reception for Brice Harris
- The City of Fresno MLK Unity Committee has begun meeting for the annual MLK ceremony in January
- Trustee Payne recognized the people who fought for better wages, workplace safety and the economic security that comes with the social safety net. Today we fight for living wages and equal pay for women. He congratulated those families as they

Reports of Board Members (continued)

enjoyed the day off to celebrate Labor Day.

Trustee Leal reported the following:

- Attended Brice Harris reception
- Attended opening day at FCC and RC
- Attended a High Speed Rail event in Sacramento
- Attended an ad hoc committee meeting on August 15 involving community members regarding issues regarding K-12 at Fresno Unified
- Attended the EdCare meeting on August 19
- Attended Police Academy graduation on August 21
- Attended the budget workshop on August 21
- He thanked Dr. Stewart for meeting with him and Jose Leon Barraza, President and CEO of Southeast Fresno Community Economic Development Association, to discuss some ideas and concerns of Mr. Barraza's organization.

Trustee Smith reported the following:

- Attended the Brice Harris reception
- Attended the Wall of Honor event for the FCC football team

Trustee Nishinaka reported the following:

- Attended the Reception for CCC Chancellor Brice Harris and the State Center Management Leadership Seminar at Fresno City College OAB on August 6
- Attended the Madera-Oakhurst-Reedley Opening Day event at Reedley College on August 7
- Attended the Dinuba USD's Welcome Back event for faculty and staff on August 11 at which Reedley College President Sandy Caldwell was the keynote speaker
- Attended the Reedley High School new Aquatics Complex Ribbon Cutting Ceremony on August 15
- Attended the Fresno City College Basic Police Academy Class #133 (37 graduates) and Fire Academy Class #41 (20 graduates) Completion Ceremonies on August 21
- Attended the Madera County School Boards Association meeting at Minarets High School on August 27. He thanked Vice Chancellor George Railey and President Sandy Caldwell for their presentation on Adult Education/Transition Programs.
- Trustee Nishinaka announced that he has been elected to the California Community College Association of Asian Pacific Islanders Trustees and Administrators Board of Directors position

Future Agenda Items	Trustee Payne requested continued discussion on West Fresno. Trustee Nishinaka requested an update on the reconstituting of the District Vocational Advisory Committee.
Consideration of Consent Agenda Action	President Patterson announced that administration pulled Item No. 14-63HR, Consideration to Approve Resolution of Layoff and Elimination of Categorically Funded Office Assistant III, State Center Consortium, from the Consent Agenda. Trustee Caglia requested that item 14-60HR be pulled for discussion. It was moved by Trustee Payne and seconded by Trustee Barreras that the Board of Trustees approve consent agenda items 14-61HR through 14-62HR and 14-77G through 14-92G, as presented. The motion carried without dissent. Richard Caglia asked why a position wasn't filled at the beginning of the semester. Deborah Ikeda replied that the person who had the position accepted a full time position somewhere else, so there is currently a substitute filling the position. It was moved by Trustee Caglia seconded by Trustee Nishinaka that the Board of Trustees approve consent agenda items 14-60HR, as amended. The motion carried without dissent.
Employment, Resignation, Retirement, Academic Personnel [14-60HR] Action	Approve the academic personnel recommendations, items A through B, as amended
Employment, Promotion, Change of Status, Leave of Absence, Resignation, Classified Personnel [14-61HR] Action	Approve the classified personnel recommendations, items A through H, as presented

Consideration to Approve Reorganization of Vacant Accounting Technician II to Accounting Technician I, Fresno City College [14-62HR]
Action

Approve the reorganization of the vacant Accounting Technician II to Accounting Technician I, Fresno City College

Consideration to Approve Resolution of Layoff and Elimination of Categorically Funded Office Assistant III, State Center Consortium [14-63HR]
Action

This item was pulled from the agenda by administration

Review of District Warrants and Checks [14-77G]
Action

Review and approve the warrants register for the following accounts:

Account:	Amount:	For the Period:
District	$19,825,914.97	7/10/14 to 8/11/14
Fresno City College Bookstore	1,156,598.63	7/16/14 to 8/12/14
Reedley College Bookstore	1,078,949.28	7/15/14 to 8/12/14
Fresno City College Co-Curricular	134,788.92	7/12/14 to 8/11/14
Reedley College Co-Curricular	83,968.65	7/10/14 to 8/11/14
Total:	$ 22,280,220.45	

Consideration of Report of Investments [14-78G]
Action

Accept the Quarterly Investment Report, as provided by the County of Fresno, for the quarter ending June 30, 2014

Consideration to Approve Quarterly Budget Transfers and Adjustments Report [14-79G] Action	Approve the June 30, 2014, Budget Transfers and Adjustments Report
Financial Analysis of Enterprise and Special Revenue Operations [14-80G] Action	Provided for Board information – no action is required
Acknowledgement of Quarterly Financial Status Report, General Fund [14-81G] Action	Acknowledge the Quarterly Financial Status Report (CCFS-311Q) as presented
Consideration to Authorize Agreement with California Community Colleges Chancellor's Office Tax Offset Program [14-82G] Action	a) Authorize the District to enter into an agreement with the California Community Colleges Chancellor's Office for participation in the Chancellor's Office Tax Offset Program (COTOP); and b) Authorize future annual renewal of the agreement with similar terms and conditions
Consideration to Approve 2014-2015 Voluntary Payroll Deductions [14-83G] Action	Approve the list of voluntary payroll deductions for 2014-15, as presented

Consideration to Accept Construction Project, Health Services Dental Lab Flooring, Fresno City College [14-84G] Action	a) Accept the project for Health Services Dental Lab Flooring, Fresno City College; and b) Authorize the Interim Chancellor or his designee to file a Notice of Completion with the County Recorder
Consideration to Accept Construction Project, Student Services Second Floor Remodel, Fresno City College [14-85G] Action	a) Accept the project for Student Services Second Floor Remodel, Fresno City College; and b) Authorize the Interim Chancellor or his designee to file a Notice of Completion with the County Recorder
Consideration to Accept Construction Project, Life Science Building Room 6 Remodel, Reedley College [14-86G] Action	a) Accept the project for Life Science Building Room 6 Remodel, Reedley College; and b) Authorize the Interim Chancellor or his designee to file a Notice of Completion with the County Recorder
Consideration to Accept Construction Project, 2014 Pavement Rehabilitation, Fresno City College and Career Technology Center [14-87G] Action	a) Accept the project for 2014 Pavement Rehabilitation, Fresno City College and Career Technology Center; and b) Authorize the Interim Chancellor or his designee to file a Notice of Completion with the County Recorder

Consideration to Accept Construction Project, Soccer Field, Willow International Community College Center [14-88G] Action	a) Accept the project for Soccer Field, Willow International Community College Center; and b) Authorize the Interim Chancellor or his designee to file a Notice of Completion with the County Recorder
Consideration to Accept Construction Project, HVAC Replacement, Building A, District Office North [14-89G] Action	a) Accept the project for HVAC Replacement, Building A, District Office North; and b) Authorize the Interim Chancellor or his designee to file a Notice of Completion with the County Recorder
Consideration to Accept Construction Project, Classroom Renovations, Building A, District Office North [14-90G] Action	a) Accept the project for Classroom Renovations, Building A, District Office North; and b) Authorize the Interim Chancellor or his designee to file a Notice of Completion with the County Recorder
Consideration to Approve Study Abroad Program, Denmark, Spring 2015 [14-91G] Action	Approve the offering of the spring 2015 study abroad program to Viborg, Denmark, and approve the Denmark program coordinator and Dr. Margaret Hiebert as instructors for this program
Consideration to Approve Fresno City College Students to Participate in Out-of-State Tennis Championship [14-92G] Action	Approve out-of-state travel for the qualifying student athletes and Coach Monreal to compete in the national championship, October 9-12, 2014, in Sumter, South Carolina, with the understanding that the students' trip will be financed without requiring expenditures of District funds.

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

Consideration to Authorize New Master Agreement with State Center Community College Foundation
[14-73]
Action

Greg Taylor presented the New Master Agreement with State Center Community College Foundation.

A motion was made by Trustee Payne and seconded by Trustee Barreras that the Board of Trustees approve the attached Amended and Restated Master Agreement and authorize the Interim Chancellor to sign it on behalf of the District. The motion carried without dissent.

Consideration to Adopt Proposed Revised Board Policy 3600, "Auxiliary Organizations"
[14-74]
Action

Greg Taylor presented the proposed board policy 3600.

A motion was made by Trustee Barreras and seconded by Trustee Smith that the Board of Trustees adopt the proposed Revised Board Policy 3600, "Auxiliary Organizations." The motion carried without dissent.

Public Hearing and Adoption of 2014-2015 Final Budget
[14-75]
Action

Ed Eng presented the 2014-2015 final budget.

Trustee Payne asked Mr. Eng for a summary of the long term solution to address the retiree health care benefit obligations (OPEB). Mr. Eng stated the District is caught up and will address future obligations through the operations budget. Mr. Eng stated there are other long term liabilities the District will need to address.

Mr. Eng went on to say that at this time it is appropriate to open the meeting for public comment.

Board President Patterson opened the meeting for comments from the public at 7:01 p.m.

There being no comments from the public, President Patterson closed the public hearing at 7:03 p.m.

A motion was made by Trustee Nishinaka and seconded by Trustee Smith that the Board of Trustees adopt the State Center Community College District 2014-2015 Final Budget, as presented. The motion carried without dissent.

Consideration of Bids, Sidewalk Addition, Clovis Community College Center [14-76] Action	A motion was made by Trustee Barreras and seconded by Trustee Leal that the Board of Trustees award Bid #1415-06 in the amount of $118,429 to Yarb's Grading and Paving, Inc., the lowest responsible bidder for the Sidewalk Addition at Clovis Community College Center, and authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign an agreement on behalf of the District. The motion carried without dissent.
Consideration of Bids, Building A, Veterans Resource Center Remodel, Fresno City College [14-77] Action	A motion was made by Trustee Payne and seconded by Trustee Barreras that the Board of Trustees award Bid #1415-07 in the amount of $126,000 to Woodhams Construction, Inc., the lowest responsible bidder for Building A, Veterans Resource Center Remodel, Fresno City College, and authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign an agreement on behalf of the District. The motion carried without dissent.
Consideration to Change Title of Associate Vice Chancellor of Human Resources to Vice Chancellor of Human Resources [14-78] Action	Dr. Bill Stewart presented information on the change of title from Associate Vice Chancellor of Human Resources to Vice Chancellor of Human Resources. A motion was made by Trustee Barreras and seconded by Trustee Smith that the Board of Trustees approve the change in title from Associate Vice Chancellor of Human Resources to Vice Chancellor of Human Resources, effective September 3, 2014. The motion carried without dissent.
Public Comment	None
Closed Session	President Patterson stated that no items are scheduled for closed session.
Adjournment	The meeting was adjourned at 7:10 p.m.by unanimous consent.

Dorothy Smith
Secretary, Board of Trustees
State Center Community College District

:na

Agenda
Consent

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Employment, Academic Personnel ITEM NO. 14-64HR

EXHIBIT: Academic Personnel Recommendations

Recommendation:

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

Agenda
Consent

AMENDED
Item No. 14-64HR
October 7, 2014

ACADEMIC PERSONNEL RECOMMENDATIONS

A. Recommendation to employ the following person:

Name	Campus	Class & Step	Salary	Position
Her, Mainou	FCC	II, 2	$17,944	Counselor – One Semester Temp

(Current Adjunct Faculty)
(One Semester Temporary Contract – October 8, 2014 through December 24, 2014)

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

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

ITEM NO. 14-65HR

EXHIBIT: Classified Personnel Recommendations

Recommendation:

It is recommended the Board of Trustees approve the classified personnel recommendations, items A through K, as presented.

Item No. 14-65HR
October 7, 2014

CLASSIFIED PERSONNEL RECOMMENDATIONS

A. Recommendation to employ the following persons as probationary:

Name	Location	Classification	Range/Step/Salary	Date
Quiroz, Isadora	DO	Communications Dispatcher Position No. 1127	44-A $3,178.58/mo.	08/12/2014
Andersen, Kristie	FCC	Department Secretary Position No. 2260	44-A $2,956.83/mo.	08/25/2014
Rains-Heisdorf, Carol	FCC	Research Assistant Position No. 8511	60-C $4,822.08/mo.	08/25/2014
Fries, Vincent	DO	Security Systems Specialist Position No. 1104	57-A $4,063.83/mo.	08/26/2014
Brase, Elizabeth	DO	Accounting Clerk III - Payroll Position No. 1020	46-A (Confidential) $3,347.17/mo.	08/27/2014
Bisbee, Stephanie	FCC	Instructional Assistant – Nursing – PPT Position No. 8507	62-A $26.47/hr.	08/29/2014
Aviles, Frank	FCC	Custodian Position No. 2135	41-A $2,948.75/mo.	09/02/2014
Heredia, Gavino	DO	Office Assistant I – PPT Position No. 1163	38-A $14.73/hr.	09/02/2014

B. 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	Range/Step/Salary	Date
Rooney, James	DO	Lead Maintenance Person Position No. 1110	69-A $31.39/hr.	07/01/2014
Cruz, Veronica	RC	Financial Aid Assistant I Position No. 3116	57-A $23.45/hr.	07/29/2014
Tovar, Alejandra	MC	Financial Aid Assistant I Position No. 4024	57-A $23.45/hr.	07/30/2014

B. 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 (cont'd):

Name	Location	Classification	Range/Step/Salary	Date
Rabara, Alisha	CCCC	Instructional Aide – Child Development Lab – PPT Position No. 5042	38-A $14.73/hr.	08/04/2014
Rodriguez, Heather	RC	Student Services Specialist Position No. 3005	52-D $24.21/hr.	08/04/2014
Romero-Blancas, Lisa	RC	Office Assistant III Position No. 3004	48-C $21.27/hr.	08/04/2014
Soto, Christina	CCCC	Instructional Laboratory Technician – General Science Position No. 5014	57-A $23.45/hr.	08/08/2014
Vasquez, Jessica	FCC	Sign Language Interpreter II Position No. 8119	45-A $17.49/hr.	08/08/2014
Villagrana, George	RC	Public Information Officer Position No. 3039	68-A $30.64/hr.	08/11/2014
Walden, David	RC	College Trainer Position No. 3127	60-A $25.23/hr.	08/15/2014
Wynn, Mary Beth	FCC	Bookstore Manager Position No. 2030	44-1 (Mgmt.) $6,803.17/mo.	08/20/2014
Davis, Daneillie	FCC	Department Secretary Position No. 2422	44-A $17.06/hr.	08/21/2014
Goodlad, Melissa	FCC	Instructional Laboratory Technician – Chemistry/Physical Science Position No. 2117	57-A $23.45/hr.	08/27/2014
Soto, Orlando	RC	Food Service Worker II Position No. 3041	36-A $14.00/hr.	09/02/2014

B. 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 (cont'd):

Name	Location	Classification	Range/Step/Salary	Date
Conrad, Michelle	CCCC	Department Secretary – PPT Position No. 5016	44-A $17.06/hr.	09/04/2014
Lyness, Linda	FCC	Accounting Technician I Position No. 2075	57-A $23.59/hr.	09/08/2014
Martinez, Ernie	FCC	Custodial Manager Position No. 2119	30-1 (Mgmt.) $5,099.50/mo.	09/11/2014
Wyrick, Mitti	RC	Cafeteria Attendant Position No. 3090	31-A $12.36/hr.	09/16/2014
Clark, Donna	FCC	Administrative Aide Position No. 2451	53-A $21.25/hr.	09/22/2014
Jow, Kevin	RC	Student Services Specialist Position No. 3005	52-A $20.75/hr.	09/22/2014

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

Name	Location	Classification	Range/Step/Salary	Date
Clark, Joyce	FCC	Financial Aid Assistant I Position No. 9008	57-A $24.18/hr.	08/13/2014
Scruggs Jr., Stennis	CCCC	General Utility Worker Position No. 9015	43-A $16.65/hr.	08/15/2014
Mancillas-Llanos, Josephine	FCC	Financial Aid Assistant I Position No. 9009	57-A $24.61/hr.	08/21/2014

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

Name	Location	Classification	Hourly Rate	Date
Ganzenhuber, Paul	FCC	Art Model	$10.25/hr.	08/19/2014
Tarvin, Krista	FCC	Art Model	$10.25/hr.	09/10/2014

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

Name	Location	Classification	Hourly Rate	Date
Walke, Bonnie	OC	Office Assistant III	$22.89/hr.	09/25/2014
Speece, Brian	DO	Assistant to the Chancellor for Capital Projects	$72.27/hr.	10/01/2014

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

Name	Location	Classification	Range/Step/Salary	Date
Williams, Artie	FCC	Custodian Position No. 2181 to General Utility Worker Position No. 2170	41-E $3,768.08/mo. to 43-E $3,958.67/mo.	09/01/2014
Duarte, Mirna	FCC DO	Office Assistant III Position No. 2019 to Administrative Assistant Position No. 1146	48-E $4,167.00/mo. to 55-C $4,474.67/mo.	09/02/2014
Beltran, Heather	FCC DO	Bookstore Sales Clerk I – Seasonal Position No. 8005 to Department Secretary – PPT Position No. 1205	37-A $14.38/hr. to 44-A $17.06/hr.	09/08/2014

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

Name	Location	Classification	Range/Step/Salary	Date
Farrell, Leslie	FCC	Financial Aid Assistant I Position No. 2428 to Office Assistant II Position No. 2346	57-A $4,265.42/mo. to 41-E $3,525.50/mo.	07/11/2014
(Return to regular assignment)				
Farrell, Leslie	FCC	Office Assistant II Position No. 2346 to Office Assistant III Position No. 2006	41-E $3,525.50/mo. to 48-C $3,787.00/mo.	07/14/2014
(Working Out of Class per Article 33, Section 8 of the CSEA contract)				

G. Recommendation to approve the change of status of the following regular employees (cont'd):

Name	Location	Classification	Range/Step/Salary	Date
Hedstrom, Christy	DO	Buyer Position No. 1014 to Director of Purchasing Position No. 1038	61-E $5,763.50/mo. to 61-E +15% $6,620.50/mo.	08/01/2014
(Working Out of Class per Article 33, Section 8 of the CSEA contract)				
Wynn, Mary Beth	FCC	Assistant Bookstore Manager Position No. 2285 to Job Placement Specialist Position No. 2482	63-E +15% $6,947.67/mo. to 63-E $6,047.92/mo.	08/19/2014
(Return to regular assignment)				
Danielyan, Naira	CCCC	Office Assistant III Position No. 5060 to Orientation Assistant Position No. 5034	48-B $3,429.00/mo. to 41-E $19.28/hr.	08/28/2014
(Return to regular assignment)				
Williams, Artie	FCC	General Utility Worker Position No. 2170 to Custodian Position No. 2181	43-E $3,958.67/mo. to 41-E $3,768.08/mo.	08/31/2014
(Return to regular assignment)				
Danielyan, Naira	CCCC	Orientation Assistant Position No. 5034 to Office Assistant III Position No. 5026	41-E $19.28/hr. to 48-C $3,597.08/mo.	09/02/2014 thru 10/02/2014
(Working Out of Class per Article 33, Section 8 of the CSEA contract)				
Kemble, Emily	CCCC	Early Childhood Education Associate – PPT Position No. 5041 to Early Childhood Education Specialist Position No. 5015	38-D $17.06/hr. to 53-A $3,683.17/mo.	09/09/2014
(Working Out of Class per Article 33, Section 8 of the CSEA contract)				
Graham, Anne	OC	Office Assistant III Position No. 4022 to Office Assistant III – PPT Position No. 6002	48-B $3,429.00/mo. to 48-B $19.78/hr.	09/18/2014
(Return to regular assignment)				

G. Recommendation to approve the change of status of the following regular employees (cont'd):

Name	Location	Classification	Range/Step/Salary	Date
Rodriguez, Heather	RC	Student Services Specialist Position No. 3005 to Office Assistant III Position No. 3004	52-D $4,195.67/mo. to 48-E $3,992.83/mo.	09/23/2014
(Return to regular assignment)				
Miktarian, Christine	DO	Construction Services Manager Position No. 1068 to Associate Vice Chancellor of Business and Operations Position No. 1172	40-8 (Mgmt.) $7,479.00/mo. to 40-8 +15% (Mgmt.) $8,600.83/mo.	10/01/2014
(Working Out of Class per Personnel Commission Rule 3-15)				

H. Recommendation to approve the transfer of the following employees (regular):

Name	Location	Classification	Range/Step/Salary	Date
Lewis, Otha	FCC DO	Programmer Analyst Position No. 2340 to Programmer Analyst Position No. 2340	73-E $7,548.58/mo. to 73-E $7,548.58/mo.	08/18/2014
Torrez, Andrea	FCC	Department Secretary Position No. 2063 to Department Secretary Position No. 2453	44-E $3,697.08/mo. to 44-E $3,697.08/mo.	09/09/2014
(Lateral Transfer per Personnel Commission Rule 11-2)				
Contreras, Juan	RC FCC	Educational Advisor Position No. 3032 to Educational Advisor Position No. 2111	57-E $4,939.17/mo. to 57-E $4,939.17/mo.	09/19/2014
(Lateral Transfer per Personnel Commission Rule 11-2)				
Graham, Anne	OC	Office Assistant III – PPT Position No. 6002 to Office Assistant III Position No. 4022	48-B $19.78/hr. to 48-B $2,800.79/mo.	09/19/2014
(Lateral Transfer per Personnel Commission Rule 11-2)				

I. Recommendation to approve the leave of absence of the following employees (regular):

Name	Location	Classification	Date
Mulligan, James	RC	College Center Assistant Position No. 3086	09/03/2014 thru 12/24/2014
(Personal Leave of Absence per Article 13, Section 2 of the CSEA contract)			
Hernandez, Claudia	MC	Financial Aid Assistant I Position No. 4024	10/01/2014 thru 01/01/2015
(Personal Leave of Absence per Article 13, Section 2 of the CSEA contract)			
Saari, Nathan	RC	Assistant Residence Hall Supervisor – On-site Position No. 3158	10/01/2014 thru 12/31/2014
(Leave of Absence Without Pay per Personnel Commission Rule 15-30)			

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

Name	Location	Classification	Date
Lopez, Teresa	FCC	Registration Assistant – Seasonal Position No. 8061	08/15/2014
Nkansah-Mahaney, Timothy	FCC	Instructional Laboratory Technician – Chemistry/Physical Science Position No. 2117	08/20/2014

K. Recommendation to accept the retirement of the following regular employees:

Name	Location	Classification	Date
Bravo, Juan	FCC	Custodial Manager Position No. 2119	09/09/2014
Speece, Brian	DO	Associate Vice Chancellor of Business and Operations Position No. 1172	09/30/2014

Agenda
Consent

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Consideration to Approve Six-Month Limited Term Programmer Position, District Office

ITEM NO. 14-66HR

EXHIBIT: None

Background:

The District's Information Systems (IS) Department has a vacant Programmer Analyst position. Prior to recruiting for this position, administration would like to take the opportunity to assess the duties needed to support the new portal, which is scheduled for implementation next year. Should those duties not be the included in the Programmer Analyst classification specification, a new classification specification may need to be developed prior to recruitment in order to support the District's new portal.

However, there are still programming duties that must be covered during this interim period; therefore, administration is recommending the use of a six-month limited term Programmer to assist the District's IS Department pending this assessment.

Recommendation:

It is recommended the Board of Trustees approve a six-month limited term Programmer position in the District's IS Department.

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

AMENDED

SUBJECT: Consideration to Approve New Position and Duties for Director of Student Success, Equity, and Outreach, Clovis Community College Center, and Transfer

ITEM NO. 14-67HR

EXHIBIT: None

Background:

The Clovis Community College Center has received student success and equity funds from the State Chancellor's Office. To ensure efficient and effective use of these funds and to prepare to become a college, it needs to add a new position of Director of Student Success, Equity, and Outreach. Administration is recommending the approval of the duties for this position as well as the transfer of Gurdeep Sihota He'Bert into this new position. Personnel Commission Rule 11-3, Administrative Assignment, states:

> The Chancellor or designee, subject to the approval of the Board of Trustees, retains the right in accordance with these rules to transfer staff at any time such assignment is in the best interest of the district. The employee shall be provided an official copy of the transfer notice within five (5) working days.

According to Education Code Section 88009 the Board of Trustees shall fix and prescribe the duties to be performed by all persons in the classified service. Following the Board of Trustees' approval of the duties, the Director of Classified personnel, in accordance with Education Code Section 88095, will recommend minimum qualifications, along with the knowledge, skills and abilities required for this position, to the Personnel Commission for their approval.

Examples of Duties:

1. Provide leadership in coordinating student success efforts and ensure compliance with the Student Success Act of 2012 (SB 1456) and other related legislation; including the development, implementation, and regular review of the Student Success and Support Program Plan and the Student Equity Plan; including any required reporting mandates.

2. Foster and promote student development and success in collaboration with faculty, staff, students, and administration in support of the Student Success and Support Program and Student Equity Plans including alignment with campus' mission, vision, and strategic plan.
3. Provide leadership to the campus' outreach program and College Relations Specialist regarding outreach efforts and support for students in transition from schools to the community college including the Registration-to-Go Program.
4. Work with the College Relations Specialist in developing, monitoring, and following an outreach calendar that systematically coordinates all outreach activities between the college, local K-12 schools, and community agencies.
5. Collaborate closely with the Matriculation Coordinator with all services designed to assist students in being fully matriculated to college.
6. Work collaboratively with faculty, staff, and administration to assist the campus in achieving enrollment and student success targets as delineated in Student Success and Support Program Plan and the Student Equity Plan.
7. Provide leadership to reporting staff in developing, monitoring, evaluating, and assessing annual program goals and priorities, including student and program learning outcomes.
8. Develop and implement professional development initiatives related to Student Success and Support Program, Student Equity, and Outreach.
9. Collect and review annual data on Registration-to-Go, equity programs, student success programs, and other related projects in conjunction with the Institutional Researcher, College Relations Specialist, Matriculation Coordinator, and Dean of Students.
10. Provide leadership to the College Relations Specialist to collaborate closely with local schools and community organizations to arrange outreach events, college fairs, and other events that have an emphasis on student success and student equity.
11. Provide leadership to the campus regarding meetings related to planning and the implementation of the Student Success and Support Program Plan and Student Equity Plan.
12. Develop and oversee the budget of Student Success and Support Program, Student Equity, Outreach, and other categorical budgets under the direction of the Dean of Students.
13. Contribute to marketing and communication efforts to meet student and campus needs to support the Student Support and Services Program and Student Equity Plans.
14. Ensure the evaluations of reporting staff are conducted on a regular and systematic basis in accordance with collective bargaining agreements and board policies and regulations.
15. Attend professional seminars/conferences related to student success, student equity, and faculty/staff development.
16. Provide data and information for student learning outcomes, program learning outcomes, program review, annual program report, strategic initiatives, student services, student success and support services, student equity or other related reports as requested.
17. Supervise and evaluate Registration-to-Go and other reporting staff.
18. Serve on standing and ad hoc committees as assigned.
19. Perform other duties as assigned.

The salary range for this position would be range 59 on the management salary schedule.

Recommendation:

It is recommended the Board of Trustees approve the duties of a new position at Clovis Community College Center with the recommended title of Director of Student Success, Equity, and Outreach and approve the transfer of Gurdeep Sihota He'Bert into the position when the classification specification is finalized by the Personnel Commission.

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Consideration to Approve Six-Month Limited Term Executive Director of the Foundation Position, District Office

ITEM NO. 14-68HR

EXHIBIT: None

Background:

Due to the administrative transfer of the current Executive Director of the Foundation, administration is proposing to temporarily fill this position with a six-month limited term appointment. Administration would like to take this opportunity to research, assess and discuss the focus of this position so the duties will meet the needs of the District and the State Center Community College Foundation. Once the assessment is complete, the duties of this position will be brought back to the Board of Trustees for approval. The Personnel Commission will then write and approve the other sections of the classification specification and recruitment can commence. Therefore, administration believes it is in the best interest of the District to temporarily fill the vacant Executive Director position until this process can be completed.

Recommendation:

It is recommended the Board of Trustees approve a six-month limited term Executive Director of the Foundation position, District Office.

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Review of District Warrants and Checks ITEM NO. 14-93G

EXHIBIT: None

Recommendation:

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

Account:	Amount:	For the Period of:
District	$15,648,824.93	8/12/14 to 9/12/14
Fresno City College Bookstore	808,922.37	8/13/14 to 9/16/14
Reedley College Bookstore	749,553.13	8/13/14 to 9/16/14
Fresno City College Co-Curricular	173,605.32	8/12/14 to 9/16/14
Reedley College Co-Curricular	93,651.51	8/12/14 to 9/15/14
Total:	$ 17,474,557.26	

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Consideration to Authorize Agreement with National Science Foundation for the Bohart Museum Project, Fresno City College ITEM NO. 14-94G

EXHIBIT: None

Background:

The District, on behalf of Fresno City College, is requesting authorization to enter into an agreement with the National Science Foundation (NSF) for a collaborative grant between Fresno City College and the University of California, Davis. Funding from NSF will be used to re-curate, digitize and archive the tardigrade collection housed at the Bohart Museum. This will allow FCC students the opportunity to have hands-on research in biology and prepare them for careers in research biology.

The agreement is for the period September 1, 2014, through August 31, 2016, with funding in the amount of $200,691 (FY 2014-15 $79,565, FY 2015-16 $61,168, and FY 2016-17 $59,958).

Recommendation:

It is recommended that the Board of Trustees:

a) authorize the District, on behalf of Fresno City College, to enter into an agreement with the National Science Foundation for funding for the Bohart Museum Project for the period September 1, 2014, through August 31, 2016, for an amount not to exceed $200,691;

b) authorize renewal of the agreement with similar terms and conditions; and

c) authorize the Interim 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 7, 2014

SUBJECT: Consideration to Authorize Agreement for Purchase of New Electric Utility Carts, Districtwide ITEM NO. 14-95G

EXHIBIT: None

Background:

In an effort to meet its air quality goals, the Governing Board of the San Joaquin Valley Air Pollution Control District approved the creation of the Public Benefit Grants Program (PBGP). The PBGP was designed to meet the needs and challenges faced by Valley public agencies in their efforts to secure funding for a wide variety of clean-air, public benefit projects. Funding provided under this program provides necessary flexibility and leveraging for public agencies to ensure the success of clean air projects. Within the PBGP is an alternative fuel vehicle purchase component that allows eligible agencies to apply for funding for the purchase of new light and medium duty eligible vehicles. Under this program component, the District has been awarded funding for the purchase of 10 electric utility carts for use at various campus locations.

The District currently utilizes Taylor-Dunn and Star Electric utility carts throughout all existing locations. For the purchase of these additional grant funded carts, administration has identified an existing piggyback agreement with Toyota Material Handling of Northern California, offered through the city of San Diego. Utilization of Bid/Contract No. 10004916-10-E will allow acquisition from a competitive, cost-effective contract while matching standards already selected and approved for the District.

Funding for the districtwide purchase of 10 new electric utility carts will be provided by the San Joaquin Valley Air Pollution Control District Public Benefit Grants Program in the amount of $100,000, as identified for this project. Additional electric utility carts may be purchased against this contract from various budgets, as approved by the Board of Trustees.

Recommendation:

It is recommended that the Board of Trustees authorize the agreement for the purchase of new electric utility carts, districtwide, and authorize purchase orders to be issued against this agreement for participation in the City of San Diego, Bid/Contract No. 10004916-10-E.

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Consideration to Accept Construction Project, Exterior Lighting Retrofit, Districtwide ITEM NO. 14-96G

EXHIBIT: None

Background:

The project for Exterior Lighting Retrofit, Districtwide, 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 Exterior Lighting Retrofit, Districtwide; and

b) authorize the Interim Chancellor or his 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 7, 2014

SUBJECT: Consideration to Accept Construction Project, Student Center Remodel, Madera Center ITEM NO. 14-97G

EXHIBIT: None

Background:

The project for Student Center Remodel, Madera Center, 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 Student Center Remodel, Madera Center; and

b) authorize the Interim Chancellor or his 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 7, 2014

SUBJECT: Consideration to Approve Curriculum Proposals, Fall 2014, Reedley College ITEM NO. 14-98G

EXHIBIT: Curriculum Proposals

Background:

The new courses, course revisions, new programs, and program revisions being presented by the colleges have been reviewed by the appropriate curriculum committees as part of the curriculum approval process. They have also been reviewed and approved for presentation to the Board of Trustees by the District Educational Coordination and Planning Committee. The following are hereby submitted:

REEDLEY COLLEGE		
Voc	Non-Voc	
3	1	New Programs
-	1	Revised Programs
-	-	Deleted Programs
1	-	New Courses
2	19	Revised Courses
-	-	Deleted Courses
-	-	Special Studies Courses
-	-	Distance Learning Courses
-	-	New/Renewed Articulation Agreements

Recommendation:

It is recommended the Board of Trustees approve the Reedley College curriculum proposals, as presented.

PROPOSED COURSE MODIFICATIONS
EFFECTIVE FALL 2014
Approved and Recommended by the Curriculum Committee

To Board of Trustees October 7, 2014

CREDIT, DEGREE-APPLICABLE, TRANSFER

1. **Aviation Maintenance Technology 11L Basic Electricity and Propellers Laboratory, 1.5 units, 5.83 lecture hours. Advisories: Eligibility for ENGL 125 or ENGL 130 and ENGL 126 and Eligibility for MATH 201. Corequisites: Aviation Maintenance Technology 11.** Added to Reedley College's Computer Familiarity Degree Requirement. (voc) (unique)

2. **Aviation Maintenance Technology 21 Unducted Fans, Auxiliary Power Units, Basic Physics, Assembly & Rigging, and Weight & Balance, 3.5 units, 5.83 lab hours. Advisories: Eligibility for ENGL 125 or ENGL 130 and ENGL 126 and Eligibility for MATH 201. Corequisites: Aviation Maintenance Technology 21L.** Added to Reedley College's General Education Area A, Natural Sciences. (voc) (unique)

PROPOSED PROGRAM MODIFICATIONS
EFFECTIVE SPRING 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees October 7, 2014

Elementary Teacher Education
Associate in Arts Degree for Transfer
Courses, revised
Philosophy 2 Critical Reasoning and Analytic Writing

PROPOSED NEW PROGRAMS
EFFECTIVE SPRING 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees October 7, 2014

1. Agriculture Business (voc)
Associate in Science Transfer Degree
Courses added, existing
Agriculture 1 Computer Applications in Agriculture
Agriculture 2 Agricultural Economics
Agriculture 3 Agriculture Accounting
Agriculture 5 Ag Sales and Communications
Agriculture 9 Introduction to Agriculture Business
Business Administration 18 Business Law and the Legal Environment
Business Administration 39 Finite Mathematics for Business
Economics 1A Principles of Macroeconomics
Plant Science 2 Soils
Chemistry 3A Introductory General Chemistry
Mathematics 5A Math Analysis I
Mathematics 11 Elementary Statistics
Mathematics 11H Honors Elementary Statistics
Statistics 7 Elementary Statistics

2. Agriculture Animal Sciences (voc)
Associate in Science Transfer Degree
Courses added, existing
Agriculture 1 Computer Applications in Agriculture
Agriculture 2 Agricultural Economics
Agriculture 3 Agriculture Accounting
Animal Science 1 General Livestock Production
Animal Science 2 Beef Production
Animal Science 3 Sheep Production
Animal Science 4 Swine Production
Animal Science 5 Animal Nutrition
Animal Science 6 Livestock Selection and Evaluation
Animal Science 10 Meat Evaluation and Processing
Animal Science 21 Equine Science
Animal Science 21 Equine Science
Chemistry 1A General Chemistry
Chemistry 3A Introductory General Chemistry
Economics 1B Principles Of Microeconomics
Mathematics 11 Elementary Statistics
Mathematics 11H Honors Elementary Statistics
Plant Science 1 Introduction to Plant Science
Plant Science 2 Soils
Plant Science 2L Soils Laboratory
Statistics 7 Elementary Statistics

3. Agriculture Plant Sciences (voc)
Associate in Science Transfer Degree
Courses added, existing
Agriculture 2 Agricultural Economics
Agriculture 3 Agriculture Accounting

Biology 1 Principles of Biology
Biology 31 Microbiology
Business Administration 39 Finite Mathematics for Business
Chemistry 1B General Chemistry and Qualitative Analysis
Chemistry 3A Introductory General Chemistry
Chemistry 3B Introductory Organic and Biological Chemistry
Chemistry 28A Organic Chemistry I
Chemistry 29A Organic Chemistry Laboratory I
Economics 1B Principles of Microeconomics
Environmental Horticulture 43 Plant Propagation/Production
Mathematics 4B Precalculus
Mathematics 5A MATH ANALYSIS
Mathematics 11 Elementary Statistics
Mathematics 11H Honors Elementary Statistics
Physics 2A General Physics I
Plant Science 1 Introduction to Plant Science
Plant Science 2 Soils
Plant Science 2L Soils Laboratory
Plant Science 3 General Viticulture
Plant Science 5 Principles of Irrigation Management
Plant Science 6 Pesticides
Plant Science 7 Integrated Pest Management
Plant Science 9 Biometrics
Plant Science 11 Machinery Technology
Plant Science 14 Plant Nutrition
Statistics 7 Elementary Statistics

PROPOSED COURSE MODIFICATIONS
EFFECTIVE FALL 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees October 7, 2014

CREDIT, DEGREE-APPLICABLE, TRANSFER

1. **Chinese 1 Beginning Chinese, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126.** Revised course content outline, out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's CHIN 1)

2. **Chinese 2 High-Beginning Chinese, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Prerequisites: Chinese 1.** Revised course content outline, out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's CHIN 2)

3. **Communication 4 Persuasion, 3 units, 3 lecture hours, pass/no pass option. Advisories: Eligibility for English 1A or 1AH.** Revised course objectives, content outline, and textbooks**.** (in-lieu FCC's COMM 4)

4. **French 1 Beginning French, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126.** Revised catalog description, course content outline, out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's FRENCH 1)

5. **French 2 High-Beginning French, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: French 1, or 2 years of high school French or the equivalent.** Revised out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's FRENCH 2)

6. **French 3 Intermediate French, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: French 2 or 3 years high school French or equivalent.** Revised out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's FRENCH 3)

7. **French 4 High-Intermediate French, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: French 3 or equivalent.** Revised out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's FRENCH 4)

8. **German 1 Beginning German, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126.** Revised out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's GERMAN 1)

9. **German 2 High-Beginning German, 4 units, 4 lecture hours, 1 lab hour, pass/o pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: German 1, or 2 years of high school German or the equivalent skill level as determined by the instructor.** Revised prerequisites to ***German 1 or 2 years of high school German or the equivalent*****,** out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's GERMAN 2)

10. **German 3 Intermediate German, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126. German 2, or 3 years of high school German, or the equivalent skill level as determined by the instructor.** Revised prerequisites to ***German 2 or 3 years of high school German , or the equivalent skill level as determined by the***

instructor, out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's GERMAN 3)

11. **German 4 High-Intermediate German, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: German 3, or 4 years of high school German, or the equivalent skill level as determined by the instructor.** Revised prerequisites to ***German 3, or 4 years of high school German or the equivalent*****,** out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's GERMAN 4)

12. **Spanish 1 Beginning Spanish, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126.** Revised out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's SPANISH 1)

13. **Spanish 2 High-Beginning Spanish, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: Spanish 1, or 2 years of high school Spanish, or the equivalent skill level as determined by instructor.** Revised out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's SPANISH 2)

14. **Spanish 3 Intermediate Spanish, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: Spanish 2 or three years of high school Spanish or the equivalent skill level as determined by instructor**. Revised out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's SPANISH 3)

15. **Spanish 3NS Spanish for Spanish Speakers, 4 units, 4 lecture hours, pass/no pass option. Advisories: Eligibility for English 125 and 126 or similar skill levels in Spanish as determined by the instructor. Prerequisites: A basic speaking knowledge of Spanish as determined by an oral interview.** Revised out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's SPANISH 3NS)

16. **Spanish 4 High-Intermediate Spanish, 4 units, 4 lecture hours, 1 lab hour, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: Spanish 3 or 4 years of high school Spanish or the equivalent skill level as determined by instructor.** Revised out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's SPANISH 4)

17. **Spanish 4NS Spanish for Spanish Speakers, Advisories: Eligibility for English 125 and 126 or similar skill levels in Spanish as determined by the instructor. Prerequisites: Spanish 3NS or a proficient speaking knowledge of Spanish as determined by an oral interview.** Revised out of class assignments, methods of evaluation/grading, and instructional materials. (in-lieu FCC's SPANISH 4NS)

18. **Spanish 15 Practical Spanish Conversation, Low-Intermediate Level, 3 units, 3 lecture hours, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: Spanish 2 or the equivalent skill level as determined by instructor.** Revised out of class assignments, methods of evaluation/grading, and instructional materials. (unique)

19. **Spanish 16 Practical Spanish Conversation, High-Intermediate Level, 3 units, 3 lecture hours, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: Spanish 3 or the equivalent skill level as determined by instructor.** Revised out of class assignments, methods of evaluation/grading, and instructional materials. (unique)

NEW COURSE PROPOSALS
EFFECTIVE FALL 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees October 7, 2014

CREDIT, DEGREE-APPLICABLE, TRANSFER

Spanish 5 The Short Story: Mexico, Spain, and the U.S., 4 units, 4 lecture hours, pass/no pass option. Prerequisites: Spanish 4, or Spanish 4NS, or a proficient speaking knowledge of Spanish as determined by an oral interview. A selection of Hispanic short stories, culture, and civilization. Continued development of Spanish-language skills in reading, writing, and speaking. Reading and discussing articles and short stories and viewing and discussing films. Includes presentation of oral and written reports. Emphasis on U.S., Mexico, and Spain. (in-lieu FCC's SPAN 5)

PROPOSED PROGRAM MODIFICATIONS
EFFECTIVE FALL 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees October 7, 2014

Spanish
Associate in Arts for Transfer Degree
Courses added, new
Spanish 5 The Short Story: Mexico, Spain, and the U.S.
Courses added, existing
Spanish 15 Practical Spanish Conversation, Low-Intermediate Level
Spanish 16 Practical Spanish Conversation, High-Intermediate Level

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Consideration to Approve Agreement Between State Center Community College District and Clovis Unified School District for Concurrent Enrollment Partnership

ITEM NO. 14-99G

EXHIBIT: None

Background:

Clovis Unified School District (CUSD) has requested to enter into a concurrent enrollment partnership with State Center Community College District. This partnership shall adhere to the Title V Education Code provision governing concurrent enrollment, specified in section 48800 and subsection 48802, 3 (a and b), section 76002, B (3), as well as Senate Bill 272.

CUSD high school will provide:

- Listing of courses requesting "dual enrollment" to be agreed on by both parties
- Classroom(s)
- Roster of high school students to be registered for each course
- Instructional faculty

State Center Community College District will:

- Determine courses and course section that will be "dual enrolled" courses
- Register all high school students
- Provide support and instructions to the high school faculty and staff regarding grades, attendance, syllabus, and other pertinent information.

Recommendation:

It is recommended the Board of Trustees:

a) authorize State Center Community College District to enter into a concurrent enrollment partnership with Clovis Unified School District (CUSD) for the period commencing August 1, 2014 through June 30, 2018, and
b) authorize the Interim Chancellor or Vice Chancellor of Educational Services and Institutional Effectiveness 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 7, 2014

SUBJECT: Consideration to Approve Out-of-State Student Travel for Fresno City College Wrestling Team ITEM NO. 14-100G

EXHIBIT: None

Background

The Fresno City College men's wrestling team is requesting Board approval for out-of-state travel for qualifying students to participate in a wrestling tournament hosted by Lassen College on November 1, 2014. The competition will be held at Damonte Ranch High School in Reno, Nevada. This tournament is sanctioned by the California Community College Athletic Association (CCCAA) Bylaw 3.17.2 F, and is held annually as part of the official CCCAA wrestling schedule. Head Coach Paul Keysaw and other Ram wrestling coaches will accompany the students.

Recommendation

It is recommended the Board of Trustees approve out-of-state travel for Fresno City College wrestling students to compete in the Lassen College wrestling tournament on November 1, 2014, 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 7, 2014

SUBJECT: Consideration to Approve Out-of-State Student Travel to Collegiate Entrepreneurs Organization Conference ITEM NO. 14-101G

EXHIBIT: None

Background

The Collegiate Entrepreneurs Organization (CEO) Conference is scheduled for October 30 through November 1, 2014, in Orlando, Florida. The conference brings together over 1,600 students and faculty from over 165 colleges. 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.

Instructors Marianne Dunklin and Bernard Liscano (Fresno City College), Matt Alanis (Clovis Community College Center) and Andrew Shinn (Reedley College) would like to take approximately twenty SCCCD students to this important event. Conference costs, including travel, accommodations, and meals, will be covered by a combination of CEO Club fundraising activities, Coleman scholarships, and grants.

Fresno, Clovis and Reedley businesses and public communities have identified the importance of nurturing entrepreneurial and commercial growth from within our population. This event will have a profound influence upon our entrepreneurial students as they progress towards their goals, and the Business Divisions support this endeavor as a valuable opportunity for students.

Recommendation

It is recommended that the Board of Trustees approve out-of-state travel for District entrepreneurial students to travel to Orlando, Florida, October 30 through November 1, 2014, to attend the CEO Conference 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 7, 2014

SUBJECT: Consideration to Adopt Resolution Authorizing Agreement with California Department of Education for a Child Care and Development Block Grant, Preschool Program, Fresno City College

ITEM NO. 14-102G

EXHIBIT: Resolution No. 2014.26

Background:

Fresno City College has received a child care and development block grant from the California Department of Education. This grant will pay the child care expenses for students whose families qualify according to certain income standards. This grant will enable college students who have children age 3 or 4 years old to obtain an education while their children are attending the District's Child Care Center. The District has been authorized to request reimbursement up to a maximum of $92,173 for the period July 1, 2014, through June 30, 2015.

Recommendation:

It is recommended the Board of Trustees:

a) adopt Resolution No. 2014.26 authorizing the District, on behalf of Fresno City College, to enter into an agreement with the California Department of Education for a Child Care and Development Block Grant, Preschool Program, in the amount of $92,173 for the period July 1, 2014, through June 30, 2015;

b) authorize renewal of the agreement with similar terms and conditions; and

c) authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign the agreement on behalf of the District.

STATE CENTER COMMUNITY COLLEGE DISTRICT
FRESNO COUNTY, CALIFORNIA

RESOLUTION NO. 2014.26

AUTHORIZING AGREEMENT WITH CALIFORNIA DEPARTMENT OF EDUCATION FOR A CHILD CARE AND DEVELOPMENT BLOCK GRANT, PRESCHOOL PROGRAM, FRESNO CITY COLLEGE

WHEREAS, the California Department of Education provides funding to pay child care expenses for students whose families qualify according to certain income standards;

WHEREAS, the child care and development block grant is based on the age of the children (3 or 4 years old) to enable college students with children to obtain an education while their children attend the District's child care center;

WHEREAS, this agreement is for the period of July 1, 2014, through June 30, 2015, with funding in the amount of $92,173.

NOW, THEREFORE, BE IT RESOLVED, the Board of Trustees adopt Resolution No. 2014.26 authoring the District, on behalf of Fresno City College, to enter into an agreement with the California Department of Education for a child care and development block grant; and

BE IT FURTHER RESOLVED, the Board of Trustees authorizes renewal of the agreement with similar terms and conditions; and

BE IT FURTHER RESOLVED, the Board of Trustees authorizes the Interim Chancellor or Vice Chancellor of Finance and Administration to sign the agreement on behalf of the District.

PASSED AND ADOPTED on this 7th day of October, 2014, by the following vote:

AYES:_____ NOES:_____ ABSENT: _____ ABSTAIN: _____

_____
Board of Trustees Secretary
State Center Community College District

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Second Reading and Consideration to Approve Human Resources Staffing Plan ITEM NO. 14-79

EXHIBIT: SCCCD Human Resources Staffing Plan, 2014-2016

Background:

The Human Resources Staffing Plan Taskforce was first formed in November of 2012. The charge of the taskforce was to establish a districtwide staffing plan that addressed the recommendations presented in the accreditation report. The charge was as follows:

> It is the charge of the Human Resources Staffing Plan Taskforce to engage in districtwide collaboration to make recommendations to Chancellor's Cabinet that ensure:
>
> - sufficient staffing resources are allocated for the effective operations of the colleges, centers, sites, and district office/centralized services;
> - integration of the colleges', centers' and district's HR staffing plans with the other planning processes in the district, i.e. strategic plan, facilities, technology, resource allocation; and
> - human resources planning and decision-making processes at each college, center, site and district office/centralized services align with districtwide human resources planning and resource allocation decisions.
>
> There should also be a recommendation regarding the formation of a standing districtwide Human Resources Planning Committee, including its purpose and composition.

The Taskforce was made up of representatives from all the constituent groups within the District. It met 21 times to discuss and draft the concepts of the Human Resources Staffing Plan. The draft plan went to all constituent groups for a review and feedback on January 28, 2014, via the Communications Council. Through the spring of 2014, the draft document was reviewed by the constituent groups and the Chancellor's Cabinet. The Human Resources Staffing Plan Taskforce

incorporated the suggested changes from those groups and arrived at a final draft in May 2014. That draft document was then reviewed by a management team appointed by Interim Chancellor Bill Stewart. The management team made no changes to the document. This document was presented to the Board of Trustees on September 2, 2014, as a first reading.

The processes described in this draft plan identify how the staffing levels will be compared throughout the District and compared to other California community college districts or industries with similar positions in order to establish optimum staffing levels within the District. The document contains an ongoing plan that will require edits as our staffing processes evolve.

Recommendation:

It is recommended the Board of Trustees approve the Human Resources Staffing Plan.

STATE CENTER COMMUNITY COLLEGE

DISTRICT HUMAN RESOURCES STAFFING

PLAN

2014-2016

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Executive Summary

The Human Resources (HR) Staffing Plan assists the colleges, centers, sites, and district office to systematically identify and prioritize their staffing needs over a period that is aligned to the district's four-year strategic planning cycle. As the plan will be implemented in the second year of the 2012-16 strategic plan, there will be an update of the HR Staffing Plan (Staffing Plan) in two years as the district transitions to the 2016-2020 plan. This ensures that the Staffing Plan will be aligned to the goals in SCCCD's 2016-2020 strategic plan and on the same schedule for development and review.

The Staffing Plan will provide staffing metrics and require colleges, centers, sites, and the district office to use a gap analysis to ensure sufficient staffing resources. However, at this point the district does not have the employee data necessary to develop metrics and complete a gap analysis. To address this issue, the district is currently recruiting for a 19-hour per week HRMS Analyst who will provide this data. Gap analysis requires a comparison of current staffing levels to future staffing needs as informed by data, assumptions, and known constraints, inclusive of estimated growth and attrition rates, as well as a variety of other factors. The result is a range from current to optimum staffing levels.

The Office of Human Resources will provide data which together with the metrics and gap analysis will assist the colleges, centers, sites, and the district office in formulating their yearly hiring proposals. These hiring proposals will be based on their resource allocations and communicated to the Chancellor's Cabinet as part of their annual budgets. The staffing proposals will reflect the need to meet the colleges', centers', sites', and the district office's strategic planning goals and/or objectives and will be in alignment with the District's Equal Employment Opportunity Plan (Appendix A).

One of the charges of the HR Staffing Plan Taskforce was to make a recommendation on whether this Taskforce should evolve into a standing committee. It is the recommendation of this Taskforce that there should be a Human Resources Staffing Advisory Committee. This committee should be responsible for oversight of this plan to ensure it is effective. Once this HR Staffing Plan is approved by the Board of Trustees, the Taskforce will propose an Operating Agreement for a standing committee.

The Staffing Plan also contains a section which describes the processes for evaluating the overall hiring process and staffing needs districtwide, as well as the timeline which facilitates the integration of the Staffing Plan with the other districtwide plans such as the strategic, resource allocation, technology and facilities plans.

This is the district's first integrated Staffing Plan. The gap analysis portion of the Staffing Plan is intended to assist in the planning processes of each college, center, site, and the district as a whole. The use of staffing metrics for staffing requests serves as an operational guideline to

inform the process of staffing to identify areas of critical need. It is likely the subsequent annual Staffing Plan updates will follow the methodology established for this initial Staffing Plan. This will, of course, depend upon the annual evaluation of the Human Resources Staffing Advisory Committee.

The Human Resources Staffing Plan, like the Resource Allocation Model, decentralizes decision making within the district. This is a paradigm shift from district administration establishing the number and location of additional staff positions to colleges deciding which new positions are necessary based on budget allocations.

The goal is for all colleges, centers, sites, and the district office to use this methodology once this plan has gone through the constituency review and the Board of Trustee's approval process.

SECTION 1: Purpose of the Human Resources Staffing Plan

The purpose of the Human Resources Staffing Plan (Staffing Plan) is to:

- Provide a process that ensures sufficient staffing for the effective operation of the colleges, centers, sites, and the district office, and ensures the efficient use of staffing resources
- Provide a process that aligns the human resources planning and decision-making processes at each college, center, site and the district office with human resources planning and resource allocation decisions
- Provide minimum, common staffing metrics to facilitate districtwide consistency in staffing levels
- Provide a process that ensures the human resources staffing metrics are considered by the colleges, centers, sites, and the district office when developing their individual staffing plans
- Provide recommended staffing levels for new centers or sites
- Ensure that the Staffing Plan is integrated with the other district planning processes for example: Strategic Plan, facilities, technology, the Resource Allocation Model and the District's Equal Employment Opportunity Plan.

SECTION 2: Process Used to Develop the Staffing Plan

This section is included because this is the first Human Resources Staffing Plan for State Center Community College District. Future staffing plan narratives may not contain this section; however, it seems appropriate to document the process which led to the development of the district's initial Human Resources Staffing Plan.

The Staffing Plan was developed by the Human Resources Staffing Plan Taskforce comprised of constituent group representatives (Appendix B) from across the district. The "charge" (Appendix C) of this taskforce was provided by Chancellor Dr. Deborah G. Blue in November 2012. The taskforce became educated on the processes for assessing, prioritizing and determining staffing decisions at Fresno City College including CTC, Reedley College including the Madera Center and Oakhurst site, Willow International Community College Center, and the district office. The process used at each of these "work locations" can be found in Appendix D.

The taskforce researched staffing plans at the other California Community College Districts. During this process, 13 district staffing plans were reviewed and discussed. The Taskforce then developed a list of critical elements to be included in the SCCCD Staffing Plan (Appendix E).

The taskforce met seventeen times from November 2012 through December 2013. See Appendix F for a list of all meeting dates. Beginning in September 2013, the taskforce increased its meeting times to every other week. On the off-weeks taskforce members met in subgroups

based on their work locations. The product of each subgroup was then brought back for discussion at the next meeting.

The initial draft Staffing Plan was finished in December 2013 but a subcommittee continued to work on the draft Staffing Plan's formatting into January 2014 when it was presented to the Chancellor's Cabinet in January 2014 for initial review and revisions. The revised draft was then forwarded to Communications Council for constituent groups review and feedback in January. The constituent groups submitted their feedback on the draft Staffing Plan to the Human Resources Staffing Plan Taskforce. The taskforce met three additional times to consider the feedback, revise the draft, and then resent it to the constituent groups for a formal first and second reading in early April, 2014. The document containing the constituent groups' recommendations from their first and second readings will be sent via the Office of Human Resources to the Chancellor's Cabinet. In May, the Office of Human Resources will provide the Board of Trustees with an overview of the development of the Staffing Plan process. In June, the Board of Trustees will receive the draft Human Resources Staffing Plan for a first reading. At the July board meeting it is anticipated the draft plan will be approved. This will allow for a July implementation which meets the accreditation recommendation. Appendix G indicates the dates for this approval process timeline.

SECTION 3: Roles and Responsibilities

The primary responsibility for the initial development of this Staffing Plan was delegated to the SCCCD Human Resources Staffing Plan Taskforce. The recommendation from the taskforce is after the plan is adopted the taskforce be disbanded and the responsibility for oversight and evaluation be transferred to the Human Resources Staffing Advisory Committee. Should the recommendation be accepted, the advisory committee would be formed using the appropriate participatory governance processes. Once implemented, recommendations regarding amending the plan's substantive content will be submitted by the Human Resources Staffing Advisory Committee – with consideration for the staffing committee at each work location –and reviewed and approved through the district's established participatory governance process.

Under the direction of the Associate Vice Chancellor of Human Resources, the Office of Human Resources is responsible for the coordination of the taskforce and subsequent committee. The Office of Human Resources will also provide annual, employee data updates for use by the colleges, centers, sites, and the district office. It is anticipated this data will be available on the district's Office of Human Resources intranet site. The Office of Human Resources with also be responsible for making sure the plan is in compliance with the District's Equal Employment Opportunity Plan adopted by the Board of Trustees in June 4, 2014.

The staffing plan approval process is outlined in section 2.

SECTION 4: Ensuring sufficient staffing resources and their efficient utilization

Section 4.a Process Overview

The staffing metrics will be considered when determining staffing needs and developing annual budgets to meet the strategic planning and programmatic needs that drive the budgeting process at each work location. Section 5 provides details on the staffing metrics and their use.

Additionally, colleges, centers, sites, and the district office will use a gap analysis to determine if they have sufficient levels of staffing. Section 6 explains the gap analysis process.

Section 4.b Timeline and Process for Staffing Recommendations

Please see chart below for a timeline indicating key dates related to HR staffing decisions. This is the ideal timeline; however, subject to change based on other factors.

August - October	• Office of Human Resources completes the Full-Time Faculty Obligation Report using full-time and part-time faculty FTES counts for the current Fall semester and submits it to the State Chancellor's Office • Revision and evaluation of the HR Staffing Plan
November - December	• Determination of staffing needs by each campus • Notify Office of Human Resources what positions to recruit for on a national level by early December
January	• District receives the Governor's proposed budget • The district business office generates a preliminary projected cost of salaries and benefits for the following budget year and sends this information to college/centers for use in the districtwide budgeting process • HR recruitment begins for faculty and academic management positions
February - May	• HR recruitment continues for faculty and academic management • Note – Classified recruitments are ongoing
May - August	• Board approves hiring of faculty and academic management
August - October	• District receives the (FON) information from the State Chancellor's Office.

Click on the following link for faculty disciplines, Minimum Qualifications for Faculty and Administrators in California Community Colleges. Please see Appendix H for a list of all classification specifications, and Appendix I for a list of all classified and academic management positions. Please see Appendix J for a list of departments for the district office and district operations.

SECTION 5: Staffing Metrics

Section 5.a Process for Establishing Metrics

The Human Resources Staffing Advisory Committee shall recommend metrics by employee subgroups. These metrics will be used to evaluate new position requests and assist in gap analysis. For example:

Metric	Employee Subgroup
FTES/FTEF, PT/FT	Instructional Faculty by Discipline by College
FTES/administrator by area	Dean of Instruction by College
FTEF/administrator by area	Dean of Instruction by College
Head count/custodian, building sq. ft./ custodian	Custodian by College

Once these metrics have been established and the necessary data compiled, the Human Resources Staffing Advisory Committee shall develop a process to periodically review the effectiveness of each metric with respect to the corresponding employee subgroup for position requests and gap analysis.

The Human Resources Staffing Advisory Committee shall oversee the collection of relevant data for computing these metrics by the Office of Human Resources. Furthermore, the Human Resources Staffing Advisory Committee shall develop a process for all college staff, faculty, and administrators to access the data by metrics.

The Human Resources Staffing Advisory Committee may consider the staffing assumptions below when creating staffing metrics. **Examples** are:

- Administrator
  - Based on the number of anticipated students at the location
  - Based on the number of anticipated full-time equivalent students at the location
  - Based on the number of anticipated full-time faculty at the location
  - Based on the number of anticipated part-time faculty at the location
  - Based on the number of anticipated classified staff at the location
  - Based on student seat count

- Clerical/secretarial support needed per administrator
  - Based on the number of anticipated students at the location
  - Based on the number of anticipated full-time faculty at the location
  - Based on the number of anticipated part-time faculty at the location
  - Based on the number of anticipated classified staff at the location
- Custodial support
  - Based on square footage and types of use
  - Based on the number of anticipated students at the location
  - Based on the number of anticipated full-time faculty at the location
  - Based on the number of anticipated part-time faculty at the location
  - Based on the number of anticipated classified staff at the location
- Grounds support
  - Based on the square footage and possibly complexity of the grounds at the location
- Maintenance support:
  - Based on the square footage, age, and condition of the location
  - Based on the number of anticipated students at the location
  - Based on the number of anticipated full-time faculty at the location
  - Based on the number of anticipated part-time faculty at the location
  - Based on the number of anticipated classified staff at the location
- Faculty
  - Compare by discipline using the metrics set out in Section 5.a.
  - Assess unmet demand for a course.
  - Availability of qualified part-time faculty

Section 5.b Use of metrics for new position requests

It should be noted that the process by which a college obtains a new position request has changed. New positions are based on programmatic needs and funding dictated by the Resource Allocation Model. Recommendations for new positions must go to the Chancellor's Cabinet for approval. However, replacement positions are approved at the campus level, not the district level.

The Human Resources Staffing Advisory Committee shall develop a form to be included with each new position request by a work location that includes the metrics for the particular position requested as determined in section 5a. The appropriate metrics shall be listed for each like-position within the department, college, and throughout the district. It will be the responsibility of the college requesting the position to fill out the form with the data obtained from the Institutional Research website or the Human Resources website. The college may list any other metrics or external data it believes necessary in justifying the position.

The following examples are meant to help explain and illustrate the process.

- If a college is requesting a new faculty position in Philosophy, the form would list each metric (such as FTES/FTEF) for Philosophy faculty at Reedley College, Fresno City College, the Willow International Community College Center, Madera Center and Oakhurst Center.
    - Fresno City College 14.59 students/1 Full-time equivalent faculty
    - Reedley College 15.10 students/1 Full-time equivalent faculty
    - Willow International Community College Center 21.11 students/1 Full-time equivalent faculty
    - Madera Center 13.40 students/1 Full-time equivalent faculty
    - Oakhurst Center 8.00 students/1 Full-time equivalent faculty
- If a college is requesting a new Instructional Technician position, the following information MUST be provided on the form:
    - What is the number of faculty this position supports?
    - What is the number of classes this position supports?
    - What is the number of students this position supports?
    - Compare the support required by this position against Instructional Technicians in the same department.
    - Compare the support required by this position against Instructional Technicians in the same college.
    - Compare the support required by other Instructional Technicians within the district.
- If a college is requesting a new Instructional Technician position, the following information MAY be provided on the form:
    - Compare the support required by other Instructional Technicians within the same discipline at other California Community Colleges.

The Human Resources Staffing Plan Taskforce recommends that the following metrics be considered as part of (but not necessarily all) of the metrics used in gap analysis and staffing requests:

- Number of FTES/FTEF by discipline for instructional faculty
- Number of FTES/FTEF by area for non-instructional faculty
- FT/PT ratio by discipline
- Headcount/FTEF for non-instructional setting (counseling, etc.)
- Number of FTES/employees by area for classified
- Headcount/employee for classified
- Number of FTES/employee by area for maintenance, grounds, custodial broken up by square footage, and acreage where appropriate
- Number of FTES/employee by area for technical/professional/skilled craft for college staff & faculty/employee by area

- Number of FTES/administrator by area for administrative executive, managerial, director/coordinator
- Full-time faculty overload per discipline

The Human Resources Staffing Plan Taskforce recommends that the Office of Human Resources produce data on staffing levels by employee category to allow for staffing level comparisons across the district:

- Faculty positions will be compared by discipline
- Classified positions will be compared by classification specification
- Classified management and academic administrator positions will be compared by title

Staffing metrics are intended to provide a quantitative overview of staffing levels, inform the hiring process at each college and the district as a whole, and present comparative data to the Chancellor's Cabinet to inform them of the degree of need for each position.

As new centers are developed, districtwide staffing metrics will also be applied to staffing levels at the new centers.

SECTION 6: Gap Analysis

Section 6.a Process to ensure established staffing metrics are considered

The Human Resources Staffing Plan requires colleges, centers, sites, and the district office use a gap analysis in their planning efforts to ensure sufficient staffing resources. A gap analysis compares current staffing levels to optimal staffing levels for each employee subgroup to help determine future needs as informed by data, assumptions, and known constraints. Once the gaps are identified, recommendations are made to reduce/eliminate the gaps. This gap analysis is repeated and appropriately adjusted over the four-year planning cycle.

Typically, the subunit requesting a position will complete the gap analysis. Each location is responsible for contributing and communicating the components of the gap analysis relevant to their department. Employee data required for the gap analysis will be provided by the HRMS Analyst. The Institutional Research department at each campus and at the district office will provide SCCCD data related to instruction.

Section 6b: Assess current staffing levels

The Human Resources Staffing Advisory Committee shall ensure that the staffing metrics detailed in section 5a are used for the gap analysis to determine current staffing levels. Because this is the first year for the district's Staffing Plan, metrics need to be developed for many employee categories as well as other relevant factors and data. The Human Resources Staffing

Advisory Committee may review the external data by a subunit for the gap analysis. The Office of Human Resources is in the final stages of recruitment to hire a 19-hour a week HRMS Analyst. The goal is to begin providing staffing metrics during the summer of 2014. Metrics will be developed throughout the summer and shared with the Human Resources Staffing Advisory Committee in August.

Section 6c: Determine optimum staffing levels

Optimum staffing levels may be determined two different ways. One is to use the established staffing metric for the district which has been approved using the process described in Section 5. The second method is for the subunit (department/division) of a work location to base its justification for establishing an optimum staffing level on factors relevant to their subunit such as those noted below. These may be used for either classified, faculty or management analysis:

- Budgeted and current staffing
- Statutory and regulatory obligations (e.g. Faculty Obligation Number and 75/25 ratio per Education Code 87482.6 and CCR Title 5 51025, licensing contract hours requirements, etc.)
- 50% law, California Education Code Section 84362, Title 5 59200, et seq.
- Equal Employment Opportunity Regulations, Title 5, Section 53000, et seq.
- Industry/staffing standards
- Attrition, retirement, and retention data
- Full-time faculty hiring assumptions (e.g. 75/25, student demand beyond formal enrollment, student educational plans, anticipated enrollment based on high school data, how quickly a class closed because its reached maximum capacity)
- Board Policies and Administrative Regulations
- Personnel Commission Rules
- Other district plans and priorities
- Program review and planning
- District prioritization process
- Availability of qualified applicants for every employee category
- Number of FTES/FTEF by discipline for instructional faculty
- Number of FTES/FTEF by area for non-instructional faculty
- FT/PT ratio by discipline
- Headcount/FTEF for non-instructional setting (counseling, etc.)
- Number of FTES/employees by area for classified
- Consideration of signature programs
- Headcount/employee for classified
- Number of FTES/employee by area for maintenance, grounds, custodial broken up by square footage, and acreage where appropriate
- Number of FTES/employee by area for technical/professional/skilled craft for college staff & faculty/employee by area

- Number of FTES/administrator by area for administrative executive, managerial, director/coordinator
- Private sector requirement for Master's Degrees in given fields
- Private sector demand for specialized skills
- Full-time faculty overload per discipline
- Number of students who do not get into a class off of the wait list
- Number of students who are on wait list (would be good data to help determine the demand)
- The degree of change that the Governor's budget has undergone from the original budget to the revised budget
- Data on the range of work done per classification at each site – classification study might flesh out, some of the functions may be very different at each of the sites
- Classroom seat count capacity
- Results of the classification study
- Systems and software support
- Statutory requirements relative to staffing such as child development center student to employee ratios and Board of Registered Nursing compliance
- Assess unmet demand for a course

To determine **optimum classified staffing levels**, a department may choose additional factors other than those listed above such as industry standard for staffing levels. Information such as this can be found on the United States Department of Labor website, the Society for Human Resources Management website, etc. This includes standards such as how many custodians, groundskeepers or electricians per building square foot. The age of a facility can also impact these estimates. Classified positions may be compared to other districts or agencies identified by the Personnel Commission. An industry standard metric for classified staff is (Time Per Task) X (Number of Tasks Annually) = PY Required. This formula calculates how many personnel years is "needed" to perform the work of an organization, as it is presently structured. For a full explanation of workload and staffing analysis, please see district's Office of Human Resources website.

To determine **optimum faculty staffing levels**, a department may choose additional factors other than those listed above such as comparing staffing levels to three to five other California Community College Districts within the San Joaquin Valley, Southern California, and Northern California. Additionally, they may choose to add a metric to assess the unmet demand each semester for each course.

To determine **optimum administrative staffing levels**, a department may choose factors listed above as well as other factors. They may compare staffing levels at other California Community College Districts.

SECTION 7: Evaluation of the Staffing Plan Process

After completion of the initial Staffing Plan, the Staffing Plan and its elements will be reviewed, evaluated, and updated annually as noted in Section 3. To inform this process, the colleges, centers, sites, and district office, as well as the Human Resources Staffing Advisory Committee will be provided annually updated data (employee totals, attrition data, vacancies, etc.), as well as any updates to the districtwide assumptions and constraints.

Qualitative input received by the Human Resources Staffing Advisory Committee, as well as information obtained by an annual survey, will be used to assess the efficiency of staffing practices to ensure sufficient staffing. This qualitative data will also be used to show how the Staffing Plan is functioning as far as processes and alignment with other districtwide plans. The evaluative discussion will focus on staffing levels, measures and processes. Areas of focus for evaluation may include:

1. Staffing Levels
    a. Were the recommended metrics followed?
    b. Do the work locations think the recommended metrics are appropriate, if not, why not?
    c. Was the gap analysis process implemented at each work location?
        i. If not, why not?
        ii. If yes, do you think it is or will be an effective tool to reach optimum staffing levels, if not, why not?
    d. Is staff development necessary to address skills gaps?
        i. If so, which skills gaps?
        ii. What staff development would help address these skills gaps?
    e. Do we need a process for addressing future skill gaps?
2. Staffing Measures:
    a. How accurate were the forecasts of anticipated minimum levels, growth and attrition rates?
3. Staffing Plan Process:
    a. What procedural adjustments need to be made in terms of the Staffing Plan itself?

The answers to these questions will inform the recommendations made by the Human Resources Staffing Advisory Committee to the Chancellor's Cabinet and determining annual plan updates.

STATE CENTER
COMMUNITY COLLEGE DISTRICT

EQUAL EMPLOYMENT OPPORTUNITY PLAN
2013-2016

Adopted by the Board of Trustees on June 4, 2013

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Plan Component 1: Introduction

State Center Community College District is committed to cultivating a welcoming environment for all and takes an aggressive, active approach to ensure equal employment opportunities and to create a culture which fosters diversity as part of the District's core values. By creating an educational experience in an inclusive environment, our faculty, staff and students are prepared to thrive and contribute to a global society. The State Center Community College District Equal Employment Opportunity Plan ("Plan") was adopted by the Governing Board on June 4, 2013. The Plan must be reviewed and, if necessary, revised every three years. The District shall notify the Chancellor at least 30 days prior to adopting any other amendments to its Plan. The Plan's immediate focus is achieving equal employment opportunity in its recruitment, screening and selection policies and practices pursuant to the applicable Title 5 regulations of the California Code of Regulations (Sections 53000 et. Seq.). The District believes that a diverse workforce achieved through equal employment opportunity results in many benefits for our students, employees, and community at large. To properly serve a growing diverse population, the District will also endeavor to hire and retain faculty and staff who are sensitive to and knowledgeable of the needs of the continually changing student body it serves. This plan reflects a work in progress and is meant to be a living document subject to clarification and revision as the District's diversity goals are met.

Deborah G. Blue, Ph.D.

Chancellor

Plan Component 2: Policy Statements

Board Policy #3420: Equal Employment Opportunity

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

The Chancellor shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

Board Policy #7100: Commitment to Diversity

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the educational and working environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

Reference CCR Title 5, §53001

a) *Adverse Impact*: a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

b) *Business Necessity*: circumstances which justify an exception to the requirements of section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the District or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

c) *Diversity*: means a condition of broad inclusion in an employment environment that offers equality and respect for all persons.

d) *Equal Employment Opportunity*: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District.

e) *Equal Employment Opportunity Plan*: a written document that includes specific procedures for ensuring equal employment opportunity.

f) *Equal Employment Opportunity Measures*: all the various measures by which equal employment opportunity is ensured. Such measures include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.

g) (1) *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

(2) *Ethnic Group Identification*: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

h) *Goals for Persons with Disabilities*: a statement that the District will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.

i) *In-house or Promotional Only Hiring*: means that only existing District employees are allowed to apply for a position.

j) *Monitored Group*: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

k) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

l) *Projected Representation*: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.

m) *Reasonable Accommodation*: the efforts made on the part of the District to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in section 53025.

n) *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

o) *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

p) *Target Date*: a point in time by which the District Plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.

q) *Timetable*: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.

Plan Component 3: Delegation of Responsibility, Authority and Compliance Reference *CCR Title 5 §53002,*

The State Center Community College District is committed to the concept and the principles of equal employment opportunity. To this end The District will implement a comprehensive program to operationalize this concept and these principles into practice, one that applies to every aspect of education and personnel policies, and to practices in employment, development, advancement and treatment of employees, students and the general public.

It is the District's policy to ensure that all qualified applicants for employment and all employees have full and equal access to employment opportunity. To achieve this end, the District will ensure that applicants for employment and all employees are not subjected to discrimination in any program or activity of the District on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups. Such a workforce will ensure the District provides an inclusive educational and employment environment which fosters cooperation, acceptance, democracy and free expression of ideas.

An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

It is the goal of the State Center Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of the Plan are set forth below.

1. Governing Board

The Governing Board is ultimately responsible for proper implementation of the District's Plan at all levels of district and college operations, and for ensuring equal employment opportunity as described in the Plan. In carrying out this responsibility, the Governing Board, upon the recommendation of the Chancellor, shall ensure that an Equal Employment Opportunity Officer ("EEO Officer") is designated to oversee the day-to-day implementation of the requirements set forth in this subchapter.

2. Chancellor

The Governing Board delegates to the Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Chancellor shall advise the Governing Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Chancellor shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. Equal Employment Opportunity Officer

The District has designated the Associate Vice Chancellor, Human Resources as its EEO Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the EEO Officer changes before the Plan is next revised, the District will notify employees and applicants for employment of the new designee. The EEO Officer is responsible for administering, implementing, and monitoring the Plan. The EEO Officer is also responsible for receiving complaints filed pursuant to Section 53026 of the California Code of Regulations as described in Plan Component 5; and for ensuring that applicant pools and selection procedures are properly monitored as required by the Plan.

4. Equal Employment Opportunity Advisory Committee

The District shall establish an Equal Employment Opportunity Advisory Committee ("Committee") to assist the District in developing and implementing the Plan. The Committee will act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Committee may monitor equal employment opportunity progress and provide suggestions for Plan revisions as appropriate. Per AR 3420, Equal Employment Opportunity, the Associate Vice Chancellor, Human Resources is designated as the EEO officer charged with overseeing the day-to-day implementation of the EEO plan and program.

5. Agents of the District

Any organization or individual, whether or not an employee of the District, who acts on behalf of the Governing Board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of the Plan.

6. Good Faith Effort

The District shall make a continuous good faith effort to comply with all the requirements of the Plan.

Plan Component 4: Advisory Committee

The District shall establish an Equal Employment Opportunity Advisory Committee to assist in developing and implementing the District's Equal Employment Opportunity Plan. The Committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit Committee members who are members of monitored groups.

The Committee will be comprised of full-time faculty, adjunct faculty, classified, administrators, and students:

District Office:
- Vice Chancellor of Finance and Administration or designee
- Vice Chancellor of Educational Services and Institutional Effectiveness or designee
- Associate Vice Chancellor of Human Resources (EEO Officer)
- Director of Classified Personnel
- Director of Human Resources (Interim)

Fresno City College:
- Administration
- Faculty Senate
- Classified

Reedley College (Madera Center and Oakhurst Center see below)
- Administration
- Faculty Senate
- State Center Federation of Teachers President/designee
- Classified

Madera Center
- Administration
- Faculty Senate
- Classified

Willow International Community College Center
- Administration
- Faculty Senate
- Classified

Committee membership will rotate to ensure fluid diversity of membership, and to allow for fresh input. For a list of current members see Appendix A. An EEO Committee Chair will be elected by the Committee membership and serve approximately two fiscal years, unless Committee membership deems the need for shorter or longer terms and holds a new election.

The Committee may also assist in promoting understanding and support of equal employment opportunity and nondiscrimination policies and procedures. The Committee may sponsor events, trainings, or other activities that promote equal employment opportunity, nondiscrimination, retention or diversity. The EEO Officer shall train the advisory committee on equal employment compliance and on the Plan itself. The Committee may also make recommendations and provide support to the EEO Officer on the types of training as well as in implementation of events, trainings and other activities to be held.

The Committee shall hold a minimum of two meetings per fiscal year, with additional meetings if needed to review equal employment opportunity and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee may make recommendations to the District, through the Chancellor and the EEO Officer.

Plan Component 5: Complaints

A. Complaints Alleging Violation of the Equal Employment Opportunity Regulations Reference Title 5 CCR Section 53026

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations ("EEO regulations") have been violated. The EEO regulations can be found in Title 5 California Code of Regulations, sections 53000, et seq. The EEO regulations have been incorporated into the Plan. Any complaint alleging a violation of the Plan or the EEO regulations may be processed pursuant to these procedures.

1. Written Complaints

Any person who believes that the provisions of the Plan or EEO regulations have been violated may file a written complaint describing in detail the alleged violation(s). All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation(s).

a) Complaints Involving Current Hiring Processes

Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation.

b) All Other Complaints Involving Violations of the Plan/EEO Regulations

Complaints alleging violations that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

2. Where to File Complaints

Complaints shall be filed with the Associate Vice Chancellor, Human Resources who is designated as the EEO Officer. If the complaint involves the EEO Officer, the complaint may be filed with the Chancellor. To the extent practicable, a written determination on all accepted written complaints will be issued to the

complainant within ninety (90) days of the filing of the complaint. The EEO Officer will ensure that complaints are promptly and impartially investigated and will forward copies of all written complaints to the State Center Community College District Chancellor's Office upon receipt.

3. Returned Complaints

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

4. Appeals and Minimum Conditions Violations

A complainant may not appeal the District's determination to the State Chancellor's Office, but under some circumstances, violations of the EEO regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process described in this section pursuant to Section 53026 of Title 5. (See, *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at: *http://extranet.cccco.edu/Portals/1/Legal/Guidelines/Min_Cond_Complaints.pdf*.)

5. Complaints Involving Unlawful Discrimination

In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed pursuant to the "District's Discrimination and Harassment Complaint Procedures" as required by Title 5 California Code of Regulations sections 59300, et seq.

B. Complaints Alleging Unlawful Discrimination or Harassment
(Title 5 CCR Sections 59300, et seq. Complaints)

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor, Human Resources is responsible for receiving such complaints and for coordinating an investigation. Campus complaint officers may be assigned investigation responsibilities. The District's discrimination and harassment complaint procedures can be accessed at the following link http://www.scccd.edu/index.aspx?page=374 and are attached as Appendix B.

Plan Component 6: Notification to District Employees

The commitment of the Governing Board and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement (see Plan Component 2) and the Equal Employment Opportunity Plan. The Policy Statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Governing Board, the Chancellor, each College President, administrators, the academic senate leadership, union representatives, members of the Personnel Commission and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available on the District's website, and when appropriate, may be distributed by e-mail. The District Office will strive to annually provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement and written notice summarizing the provisions of the District's Equal Employment Opportunity Plan. The plan will be available at all times on the district website. The Human Resources Department will provide

all new employees with a copy of the Policy Statement and the written notice summarizing the provisions of the District's Equal Employment Opportunity Plan when they commence their employment with the District. The written notice summarizing the provisions of the District's Equal Employment Opportunity Plan will contain the following provisions:

1. A summary of the District's Equal Employment Opportunity Plan.

2. The importance of the employee's participation and responsibility in ensuring the Plan's implementation.

3. A listing where complete copies of the Plan are available.

Plan Component 7: Annual Written Notice to Community Organizations

The Associate Vice Chancellor of Human Resources Office or designee will provide annual written notice to appropriate, diverse, community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan by contacting the Associate Vice Chancellor, Human Resources office, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan.

Plan Component 8: Training of Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (Title 5 sections 53000, et. seq. of the California Code of Regulations); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to receive training within the previous 18 months prior to service on the screening/selection committees. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Associate Vice Chancellor, Human Resources or the director of Classified Personnel depending upon employee classification or designee is responsible for providing the required training. Any individual, whether or not an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the EEO regulations of Title 5 and the District's Equal Employment Opportunity Plan.

Plan Component 9: Analysis of District Workforce and Applicant Pool

1. Data Collection Requirements

The District Human Resources Office will survey the District's workforce composition annually and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by the Plan, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability status. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). The District will annually report to the Chancellor the results of its annual survey of employees. This survey will be done for each college in the District. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing employees and of those who have applied for employment in each of the following identified job categories:

1) Executive/Administrative/Managerial
2) Faculty and other Instructional Staff
3) Professional Non-faculty
4) Secretarial/Clerical
5) Technical and Paraprofessional
6) Skilled Crafts
7) Service and Maintenance

2. *Workforce and Applicant Pool Data*

The District's 2012-2013 workforce levels as of February 2013 (i.e current staffing levels) are as follows:

Table 1
DISTRICTWIDE TOTALS

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial	5	0	5	12	45	4	8	37	42	0	79
Faculty/Other Instructional Staff	56	14	113	251	1004	19	154	817	794	0	1611
Professional (Non-Faculty)	1	0	2	4	10	0	3	11	9	0	20
Secretarial/Clerical	11	0	16	61	118	21	26	27	226	0	253
Technical/Paraprofessional	4	3	16	40	78	7	14	76	86	0	162
Skilled Crafts	0	0	0	2	4	0	1	7	0	0	7
Service/Maintenance	4	1	2	21	39	4	9	71	9	0	80
TOTAL	**81**	**18**	**154**	**391**	**1298**	**55**	**215**	**1046**	**1166**	**0**	**2212**
	3.66%	0.81%	6.96%	17.68%	58.68%	2.49%	9.72%	47.29%	52.71%	0.00%	100.00%

Table 2
FRESNO CITY COLLEGE

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial	4	0	1	5	14	1	5	15	15	0	30
Faculty	43	9	76	145	635	11	99	533	485	0	1018
Professional (Non-Faculty)	1	0	0	2	3	0	1	5	2	0	7
Clerical/Secretarial	10	0	12	33	61	12	18	16	130	0	146
Technical/Paraprofessional	4	2	11	17	46	5	7	43	49	0	92
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	0	0	2	2	0	0	2
TOTAL	62	11	100	202	759	29	132	614	681	0	1295
	4.79%	0.85%	7.72%	15.60%	58.61%	2.24%	10.19%	47.41%	52.59%	0.00%	100.00%

Table 3
REEDLEY COLLEGE

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial	0	0	1	5	9	1	1	9	8	0	17
Faculty	7	3	19	66	192	3	24	153	161	0	314
Professional (Non-Faculty)	0	0	0	2	1	0	0	0	3	0	3
Clerical/Secretarial	1	0	1	20	14	5	4	5	40	0	45
Technical/Paraprofessional	0	1	3	12	17	0	4	17	20	0	37
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	1	0	0	8	13	1	3	19	7	0	26
TOTAL	9	4	24	113	246	10	36	203	239	0	442
	2.04%	0.90%	5.43%	25.57%	55.66%	2.26%	8.14%	45.93%	54.07%	0.00%	100.00%

Table 4
MADERA COMMUNITY COLLEGE CENTER

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial	0	0	1	1	0	0	0	1	1	0	2
Faculty	3	1	5	26	67	1	10	51	62	0	113
Professional (Non-Faculty)	0	0	0	0	0	0	0	0	0	0	0
Clerical/Secretarial	0	0	2	2	7	2	0	3	10	0	13
Technical/Paraprofessional	0	0	0	3	3	1	2	3	6	0	9
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	3	0	0	0	3	0	0	3
TOTAL	**3**	**1**	**8**	**35**	**77**	**4**	**12**	**61**	**79**	**0**	**140**
	2.14%	0.71%	5.71%	25.00%	55.00%	2.86%	8.57%	43.57%	56.43%	0.00%	100.00%

Table 5
OAKHURST SITE

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial	0	0	0	0	0	0	0	0	0	0	0
Faculty	0	0	0	1	18	0	3	11	11	0	22
Professional (Non-Faculty)	0	0	0	0	0	0	0	0	0	0	0
Clerical/Secretarial	0	0	0	0	1	0	0	0	1	0	1
Technical/Paraprofessional	0	0	0	0	0	0	0	0	0	0	0
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	0	1	0	0	1	0	0	1
TOTAL	**0**	**0**	**0**	**1**	**20**	**0**	**3**	**12**	**12**	0	**24**
	0.00%	0.00%	0.00%	4.17%	83.33%	0.00%	12.50%	50.00%	50.00%	0.00%	100.00%

Table 6
WILLOW INTERNATIONAL CCC

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial	0	0	1	0	6	0	0	1	6	0	7
Faculty	3	1	13	14	110	4	21	80	86	0	165
Professional (Non-Faculty)	0	0	0	0	0	0	0	0	0	0	0
Clerical/Secretarial	0	0	1	2	19	1	1	3	21	0	24
Technical/Paraprofessional	0	0	1	2	5	1	0	5	4	0	9
Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0
Service/Maintenance	0	0	0	2	5	1	0	8	0	0	8
TOTAL	**3**	**1**	**16**	**20**	**145**	**7**	**22**	**97**	**117**	0	**214**
	1.40%	0.47%	7.48%	9.35%	67.76%	3.27%	10.28%	45.33%	54.67%	0.00%	100.00%

Table 7
DISTRICT OFFICE

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial	1	0	1	1	16	2	2	11	12	0	23
Faculty	0	0	0	0	0	0	0	0	0	0	0
Professional (Non-Faculty)	0	0	2	0	6	0	2	6	4	0	10
Clerical/Secretarial	0	0	0	4	17	1	3	0	25	0	25
Technical/Paraprofessional	0	0	1	6	7	0	1	8	7	0	15
Skilled Crafts	0	0	0	2	4	0	1	7	0	0	7
Service/Maintenance	3	1	2	8	21	2	4	39	2	0	41
TOTAL	4	**1**	**6**	**21**	71	**5**	**13**	**71**	**50**	0	**121**
	3.31%	0.83%	4.96%	17.36%	58.68%	4.13%	10.74%	58.68%	41.32%	0.00%	100.00%

The District's applicant pool levels are as follows:

Table 8
DISTRICTWIDE

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial [CERT]	21	6	11	53	63	0	42	97	99	0	196
Faculty/Other Instructional Staff	19	3	29	79	79	1	36	71	175	0	246
Executive, Administrative, and Managerial [CLASS]	3	2	7	21	34	0	1	21	47	0	68
Professional (Non-Faculty)	84	15	144	437	304	0	26	293	703	14	1010
Secretarial/Clerical	143	30	241	754	591	0	53	236	1545	35	1816
Technical/Paraprofessional	0	2	0	3	3	0	3	5	3	3	11
Skilled Crafts	0	1	0	3	5	0	0	9	0	0	9
Service/Maintenance	13	1	19	82	46	0	1	135	26	1	162
TOTAL	**283**	**60**	**451**	**1432**	**1125**	**1**	**162**	**867**	**2598**	**53**	**3518**
	8.04%	1.71%	12.82%	40.70%	31.98%	0.03%	4.60%	24.64%	73.85%	1.51%	100.00%

Table 9
FRESNO CITY COLLEGE

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial [CERT]	14	1	13	19	65	0	13	53	72	0	125
Faculty/Other Instructional Staff	19	3	22	28	75	0	37	103	81	0	184
TOTAL	33	4	35	47	140	0	50	156	153	0	309
	10.68%	1.29%	11.33%	15.21%	45.31%	0.00%	16.18%	50.49%	49.51%	0.00%	100.00%

Table 10
REEDLEY COLLEGE

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial [CERT]	21	6	11	52	60	0	14	76	88	0	164
Faculty/Other Instructional Staff	4	0	1	16	18	1	9	19	30	0	49
TOTAL	25	6	12	68	78	1	23	95	118	0	213
	11.74%	2.82%	5.63%	31.92%	36.62%	0.47%	10.80%	44.60%	55.40%	0.00%	100.00%

Table 11
MADERA COMMUNITY COLLEGE CENTER

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial [CERT]	0	0	0	0	0	0	0	0	0	0	0
Faculty/Other Instructional Staff	0	0	1	5	11	0	3	4	16	0	20
TOTAL	**0**	**0**	**1**	**5**	**11**	**0**	**3**	**4**	**16**	0	**20**
	0.00%	0.00%	5.00%	25.00%	55.00%	0.00%	15.00%	20.00%	80.00%	0.00%	100.00%

Table 12
OAKHURST SITE

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial [CERT]	0	0	0	0	0	0	0	0	0	0	0
Faculty/Other Instructional Staff	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	0	**0**
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Table 13
WILLOW INTERNATIONAL CCC

	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial [CERT]	0	0	0	1	3	0	28	21	11	0	32
Faculty/Other Instructional Staff	15	3	28	63	61	0	27	52	145	0	197
TOTAL	**15**	**3**	**28**	64	**64**	**0**	**55**	**73**	156	0	229
	6.55%	1.31%	12.23%	27.95%	27.95%	0.00%	24.02%	31.88%	68.12%	0.00%	100.00%

Table 14 DISTRICT OFFICE	African-American/non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Multi-racial	Unknown	Male	Female	Unknown	TOTAL
Executive, Administrative, and Managerial [CERT]	0	0	0	0	0	0	0	0	0	0	0
Faculty/Other Instructional Staff	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	0	**0**
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3. Analysis of Data

The District's 2012-2013 workforce levels (i.e. current staffing levels)

As can be viewed in Table 1, the District's workforce as of February, 2013 consisted of 1,611 Faculty/Other instructional staff (72.8%), 253 Secretarial/Clerical staff (11.4%), 162 Technical/Paraprofessionals (7.3%), 80 Service/maintenance staff (3.6%) and 79 Executive, Administrative and Managerial staff (3.6%).

The four largest self identified ethnic groups are Whites (n=1,298, 58.68%), Hispanics (n=391, 17.68%), Unknowns (n=215, 9.72%) and Asian/Pacific Islander (n=154, 6.96%), other ethnic group numbers and percentages are African American 3.66%, American Indian .81% and multi-racial 2.49%. Just over half of all employees are men (n=1166, 52.71%), while 47.29% are women (n=1046).

Specific college and district office demographics can be viewed in Tables 2-7 and mirror the district-wide proportionality on ethnicity and gender. The District does not have demographics on persons with disabilities at this time. It is recommended that this factor be monitored in future data collection efforts.

Recent District applicant pool levels

Applicant pool data used in this report reflects numbers for faculty and academic management recruitments from July 1, 2011 through June 30, 2012. Classified applicant pools reflect data from March 13, 2012 through March 12, 2013.

As can be viewed in Table 8, the District's applicant pool consisted of 1,816 applicants for Secretarial/Clerical positions (51.5%), 1,010 applicants for Professional (Non-Faculty) positions (28.7%), 246 applicants for Faculty/Other instructional positions (7.0%), 196 applicants for Certificated Executive, Administrative and Managerial positions (5.6%), and 162 applicants for Service/Maintenance positions (4.6%).

Ethnically, more Hispanics (n=1432, 40.7%) applied for jobs regardless of position in comparison to all other groups. Whites (n=1125, 32.0%) and Asian/Pacific Islanders (n=451, 12.8%) were second and third in that order. African American (n=283, 8.04%), American Indian/Alaskan Native (n=60, 1.71%) and Multi-racial (n=1, .03%) responders applied at lower frequencies.

Significantly more women (n=2598, 73.9%) than men (n=867, 24.6%) applied for positions with the District. Males and females applied almost equally to Certificated Executive, Administrative, and Managerial positions at 49.5% (N=97) and 50.5 (N=99) respectively; whereas more women (71.1%) than men (28.8%) applied to faculty positions throughout the district. This same ratio of male to female pattern holds true for all campus locations in the district with regard to faculty positions with the exception of FCC where more men (56%) than women (44%) applied for positions, and WI where more men (N=21, 65.6%) than women (11, 34.4%) applied for Executive, Administrative, and Managerial positions.

There were no applicants for Executive, Administrative, and Managerial positions at the Oakhurst or Madera centers given that there have been no jobs in these categories to fill. This is also true of the faculty positions at Oakhurst. At Madera, of the 20 applicants for faculty positions, only one was Asian/Pacific Islander (5%), five Hispanic (25%), 11 White (55%) and three unknown (15%). The applicant pools for FCC and RC were much more diverse in ethnicity with RC have the highest number of African American (21, 12.8%) apply for Executive, Administrative, and Managerial positions.

Tables 9-14 list applicant pool data for only Certificated Administrative and faculty positions. Specific college data for applicant pools per identified job categories for classified positions are not collected given recruitments are district-wide. Applicants apply for a job category identified in job announcement, test for that position, and then are placed on corresponding lists used to fill positions at all district worksites.

The District does not have demographic data on persons with disabilities who apply for positions with the district. It is recommended that this factor be monitored in future data collection efforts.

Plan Component 10: Analysis of Degree of Underrepresentation and Significant Underrepresentation

Reference CCR Title 5 §53003(c)(6)

Pursuant to the April 25, 2012 letter from the State Chancellor's Office, the availability data needed to fully complete this section of the Plan has not been developed. Consequently, "districts will not be responsible for parts of the EEO Plan that are dependent upon sound availability data which are pursuant to Title 5 section 53003(c)(7)-(9) and (d)," (see Appendix 1). Because of the lack of sound availability data, the District cannot determine what the projected representation should be, as defined in Title 5 section 53001(k), and is therefore unable to determine if underrepresentation and/or significant underrepresentation, as defined in Title 5 section 5300(n), exists in any of the identified categories. If the availability data is developed and made available by the State Chancellor's Office, this section will be completed.

Plan Component 11: Methods to Address Underrepresentation
Reference CCR Title 5, §53003(c)(7)

Pursuant to the April 25, 2012 letter from the State Chancellor's Office, the availability data needed to fully complete this section of the Plan has not been developed. Consequently, "districts will not be responsible for parts of the EEO Plan that are dependent upon sound availability data which are pursuant to Title 5 section 53003(c)(7)-(9) and (d)," (see Appendix 1). Because of the lack of sound availability data the District is unable to determine, with the specificity required, whether underrepresentation exists or the degree of underrepresentation that may exist, and cannot therefore identify appropriately tailored methods to address underrepresentation. If this data is made available by the State Chancellor's Office, this section will be completed.

Plan Component 12: Additional Steps to Remedy Significant Underrepresentation
Reference CCR Title 5, §53003(c)(8)

Pursuant to the April 25, 2012 letter from the State Chancellor's Office, the availability data needed to fully complete this section of the Plan has not been developed. Consequently, "districts will not be responsible for parts of the EEO Plan that are dependent upon sound availability data which are pursuant to Title 5 section 53003(c)(7)-(9) and (d)," (see Appendix 1). Because of the lack of sound availability data the District is unable to determine if significant underrepresentation exists and cannot therefore identify where appropriate additional steps to remedy significant underrepresentation may be required. If this data is made available by the State Chancellor's Office, this section will be completed.

Plan Component 13: Other Measures Necessary to Further Equal Employment Opportunity
Reference CCR Title 5, §53003(c)(10)

This EEO Plan is not intended to circumvent any requirements to mutually agree or consult collegially on recruitment and hiring procedures, such as Board Policy 7120, Recruitment and Hiring, Administrative Regulation 7120, Procedures for Recruitment and Employment of College Faculty, and Administrative Regulation 7220, Administrative Recruitment and Hiring Procedures, and other appropriate Board Policies, Administrative Regulations, Personnel Commission Rules, laws or statutes. See Appendix C and D.

The District recognizes that multiple approaches are appropriate to ensure equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits

of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. Furthermore academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.

To that end the District shall do the following to increase the diversity of its workforce and to ensure equal employment opportunity. These provisions will be in place henceforth, even if diversity in the makeup of the District's employees is achieved, because these provisions are valuable in maintaining a diverse work force and in ensuring that the District continues to provide for equal employment opportunity in accordance with the policies of the District and federal and state law.

A. Recruitment, Screening and Selection Procedures

The District will ensure equal employment opportunity in its recruitment, screening and selection procedures. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps to allow for the hiring of candidates with varied backgrounds who can contribute and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including any hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code section 87482.6. The District's recruitment, screening and selection procedures will, at a minimum, include the following provisions:

1. Recruitment

(a) It is the policy of the District to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. The District shall actively recruit from both within and outside the District workforce to attract qualified applicants for all new openings. This shall include outreach designed to ensure that all persons, including persons from monitored groups, are provided the opportunity to seek employment with the District. The requirement of open recruitment shall apply to all **new** full-time and part-time openings in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, the Chief Executive Officer, and all other executive/administrative/managerial positions.

(b) Recruitment for full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants listed in the California Community Colleges Equal Employment Opportunity Registry and posting job announcements with the Registry.

(c) Recruitment for part-time faculty positions may be conducted separately for each new opening or by annually establishing a pool of eligible candidates but, in either case, full and open recruitment is required consistent with the Plan.

(d) Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates.

(e) All recruitment announcements will state that the District is an "Equal Employment Opportunity Employer."

(f) In-house or promotional only recruitment shall not be used to fill any new opening for any position except when the position is being filled on an interim basis, provided, however, that no interim appointment or series of interim appointments exceed one year in duration. The Chancellor may approve an extension of up to one additional year if the District demonstrates "business necessity" as defined in Section 53001(b) of Title 5. If such an extension is approved the District must notify the Equal Employment Opportunity Advisory Committee and the Chancellor at least ten (10) working days prior to offering the position to a candidate.

(1) Where in-house or promotional only recruitment is permitted, the district shall comply with its established hiring procedures and all district employees shall be afforded the opportunity to apply and demonstrate that they are qualified.

2. Job Announcements

(a) Job announcements shall state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance.

(b) For faculty and administrative positions, job requirements shall include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

(c) Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, shall be reviewed by the Associate Vice Chancellor, Human Resources before the position is announced, to ensure conformity with the requirements of this subchapter and state and federal nondiscrimination laws.

(d) All job announcements shall state that the District is an "Equal Opportunity Employment Employer."

3. Review of Initial Applicant Pools

(a) The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability. This information shall be kept confidential and shall be used only in research, validation, monitoring, evaluating the effectiveness of the District's Equal Employment Opportunity Program, or any other purpose specifically authorized in this subchapter, or by any applicable statute or regulation.

4. Review of Qualified Pools

(a) Once the initial applicant pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description.

POSITION QUALIFICATIONS:

(a) The Personnel Commission will: establish essential position qualifications that can be validated as job oriented and as such do not exclude qualified candidates; encourage recruitment procedures that are directed toward the fulfillment of equal opportunity, ensure that examinations are valid, do not have an adverse impact; and ensure that all state and federal laws and administrative regulations are followed regarding personnel functions.

(b) The composition of the qualified applicant pool shall be analyzed to ensure that no monitored group is adversely impacted pursuant to Section 53001(a) of Title 5. If adverse impact is found to exist, the Chancellor or his or her designee shall take effective steps to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

(1) Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the District;

(2) Including all applicants who were screened out on the basis of any locally established qualifications beyond state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law or which are not among those which the Board of Governors has found to be job-related and consistent with business necessity throughout the community college system.

(c) If adverse impact persists after taking steps required under paragraph (b) above, the selection process may proceed only if:

(1) The job announcement does not require qualifications beyond the statewide minimum qualifications; or

(2) Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable; or

(3) The particular qualifications beyond statewide minimum qualifications which are used in the job announcement are among those which the Board of Governors has found to be job-related and consistent with business necessity throughout the community college system.

(d) The District may not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the district was unable to verify under paragraph (c)(2) above unless such qualifications are so verified in advance of commencing any such future hiring process.

5. Screening/Selection Committee Procedures

(a) Once the qualified applicant pool is approved, the pool will be forwarded to the screening/selection committee for paper screening, interviews, and final recommendations for hiring consideration.

(b) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

(1) Designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, **gender identity, sexual orientation,** and ethnic backgrounds of community college students;

(2) Based solely on job-related criteria; and

(3) Designed to avoid an adverse impact, as defined in Title 5, section 53001(a) and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

(c) If monitoring pursuant to paragraph (b)(3) above reveals that any selection technique or procedure has adversely impacted any such group, the Chancellor or her/his designee shall suspend the selection process and timely and effectively take steps to remedy the problem before the selection process resumes. The EEO Officer, or other official charged with responsibility for monitoring selection procedures, may assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed. If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as described in the Plan or replaced with suitable alternatives having a lesser adverse impact, the use of such qualifications shall be immediately discontinued and any applicant eliminated on the basis of that qualification shall be continued in the hiring process. Where necessary, the position may be re-opened at any time and a new selection process initiated in a way designed to avoid adverse impact.

(d) A district may not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law. Nor may a district apply the District's Equal Employment Opportunity Plan in a rigid manner which has the purpose or effect of so discriminating.

(e) Seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the provisions of the Plan.

(f) Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

(g) Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.

(h) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.

(i) Notwithstanding any other provision of this division, the Governing Board or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of the Plan or to otherwise ensure equal employment opportunity. However, a consistent pattern of not hiring qualified candidates from a monitored group who are recommended by screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunity that are required by the Plan.

6. Applicability to Districts Operating a Merit System for Classified Employees

Pursuant to Education Code Section 88901(d), state laws governing merit systems for classified employees shall not authorize the selection of eligible candidates in circumvention of the "affirmative action programs" (equal employment opportunity programs) of any community college district.

Pursuant to Title 5 section 53027, nothing in the equal employment opportunity provisions of Title 5 shall be construed to conflict with or be inconsistent with the provisions of Article 3 (commencing with Section 88060) of chapter 4 of part 51 of the Education Code which apply to districts operating a merit system for classified employees.

B. Development of a Diversity Program

The District will promote the concept of cultural proficiency. This means to have the skill set and knowledge which allows one to be effective with diverse students, employees and other groups.

To assist in the creation of this change, the district adopts principles of diversity, inclusiveness, equity, and multiculturalism which can make the implementation and maintenance of an effective equal employment opportunity program much easier. To facilitate this change, institutionalizing a diversity program that is well planned out and supported by the leadership of the District can be of great value. Our diversity program shall do the following:

- Sponsor cultural events and speakers on issues dealing with diversity, such as:
    - By December 2013 have a guest speaker make an interactive presentation to the districtwide managers and confidential employees on "cultural proficiency and awareness"
    - 2013-2014 – Host a variety of speakers across the district to make us more aware of, understand and appreciate the differences of the cultural groups within our local community. This may cover cultural history, the path to Fresno, native dress, traditional dance, storytelling, and foods for groups such as African-American, Armenian, Southeast Asian and Punjabi. This may include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- Explore how to infuse diversity into the classroom and curriculum
- Explore methods to create a more inclusive and welcoming campus climate

- Highlight the district's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- Evaluate administrators yearly on their ability and efforts to meet the district's equal employment opportunity and diversity efforts.
- Ensure that top administrative staff support diversity objectives and that the diversity and/or equal employment opportunity officer position is maintained as a cabinet or other high-level administrative position.
- Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

Plan Component 14: Persons with Disabilities: Accommodations and Goals for Hiring

A. Reasonable Accommodations

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code sections 11135, et seq. and 12940(m), section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

The District Human Resources, Personnel Commission Office and college administration are responsible for handling requests from applicants seeking accommodations. For current employees, the Human Resources office provides the legal guidance, but the campus is responsible for handling requests for accommodations from campus employees. The district office and district operations will handle accommodation requests from their employees. Requests can be made by the employee contacting his/her immediate supervisor.

B. Goals and Timetables

Pursuant to the April 25, 2012 letter from the State Chancellor's Office, the availability data needed to fully complete this section of the plan has not been developed. Consequently, "districts will not be responsible for parts of the EEO Plan that are dependent upon sound availability data which are pursuant to Title 5 section 53003(c)(7)-(9) and (d)," (see Appendix 1). Because of the lack of sound availability data, the District is unable to determine if underrepresentation and/or significant underrepresentation exists in regard to employees with disabilities and cannot therefore identify whether appropriate methods to address underrepresentation are needed. If this data is made available by the State Chancellor's Office, this section will be completed.

Plan Component 15: Graduate Assumption Program of Loans for Education

The District will take into account system-wide strategies developed by the Board of Governors to encourage community college students to become qualified for, and seek employment as, community college employees. The District will consider strategies to inform students about the opportunity to participate in the Graduate Assumption Program of Loans for Education (GAPLE), when those programs are funded and available.

Appendix A

Equal Employment Opportunity Advisory Committee

(Committee Make-up of the Human Resources Staffing Plan Taskforce)

District Office:
- Vice Chancellor of Finance and Administration or designee, Ed Eng
- Vice Chancellor Educational Services and Institutional Effectiveness or designee, George Railey
- Associate Vice Chancellor of Human Resources (EEO Officer), Diane Clerou
- Director of Classified Personnel, Elba Gomez
- Provisional Director of Human Resources, Samerah Campbell

Fresno City College:
- Administration* Carolyn Drake
- Faculty Senate Matt Watson
- Classified** Josie Jalomo-Huckeba

Reedley College (Madera Center and Oakhurst Center see below)
- Administration* Claudia Habib
- AFT President/designee Lacy Barnes

Madera Center
- Administration* - Jim Chin
- Faculty Senate – Evie Contreras

Willow International Community College Center
- Administration* Kelly Fowler
- Faculty Senate Erik Fritz
- Classified** Leah Edwards

*As assigned by the Presidents
**As assigned by President of CSEA

Discrimination and Harassment Complaints

Filing a Timely Complaint

Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages employees and students who believe they are being harassed to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.

All supervisors and managers have a mandatory duty to report incidents of discrimination and or harassment, the existence of a hostile, offensive or intimidating work environment, and acts of retaliation.

Communicating that the Conduct is Unwelcome

The District further encourages students and staff to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste and/or inappropriate.

Oversight of Complaint Procedure

Each Vice President of Student Services or the Associate Vice Chancellor-Human Resources if at the District Office is the "responsible District officer" charged with receiving complaints of discrimination or harassment, and coordinating their investigation.

The actual investigation of complaints may be assigned to the Vice President of Student Services, Associate Vice Chancellor-Human Resources if at the District Office, to other staff or to outside persons or organizations under contract with the District, and shall occur whenever the Vice President of Student Services or the Associate Vice Chancellor-Human Resources is named in the complaint or implicated by the allegations in the complaint.

Where to File a Complaint

A student, employee or applicant who believes he/she has been discriminated against or harassed in violation of these policy and procedures may make a complaint orally or in writing, within one year of the date of the alleged discrimination or harassment or the date on which the complainant knew or should have known of the facts underlying the complaint.

Discrimination and Harassment Complaints (continued)

If a complainant decides to file a formal written unlawful discrimination or harassment complaint against the District, he/she must file the complaint on a form prescribed by the CCC Chancellor's Office. These approved forms are available for the Vice President of Student Services or the Associate Vice Chancellor-Human Resources and also at the CCC Chancellor's website, www.cccco.edu.

The completed form must be filed with any of the following:

- The Vice President of Student Services or the Associate Vice Chancellor-Human Resources;
- The Presidents, Vice Chancellor-North Centers or Chancellor; and/or
- The Chancellor of the California Community Colleges.

Employee complainants shall be notified that they may file employment discrimination or harassment complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH). Complaints filed with the EEOC and/or the DFEH should be forwarded to the Chancellor's office.

Any District employee who receives a discrimination or harassment complaint shall notify the Vice President of Student Services or the Associate Vice Chancellor-Human Resources immediately.

Intake and Processing of the Complaint

Upon receiving notification of a discrimination or harassment complaint, the Vice President of Student Services or the Associate Vice Chancellor-Human Resources shall:

- Undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules; obtaining apologies; providing informal counseling and/or training, etc.
- Advise the complainant that he/she need not participate in an informal resolution of the complaint, and that he/she may file a complaint with the Office of Civil Rights of the U.S. Department of Education. The Vice President of Student Services or the Associate Vice Chancellor-Human Resources shall also notify the Chancellor of California Community Colleges of the complaint.

Discrimination and Harassment Complaints (continued)

- Authorize the investigation of the complaint, and supervise and/or conduct a thorough, prompt and impartial investigation of the complaint, as set forth below. The investigation will include interviews with the complainant, the accused perpetrator, and any other persons who may have relevant knowledge concerning the complaint. This may include victims of similar conduct.

- Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes discrimination or harassment giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.

- Set forth the results of the investigation in a written report. The written report shall include a description of the circumstances giving rise to the complaint, a summary of the testimony of each witness, an analysis of any relevant data or other evidence collected during the investigation, a specific finding as to whether discrimination or harassment did or did not occur with respect to each allegation in the complaint, and any other appropriate information.

- Provide the complainant and alleged perpetrator with a copy or summary of the investigative report within ninety days from the date the District received the complaint. The complainant and alleged perpetrator shall also be provided with a written notice setting forth the determination of the Chancellor as to whether discrimination or harassment did or did not occur with respect to each allegation in the complaint; a description of action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and notice of the parties' rights to appeal to the District's Board of Trustees and the State Chancellor's Office. The results of the investigation and the determination as to whether discrimination or harassment occurred shall also be reported to the alleged perpetrator, and the appropriate academic or administrative official(s). Reports to the complainant shall be prepared so as not to violate any applicable privacy rights of the alleged perpetrator.

Investigation of the Complaint

The District shall promptly investigate every complaint of harassment or discrimination. No claim of workplace or academic harassment or discrimination shall remain unexamined. As set forth above, where the complainant opts for an informal resolution, the Vice President for Student Services or the Associate Vice Chancellor-Human Resources may limit the scope of

Discrimination and Harassment Complaints (continued)

the investigation, as appropriate. The District will keep the investigation confidential to the extent possible, but cannot guarantee absolute confidentiality because release of some information on an as "need-to-know-basis" is essential to a thorough investigation.

Investigation Steps. The District will fairly and objectively investigate discrimination or harassment complaints utilizing the following steps: interviewing the complainant(s); interviewing the alleged perpetrator(s); identifying and interviewing other witnesses, if any; reminding all individuals interviewed of the District's no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved parties; reach a conclusion as to the allegations and any appropriate disciplinary and remedial action; and see that all recommended action is carried out in a timely fashion.

Timeline for Completion. The District will undertake its investigation promptly and swiftly as possible. To that end, the investigator shall complete the above steps, and prepare a written report within 90 days of the District receiving the complaint.

Cooperation Required. All employees are required to cooperate with a District investigation into allegations of discrimination or harassment. Lack of cooperation impedes the ability of the District to investigate thoroughly and respond effectively. However, lack of cooperation by a complainant or witnesses does not relieve the District of its obligation to investigate. The District will conduct an investigation if it is discovered that discrimination or harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a complaint is filed.

Discipline and Corrective Action

If harassment and/or discrimination, retaliation occurred in violation of the policy or procedure, the District shall take disciplinary action against the perpetrator and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense and calculated to end any discriminatory or harassing conduct. If discipline is imposed, the nature of the discipline will not be communicated to the complainant.

Disciplinary action against faculty, staff and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The District shall also take reasonable steps to protect the complainant from further harassment or discrimination and to protect the complainant and witnesses from retaliation as a result of

Discrimination and Harassment Complaints (continued)

communicating the complaint or assisting in the investigation. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties to the extent possible without impeding the District's ability to investigate and respond effectively to the complaint.

Appeals

If the complainant is not satisfied with the administrative determination, he/she may, within ten calendar days, submit a written appeal to the Chancellor. The Chancellor or his/her designee will review the original complaint, the investigative report, the administrative determination and the appeal. The Chancellor or his/her designee may, at his/her option meet with the complainant. If the same, or substantially the same complaint is made by more than one employee against one alleged perpetrator, only one employee, on behalf of him/herself and the other complainants, may process the appeal. The names of all complainants will appear on any documents related to the appeal. The Chancellor or his/her designee will, within ten calendar days render a written decision on the appeal This written decision will be communicated to the complainant.

If the complainant is not satisfied with the Chancellor's decision, he/she may, within fifteen days, submit a written appeal to the Board of Trustees. The Board shall review the original complaint, the investigative report, the administrative determination, and the appeal. The Board shall issue a final District decision in the matter within 45 days after receiving the appeal. A copy of the decision rendered by the Board shall be forwarded to the complainant and to the state Chancellor's Office. The complainant shall also be notified of his/her right to appeal this decision.

If the Board does not act within forty-five days the administrative determination shall be deemed approved and shall become the final decision of the District in the matter.

The complainant shall have the right to file a written appeal with the state Chancellor's Office within thirty days after the Board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Section 59350 of Title 5 of the California Code of Regulations.

In any case involving employment discrimination, the complainant may at any time before or after the issuance of the final decision of the District, file a complaint with the Department of Fair Employment and Housing. In such cases, the complainant may also file a petition for review with the state Chancellor's Office within thirty days after the Governing Board issues the final decision or permits the administrative decision to become final.

Discrimination and Harassment Complaints (continued)

Within 150 days of receiving a complaint, the District shall forward to the state Chancellor's Office the original complaint, the investigative report, a copy of the written notice to the complainant setting forth the results of the investigation, a copy of the final administrative decision rendered by the Board or indicating the date upon which the decision became final, and a copy of the notification to the complainant of his/her appeal rights. If, due to circumstances beyond its control, the District is unable to comply with the 150-day deadline for submission of materials, it may file a written request for an extension of time no later than ten days prior to the expiration of the deadline.

Dissemination of Policy and Procedures

District Policy and Regulations related to harassment will be made available to all students, faculty members, members of the administrative staff and members of the support staff, and will be posted on campus.

When hired, employees are required to sign that they have received the policy and regulations, and the signed acknowledgment of receipt is placed in each employee's personnel file. In addition, these policies and procedures are incorporated into the District's course catalogs and orientation materials for new students.

Training

By January 1, 2006, State Center Community College District shall provide at least two hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees who are employed as of July 1, 2005. All new supervisory employees must be provided with the training and education within six months of their assumption of a supervisory position. After January 1, 2006, State Center Community College District shall provide sexual harassment training and education to each supervisory employee once every two years.

The training and education required by this regulation shall include information and practical guidance regarding the federal and state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

Discrimination and Harassment Complaints (continued)

Training of all staff will be conducted. Training for academic staff should emphasize environmental harassment in the classroom.

In years in which a substantive policy or procedural change has occurred, all District employees will attend a training update and/or receive a copy of the revised policies and procedures.

A training program or informational services will be made available to all students at least once annually. The student training or informational services shall include an explanation of the policy, how it works, and how to file a complaint.

Participants in training programs will be required to sign a statement that they have either understood the policies and procedures, their responsibilities, and their own and the District's potential liability, or that they did not understand the policy and desire further training.

References: Education Code Section 66281.5; Title 5 Sections 59320, 59324, 59326, and 59300 et seq.; 34 C.F.R. Section 106.8(b)

Adopted by Chancellor's Cabinet: August 18, 2008

AR 7120

Procedures for Recruitment and Employment of College Faculty

SECTION I – PHILOSOPHY

1.1 It shall be the policy of the State Center Community College District to recruit and hire highly qualified college faculty who are expert in their subject areas, who are skilled in serving the needs of a culturally and ethnically diverse student population served by the district, and who can enhance overall college effectiveness. Indispensable characteristics include excellence in teaching, expertise in subject matter, positive personality traits, leadership ability, sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, and a commitment to both students and the community college philosophy.

1.2 The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. The governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.

1.3 Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. The faculty has an inherent professional responsibility and right to participate in the development and implementation of polices and procedures governing the hiring process.

1.4 Hiring procedures are based on recognition that responsibility for selecting faculty is shared cooperatively by faculty and Administration participating effectively in all phases of the hiring process.

1.5 Strict confidentiality shall govern all applicant files, reference checks and Interview Selection Committee discussions relative to faculty hiring.

1.6 A joint committee of Administration and Academic Senates shall review these procedures every five years or at the request of either of the Academic Senates or Administration.

Procedures for Recruitment and Employment of College Faculty (continued)

SECTION 2 – EQUAL EMPLOYMENT OPPORTUNITY

2.1 The Board of Trustees, Administration, and Academic Senates have the shared responsibility to ensure that Equal Employment Opportunity Commission guidelines are a part of the overall process of hiring faculty.

2.2 All participants in the hiring process shall receive training in Equal Employment Opportunity Commission guidelines and procedures.

2.3 In complying with board policy and Equal Employment Opportunity Commission guidelines, the district is committed to an effective hiring process that does not discriminate against any individual.

SECTION 3 – POSITION IDENTIFICATION/APPROVAL

3.1 The campus will determine the number of new contract faculty positions to be recommended to Chancellor's cabinet, through a well-defined, cooperative and thoughtful planning process involving at a minimum, the college Academic Senate, faculty in the discipline, and college administrators.

3.2 The Chancellor, with due consideration for the District's full time faculty obligation, the District budget and campus needs, will determine the number of additional contract faculty positions to be recommended to the Board of Trustees, through a well-defined, cooperative and thoughtful planning process involving the Chancellor's cabinet.

3.3 The campus will allocate new and vacant contract faculty positions to departments and/or disciplines through a well-defined, cooperative and thoughtful planning process involving at a minimum, the college Academic Senate, Department Chairs/North Centers divisional representatives, and college administrators.

SECTION 4 – JOB DESCRIPTION

4.1 Clear and complete job descriptions with the essential functions of the position and desirable qualifications shall be developed by the appropriate Administrator, and discipline specific faculty. In all cases, job descriptions shall include the minimum qualifications for teaching at the community college level as established by the statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges.

Procedures for Recruitment and Employment of College Faculty (continued)

4.2 Hiring criteria that are set by regulation and that are beyond the minimum qualifications will be established when appropriate.

4.3 The Equal Employment Opportunity Officer will review each position announcement/job description to ensure conformity with the District's Equal Employment Opportunity and non-discrimination guidelines.

SECTION 5 – SEARCH PROCEDURES

5.1 Public announcements of the vacancy shall normally be for a forty-five (45) day period and shall consist of a notice of vacancy containing at least the following: title of the position, date the position is to be filled, filing deadline, location of assignment, job description and hiring criteria as developed pursuant to section 4 and application procedures. Timely review of the public announcement by discipline specific faculty, appropriate Administrator shall occur prior to distribution. Distribution of the notice of vacancy shall be a District Office responsibility.

5.2 If a vacancy occurs unexpectedly and the normal recruitment time lines will cause a hardship or delay in the start of classes, the College President or Vice Chancellor-North Centers may request a 30 day emergency recruitment.

5.3 All vacancy notices must also clearly state that interested persons are to submit their applications to the District Human Resources Office. After the filing deadline, all applicants for the position will be notified in a timely manner of the status of their applications. All correspondence to applicants will come from the District Human Resources Office.

5.4 If at the end of the recruitment period, the Associate Vice Chancellor for Human Resources believes that the applicant pool lacks sufficient applications he/she will immediately notify the College President or Vice Chancellor-North Centers. He/she or his/her designee will consult with the department chair/divisional representatives and subject area faculty. After such consultation, the College President or Vice Chancellor-North Centers will make a decision to extend the filing deadline, re-advertise the position, re-designate the position as full time temporary, cancel the recruitment for the position, or take any other action arrived at through consultation.

Procedures for Recruitment and Employment of College Faculty (continued)

SECTION 6 - APPLICANT SCREENING, SELECTION AND INTERVIEW PROCESS

6.1 The appointment of faculty members to serve on faculty Interview Selection Committees shall be made by mutual agreement between the College President or Vice Chancellor-North Centers or his/her designee, and the Academic Senate President. Should the composition of the original committee, need to change, this process shall still apply.

6.2 The Interview Selection Committee shall consist of not less than five (5) individuals, nor more than ten (10). Wherever possible, the majority of the committee shall be members of the faculty from the discipline in which the vacancy exists. In addition to the area administrator, the remainder of the committee shall be members of the faculty or members of the community having special expertise.

6.3 Should enough faculty from the discipline NOT be available at the college/campus where the vacancy exists, an effort shall be made to obtain faculty from the discipline from other colleges/campuses; however, this should not be done to the extent that such augmentation would result in a majority of the Interview Selection Committee coming from those other colleges/campuses. An effort shall be made to insure that a majority of the committee members come from the college/campus where the vacancy exists, and that there is also a majority of the committee from within the discipline. In cases where it is not possible to have majorities in both of the categories mentioned above, maintaining the majority from the college/campus where the vacancy exists shall take precedence.

6.4 Each member of the Interview Selection Committee, including any community member having special expertise, must be certified by the District Equal Employment Opportunity Officer as having been instructed in Equal Employment Opportunity procedures within the past academic year.

6.5 All members of the Interview Selection Committee shall be voting members.

6.6 The area administrator will convene the initial meeting of the Interview Selection Committee, at which time the Interview Selection Committee shall elect its ongoing chairperson from among any of its members and establish a time line for carrying out the functions of the committee.

Procedures for Recruitment and Employment of College Faculty (continued)

6.7 The chairperson shall provide written instructions to the Interview Selection Committee, which shall include this Administrative Regulation (Administrative Regulation 7120) and the time line. These instructions shall be reviewed by the committee at this time.

6.8 The committee has the professional responsibility to maintain strict confidentiality in matters pertaining to information about the candidates, such as applicant names, contents of applicant files, interviewee's responses, committee deliberations, reference checks or other information that might compromise the integrity of the process. Committee members will be required to sign a confidentiality statement. Failure to adhere to section 6.8 may result in disciplinary action.

6.9 The committee shall be entrusted with the responsibility of selecting the most qualified candidates for the position. Fulfillment of this responsibility shall include a review of the job announcement; establishing paper screening criteria for desirable candidates; reviewing applicants' files; establishing interview questions; establishing the criteria for any teaching demonstrations and/or demonstrations of competence in writing or other performance indicators related to the subject deemed necessary of each applicant; selecting a minimum and maximum number of candidates to interview as determined by the Interview Selection Committee; conducting the interview with the selected candidates in a professional manner; selecting the candidates to be recommended for the position; and providing a written rational for the candidates being recommended for the position.

6.10 Before applicant files are released to the Selection Committee, the following information must be submitted to the District Human Resources Office: names of committee members and committee chair; selection criteria for paper screening; interview questions including at least one question to elicit a candidate's sensitivity to and understanding of the diverse academic, social, economic, cultural, disability, or ethnic backgrounds of community college students; a tentative timeline; teaching and/or demonstration topics (if applicable), and written question(s) (if applicable).

Procedures for Recruitment and Employment of College Faculty (continued)

6.11 The initial screening of applications will normally provide no more than twenty (20) applicant files for screening by the whole Interview Selection Committee. An Applicant Screening Subcommittee composed of at least the area administrator, the Interview Selection Committee Chair or his/her designee, and an additional faculty member from the Interview Selection Committee will conduct the initial screening of the applications. The Interview Selection Committee Chair will ensure that the discipline is represented on the Applicant Screening Subcommittee. Any other member of the Interview Selection Committee may also participate in the initial screening.

6.12 The Associate Vice Chancellor of Human Resources (after consultation with the department and/or discipline and District Equal Employment Opportunity Officer), will determine whether the applicants selected by the Applicant Screening Subcommittee meet the Equal Employment Guidelines and shall so certify.

6.13 Once the applicants are certified, individual committee members must participate in all remaining components of the screening and interview process in order to evaluate and vote on the recommendation of candidates.

6.14 The Interview Selection Committee will verify that all applicants meet the minimum educational and/or vocational qualifications as set by regulation, or have met equivalency as determined by the department and approved by the Academic Senate-Equivalency Committee. The Interview Selection Committee shall also select those applicants for an interview who best meet the desired qualifications listed on the job description.

6.15 The Interview Selection Committee shall conduct interviews and candidates will be evaluated with respect to, but not limited to, the following criteria:

Subject area knowledge and competency;

Teaching/service and communications skills;

Commitment to professional growth and service;

Potential for overall professional effectiveness;

Procedures for Recruitment and Employment of College Faculty (continued)

Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the students;

Teaching or skill demonstrations and/or writing samples.

6.16 Upon competition of all of the interviews the Interview Selection Committee Chairperson shall lead a discussion of the strengths of the candidates.

6.17 The committee shall designate from its members a faculty member and the area administrator one of whom will be the Interview Selection Committee Chair to conduct the reference checks on those candidates to be recommended to the College President or Vice Chancellor-North Centers for final selection. If either committee member conducting reference checks finds the results could change the Interview Selection Committee recommendations, the committee shall be reconvened for further deliberations.

6.18 The Interview Selection Committee shall normally recommend to the College President or Vice Chancellor-North Centers three (3) highly qualified candidates for final consideration. The Committee shall provide the candidates' files and written comments for each candidate, in alphabetical order, as a further means of communicating its recommendations. If the Committee cannot recommend three candidates, the Committee shall indicate to the President or Vice Chancellor-North Centers why fewer than three are being recommended. Any candidate whose name is sent forward to the President or Vice Chancellor-North Centers shall be considered among the most highly qualified to fulfill the requirements of the position. If the Interview Selection Committee cannot recommend any of the candidates, the hiring process shall reopen or the position shall be redesignated as a full time temporary position. If, after consultation between the Interview Selection Committee and the President or Vice Chancellor-North Centers, neither of these two options is deemed viable then further action will be arrived at by broader consultation of the constituencies mentioned in section 3.3

6.19 The President or Vice Chancellor-North Centers shall interview those candidates sent forward by the Interview Selection Committee. The President or Vice Chancellor-North Centers may involve other senior administrators in this interview. Prior to interviewing the candidates, the interview questions must be submitted to the District Human Resources Office. After all interviews are

Procedures for Recruitment and Employment of College Faculty (continued)

complete faculty member from the Interview Selection Committee and the area administrator, one of whom is the Interview Selection Committee chair, shall meet together to discuss with the President or Vice Chancellor-North Centers the Committee's recommendations. The President or Vice Chancellor-North Centers may choose from any of those candidates sent forward.

6.20 If the College President or Vice Chancellor-North Centers cannot recommend one of the candidates whose names were sent forward, she/he shall reconvene the Interview Selection Committee to discuss why the committee's recommendations cannot be supported. If following such discussions, the President or Vice Chancellor-North Centers still cannot recommend one of those sent forward:

a) additional recommendations may be sent forward by the Interview Selection Committee; or
b) The President or Vice Chancellor-North Centers may reopen the search.

6.21 At the end of each semester, each college's Academic Senate will compile a list of full time faculty available to serve on emergency Interview Selection Committees during either the winter break or summer. This list shall be provided to each College President and the Vice Chancellor-North Centers. The senates will also provide a schedule of Academic Senate Executive Board member(s) who will be available for consultation during those times. This process will help to ensure that sufficient numbers of faculty are always available to serve on Interview Selection Committees.

SECTION 7 – NOTIFICATION OF APPLICANTS AND CANDIDATES

7.1 All applicants and candidates for positions in the State Center Community College District shall be notified in a timely manner regarding disposition of their applications by the District Human Resources Office.

7.2 After approval by the Board of Trustees, the formal offer of employment shall be prepared and issued from the District Human Resources Office.

Procedures for Recruitment and Employment of College Faculty (continued)

SECTION 8 – EQUIVALENCIES

8.1 Every faculty employment application shall include a form which applicants can utilize to describe the exceptional experiences, backgrounds or degrees which would be equivalent to the stated degree requirements. On the form, the applicant must indicate why she/he thinks she/he has the equivalent to the exact degree(s) or experience that is stated in the minimum qualifications. It is the applicant's responsibility to provide the completed employment application form and the necessary documentation.

8.2 The Academic Senate at each campus shall maintain within its structure a standing committee for the purpose of determining the validity of equivalency petitions.

8.3 In assessing the appropriateness of an equivalency petition, the college's Academic Senate equivalency process should determine if the applicant possesses qualifications that are at least equivalent to the minimum qualifications specified by the State Chancellor's Office. (California Code Regulations, Title 5 Section 53430.) The determination of equivalencies that meet the minimum standard will occur through a detailed review of the equivalency petition as outlined by that college's Academic Senate equivalency process.

8.4 Upon this review, a written statement of approval or denial of the equivalency petition shall be included with the employment application. If an equivalency petition is formally approved, the candidate shall remain in the select pool. If an equivalency petition is formally denied, the applicant's file will cease to be part of the select pool, and will be forwarded by the Interview Selection Committee to the District Human Resources Office. The Interview Selection Committee chair will monitor the progress of the Academic Senate equivalency review process to ensure that the process is completed in a timely manor.

DEFINITIONS

Applicant: An individual having submitted a complete applicant file for the position by the filing deadline.

Area Administrator: A dean or other appropriate administrator as designated by the college president.

Procedures for Recruitment and Employment of College Faculty (continued)

Candidate: An applicant who has been selected for an interview.

Complete Faculty Applicant File: District Academic Employment Application, supplemental application form (if required for the position), a Letter of Application explaining applicants experience as it relates to each item listed under the desirable qualifications on the job announcement, a resume and/or placement file, copies of all graduate and undergraduate transcripts, completed Petition for Equivalency Form if needed, three written statements of recommendation to be received prior to the filing deadline.

Emergency Recruitment: The recruitment for a vacancy which, in the opinion of the college president, occurred unexpectedly and one for which the normal recruitment time line would cause a hardship or delay in the start of classes.

Equal Opportunity Employment: State Center Community College District is committed to Equal Employment Opportunity. It is the policy of the State Center Community College District to provide all persons with equal employment and educational opportunities without regard to race, ethnicity, national origin, gender, age, disability, medical condition, marital status, religion, or other similar factors as defined by law. SCCCD is a Title V employer.

Recruitment Period: The time span, normally 45, but not less than 30, calendar days, during which application materials will be sent or given out upon request and received for consideration for a particular vacancy.

Temporary Full Time Hire: An individual who shall normally be offered a contract for a maximum of one year.

Adopted by Chancellor's Cabinet: August 18, 2008

Administrative Recruitment and Hiring Procedures

Philosophy

It shall be the policy of the State Center Community College District to recruit and hire highly qualified district/college administrators who are expert educational leaders, who are skilled in serving the needs of a culturally and ethnically diverse student population served by the district, and who can enhance overall district/college effectiveness. Indispensable characteristics include excellence in educational leadership, expertise in administering district/college programs, positive personality traits, sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, and a commitment to both students and the community college philosophy.

The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. The governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.

Equal Employment Opportunity

The Board of Trustees, Administration, Faculty, Classified and Confidential employees have the shared responsibility to ensure that Equal Employment Opportunity Commission guidelines are a part of the overall process of hiring Educational Administrators.

All participants in the hiring process shall receive training in Equal Employment Opportunity Commission guidelines and procedures.

In complying with board policy and Equal Employment Opportunity Commission guidelines, the district is committed to an effective hiring process that does not discriminate against any individual.

Position Identification Approval

The Chancellor must approve all requests to fill administrative vacancies.

Job Description

Clear and complete job descriptions with all of the desired characteristics shall be developed by

Administrative Recruitment and Hiring Procedures (continued)

the Chancellor or College President or Vice Chancellor-North Centers. In all cases, job descriptions shall include the minimum qualifications for educational administrators at the community college level as established and adopted by the Board of Governors of the California Community Colleges. (Title 5 Section 53420.)

Hiring criteria that are beyond the minimum qualifications set by regulation may be established.

The Equal Employment Opportunity Officer will review each position announcement/job description to insure conformity with the District's Equal Employment Opportunity and non-discrimination guidelines.

Search Procedures

Public announcements of the vacancy shall normally be for a forty-five (45) day period and shall consist of a notice of vacancy containing at least the following: title of the position, date the position is to be filled, filing deadline, location of assignment, job description and hiring criteria and application procedures. Timely review of the public announcement by the Chancellor or College President or Vice Chancellor-North Centers shall occur prior to distribution. Distribution of the notice of vacancy shall be a District Human Resources Office responsibility. All administrative positions shall be placed on the District's web site and sent to all employees via District e-mail.

All vacancy notices must also clearly state that interested persons are to submit their applications to the District Human Resources Office. After the filing deadline, all applicants for the position will be notified in a timely manner of the status of their applications. All correspondence to applicants will come from the District Human Resources Office.

If at the end of the recruitment period, the Associate Vice Chancellor-Human Resources believes that the applicant pool lacks sufficient applicants he/she will immediately notify the Chancellor or College President or Vice Chancellor-North Centers. The Chancellor or College President or Vice Chancellor-North Centers will make a decision to extend the filing deadline, re-advertise the position, re-designate the position as an interim or cancel the recruitment for the position.

If a vacancy occurs unexpectedly and the normal recruitment time lines will cause a hardship, the Chancellor or College President or Vice Chancellor-North Centers may request recruitment for an interim administrator.

Administrative Recruitment and Hiring Procedures (continued)

Applicant Screening, Selection and Interview Process

The process for selecting the Screening Committee and the membership of the Screening Committee shall be developed and approved by the College President for college positions or developed and approved by the Vice Chancellor-North Centers for North Centers positions. The Chancellor will develop the process for selecting the Screening Committee and the membership of the Screening Committee for District Office administrative positions. Each administrative Screening Committee shall have representatives from academic and classified employee groups and reasonable representation from protected groups.

Strict confidentiality shall govern all applicant files, reference checks and Screening Committee discussions relative to hiring educational administrators.

Each member of the Screening Committee, including any community member having special expertise, must be certified by the District Equal Employment Opportunity Officer as having been instructed in Equal Employment Opportunity procedures within the past academic year.

All members of the Screening Committee shall be voting members.

The Chancellor or College President or Vice Chancellor-North Centers shall appoint an administrator to convene the initial meeting of the Screening Committee and establish a time line for carrying out the functions of the committee. The screening committee shall elect a chairperson.

The chairperson shall provide written instructions to the Screening Committee, which shall include this Administrative Regulation and the time line. This Administrative Regulation shall be reviewed by the committee at this time.

The committee has the professional responsibility to maintain strict confidentiality in matters pertaining to information about the candidates, such as applicant names, contents of applicant files, interviewee's responses, committee deliberations, reference checks or other information that might compromise the integrity of the process. Committee members will be required to sign a confidentiality statement. Failure to adhere to the confidentiality statement may result in disciplinary action.

Administrative Recruitment and Hiring Procedures (continued)

The committee shall be entrusted with the responsibility of recommending the most qualified candidates for the position. Fulfillment of this responsibility shall include a review of the job announcement; reviewing applicants' files; establishing interview questions; establishing the criteria for any demonstrations of competence related to the administrative position deemed necessary of each applicant.

The College President or Vice Chancellor-North Centers and/or the Chancellor or designees will pre-screen the applicant pool and narrow the field to twenty (20) applications to be forwarded to the screening committee. The Chancellor and College President or Vice Chancellor-North Centers or designees will verify that all applicants meet the minimum educational qualifications as set by regulation.

Any member of the screening committee may review all of the files not selected and shall have the opportunity to recommend alternate candidates for the select pool to the Screening Committee.

Before applicant files are released to the Screening Committee, the following information must be submitted to the District Human Resources Office by the chairperson: names of committee members and committee chair; interview questions including at least one question to elicit a candidate's sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students; a tentative timeline; criteria for any demonstrations of competence related to the administrative position deemed necessary of each applicant.

The Associate Vice Chancellor of Human Resources (after consultation with the Chancellor, College President or Vice Chancellor-North Centers), will determine whether the applicants selected meet the Equal Employment Guidelines and shall so certify.

Once the applicants are certified, individual committee members must participate in all remaining components of the screening and interview process in order to evaluate and vote on the recommendation of candidates.

Once the select pool has been agreed upon, the Screening Committee shall screen the pool and at least the top five (5) qualified applicants shall be invited for an interview. The Screening Committee shall select those applicants for an interview who best meet the desired qualifications listed on the job description.

Administrative Recruitment and Hiring Procedures (continued)

The Chancellor, College President or Vice Chancellor-North Centers shall have the right to add additional names to the list of individuals being invited for interview from the select pool.

After the candidates have been interviewed, committee members will recommend three to five unranked candidates. Should the committee feel unable to recommend at least three unranked candidates, the committee must seek the Chancellor's, President's or Vice Chancellor-North Center's agreement to consider fewer than three unranked candidates. The Chancellor, College President or Vice Chancellor-North Centers shall have the right to add additional names to the recommended list of unranked candidates. If the Chancellor, College President or Vice Chancellor-North Centers decides to interview one of the candidates whose names were not sent forward, she/he shall reconvene the Selection Committee to explain why a name(s) is being added. If neither of these options results in a sufficient pool of final candidates, the Chancellor, President, or Vice Chancellor-North Centers, in his/her sole discretion, after consultation with the Associate Vice Chancellor-Human Resources, reopen the position for further recruitment.

The College President for college positions or Vice Chancellor-North Centers for North Centers positions will interview all of the candidates invited for an interview. The Chancellor may interview all of the candidates invited for an interview. The Chancellor will interview the recommended candidate from the college or North Centers. With concurrence of the Chancellor, the President's or Vice Chancellor North Centers' recommendation will be forwarded to the Board of Trustees for consideration and approval.

Notification of Candidates

All candidates for positions in the State Center Community College District shall be notified in a timely manner regarding disposition of their applications.

The formal offer of employment shall be prepared and issued from the District Human Resources Office following Board of Trustees approval.

The District Human Resources Office will inform all candidates of their status regarding their application for a position following approval by the Board of Trustees of a candidate. That office will also inform all newly employed administrators of their responsibilities to provide the District Human Resources Office with official transcripts and other required documents requisite to full employment status.

Adopted by Chancellor's Cabinet: August 18, 2008

HUMAN RESOURCES STAFFING PLAN TASKFORCE

District Office:
- Vice Chancellor of Finance and Administration or designee – Ed Eng
- Vice Chancellor Educational Services and Institutional Effectiveness or designee – George Railey
- Associate Vice Chancellor of Human Resources – Diane Clerou
- Director of Classified Personnel – Elba Gomez
- Provisional Director of Human Resources – Sam Campbell

Fresno City College:
- Administration - Jennifer Johnson
- Faculty Senate – Amie Voorhees
- Classified** - ~~Patricia Gonzales~~ vacant
- AFT President/designee – Wendell Stephenson

Reedley College (Madera Center and Oakhurst Center)
- Administration* – Donna Berry
- Faculty Senate – Bill Turini
- Classified** - Mary Helen Garcia

Willow International Community College Center
- Administration* - Lorrie Hopper
- Faculty Senate - Jason Gardner
- Classified** - Patrick Stumpf

*As assigned by the Presidents
**As assigned by President of CSEA

Appendix B

HR Staffing Plan Taskforce Charge

It is the charge of the Human Resources Staffing Plan Taskforce to engage in districtwide collaboration to make recommendations to Chancellor's Cabinet that ensure:

sufficient staffing resources are allocated for the effective operations of the colleges, centers, sites, and district office/centralized services;

integration of the colleges', centers' and district's HR staffing plans with the other planning processes in the district, i.e. strategic plan, facilities, technology, resource allocation; and

human resources planning and decision-making processes at each college, center, site and district office/centralized services align with districtwide human resources planning and resource allocation decisions.

There should also be a recommendation regarding the formation of a standing districtwide human resources planning committee including its purpose and composition.

Agenda
Consent

REEDLEY COLLEGE

PROPOSED New Faculty Identification and Prioritization Process

1. The Vice-President of Instruction will endeavor to ascertain the number of available positions and inform the department chairs and Auxiliary faculty at the meeting prior to the scheduled presentation.

2. Department chair/Auxiliary faculty completes all data on the form and submits the request for new/replacement faculty member to the appropriate division dean or vice president (for Counuseling or Auxiliary positions) no later than two weeks prior to the department chair meeting where presentations will be made.

3. The Division Dean or appropriate vice president (for Counuseling or Auxiliary positions) signs the form and forwards it to VP's office

4. ~~Preferably during the December Department Chairs' meeting, but no later than the January meeting, Department Chairs give an approximately 5 minute long presentation to the group on their area's requests.~~ Department chairs and those faculty not represented by a department chair (e.g. Auxiliary) will convene with division deans, the Vice President of Instruction, the Vice President of Student Services, and the college president, preferably during the December Department Chairs' meeting but no later than the January meeting, to give a presentation approximately 10 minutes in length on the request of his/her area.
   - Guidelines for the presentation:
     i. ~~Compelling~~ Brief and compelling reason for this position to be the most important position (approximately 5 minutes)
     ii. Build in time for questions (approximately 5 minutes)

   ~~Whenever possible the College President will attend this meeting.~~

5. All Department Chairs and the Academic Senate President review the completed forms along with the presentations and rank the requests. Rankings will be submitted electronically to the Vice President of Instruction no later than 5:00 on Friday of the week of the last presentation.

6. Rankings will be emailed to the department chairs within a week of submission.

7. The three deans, ~~and vice president~~Vice President of Instruction, and Vice President of Student Services also rank the requests based on their knowledge of their programs and program needs.

8. Both recommendations are submitted to the President

9. The President makes a decision on which positions will be selected. If the decision of the President differs from that of the department chairs the President will attend the next department chair meeting to explain the rationale for the difference and afford the department chairs an opportunity to ask questions.

10. Should any replacement positions become available after this process has been completed, it is the preferred position that a one-year temporary faculty member be hired to fill that position. The position will then go through the process explained above during the following academic year. If it is determined that this vacancy will have a significant adverse impact upon ~~the college~~that discipline or program, the President may, in consultation with the Department Chairs, offer a tenure-track position.

Approved by Department Chairs 4-5-11
Referred to Academic Senate for 04/12/11 first reading
Referred back to Dept Chairs 10-04-11
Referred back to Dept. Chairs 11/6/12

Appendix D

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REEDLEY COLLEGE

FACULTY STAFFING REQUEST
(Fulltime/Regular Positions)
Fall 2012

Directions: Please complete a separate request for each proposed position. Request forms must be completed and signed by the originating department chair, reviewed and signed by the supervising administrator, and submitted to the Office of Instruction. Additional sheets may be attached as necessary.

A. General Information

POSITION TITLE: _____

DEPARTMENT (and program, if applicable): _____

SUBMITTED BY: _____ DATE: _____

Check all that apply:

- ☐ New position _____full-time (100% or 1.0 FTE)
  If less than 100%, indicate % requested:_____*
- ☐ Retirement/resignation within the program
- ☐ Consolidation of adjunct assignments
- ☐ Split assignment (indicate split by %:_____)*

*explanation of % and/or split should be included in position description, below

B. Description of the Position

Briefly describe the assignments, and proportions of workload devoted to different kinds of assignments, including any non-instructional duties. After the description of key duties, indicate minimum qualifications for the position and any hiring criteria beyond the minimum that clearly relate to position duties. You may attach a previous job announcement if applicable.

C. Rationale for the Position

Consider all of the following criteria, but only include explanations for those that apply to the position requested. This information will be critical in assisting the college to determine whether to recommend filling the position, and its priority relative to other staffing needs. (Note: there is no necessary correlation between the number of criteria supported and the forthcoming recommendation. In some cases, a single factor may present a sufficiently compelling rationale.)

1. Direct relation to a goal contained in the SCCCD Strategic Plan.
   _____not applicable

2. Direct relation to a need expressed in a recognized RC planning document, e.g., 2010-2011 RC Goals, RC 2008-09 Strategic Plan, etc.

_____not applicable

3. Needs expressed in the departmental program review, with an indication of the length of time the need has been documented, whether the need is critical, and why.
_____not applicable

4. Enrollment trends (comparative FTES, retention, persistence or other data relevant to the need)
_____not applicable

5. Advisory committee recommendation(s) _____not applicable

6. Program-specific accreditation or licensure requirement(s) _____not applicable

7. FT/PT comparative data _____not applicable

8. New program development _____not applicable

9. The need for an "anchor position" for the program _____not applicable

10. Availability of adjunct faculty in the discipline, and in the region_____not applicable

11. Categorical funding available to support the position _____not applicable

12. Legal mandates/requirements (e.g., ADA, Title IX, etc.) _____not applicable

13. Other _____not applicable

D. Review
To be signed prior to Department Chairs discussion (signature indicates review & support):

Department Chair:_____Date_____

Dean of Instruction:_____Date_____

To be signed after Department Chairs discussion (signature indicates review & support):

Vice President, Instruction:_____Date_____

If applicable (signature indicates review & support):

Vice President, Student Services:_____Date_____

To be signed only as part of a recommendation to the Chancellor's Cabinet:

President:_____Date_____

Note: This document represents a recommendation only. Approval and permission to initiate recruitment comes from action by the SCCCD Board of Trustees.

WILLOW INTERNATIONAL CENTER

CERTIFICATED STAFFING REQUEST
(Fulltime/Regular Positions)

Directions: Please complete a separate request for each proposed position. Request forms must be completed and signed by the originating division representative, reviewed and signed by the supervising administrator, and submitted to the Office of Instruction by the announced deadline. Additional sheets may be attached as necessary. Copies of this form (MS Word) are available from the Office of Instruction.

A. General Information

POSITION TITLE: _____

DIVISION/PROGRAM: _____

SUBMITTED BY: _____ DATE: _____

Check all that apply:

_____new position _____full-time (100% or 1.0 FTE)

If less than 100%, indicate % requested:_____*

_____consolidation of adjunct assignments

_____split assignment (indicate split by %:_____)*

*explanation of % and/or split should be included in position description, below

B. Description of the Position

Briefly describe the assignments, and proportions of workload devoted to different kinds of assignments, including any non-instructional duties. After the description of key duties, indicate minimum qualifications for the position and any hiring criteria beyond the minimum that clearly relate to position duties. You may attach a previous job announcement if applicable.

C. Rationale for the Position

Consider all of the following criteria, but only include explanations for those that apply to the position requested. This information will be critical in assisting the college to determine whether to recommend filling the position, and its priority relative to other staffing needs. (Note: there is no necessary correlation between the number of criteria supported and the forthcoming recommendation. In some cases, a single factor may present a sufficiently compelling rationale.)

1. Direct relation to a goal contained in the SCCCD Master Plan. _____not applicable

2. Direct relation to a need expressed in a recognized NC planning document, e.g., recent accreditation self-study, annual goals for the college, etc._____not applicable

3. Needs expressed in the departmental program review, with an indication of the length of time the need has been documented, whether the need is critical, and why. _____not applicable

4. Enrollment trends (comparative FTES, retention, persistence or other data relevant to the need) _____not applicable

5. Advisory committee recommendation(s) _____not applicable

6. Physical facilities, new construction, and/or renovation _____not applicable

7. Program-specific accreditation or licensure requirement(s) _____not applicable

8. FT/PT comparative data _____not applicable

9. New program development _____not applicable

10. The need for an "anchor position" for the program _____not applicable

11. Retirement/resignation within the program _____not applicable

12. Availability of adjunct faculty in the discipline, and in the region_____not applicable

13. Categorical funding available to support the position _____not applicable

14. Legal mandates/requirements (e.g., ADA, Title IX, etc.) _____not applicable

15. Other _____not applicable

D. Review

To be signed prior to Division Representatives' discussion (signature indicates review & support):

Division Representative:_____Date_____

Dean:_____Date_____

To be signed after Division Representatives discussion (signature indicates review & support):

VP of Instruction/Student Services_____Date_____

To be signed only as part of a recommendation to the Chancellor's Cabinet:

President:_____Date_____

Note: This document represents a recommendation. Approval and permission to initiate recruitment comes from action by the SCCCD Board of Trustees.

WILLOW INTERNATIONAL CENTER

CLASSIFIED STAFFING REQUEST
(Fulltime/Regular Positions)

Directions: Please complete a separate request for each proposed position. Request forms must be completed and signed by the originating division representative, reviewed and signed by the supervising administrator, and submitted to the Office of Instruction by the announced deadline. Additional sheets may be attached as necessary. Copies of this form (MS Word) are available from the Office of Instruction.

A. General Information

POSITION TITLE: _____

DIVISION/PROGRAM: _____

SUBMITTED BY: _____ DATE: _____

Check all that apply:

_____new position _____full-time (100% or 1.0 FTE)

If less than 100%, indicate % requested:_____*

_____split assignment (indicate split by %:_____)*

*explanation of % and/or split should be included in position description, below

B. Description of the Position

Briefly describe the assignments, and proportions of workload devoted to different kinds of assignments. After the description of key duties, indicate minimum qualifications for the position and any hiring criteria beyond the minimum that clearly relate to position duties. You may attach a previous job announcement if applicable.

C. Rationale for the Position

Consider all of the following criteria, but only include explanations for those that apply to the position requested. This information will be critical in assisting the college to determine whether to recommend filling the position, and its priority relative to other staffing needs. (Note: there is no necessary correlation between the number of criteria supported and the forthcoming recommendation. In some cases, a single factor may present a sufficiently compelling rationale.)

1. Direct relation to a goal contained in the SCCCD Master Plan. _____not applicable

2. Direct relation to a need expressed in a recognized NC planning document, e.g., recent accreditation self-study, annual goals for the college, etc._____not applicable

3. Needs expressed in the departmental program review, with an indication of the length of time the need has been documented, whether the need is critical, and why. _____not applicable

4. Enrollment trends (comparative FTES, retention, persistence or other data relevant to the need) _____not applicable

5. Advisory committee recommendation(s) _____not applicable

6. Physical facilities, new construction, and/or renovation _____not applicable

7. Program-specific accreditation or licensure requirement(s) _____not applicable

8. New program development _____not applicable

9. Retirement/resignation within the program _____not applicable

10. The need for an "anchor position" for the program _____not applicable

11. Categorical funding available to support the position _____not applicable

12. Legal mandates/requirements (e.g., ADA, Title IX, etc.) _____not applicable

13. Other _____not applicable

D. Review

To be signed prior to Division Representatives' discussion (signature indicates review & support):

Originator: _____ Date _____

To be signed after Division Representatives discussion (signature indicates review & support):

VP of Instruction/
Student Services _____ Date _____

To be signed only as part of a recommendation to the Chancellor's Cabinet:

President _____ Date _____

Note: This document represents a recommendation. Approval and permission to initiate recruitment comes from action by the SCCCD Board of Trustees.

Fresno City College is currently reviewing their hiring procedure processes and will have a written document to add to this as an appendix

Critical Elements of the Plan – It was agreed the following components should be included in the HR Staffing Model Plan. It was also agreed that this list can be revised as the discussion continues:

A. Critical Elements
   1. Gap Analysis
   2. Prioritization process – is it going to be a standardized process throughout the district, or will colleges/campuses/district office have different prioritization processes?
   3. Program review/program needs
   4. Regular review of hiring plan
   5. Transparency
   6. Simplicity
   7. Succession planning
   8. Legal requirements on staffing
   9. Integrating with other plans
   10. Efficiency goal

Meeting Dates for HR Staffing Plan Taskforce

November 7, 2012

December 5, 2012

January 18, 2013

March 1, 2013

March 14, 2013

April 4, 2013

April 19, 2013

May 3, 2013

September 9, 2013

September 13, 2013

September 23, 2013

October 7, 2013

October 21, 2013

November 4, 2013

November 18, 2013

December 2, 2013

December 12, 2013

December 19, 2013

March 25, 2014

March 27, 2014

March 31, 2014

Appendix F

Timeline for Human Resources Staffing Plan Taskforce (HRSPT)

Date	Group	Task
October, 2012	Chancellor's Cabinet	Approved the charge of taskforce
Nov. 7, 2012	HRSPT	First meeting of taskforce
Spring 2013	HRSPT	HRSPT reviewed processes of the colleges, data, and staffing plans from other CCC's
Fall 2013	HRSPT	HRSPT will agree on the plan format and content, and collect additional data as needed
Jan.6, 2014	Chancellor's Cabinet – 1st Review	Review and edit narrative on staffing plan.
Jan. 28, 2014	Communications Council – 1st Review and Feedback	HRST presents narrative to discuss with constituent groups
February 2014	Constituent Groups – 1st Review	Complete 1st Reading and provide HRSPT with recommended changes
March 14, 2014	HRSPT	Provide draft document for review of 1st Reading input
March 17, 2014	Chancellor's Cabinet	Review of recommendations by constitute groups from 1st Reading
March 25, 2014 9:00 a.m.	Communications Council 2nd Review*	HRSPT presents changes made by constituent groups after first "review and feedback"
March 25, 2014 1:00 p.m.	HRSPT	Consideration of Constituent Groups input from "review and feedback" to develop 1st Reading document

Appendix G

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March 25, 2014 – April 2, 2014	HRSPT	Time period to develop 1st Reading document and send to Constituent Groups
April 3, 2014	HRSPT	Deadline to send final draft to Constituent Groups for 1st and 2nd Reading
April 2, 2014 – April 24, 2014	Constituent Groups – 1st and 2nd Reading	Complete 1st and 2nd Reading and provide HRSPT with recommended changes by April 24, 2014
April 24, 2014 – May 9, 2014	HRSPT	Review of 1st and 2nd Reading feedback by Constituent Groups and make recommendations to Chancellor's Cabinet
May 6, 2014	HR and HRSPT rep(s)	Presentation to Board of Trustees to provide overview of DRAFT plan and process
May 12, 2014	Chancellor's Cabinet	Review recommendations from 1st and 2nd Readings from Constituent Groups and HRSPT and make any final edits to recommend to Board of Trustees
May 21, 2014	HR	Deadline for Board of Trustees items for June 3, 2014 meeting
June 3, 2014	Board of Trustees	1st Reading of staffing plan by Board
July 1, 2014	Board of Trustees	Board takes action on staffing plan
July 2014	Human Resources	Upon approval from Board, implements staffing plan

* The communications council agreed that the taskforce can bypass the communication council itself for the formal 1st Reading document. The Taskforce will send the 1st Reading document directly to the constituent groups no later than April 3, 2014

HR March 25, 2014 – Revised following Communication Council

BARGAINING UNIT CLASSIFICATIONS

CLASSIFICATIONS	SALARY RANGE
CLERICAL/SECRETARIAL CLASSIFICATIONS	
Secretary to the Associate Vice Chancellor	57
Administrative Assistant	55
Administrative Aide	53
Administrative Secretary I	48
Office Assistant III	48
Phone Communications Operator/Technician	48
Police Communications Dispatcher	44
Department Secretary	44
Office Assistant II	41
Phone Communications Operator II	41
Office Assistant I	38
Office Assistant I – Hmong Language	38
Office Assistant I – Spanish Language	38
Phone Communications Operator I	38
DUPLICATING CLASSIFICATIONS	
Printing Trades Technician	52
Lead Duplicating Operations Technician	52
Duplicating Operations Technician	50
Copy Center Specialist	48
Duplicating Operator Technician	46
ACCOUNTING CLASSIFICATIONS	
Accountant/Auditor	66
Accounting Technician II	61
Accounting Technician I	57
Accounting Clerk III	48
Theater Box Office Cashier	48
Cashier	44
Accounting Clerk II	41
Accounting Clerk I	38
PURCHASING CLASSIFICATIONS	
Buyer	61
BOOKSTORE CLASSIFICATIONS	
Operations Assistant	57
Shipping and Receiving Specialist	50

Appendix H

CLASSIFICATIONS	SALARY RANGE
Bookstore Purchasing Clerk	48
Textbook Purchasing Clerk	48
Bookstore Sales Clerk III	43
Bookstore Cashier	41
Bookstore Stock Clerk	41
Bookstore Sales Clerk II	40
Bookstore Sales Clerk I	37
Bookstore Seasonal Sales Clerk I	37
Bookstore Seasonal Assistant	31
INFORMATION TECHNOLOGY CLASSIFICATIONS	
Lead Programmer Analyst	79
Senior Systems and Network Analyst	79
Database Administrator	75
Network Coordinator	74
Programmer Analyst	73
Systems Technical Resource Analyst	73
Communication/Telephony Technician	66
Data Processing Assistant	66
Distance Ed/Information Technology Support Technician	66
Management Information System Trainer	66
Programmer	66
Webmaster	66
Computer Operator/Information Technology Support Technician	63
Micro-Computer Resource Technician	63
Micro-Computer Specialist	60
AUDIO VISUAL CLASSIFICATIONS	
Audio-Visual Maintenance Specialist	63
Audio Visual Technician	32
LIBRARY/LEARNING RESOURCES CLASSIFICATION	
Library Services Assistant	56
Library Technical Services Assistant	54
Library/Learning Resource Assistant III	48
Library/Learning Resource Assistant II	41
Library/Learning Resource Assistant I	38
STUDENT SERVICES CLASSIFICATIONS	
College Relations Specialist	69
Assessment Coordinator	66
Gear Up Coordinator	66

CLASSIFICATIONS	SALARY RANGE
Job Placement Coordinator	66
Neighborhood Centers Coordinator	66
Sign Language Interpreter Coordinator	66
Talent Search Coordinator	66
Targeted Student Project Coordinator	66
University Center Coordinator	66
Upward Bound Coordinator	66
Job Placement Specialist	63
Job Developer	62
Job Developer For Students with Disabilities	62
Job Developer – Hmong Language	62
Financial Aid Assistant II	60
Educational Advisor	57
College Center Assistant	57
Assessment Technician	57
Financial Aid Assistant I	57
Employment/Case Management Specialist - CalWorks/JTPA	54
EOP&S Assistant	54
Student Personnel Services Assistant	54
Student Personnel Assistant - Native American Indian	54
Gear Up Assistant	52
Seasonal Student Advisor	52
Student Services Specialist	52
Talent Search Assistant	52
Upward Bound Assistant	52
Workshop Facilitator	52
Workshop Facilitator - Spanish	52
Job Placement Assistant	51
Job Placement Assistant For Students with Disabilities	51
Evaluator	49
Eligibility/Assessment Assistant	48
Job Coach	41
Job Coach – Hmong Language	41
Reg To Go Orientation Assistant	41
Office Greeter/Receptionist	38
Registration Assistant	33
INSTRUCTIONAL SUPPORT CLASSIFICATIONS	
Instructional Assistant - Nursing	62
Electronics/Microcomputer Technician	60
Early Childhood Education Specialist	53
Instructional Laboratory Technician - Biological Science	53

CLASSIFICATIONS	SALARY RANGE
Instructional Laboratory Technician - Chemistry/Physical Science	53
Instructional Laboratory Technician - General Science	53
Athletic Equipment Manager	50
Automotive Parts Technician	50
Instructional Technician-Aeronautics	50
Instructional Technician-Agricultural Mechanics	50
Instructional Technician-Art	50
Instructional Technician-Automotive	50
Instructional Technician-Automotive Body & Fender	50
Instructional Technician-Clerical Office Training	50
Instructional Technician-Costume Maker	50
Instructional Technician-Dental Assisting	50
Instructional Technician-Farm Laboratory	50
Instructional Technician-Graphics	50
Instructional Technician-Greenhouse	50
Instructional Technician-Healthcare Interpreting Language Coach	50
Instructional Technician-Machine Shop	50
Instructional Technician-Micro-Computer Lab	50
Instructional Technician-Physical Science	50
Instructional Technician-Skills Center	50
Instructional Technician-Welding	50
Nursery Assistant	50
Tutorial Assistant	50
Piano Accompanist	49
International Education Assistant	48
Toolroom Attendant	43
Instructional Aide-Child Development Laboratory	38
Instructional Aide	32
MISCELLANEOUS TECHNICAL CLASSIFICATIONS	
Occupational Health & Safety Officer	72
Clovis Center Coordinator	69
Madera Center Coordinator	69
Education Resource Center Coordinator	66
Foundation Events Coordinator	66
Grants Officer	66
Institutional Research Coordinator	66
Sales and Marketing Coordinator	66
Workshops, Seminars & Conferences Coordinator	66
Human Resources Analyst	64
Curriculum Analyst	62
Theater Manager	61

CLASSIFICATIONS	SALARY RANGE
College Trainer (Athletic Trainer)	60
International Trade Specialist	60
Research Assistant	60
Program Development Assistant	60
Program Development Assistant-Allied Health	60
Program Development Assistant-Computer Technology	60
Robotics/Automation Systems Specialist	60
Campus Business Assistant	57
Curriculum Assistant	57
Human Resources Assistant	57
Human Resources Specialist	54
Human Resources Technician	50
Business Facilities Assistant	48
FOOD SERVICES CLASSIFICATIONS	
Baker	43
Cook	43
Food Service Worker II	36
Food Service Worker I	33
Cafeteria Attendant	31
PUBLIC RELATIONS CLASSIFICATIONS	
Public Information Officer	68
Marketing Specialist	60
Graphic Artist	54
Publications Specialist	53
Newswriter Reporter	50
Photographer	32
TRANSPORTATION CLASSIFICATION	
Transportation and Operations Assistant	50
Bus Driver	40
DSP&S Mobility Driver	32
BUILDING MAINTENANCE CLASSIFICATIONS	
Lead Maintenance Person	69
Construction Services Assistant	66
Electrician	64
Air Conditioning and Heating Mechanic	63
Air Conditioning/Plumbing Specialist	63
Boiler/Plumber Specialist	63
Building Generalist	63

CLASSIFICATIONS	SALARY RANGE
Carpenter	63
Vehicle Mechanic	63
Painter	63
Building Locksmith Generalist	60
Maintenance Specialist	60
Security Systems/Energy Specialist	57
Maintenance Worker II	54
Facility Services Assistant	46
Maintenance Worker I	46
Warehouse Worker	46
Physical Education Attendant	43
GROUNDS MAINTENANCE CLASSIFICATIONS	
Lead Groundskeeper Specialist	55
Groundskeeper & Equipment Repair Specialist	51
Groundskeeper Specialist	50
Groundskeeper Worker	46
Groundskeeper Apprentice	40
CUSTODIAL MAINTENANCE CLASSIFICATIONS	
Lead Custodian	46
General Utility Worker	43
Maintenance Utility Worker	43
Custodian	41
SPECIAL SERVICES CLASSIFICATIONS	
Faculty Sign Language Interpreter	$49.00/Hr.
Sign Language Interpreter IV	52
Sign Language Interpreter III	47
Sign Language Interpreter II	44
Sign Language Interpreter I	40

Management Titles and Ranges

Job Title	Range
Chancellor	N/A
Vice Chancellor, Finance & Administration	N/A
Vice Chancellor, Educational Servs. & Intitutional Effectiveness	N/A
President	N/A
Campus President	N/A
Associate Vice Chancellor, Human Resources	66
Associate Vice Chancellor, Business & Operations	66
Vice President, Administrative Services	66
Vice President of Instruction	66
Vice President of Instruction and Student Services	66
Vice President of Madera and Oakhurst Centers	66
Vice President of Student Services	66
General Counsel	64
Dean of Instruction	62
Dean of Student Services	62
Dean of Students/EOP&S	62
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Equal Employment Opportunity Diversity & Staff Development Manager	50
Accounting Manager	44
Bookstore Manager	44
Chief of Police	44
Director of Environmental Health & Safety	44

Management Titles and Ranges

Job Title	Range
Director of Maintenance & Operations	44
Director of Marketing & Communications	44
Assistant Bookstore Manager	40
Construction Services Manager	40
Accounting Supervisor	37
Police Lieutenant	37
Admissions & Records Manager	34
Campus Financial Aid Manager	34
Food Service Manager	34
Building Services Manager	30
Custodial Manager	30
Duplications & Switchboard Supervisor	30
Grounds Services Manager	30
Residence Hall Supervisor	30
Assistant Residence Hall Supervisor	24

List of Departments for District Office and District Operations

District Office

Office of the Chancellor
- Public and Legislative Relations
- General Counsel

Office of the Vice Chancellor, Educational Services & Institutional Effectiveness
- Admissions and Records/Institutional Research
- Center for International Trade Development
- State Center Consortium
- Grants and External Funding
- Information Systems

Office of the Vice Chancellor, Finance & Administration
- Business Office
- Purchasing

Office of the Associate Vice Chancellor, Human Resources
- Personnel Commission
- Benefits
- Classified Professionals Development

State Center Community College Foundation

District Operations

Office of the Associate Vice Chancellor, Operations
- Maintenance & Operations
- Grounds
- Police Services
- Environmental Health and Safety
- Construction

Appendix J

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Definitions, Acronyms & Glossary
Human Resources
(Master List) – In Progress

AFT	American Federation of Teachers
Attrition	Gradual reduction of the size of a workforce by not replacing personnel lost through retirement or resignation
Contracting Out	District pays for an outside contractor to perform particular services still being performed also by District employees (Greg has been asked to check on this Dec. 31, 2012)
Core Restructuring	District no longer performs a particular service (Greg has been asked to check on this Dec. 31, 2012)
CSEA	California School Employees Association
DFEH	Department of Fair Employment and Housing
ECPC	Educational Coordinating and Planning
EEO Plan	Equal Employment Opportunity Plan
FERP	Faculty Early Retirement Program
FLSA	Fair Labor Standards Act
FON	Faculty Obligation Number
FSA	Faculty Service Areas
FTE	Full-Time Equivalent (Usually 1 per full-time employee)
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Students (# of students x # hours per week x 17.5 weeks divided by 525=FTES)
FTFO	Full-time Faculty Obligation (Associated with FON and pertains to the 75/25 rule)
HERC	Higher Education Recruitment Consortium
HR	Human Resources

IPEDS	Integrated Postsecondary Education Data System
LHE	Lecture Hour Equivalent (Lab is = .75 of a lecture hour)
MIS	Management Information Systems
MOU	Memorandum of Understanding - a bilateral or multilateral agreement between two or more parties
PC	Personnel Commission
Planning Horizon	Amount of time an organization will look into the future when preparing a strategic plan
Reassignment	To assign to a new position, distribution, or function
Reorganization	The act or process of organizing again or differently
SCFT	State Center Federation of Teachers
Staffing Plan	A systematic process to ensure that an organization has the right number of people with the right skills to fulfill business needs
Subunit	Subdivision of a larger unit
TOPS	Taxonomy of Programs
Transfer	Move from one place to another
Work Locations	Fresno City College, Reedley College including the Madera Center and Oakhurst Site, Willow International Community College Center, and the District Office

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Announcement of Proposed Board of Trustees' Appointment to Personnel Commission ITEM NO. 14-80

EXHIBIT: None

Background:

Pamela Freeman-Fobbs is the Board of Trustees' representative on the Personnel Commission. Her term will expire at noon on December 1, 2014. According to Personnel Commission Rule 2.2, "The Board of Trustees shall publicly announce the name of the person it intends to appoint or reappoint. At a board meeting to be held after 30 and within 45 days of the date the Board publicly announced its candidate, the Board shall hold a public hearing to provide the public, employees and employee organizations the opportunity to express their views on the qualifications of the person recommended by the Board of Trustees for appointment. The Board at that time may make its appointment or may make a substitute appointment or recommendation without further notification or public hearing."

Ms. Pamela Freeman-Fobbs has indicated her willingness to serve another term. This announcement has been posted with the agenda since October 1, 2014.

Recommendation:

It is recommended the Board of Trustees announce Ms. Pamela Freeman-Fobbs as the Board of Trustees' proposed appointee.

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT:	Second Reading of Accreditation Midterm Reports and Consideration to Approve Submittal to ACCJC/WASC	ITEM NO.	14-81

EXHIBIT: Accreditation Midterm Reports, Fresno City College and Reedley College

Background:

In October 2011, Fresno City College and Reedley College had comprehensive site visits by the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) to reaffirm accreditation. At its January 2012 meeting, the Accrediting Commission took action to place Fresno City College and Reedley College on "Warning." In February 2012, both colleges received letters indicating "Warning" status, with notice to correct the deficiencies and submit follow-up reports by October 2012. On October 15, 2012, both colleges submitted follow-up reports to the Commission to demonstrate that the institutions had met the district and college recommendations. The follow-up reports detailed the actions taken and processes implemented at the district and college levels in order to meet the standards.

Both colleges were also visited by ACCJC representatives in November 2012. As a result of the colleges' responses to the recommendations, in February 2013 the ACCJC acted to remove the "Warning" and reaffirm accreditation for Fresno City College and Reedley College. Again, on October 15, 2013, both colleges submitted follow-up reports to the Commission to demonstrate that the institutions had continued to address the recommendations and meet the standards, and Reedley College had an additional site visit in November 2013. In February 2014, Fresno City College and Reedley College received letters from the Commission confirming that both colleges had met the district and college recommendations.

At the September board meeting, drafts of the progress report from the colleges were reviewed. Progress reports represent the work that has been done since the October 15, 2013, follow-up reports.

Recommendation:

Administration recommends the Board of Trustees approve and certify the Accreditation Midterm Reports for Fresno City College and Reedley College.

Fresno City College

MIDTERM REPORT

Submitted by:

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

Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2014

Certification of the Midterm Report

Date: October 15, 2014

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

From: Anthony Cantú
Fresno City College
President

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Anthony Cantú, President	Date
Dr. Bill Stewart, Interim Chancellor	Date
Patrick E. Patterson, President, Board of Trustees	Date
Tim Woods, Accreditation Liaison Officer	Date
Mary Ann Valentino, President, Academic Senate	Date
Susi Nitzel, President, Classified Senate	Date
Daniel Melchor, President, Associated Students	Date

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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.

On October 15, 2012, Fresno City College submitted a Follow-Up Report to the Commission to demonstrate that the College had met the District and College recommendations. The College was also visited by ACCJC representatives in November 2012. In February 2013, the ACCJC acted to remove the "Warning" and reaffirm accreditation for Fresno City College. Again, on October 15, 2013, Fresno City College submitted a Follow-Up Report to the Commission to demonstrate that the institution had continued to address the recommendations and meet the Standards. In February 2014, Fresno City College received a letter from the Commission confirming that the College has met the District and College recommendations.

The following Midterm Report details the actions taken since the October 15, 2013 Follow-Up Report and progress on the Self-Identified Issues. This Midterm Report is prepared by the Accreditation Liaison Officer for Fresno City College in collaboration with the Fresno City College Accreditation Steering Committee (Appendix I) and members of the Districtwide Accreditation Response Team (Appendix II). The process of preparation of this report included working with the District's appointed Accreditation Liaison Officer, Dr. George Railey. Dr. Railey convened a districtwide Accreditation Response Team 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 to collect evidence and write the narrative addressing the concerns of the District recommendation. The College's Accreditation Steering Committee followed the Midterm Report Timeline for development of the report (Appendix III).

The College's constituent groups including the Academic Senate, Associated Student Government, the Classified Senate, and Strategic Planning Council reviewed the draft response of District Recommendation #1 and provided input to the districtwide Accreditation Response Team. The draft response was also presented to the Board of Trustees on September 2, 2014 with final Board approval on October 7, 2014.

Anthony Cantú
President, Fresno City College

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

In October 2011, Fresno City College and Reedley College had comprehensive site visits to reaffirm accreditation. At its January 2012 meeting, the Accrediting Commission took action to place Fresno City College and Reedley College on "Warning". In February 2012, both colleges received letters indicating "Warning" status with notice to correct the deficiencies and submit Follow-Up Reports by October 2012 (850-851). On October 15, 2012, both colleges submitted Follow-Up Reports to the Commission to demonstrate that the institutions had met the District and College recommendations (852- 853). The Follow-Up Reports detailed the actions taken and processes implemented at the District and College level in order to meet the Standards. Both colleges were also visited by ACCJC representatives in November 2012. As a result of the colleges' response to the recommendations, in February 2013 the ACCJC acted to remove the "Warning" and reaffirm accreditation for Fresno City College and Reedley College (854-855). Again, on October 15, 2013, both colleges submitted Follow-Up Reports to the Commission to demonstrate that the institutions had continued to address the recommendations and meet the Standards, and Reedley College had an additional site visit in November 2013(856- 857). In February 2014, Fresno City College and Reedley College received letters from the Commission confirming that both colleges have met the District and College recommendations (858-859).

State Center Community College District is at the forefront of districtwide coordination and planning efforts. In order to provide background and recommendations for implementation to the interim chancellor the District conducted a Districtwide Documents Review Retreat (860). Retreat participants assessed the usefulness of resource documents and will make recommendations for implementation to the interim chancellor. The following section of the Midterm Report details District activities related to District Recommendation 1 since the October 15, 2013 Follow-Up Reports.

District Strategic Plan

As detailed in the 2013 Follow-Up Reports, the 2012-2016 State Center Community College District (SCCCD) Strategic Plan and the Colleges' aligned campus level 2013-2017 strategic plans have been approved and implemented (856-857, 861-864). Since the October 15, 2013 Follow-Up Reports, several components of the District and campus strategic plans have been finalized and implemented. The District Strategic Planning Committee (DSPC) continues to provide ongoing oversight of the 2012-2016 SCCCD Strategic Plan and met several times in fall 2013 to finalize the scorecard assessment for the strategic plan annual report and a draft glossary of planning terms (865-868). DSPC continued to meet on a monthly basis in spring 2014 (869). The committee worked with the colleges, centers, and District Office to assess progress on the second year of the 2012-2016 SCCCD Strategic Plan. In fall 2013, a Strategic Plan Annual Assessment was presented to the Board of Trustees, as well as a scorecard in spring 2014 (867, 870-872, 896). These reports updated the Board and campus constituencies on the status of the strategic plan goals and objectives. In summer 2014, institutional research updated the Strategic Plan Annual Assessment based on fall 2012-fall 2013 data. In fall 2014, DSPC met to finalize the second year strategic plan evaluation (923). The annual evaluation was presented to the Board on October 7, 2014 (924-925). DSPC will continue to meet to oversee implementation of the District strategic plan.

In December 2013, the District Integrated Planning Model and Manual was approved by the Board of Trustees (875-876). The planning model and manual were developed to identify ways constituent groups contribute to district-level long and short term planning, as well as provide an overview of the planning process and timeline for each component in the model.

To ensure districtwide understanding of integrated planning, thirty-three faculty, staff, and administrators who are actively engaged in District and campus-level planning completed the Society for College and University Planning (SCUP) training in spring and fall 2013 (877).

As discussed in the 2013 Follow-Up Reports, the District Office participates in the District Office Administrative Services Unit Review (ASUR) to facilitate continued improvement and planning toward meeting the District mission, goals and objectives (852-853). Status updates on ASUR were presented to Chancellor's Cabinet in August 2013 and the Board of Trustees in November 2013 (878-880). As of spring 2014, fourteen District offices have completed ASUR and received recommendations and commendations from the Response Team. The Response Team continues to meet to review the ASUR reports (881).

Developed in fall 2013, the Districtwide Grants Process Taskforce was implemented to establish a districtwide process for initiating grant applications (882). The grant application process was reviewed by districtwide constituent groups and approved by Chancellor's Cabinet in February 2014 (883). It is scheduled for implementation in fall 2014 (884).

In addition to the districtwide strategic planning committees, the Enrollment Management Taskforce (EMT) and the District Decision Making Taskforce (DDMT) further districtwide planning efforts (885-886).

In spring 2013, the Enrollment Management Taskforce was developed to define enrollment management, assess and recommend districtwide policies and procedures affecting enrollment management, and develop a districtwide strategic enrollment management plan to support student success. In December 2013, an Enrollment Priorities Draft was presented to Chancellor's Cabinet and the Board of Trustees and subsequently approved and implemented by Chancellor's Cabinet in May 2014 (887-888, 875, 919). In fall 2014, the Enrollment Management Taskforce will develop an Enrollment Management Plan to be completed December 2014. It is anticipated the taskforce will transition to a standing committee during spring 2015.

In spring 2012, the District Decision Making Taskforce (DDMT) developed the 2013 Decision Making Resource Manual. The manual describes how District decisions are made in order to improve districtwide communication and trust (889).

Facilities

The Facilities Master Plan includes districtwide projects and priorities for implementation to guide the annual 5-year construction plan and the upcoming 2016 bond measure (890, 922). These are the priorities as the District works toward securing local and state funding. The Districtwide Facilities Planning Committee continues to meet to discuss implementation of the Facilities Master Plan and communicate with constituent groups (891).

Technology

A significant level of planning has been achieved in the area of technology, including the Technology Taskforce, the Districtwide Technology Committee Operating Agreement, the SCCCD Strategic Information Technology Plan, Technology Visioning, Districtwide Technology Summit, and a confidential Information Technology (IT) Security Assessment and IT Staff and Organization Assessment.

As indicated in the 2013 Follow-Up Reports, significant progress has been made in the area of districtwide technology planning (856-857). In fall 2013, the District Technology Committee Operating Agreement was approved by the colleges' academic senates (873).

In October 2013, a comprehensive report on technology was provided to the Board of Trustees (920-921). The Board approved the Technology Visioning Statement presented by CampusWorks and the vice chancellor of educational services to guide the development of a District technology plan (896, 900). The Technology Taskforce has worked continuously to

finalize the SCCCD Strategic Information Technology Plan. In January 2014, a draft plan was reviewed by districtwide constituent groups. In February 2014, CampusWorks facilitated districtwide open forums to receive feedback and revise the draft plan (897). In spring 2014, a final draft was reviewed by Communications Council (898-899). In fall 2014, the review process will continue with 2014-2015 implementation.

In November 2013, CampusWorks also conducted an Information Technology (IT) security assessment and an IT staff and organizational assessment. In December 2013, CampusWorks provided an update to Chancellor's Cabinet (887). The assessment provided recommendations for District improvement in securing data, information and systems. The IT Staff and Organization Assessment provided recommendations in the areas of organizational structure, staff readiness, and staffing allocation. On June 3, 2014, as a result of a recommendation to provide districtwide information services, the Board of Trustees approved a new position and classification specification for Assistant to the Chancellor, Enrollment Management, Admissions, Records, and Information Services (901). The assessments informed the development of the districtwide technology and technology staffing plans.

Organizational Reporting Relationship of Centers

Willow International Community College Center (WICCC) was granted Candidacy status effective March 6, 2013 (902). ACCJC sent a follow-up letter on April 4, 2013 requiring WICCC to "align the Governance Structure of the State Center Community College District to reflect the Center's status" (903). To finalize the WICCC organizational reporting structure, on July 2, 2013, the Board of Trustees aligned the governance structure of the State Center Community College District to reflect the reporting status of WICCC (892). The WICCC president will report directly to the chancellor and indirectly to the Reedley College president (904). Additionally, in Fall 2013, the Board of Trustees approved a Needs Assessment for WICCC and adopted a resolution in support of the transition of WICCC towards college status as Clovis Community College within a multi-college district (893-896).

Location of Signature Programs

In fall 2013, the Signature Programs Taskforce developed a districtwide signature program definition and program application process (905). Chancellor's Cabinet and Communications Council reviewed the definition and application template and forwarded to constituent groups for review and feedback (906-908). In fall 2014, the taskforce will meet to review the constituent group recommendations.

Funding Allocation

The October 2013 Follow-Up Reports discussed the collaborative process implemented to develop a districtwide resource allocation model (856-857). In fall 2013, the Districtwide Budget and Resource Allocation Advisory Committee (DBRAAC) and constituent groups approved the model (909). In January 2014, the Board of Trustees approved the model to be implemented in the 2014-2015 fiscal year (910-911).

At the April 4, 2014 DBRAAC meeting the Funding Model options were presented and the committee evaluated the tiered allocation option/component as part of future considerations for the Allocation Model (945). At the April 29, 2014 Communications Council meeting, Reedley College President, formally requested that DBRAAC agendize the review and sustainability of the DRAM with consideration of a modified DRAM before the end of the semester (944).

In May 2014, under the guidance and direction of the interim chancellor, the resource allocation model was modified because the adopted model did not provide stable funding, and as such the campuses were not sufficiently funded. The modified model provides for base funding equal to last year's allocation plus additional funds to cover new costs. Remaining funds available are funded to the campuses on an FTES basis. The chancellor presented the modified model to DBRAAC and it was approved by acclamation. It will be evaluated during the 2014-2015 fiscal year. The campus presidents also presented it to their constituent groups (912-913). In September, 2014 it was approved by the Board of Trustees with the adopted budget, and will be implemented in the 2014-2015 fiscal year (926).

Human Resources

As outlined in the 2013 Follow-Up Reports, the Human Resources Staffing Plan Taskforce was charged to engage in districtwide collaboration to recommend a human resources staffing plan to Chancellor's Cabinet (856-857). The staffing plan will ensure sufficient staffing resources are allocated for the effective operations of the colleges, centers, sites, and District Office/centralized services. Additionally, the plan will integrate districtwide human resource staffing plans and resource allocation decisions with other planning processes within the District.

The Human Resources Taskforce met throughout the 2013-2014 academic year (914). In spring 2014, Chancellor's Cabinet, Communications Council, and the constituent groups reviewed the draft Human Resources Staffing Plan and provided recommendations to the taskforce (898, 915-916). A revised plan was reviewed in spring 2014. The final plan went to the Board of Trustees for a first reading in September, 2014 (917, 926) and approved the Human Resources Staffing Plan at their October 7, 2014 Board Meeting.

Research Capacity

Comprised of college and district researchers, the District Research Workgroup continues to meet to focus on providing districtwide research to support student success (918). To increase research capacity, in fall 2013-spring 2014, two full-time and one part-time research assistants were hired to assist with districtwide research needs. The workgroup's effort is focused on providing Districtwide data to support planning and decision-making to improve the quality and effectiveness of programs and services. In summer 2014, institutional research updated the Scorecard and the Strategic Plan Annual Assessment based on fall 2012 – fall 2013 data (924).

Conclusion

In accordance with established timelines and through collaborative and ongoing dialogue, District and college planning processes continue to be implemented and assessed on an ongoing basis. The colleges' 2013-2017 strategic plans align with the district's 2012-2016 Strategic Plan

and were implemented in fall 2013. Ongoing dialogue has also led to the successful organizational reporting relationship of centers.

Scheduled evaluation and planning processes are in place to ensure that districtwide dialogue continues, plans and that processes are aligned, implemented, and assessed. These structures are designed to ensure that the District, colleges, and centers maintain a culture of dialogue, long-term planning, systematic cycles of evaluation, and continuous quality improvement.

District Recommendation 2

Response to District Recommendation #2

In order to improve institutional effectiveness, the team recommends that the district document the process for review of board policies and ensure that district governance and decision-making processes are regularly evaluated (Standards: IV.B.1.e, IV.B.3.g.)

Introduction

District Recommendations #2 was presented to Reedley College in the December 4, 2011 Comprehensive Evaluation Report (927). However, because this is a District Recommendation Reedley College and Fresno City College have responded as outlined in the following activities.

Board Policy/Administrative Regulation 2405, Review of Board Policies

To ensure ongoing and systematic review of board policies and administrative regulations, BP/AR 2405 were developed and implemented. BP 2405, Review of Board Policies went to Communications Council in fall 2012 (928). BP 2405 was reviewed by the Board of Trustees in September 2012 and approved in October 2012 (929-930). AR 2405, Review of Board Policies was reviewed and adopted by Chancellor's Cabinet in fall 2012 (931).

Additional board policies were reviewed at the Board of Trustees retreat in April 2012. To ensure a regular cycle of evaluation board policies have been reviewed at every annual Board retreat thereafter (932).

Board Policy/Administrative Regulation 2410, Policy and Administrative Regulations

In spring 2011, BP/AR 2410 were reviewed by Chancellor's Cabinet and Communications Council (933-934). Changes were not made to BP 2410. In spring 2011, proposed revisions to AR 2410 were presented to for review and recommendation to constituent groups (933-934). Review of AR 2410 continued from fall 2011 through fall 2012 with final approval in October 2012 (935-939).

Board Policy/Administrative Regulation 2510, Participation in Local Decision-making

BP/AR 2510 were reviewed and discussed by Chancellor's Cabinet and Communications Council in spring and fall 2013 (940-943). The board policy and administrative regulation ensure that District governance and decision making policies are evaluated on a regular basis.

Conclusion

The District has documented the process for the review of board policies and regulations and has ensured that District governance and decision-making is evaluated on a continuous cycle. The

appropriate board policies and administrative regulations have been reviewed, revised, and implemented to meet the Standard.

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 and 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 (CR1-03). During the March 20, 2012 PAC meeting (CR1-04), 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 (CR1-05, CR1-06).

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

At the time of the 2011 site visit, three senior-level positions were filled on an interim basis, including president, vice president of instruction, and vice president of administrative services. Since that time all positions were filled with permanent employees. The search procedures, timelines and Board of Trustees approval are outlined in a matrix for each position (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.

Response to Self-identified Issues

Standard IB Institutional Effectiveness

1) The College will develop and implement a comprehensive communication plan. (Standards IB.5, IIA.1.f, IIA.3, IIA.6, IIA.6.c, IIA.7.c, IIB.2.a, IIB.2.b, IIB.2.c, IIB.2.d, IIIA.1.a, IIIC.1, IIID.2, IIID.2.a, IIID.2.b, IVA.2, IVA.3, IVB.1.d, IVB.1.i, IVB.2.e, IVB.2.a, IVB.3.f, IVB.3.g)

Progress and Analysis

The Communication Plan Taskforce was charged with developing a College communication plan (IB1.1, IB1.2). The taskforce began meeting fall 2011 and completed the Fresno City College Communication Plan in spring 2012 (IB1.3, IB1.4). The plan was then presented to constituency groups (IB1.5, IB1.6). In January 2013, the taskforce presented the following recommendations to the Strategic Planning Council (IB1.7):

1. Develop a uniform Blackboard layout to allow for easy navigation and consistency. The Taskforce strongly recommended the College continue to move toward a systematic redesign for all of the College's Blackboard sites and are evaluating the use of other tools that can help improve the user experience. In fall 2014, the College hired a Director of Distance Education and Instructional Technology, who will support faculty in development of their Blackboard sites.

2. Utilize uniform email protocols for faculty and staff. The taskforce developed uniform protocols and faculty and staff have been informed of these protocols.

3. Develop specific mail-all groups so faculty and staff receive only relevant messages.

4. Implement general meeting protocols developed by the Taskforce and provide ongoing training. It was also recommended that these meeting protocols be included in committee operating agreements with ongoing reviews and updates at the beginning of each semester.

5. Hire a full-time Fresno City College webmaster to ensure that the College website is user/mobile device friendly and current at all times. It was also recommended that a Fresno City College intranet site be developed for the needs of campus employees. In March 2014, the Board approved the Fresno City College Webmaster position and it was filled in July 2014.

6. SPC appoint a new committee to further develop the Communication Plan into a Communication Manual. The recommendation is under consideration by the College president.

On April 18, 2013, the Strategic Planning Council discussed these recommendations and next steps necessary to fully implement the communication plan (IB1.8). At that time, the College president indicated that area administrators are responsible for overseeing adherence to the plan.

Progress and Analysis

2) The College strategic plan will more closely align with the District strategic plan. (Standard IB.3, IB.4, IB.6, IVB.3.a)

In October 2012, the Strategic Planning Council (SPC) reviewed a crosswalk which visually placed the District's 2012-2016 Strategic Plan alongside the Fresno City College 2010-2013 strategic plan to facilitate alignment (IB2.1). The process included a comparison and in-depth discussion of existing District and campus mission, vision and values statements in addition to existing goals(IB2.2). Input was gathered from constituency groups and relevant committee chairs to ensure appropriate Fresno City College goals were included in the updated 2012-2016 strategic plan (IB2.1). This information was integrated into a draft College strategic plan. In November 2012, utilizing the draft plan as a baseline for discussion, the SPC formally began working on alignment and in February 2013, the SPC finalized the goals and objectives of the Fresno City College 2013-2017 Strategic Plan which was vetted and agreed upon by all campus constituency groups (IB2.4, IB2.5, IB2.6, IB2.7, IB2.8, IB2.9). In July 2013, the plan was approved by the Board of Trustees (IB2.10). This plan closely aligns with the District strategic plan (IB2.1).

Standard IIA Educational Programs

1) **The College will develop an easily accessible student learning outcomes website to track assessment results. (Standards IB.5, IIA.1.a, IIA.1.c, IIA.2.a, IIA.2.b, IIIC.1.a, IIIC.1.d)**

Progress and Analysis

The Outcomes and Assessment Committee and campus administrators are in the process of researching database options for tracking outcomes and assessment activities. The College currently uses an Outcomes and Assessment Blackboard site as a faculty resource and document repository. The site is open to the public. In spring and fall 2013, CurricUNET webinars were conducted and fields were added to CurricUNET as a short term solution (IIA1.1). Governet, a product associated with CurricUNET, is under consideration as a database for tracking program review and student learning outcome goals (IIA1.2). The Program Review Committee supports the proposal to use Governet to track and review program review and student learning outcome goals (IIA1.3).

To ensure campuswide support for implementation of Governet ongoing discussions will take place with constituency groups. Upon final approval the database will be purchased and implemented by spring 2015.

2) **The College will conduct an annual assessment of progress toward program goals as part of program review. (Standards IB.1, IB.2, IB.3, IB.7, IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.e)**

Progress and Analysis

A Strategic Planning Council subcommittee was formed to discuss annual assessment of progress toward program goals as part of program review. In March 2014, the College president met with the Program Review Committee to emphasize the importance of including program goals and activities within the program review to support an annual assessment (IIA2.1). Discussions are also ongoing in SPC and Program Review Committee; both committees agree that Governet could support an annual assessment (IIA2.2, IIA2.3). The use of Governet will simplify goal reporting in program review and student learning outcomes and the tracking capabilities will enhance the College's ability perform annual program review progress and analysis. The College has also implemented a midterm and annual reporting of program review to the Strategic Planning Council which provides a summary of program reviews, action plans, and funding (IIA2.4). Annual unit planning was also discussed at Management Council. It is a planning and tracking document designed to consolidate and streamline the planning process, track objectives, and tie program review to institutional effectiveness measures. Actual and planned results for program review, unit planning, outcomes assessment, and resource allocation would be brought together using this tool. It will be placed on a future agenda for further discussion (IIA2.5).

3) The College will develop an assessment timeline that includes all course and program learning outcomes by fall 2012. (Standards IB.3, IB.6, IIA.2.a, IIA.2.b, IIA.2.e)

All full time faculty and administrators attended an opening day session on Student Learning Outcomes (SLOs) to develop timelines and calendars for regular, ongoing and systematic assessment assessment (IIA3.1, IIA3.2, IIA3.3, IIA3.4). Flex day workshops were also offered in spring 2014 (IIA3.5, IIA3.6). Faculty are required to submit assessment results which are posted on an Outcomes and Assessment Blackboard site (IIA3.7). The site provides faculty with access to historical documentation and the ability to review progress. As Fresno City College began the outcomes and assessment process, faculty were required to assess one course-level SLO each semester for all courses. Based on the volume of courses in some departments and the unique nature of some programs, it was determined that the most meaningful approach for assessment was to allow faculty in each discipline to develop a plan for ongoing assessment using the following guidelines: 1) one SLO for each course will be assessed each semester, or 2) all SLOs within specific courses will be assessed according to a schedule as follows; a) all courses within a degree/certificate will be assessed in the same year, b) courses will be assessed according to level (introductory, intermediate, advanced) , c) courses will be assessed based on department defined criteria, and d) if other methods are used, faculty explain how regular, ongoing, and systematic assessment will be achieved (IIA3.2).

During the semester prior to program review, course-level SLO assessments are not required. Faculty use this time to review reports and incorporate results into the program review. The semester prior to curriculum review is used to incorporate appropriate changes into the Course Outline of Record (IIA3.8, IIA3.9).

Each department completed a calendar identifying when courses would be assessed. In addition, each department completed a plan identifying how the calendar was set, who was responsible for ensuring assessment took place, where supporting data was to be stored, and when dialogue would take place. This plan allows faculty to take ownership of the process and to develop a system that works for their unique courses and programs. It is required that all course level SLOs be assessed at least once before each program review so that results can be used in the program review and subsequent curriculum review process. The program review template is currently being revised to include additional detail about outcomes and assessment (IIA3.9).

For each degree or certificate offered at Fresno City College, course SLOs are mapped to the program SLOs. Faculty analyze the results of (course) mapping to validate that course content and offerings support program SLOs.

All programs, certificates, degrees, and services provided at Fresno City College contribute to the Institutional Student Learning Outcomes (ISLOs). Faculty and staff map programs and services to the ISLOs. In addition, the College assesses achievement of ISLOs through the ACT student surveys. Students are asked questions about their perceptions and progress towards College outcomes. Results are collected, analyzed, and discussed to monitor progress. The survey was conducted in 2004, 2008, 2010 and 2013. The survey will be conducted every three years to measure student perceptions of the ISLOs (IIA3.10).

Standard IIC Library and Learning Support Services

1) The College will include the need for additional space requirements for the library and student support services in the College Facilities Master Plan. (Standards IB.4, IB.6, IIC.2, IIIB.2.a, IIIB.2.b)

Progress and Analysis

In order to meet Title 5 recommendations, the Fresno City College Educational Master Plan calls for an additional 50,879 square feet for library/learning resources (IIC1.1). The State Center Community College District Facilities Master Plan (IIC1.2) includes an expansion and remodel of the library and student support services building. The plan does not give a time frame in which the expansion and remodel will occur. The library contracted with a Library Facilities Planner in fall 2012 to perform a space analysis of the public areas of the library and make recommendations. In fall 2013, the recommendations were presented to library staff and faculty (IIC1.3). The report provided several recommendations regarding space utilization and services. The primary recommendation was the development of group learning spaces.

Library faculty and staff are reviewing the consultant's recommendations and will implement as resources become available in alignment with the Facilities Master Plan. Capital expenditure recommendations for building expansion and replacement will be forwarded to the Facilities Committee for prioritization of future capital projects.

2) The College will address the security issues of the library building, equipment, and materials. (Standards IIC.1.d, IIIB.1.a, IIIB.1.b)

Progress and Analysis

In fall 2012, the campus installed 19 new Internet Protocol (IP) based cameras in the library. This successfully replaced outdated equipment and brought the library into compliance with District standards. Police logs show that the number of incidents reported has remained the same from 2012 to 2013, when reports related to medical situations are filtered out of the data (IIC2.1, IIC2.2). Although the cameras are not monitored in "real time" to prevent crime, they have proven valuable when gathering evidence when crimes occur.

Standard IIIA Human Resources

1) **The Campuswide Professional Development Coordinating Committee will review its current Operating Agreement and develop, promote, and increase the depth and breadth of staff development activities for Fresno City College staff through a comprehensive staff development plan. (Standards IB.4, IB.6, IIIA.5.a, IIIA.5.b)**

Progress and Analysis

In fall 2012, the Campus Wide Professional Development Coordinating Committee was reestablished with representatives from all campus constituencies, including administrators, faculty, classified staff, and students. In fall 2013, a revised operating agreement was approved by campus constituencies (IIIA1.1, IIIA1.2, IIIA1.3, IIIA1.4). The committee began reviewing other colleges' professional development plans and in May 2013, a campus wide survey was administered to assess campus opinion on professional development needs (IIIA1.5, IIIA1.6, IIIA1.7, IIIA1.8, IIIA1.9, IIIA1.10, IIIA1.11, IIIA1.12, IIIA1.13).

In January 2014, the committee completed a professional development plan (IIIA1.14, IIIA1.15, IIIA1.16). In addition to full time employees, the plan ensures professional development opportunities for adjunct faculty, part time classified staff, and student workers. The plan's primary goal is to create, promote, facilitate, and share professional development events and activities that contribute to the enrichment, knowledge, and growth of Fresno City College employees. This aligns with the College's Strategic Plan, Goal 3.2; the College will ensure that all administrators, faculty, and staff are provided ample opportunities for professional development. The plan includes recommendations for the campus to expand its professional development program. Resources permitting, the plan also recommends a formal professional development program including a coordinator, administrative staff, and budget. In April 2014, the plan was approved by the committee and in July 2014, it was sent out to campus constituencies for review and approval (IIIA1.17).

The professional development plan will be implemented upon approval. Upon implementation, the committee will continue to revise professional development offerings based upon evaluation of activates and campus wide surveys.

2) **Through the Human Resources Committee, Fresno City College will investigate, evaluate and determine the process(es) for human resource reallocation for certificated, classified, and administrative positions. (Standards IB.4, IB.6, IIIA.6)**

The Fresno City College Human Resources Committee is currently reviewing and revising processes for the allocation of new positions and reallocation of positions that align with procedures in the Draft District Human Resources Staffing Plan (IIIA2.1, IIIA2.2). College Action Plans supported by Program Review Committee and Strategic Planning Council will guide the determination of new positions. Filling of vacant existing positions will be determined by the administration. Procedures will be finalized upon final approval of the Draft District Human Resources Staffing Plan (IIIA2.3, IIIA2.4, IIIA2.5).

Standard IIIB Physical Resources

1) The College will complete and implement the College Facilities Master Plan and ensure that it is updated as appropriate. (Standards IB.4, IB.6, IIIB.2.a, IIIB.2.b)

Progress and Analysis

In September 2012, the Board of Trustees adopted the 2012-2025 Facilities Master Plan (IIIB1.1). Since that time, funding has not been available to fully implement the plan; therefore, it is being implemented in smaller increments. For example, concrete replacement in front of the library was completed during the summer of 2013, with the Facilities Master Plan guiding the project (IIIB1.2).

In fall 2014, the Facilities Committee hosted four open forums to review College priorities for the Facilities Master Plan for a potential bond survey. In February 2014, the Facilities Committee reviewed the input and presented a prioritized list to the Strategic Planning Council (SPC) for review (IIIB1.3). The list was forwarded to the president for approval and shared with Chancellor's Cabinet and the Board of Trustees. The review did not significantly change the priorities outlined in the Facilities Master Plan.

The Facilitates Committee will assess the campus Facilities Master Plan biennially to ensure the plan is addressing long term College and community goals.

2) The College will develop an equipment replacement plan. (Standards IB.4, IB.6, IIIB.2.a, IIIB.2.b)

Progress and Analysis

In February 2012, the Fresno City College Budget Advisory Committee supported the Equipment Review Plan (IIIB2.1, IIIB2.2). The plan was established to specifically address the total cost of ownership for non-technology assets.

This plan will be considered during the College Action Planning process to fund College priorities. The plan allows for long-term planning, as well as replacement of equipment. In October 2014 the plan will be implemented to align with the districtwide biennial inventory of all assets.

Upon completion of the review, the plan will provide programs that rely heavily on equipment with a tool to assess the total cost of ownership and a replacement plan. This evidence will be useful in program review and action planning processes.

Standard IIIC Technology Resources

1) **The Technology Advisory Committee and Technology Support Services will evaluate the wireless network system and make recommendations for upgrades/replacement in the next College technology plan. (Standards IB.4, IB.6, IIA.2, IIIC.2)**

Progress and Analysis

In spring and fall 2012, five wireless providers were evaluated for services (Meru, Cisco, Aruba, Rukus, and Aerohive) with Aerohive as the final selection. Aerohive's overall coverage including protocols support, channel bonding capability, thin versus thick client APs, compliance to industry standards, cost, and excellent reputation in the higher education sector, was the basis for selection. In spring 2013, a complete replacement of the previous provider, Blue Socket, began with completion in summer 2013. To date, 161 interior and 35 exterior access points have been installed on campus, 100 more than previously installed. Over 2,300 active connections are recorded Monday through Friday on average. Weekly reports are reviewed for high activity. Additional access points are installed when appropriate (IIIC1.1, IIIC1.2, IIIC1.3, IIIC1.4).

Additional access points are planned for installation in high traffic areas as identified through weekly report analysis. In spring 2014, an additional SSID was also added for mobile VoIP devices to be carried by the Technology Support Services technicians.

2) **The College will provide online technology training for all staff, faculty, and administrators that can be accessed on or off campus. (Standards IIA.1.c, IIIC.1.c)**

Progress and Analysis

The Technology Advisory Committee and the Instructional Technology Subcommittee of the Academic Senate reviewed three online training vendors: Atomic Learning, Lynda, and VTC. Atomic Learning was chosen based upon breadth of offerings, ease of use, cost, and the ability to add custom content. All Fresno City College faculty and staff are provided 24/7 access and the College's active directory integration allows faculty and staff to be provided automatic access to the service and training (IIIC2.1, IIIC2.2, IIIC2.3, IIIC2.4, IIIC2.5, IIIC2.6, IIIC2.7). In the first stage, Atomic Learning was implemented only at Fresno City College, and in fall 2013, access was increased to include districtwide faculty and staff. In fall 2013, an action plan was submitted to increase access to Atomic Learning for all students districtwide, however it has not yet been funded (IIIC2.8, IIIC2.9, IIIC2.10).

3) **The College will include a recommendation for technology infrastructure replacement as part of the next technology plan (Standards IB.4, IB.6, IIIC. 1.c, IIIC.2)**

Progress and Analysis

The 2012-2014 Campus Technology plan included three goals specifically addressing funding for technology infrastructure replacement (2, 3, and 4 in the table below). Funding has been secured to begin various replacement projects through the College's XX0, LT0, and a Title V grant, as shown in the tables below (IIIC3.1, IIIC3.2, IIIC3.3, IIIC3.4).

2012-2014 CAMPUS TECHNOLOGY PLAN GOALS

Rank	Goal	FCC Strategic Plan Goal &	SCCCD Strategic Plan Goal 2012-2016
1	Assess technology needs for students/faculty/staff on a regular basis	1.2, 5.1	1, 3, 6
2	Ensure technology funding	1.3, 6.2	7
3	Provide network stability	3.4	3
4	Provide network access	3.4	3
5	Participate in the development of the District Technology Plan	6.3	6
6	Increase the efficiency and effectiveness of campus processes	3.4	6

Funding secured in spring 2013 allowed Technology Support Services to complete the following projects in 2013: (IIIC3.5, IIIC3.6, IIIC3.7)

1. ADA Workstations
2. CTC Local Area Network Connection
3. CTC VoIP
4. CTC Wide Area Network Connection
5. iSCSI Storage
6. iSCSI Switches
7. Lab Computers - Instruction VoIP for Campus
8. Top of Stack Switches
9. Uninterrupted Power Supplies
10. VoIP for campus
11. Access Switches

4) The College will work with and support the District in updating the 2001 District Technology Plan into a fully integrated Districtwide technology model. (Standards IB.4, IB.6, IIIC.2, IVB.3.c)

Progress and Analysis

In fall 2012, the Fresno City College Director of Technology and a member of the Technology Advisory committee were appointed to the District Technology Planning Taskforce. The taskforce is composed of staff, faculty, and administrators from each of the campuses and the District Office. The purpose of the taskforce was to develop the organizational structure for the District Technology Committee (DTC) and provide an outline for development of the District Technology Plan. The taskforce developed an organizational structure and operating agreement for the District Technology Committee (DTC). In spring 2013, the operating agreement was distributed to districtwide constituencies for review and feedback and it was presented to Chancellor's Cabinet in fall 2013([IIIC4.1, IIIC4.2).

Standard IIID Financial Resources

1) **The College will be actively involved in the development and implementation of a District Resource Allocation Model. (Standards IB.4, IB.6, IIID.1.a, IIID.1.b, IIID.1.c, IIID.1.d, IVB.3.c, IVB.3.d)**

Progress and Analysis

In 2012, Fresno City College began collaboration with the District to develop a resource allocation model. In order to accomplish this, the District created the District Resource Allocation Model Taskforce (DRAMT). The College was represented at DRAMT by administration, classified, faculty and students (IIID1.1).

In October 2012, Fresno City College hosted an open forum to discuss the draft budget allocation model. The open forum gave campus constituents the opportunity to provide input into the allocation model (IIID1.2). The feedback was then discussed at Chancellor's Cabinet, Chancellor's Workgroup and the DRAMT (IIID1.3, IIID1.4, IIID1.5, IIID1.6).

In April 2013, the DRAMT transitioned into a permanent committee, The District Budget and Resource Allocation Advisory Committee (DBRAAC). Fresno City College has six representatives on the committee; 1 administrator, 2 classified professionals, 2 faculty and 1 student (IIID1.7). The DBRAAC adopted a qualified consensus model to be used for decision making. A consensus model ensures that Fresno City College and the other District sites support the committee's decisions (IIID1.8).

In November 2013, the Districtwide Resource Allocation Model and narrative was reviewed and approved by Fresno City College constituent groups and in January 2014, the model was approved by the Board of Trustees (IIID1.9, IIID1.10, IIID1.11, IIID1.12, IIID1.13). The resource allocation model was originally scheduled to be implemented in the 2014-15 fiscal year.

During the budgeting cycle for the 2014-15 fiscal year, it was determined that the initial allocation using the DBRAAC model did not provide base funding and did not fully fund the campuses. District executive financial management and the campuses developed a proposed modification of the resource allocation model, which was reviewed and approved by the DBRAAC in May 2014 (IIID1.14).

2) **The College will work to strengthen communication of the budget process to increase the understanding of resource planning. (Standards IB.5, IIID.2, IIID.2.a, IIID.2.b)**

Progress and Analysis

In order to increase understanding of the budget process, the vice president of administrative services has created training modules providing information on the budget process. Training modules are currently available for the following subjects: SB 361 Funding, Apportionment Funding, District Resource Allocation Model, Travel and Conference, Grants, Reviewing and Tracking Budgets, Understanding Budget Codes, and Action Plans. These modules are available

to all constituent groups through the Fresno City College Budget Advisory Committee BlackBoard Organization (IIID2.1, IIID2.2).

In addition, the vice president of administrative services presents information regarding the status of state and local budgets, as well as campus projects on Opening Day Convocation, which is attended by full time faculty, administration and some staff at the beginning of every semester. (IIID2.3) There is a question and answer period at the end of the presentation allowing faculty and staff to address areas of concern.

The District Grants Office has delineated and restructured the grant process by providing information on grant funding opportunities, as well as assisting in writing and editing grant proposals (IIID2.4). This support demonstrates the District's commitment to securing grant based funding.

The Academic and Classified Senates both regularly report on the Budget Advisory Committee meetings, which cover a variety of budget issues. This has helped to create meaningful dialog among administration, faculty, and staff on the College's budgetary challenges (IIID2.5, IIID2.6).

In spring 2014, the Action Planning Handbook has been completed and approved by SPC (IIID2.7, IIID2.8). This handbook defines and explains the process for obtaining additional funding resources beyond the historical allocation of the program/area. Due to the changes in the Action Planning process, the existing Fresno City College Budget Handbook is out of date. The College will begin a review/update of the handbook.

Appendix I

Fresno City College Accreditation Steering Committee

Tim Woods, Accreditation Liaison Officer, Co-Chair
MaryAnn Valentino, Co-Chair
Josephine Llanos, Co-Chair
Lydia Anderson, Standard I Co-Chair
Peg Mericle, Standard I Co-Chair
Kelli O'Rourke, Standard I Co-Chair
Jennifer Johnson, Standard IIA Co-Chair
Lorraine Smith, Standard IIA Co-Chair
Nancy Gross, Standard IIA Co-Chair
Chris Villa, Standard IIB Co-Chair
Yury Kostin, Standard IIB Co-Chair
Keelin McCabe, Standard IIB Co-Chair
Don Lopez, Standard IIC Co-Chair
Paula Demanett, Standard IIC Co-Chair
Cindy Peek, Standard IIC Co-Chair
Ashok Naimpally, Standard IIIA Co-Chair
Daniel Himes, Standard IIIA Co-Chair
Susi Nitzel, Standard IIIA Co-Chair
Cheryl Sullivan, Standard IIIB Co-Chair
Jeannine Koshear, Standard IIIB Co-Chair
Joseph Diebert, Standard IIIB Co-Chair
Rick Santos, Standard IIIC Co-Chair
Kirk Kawagoe, Standard IIIC Co-Chair
Lili Gao, Standard IIIC Co-Chair
Shanna Ahrens, Standard IIID Co-Chair
Ron Dustin, Standard IIID Co-Chair
Tammy Maddox, Standard IIID Co-Chair
Tony Cantú, Standard IV Co-Chair
Bruce Hill, Standard IV Co-Chair
Michael Bourbonnais, Standard IV Co-Chair
Lijuan Zhai, Institutional Research Support
Cyndie Luna, Faculty Editor
George Railey, District Liaison

Appendix II

Districtwide Accreditation Response Team

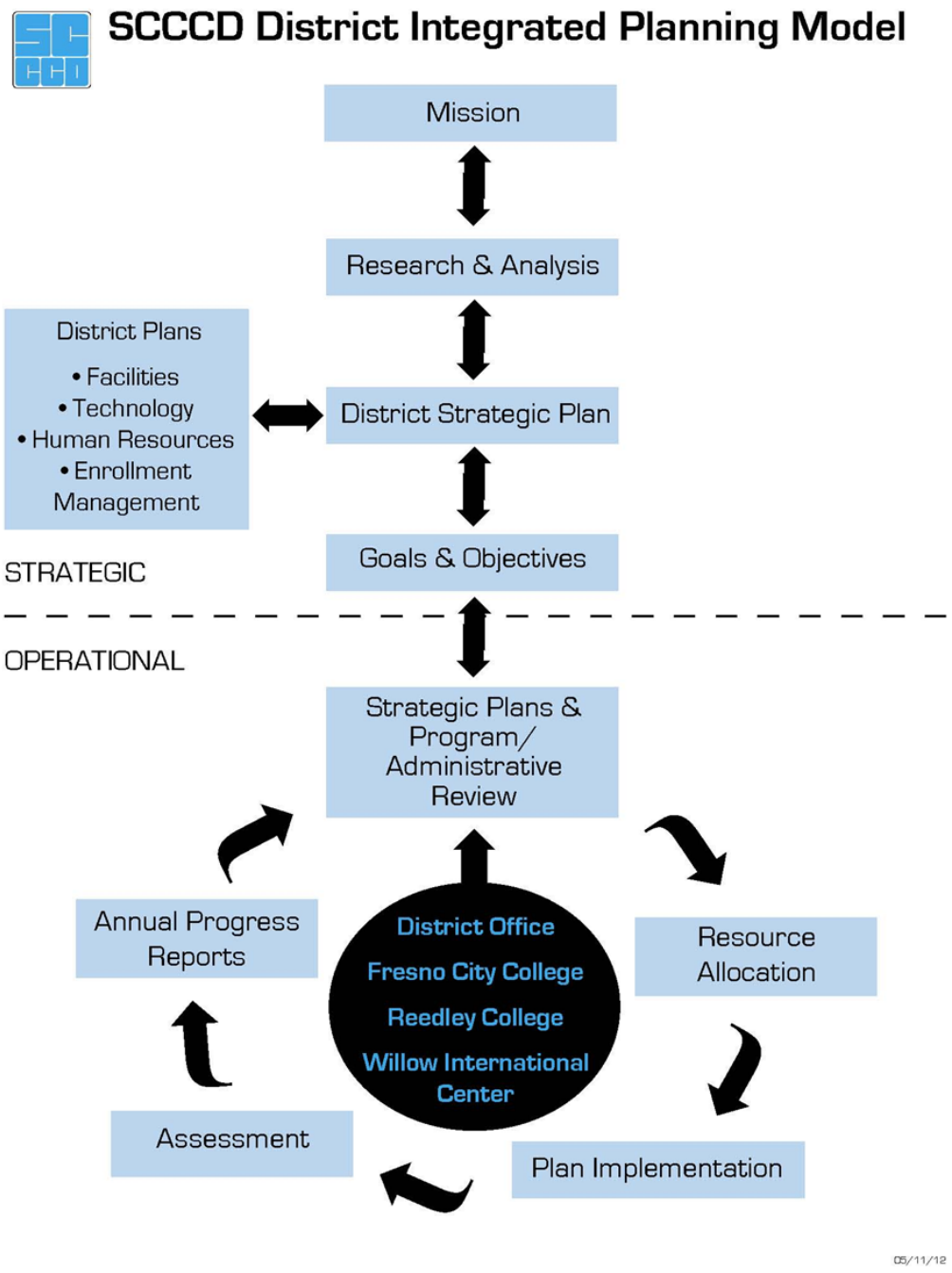
Eileen Apperson, Reedley College, Faculty
Janet Barbeiro, Secretary to the Vice Chancellor of Educational Services and Institutional Effectiveness
Jothany Blackwood, District Liaison for Strategic Planning
Tony Cantú, Fresno City College, President
Sandra Caldwell, Reedley College, President
David Clark, Reedley College, Dean of Instruction
Jan Dekker, Reedley College, Vice President of Instruction, Accreditation Liaison Officer
Kelly Fowler, Clovis Community College Center, Vice President of Instruction and Student Services, Accreditation Liaison Officer
Patricia Gonzalez, Secretary to the Vice Chancellor of Finance
Deborah Ikeda, Campus President, Clovis Community College Center
Cyndie Luna, Fresno City College, Faculty
Anna Martinez, Clovis Community College Center, Faculty
George Railey, Vice Chancellor of Educational Services and Institutional Effectiveness
Sarina Torres, Reedley College, Administrative Assistant
Michael White, Reedley College, Vice President of Student Services
Tim Woods, Fresno City College, Accreditation Liaison Officer

Appendix III

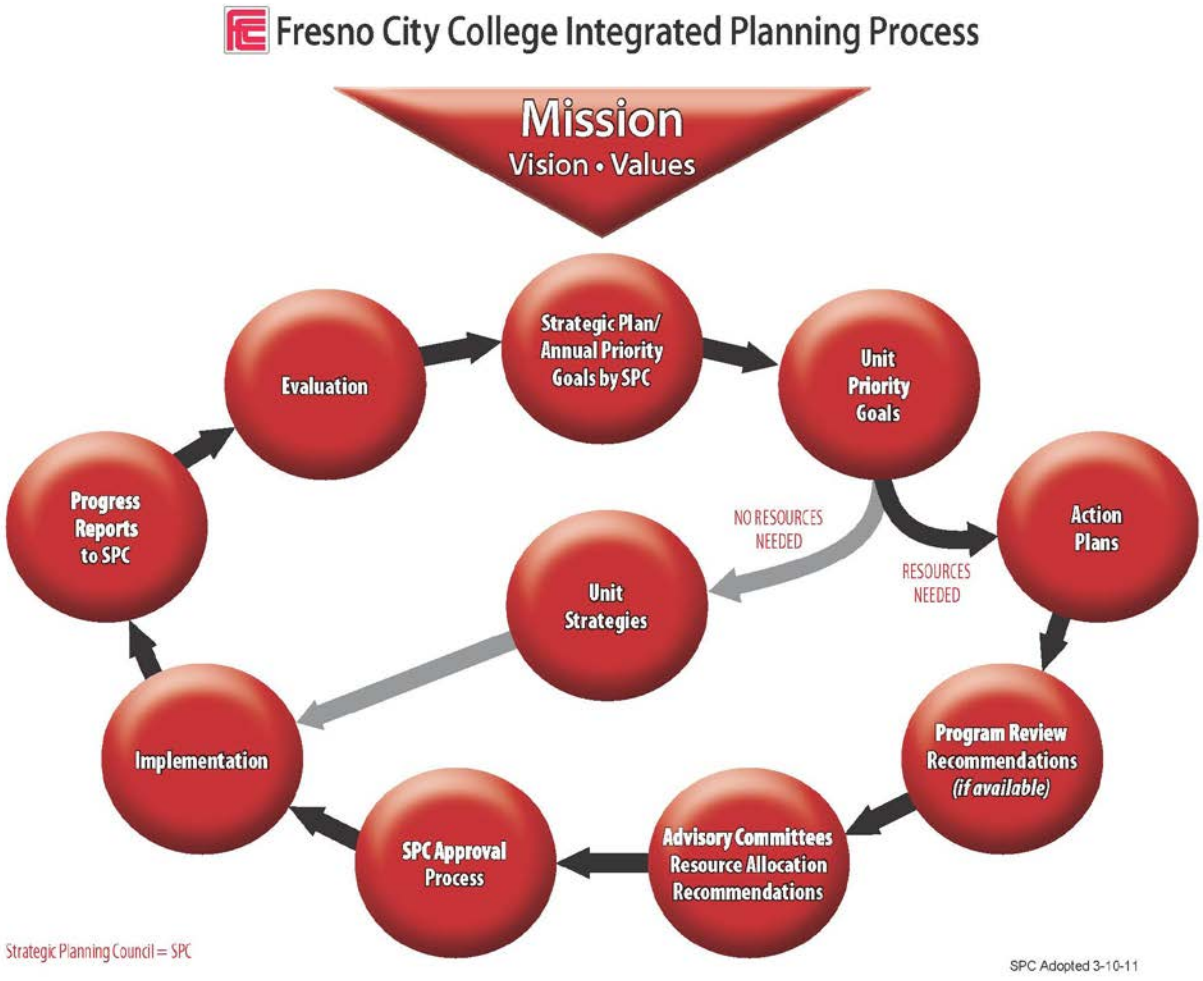
Fresno City College Midterm Report Timeline

Timeframe	Action	Responsible Person(s)
September 2013 – February 2014	Prepare response to previous recommendations and self-identified planning agendas Evidence gathering/cataloging	Subcommittees District Response Team OIR (Institutional Research)
March 3, 2014	1st draft due to OIR	Subcommittees
March 4-9 2014	Edit 1st draft 1st draft reviewed by ALO & President Evidence gathering/cataloging	Cyndie Luna Tim Woods Tony Cantú OIR
March 10-21, 2014	Distribute draft to constituents for review and feedback	Constituent Groups
March 22-April 4, 2014	Incorporated feedback from constituent groups/edit final draft Final draft reviewed by ALO & President Evidence gathering/cataloging	Subcommittees Cyndie Luna Tim Woods Tony Cantú OIR
April 7-May 2, 2014	Distribute draft to constituents for review	Constituent Groups
Summer/Early Fall 2014	Incorporate District Response into final draft Evidence Finalized	Cyndie Luna OIR
September 2, 2014	Board of Trustees – First read	Board of Trustees
October 7, 2014	Board of Trustees – Approval	Board of Trustees

Appendix IV


SCCCD District Integrated Planning Model
Mission
Research & Analysis
District Plans
• Facilities
• Technology
• Human Resources
• Enrollment Management
District Strategic Plan
Goals & Objectives
STRATEGIC
OPERATIONAL
Strategic Plans & Program/ Administrative Review
Resource Allocation
Plan Implementation
Assessment
Annual Progress Reports
District Office
Fresno City College
Reedley College
Willow International Center
05/11/12

Appendix V


Fresno City College Integrated Planning Process
Mission
Vision • Values
Strategic Plan/ Annual Priority Goals by SPC
Unit Priority Goals
Action Plans
Program Review Recommendations (if available)
Advisory Committees Resource Allocation Recommendations
SPC Approval Process
Implementation
Progress Reports to SPC
Evaluation
Unit Strategies
NO RESOURCES NEEDED
RESOURCES NEEDED
Strategic Planning Council = SPC
SPC Adopted 3-10-11

Evidence for Response to ACCJC District Recommendation 1

850 ACCJC Warning Letter to Fresno City College – February 1, 2012
851 ACCJC Warning Letter to Reedley College - February 1, 2012
852 Fresno City College Follow-up Report – October 15, 2012
853 Reedley College Follow Up Report – October 15, 2012
854 ACCJC Reaffirm Letter to Fresno City College – February 11, 2013
855 ACCJC Reaffirm Letter to Reedley College – February 11, 2013
856 Fresno City College Follow-up Report – October 15, 2013
857 Reedley College Follow-up Report – October 15, 2013
858 Fresno City College Commission Action Letter – February 7, 2014
859 Reedley College Commission Action Letter – February 7, 2014
860 Assessment of District Planning Processes Retreat Agenda 06-16-14
861 SCCCD Strategic Plan 2012-2016
862 Fresno City College Strategic Plan 2013-2017
863 Reedley College Strategic Plan 2013-2017
864 Willow International CCC Strategic Plan 2013-2017
865 District Strategic Planning Committee Operating Agreement and Membership
866 District Strategic Planning Committee Minutes - Fall 2013
867 District Strategic Planning Committee Scorecard Assessment
868 District Strategic Planning Committee Planning Glossary
869 District Strategic Planning Committee Minutes - Spring 2014
870 SCCCD 2013-2016 Strategic Plan Annual Board Report
871 SCCCD Integrated Planning Model and Manual – October 10, 2013
872 SCCCD Strategic Plan Annual Assessment
873 Academic Senate Minutes for Technology Agreement from FCC, RC and WI
874 2013 Scorecard Presentation to Board of Trustees – February 4, 2014
875 Board of Trustees Minutes December 10, 2013
876 SCCCD Integrated Planning Model and Manual
877 SCUP Institute Participant List
878 Chancellor's Cabinet Summaries – August 5, 2013
879 Administrative Services Unit Review Presentation to Board of Trustees - November 7, 2013
880 Board of Trustees Minutes - November 7, 2013
881 Administrative Services Unit Review (ASUR) Minutes
882 Campus Presidents Selection of Committee Members and Minutes for Grant Process
883 Chancellor's Cabinet Summary - February 10, 2014
884 Grant Approval Process - Draft
885 Districtwide Enrollment Management Taskforce (EMT) Charge and Membership
886 District Decision Making Taskforce (DDMT) Charge and Membership
887 Chancellor's Cabinet Summaries - December 2013
888 Enrollment Priorities Draft
889 Decision Making Resource Manual
890 SCCCD Districtwide Facilities Master Plan

Evidence for Response to ACCJC District Recommendation 1 cont.

891 Districtwide Facilities Committee Meeting Minutes Fall 2013 and Spring 2014
892 Board of Trustees Minutes – July 2, 2013
893 Willow International Community College Center Needs Assessment Presentation – October 10, 2013
894 Willow International Community College Needs Assessment Board Items and Resolution
895 Willow International Community College Needs Assessment
896 Board of Trustees Minutes - October 10, 2013
897 CampusWorks Meeting Schedule - February 2014
898 Communications Council Summary - March 2014
899 SCCCD Technology Plan DRAFT
900 Technology Visioning Statement (Draft) to Board of Trustees – October 10, 2013
901 Board of Trustees Minutes – June 3, 2014
902 Candidacy Letter from ACCJC dated March 6, 2013
903 ACCJC Letter for Initial Candidacy Confirmation dated April 4, 2013
904 Willow International Community College Center Organizational Chart
905 Signature Program Definition and Application Template DRAFT
906 Signature Programs Taskforce Minutes - Fall 2013
907 Chancellor's Cabinet Summaries - September 2013
908 Communications Council Summaries - October 2013
909 District Budget and Resource Allocation Advisory Committee Minutes - Fall 2013
910 District Budget and Resource Allocation Model
911 Board of Trustees Minutes - January 14, 2014
912 District Budget and Resource Allocation Modified Model
913 District Budget and Resource Allocation Advisory Committee Minutes DRAFT - May 2014
914 Human Resources Staffing Plan Taskforce Minutes – Fall 2013
915 Chancellor's Cabinet Summaries - January 2014
916 Chancellor's Cabinet Summaries - March 2014
917 Human Resources Staffing Plan Draft
918 District Institutional Research Notes - Fall 2013-Spring 2014
919 Chancellor's Cabinet Summaries - May 2014
920 SCCCD Action Plan Report
921 Information Technology Assessment Review and Security Audit Crosswalk – October 10, 2013
922 SCCCD Five-Year Construction Plan
923 District Strategic Planning Committee Minutes – Fall 2014
924 Strategic Plan Assessment to Board of Trustees – October 7, 2014
925 Board of Trustees Minutes – October 7, 2014
926 Board of Trustees Minutes - September 2, 2014

Evidence for Response to ACCJC District Recommendation 2

927 Reedley College Comprehensive Evaluation Report 12-04-11
928 Communications Council Summaries – Fall 2012
929 Board of Trustees Minutes – September 4, 2012
930 Board of Trustees Minutes – October 2, 2012
931 Chancellor's Cabinet Summary – November 5, 2012
932 Board of Trustees' Retreats – April 2012- 2014
933 Chancellor's Cabinet Summaries – Spring 2011
934 Communications Council Summaries – Spring 2011
935 Chancellor's Cabinet Summaries – Fall 2011
936 Communications Council Summary – September 27, 2011
937 Chancellor's Cabinet Summaries – Spring 2012
938 Communications Council Summary – March 27, 2012
939 Chancellor's Cabinet Summaries – Fall 2012
940 Chancellor's Cabinet Summary – April 24, 2013
941 Communications Council Summary – April 30, 2013
942 Communications Council Summary - December 3, 2013
943 BP/AR 2510 – Participation in Local Decision-making
944 Communications Council Summary – April 29, 2014
945 DBRAAC Minutes – April 4, 2014

Evidence for Response to ACCJC College Recommendation 1

CR1-01 President's Advisory Council Meeting Minutes 03-06-2012
CR1-02 Academic Senate Executive Board Meeting Agenda-Minutes 03-07-2012
CR1-03 Academic Senate Meeting Minutes 03-14-2012
CR1-04 President's Advisory Council Meeting Minutes 03-20-2012
CR1-05 Academic Freedom Statement-Matrix
CR1-06 FCC Catalog Academic Freedom Statement

Evidence for Response to ACCJC Eligibility Requirement 5

ER1-01 FCC President Announcement and Matrix
ER1-02 VP of Instruction Announcement and Matrix
ER1-03 VP Administrative Services Announcement and Matrix

Evidence for Self-Identified Issues

IB1.1 Strategic Planning Council Meeting Minutes 09-08-2011
IB1.2 2011 SPC Survey Communication Questions Results
IB1.3 Communication Plan Timeline
IB1.4 Fresno City College Communication Plan
IB1.5 Academic Senate Meeting Minutes 02-22-2012
IB1.6 Classified Senate Meeting Minutes 05-16-2012
IB1.7 Strategic Planning Council Meeting Minutes 01-24-2013
IB1.8 Strategic Planning Council Meeting Minutes 04-18-2013

IB2.1 Crosswalks of SCCCD and FCC Goals
IB2.2 Crosswalks of SCCCD and FCC Mission Vision Core Values
IB2.3 FCC 2013-2017 Strategic Plan
IB2.4 Strategic Planning Council Meeting Minutes 02-21-2013
IB2.5 President's Cabinet Meeting Minutes 04-25-2013
IB2.6 CSEA Executive Board Action 04-26-2013
IB2.7 Classified Senate Meeting Minutes 04-17-2013
IB2.8 Associated Student Government Meeting Minutes 04-16-2013
IB2.9 Academic Senate Meeting Minutes 04-24-2013
IB2.10 Board of Trustees Meeting Minutes 07-02-2013

IIA1.1 Fresno City's CurricUNET URL link
IIA1.2 Considerations for Tracking Systems Presented to SPC - Spring 2012
IIA1.3 Program Review Committee Meeting Minutes 02-11-2014

IIA2.1 Program Review Committee Meeting Minutes 03-25-2014
IIA2.2 Program Review Committee Meeting Minutes 01-28-2014
IIA2.3 Program Review Committee Meeting Minutes 02-11-2014
IIA2.4 Program Review Mid-Term Report to SPC
IIA2.5 Management Council Meeting Minutes 02-26-2014

IIA3.1 Opening Day Survey Summary Fall 2013
IIA3.2 Course-Level Assessment Plan
IIA3.3 Program Assessment Through Mapping - Office Professional I
IIA3.4 Student Learning Outcomes Calendar
IIA3.5 Opening Day Survey Summary Spring 2014
IIA3.6 Spring 2014 Flex Day Brochure
IIA3.7 Outcomes and Assessment Committee Blackboard Site URL Link
IIA3.8 Business Technology Calendar to Fall 2017
IIA3.9 Student Learning Outcomes Annual Report 2012-2013
IIA3.10 ACT survey questions mapped out ISLOs

Evidence for Self-Identified Issues cont.

IIC1.1 FCC Education Master Plan Library ASF
IIC1.2 2012-2025 Districtwide Facilities Master Plan - FCC Library
IIC1.3 Fresno City College Public Services Redesign Fall 2013

IIC2.1 Police Reports for 2012
IIC2.2 Police Reports for 2013

IIIA1.1 CWPDCC Operating Agreement
IIIA1.2 Academic Senate Meeting Minutes for 10-23-2013
IIIA1.3 Associated Student Government Meeting Minutes for 10-01-2013
IIIA1.4 Classified Senate Meeting Minutes for 09-18-2013
IIIA1.5 CWSDCC Meeting Minutes 01-16-2013
IIIA1.6 CWSDCC Meeting Minutes 02-12-2013
IIIA1.7 CWSDCC Meeting Minutes 03-12-2013
IIIA1.8 CWSDCC Meeting Minutes 04-09-2013
IIIA1.9 CWSDCC Meeting Minutes 04-30-2013
IIIA1.10 CWPDCC Meeting Minutes 09-10-2013
IIIA1.11 CWPDCC Meeting Minutes 10-10-2013
IIIA1.12 Needs Assessment Results
IIIA1.13 Survey Data
IIIA1.14 FCC 2014-2017 Professional Development Plan Draft
IIIA1.15 CWPDCC Meeting Minutes 02-20-2014
IIIA1.16 CWPDCC Meeting Minutes 03-20-2014
IIIA1.17 CWPDCC Meeting Minutes 04-22-2014

IIIA2.1 SCCCD Districtwide Resource Allocation Model
IIIA2.2 SCCCD District Human Resources Staffing Plan Draft 01-29-2014
IIIA2.3 Human Resources Committee Minutes 01-24-2014
IIIA2.4 Human Resources Committee Minutes 02-21-2014
IIIA2.5 Human Resources Committee Minutes 03-21-2014

IIIB1.1 SCCCD Board of Trustees Meeting Minutes 09-04-2012
IIIB1.2 2012-2025 Districtwide Facilities Master Plan
IIIB1.3 SPC Meeting Minutes 02-27-2014

IIIB2.1 Budget Advisory Committee Meeting Minutes 02-12-2014
IIIB2.2 FCC Equipment Review Plan

Evidence for Self-Identified Issues cont.

IIIC1.1 2012-2014 Goal Matrix 10-16-2013
IIIC1.2 Technology Advisory Committee Meeting Minutes 05-03-2013
IIIC1.3 Technology Advisory Committee Meeting Minutes 09-06-2013
IIIC1.4 Technology Advisory Committee Meeting Minutes 10-04-2013

IIIC2.1 Spring 2012 Flex Day Brochure
IIIC2.2 Fall 2012 Flex Day Brochure
IIIC2.3 Spring 2013 Flex Day Brochure
IIIC2.4 Fall 2013 Flex Day Brochure
IIIC2.5 Spring 2014 Flex Day Brochure
IIIC2.6 Atomic Learning Email-Training Website
IIIC2.7 Atomic Learning Email-eNewsletter
IIIC2.8 Technology Advisory Committee Meeting Minutes 11-15-2013
IIIC2.9 Technology Advisory Committee Meeting Minutes 12-13-2013
IIIC2.10 2014-2015 Action Plan Funding Request-Atomic Learning for Students

IIIC3.1 FCC 2012-2015 Campus Technology Plan - extended 11-21-2013
IIIC3.2 FCC Campus Technology Plan Goals 2012-2014 Action Items Matrix
IIIC3.3 FCC Strategic Plan 2013-2017
IIIC3.4 SCCCD Strategic Plan 2012-2016
IIIC3.5 Technology Advisory Committee Meeting Minutes 05-03-2013
IIIC3.6 Technology Advisory Committee Meeting Minutes 09-06-2013
IIIC3.7 Technology Advisory Committee Meeting Minutes 10-04-2013

IIIC4.1 Technology Advisory Committee 2012-2013 Year-End Report
IIIC4.2 SCCCD-Strategic Information Technology Plan – Initial Draft – 01-25-2014

IIID1.1 Resource Allocation Model Taskforce Agreement
IIID1.2 Resource Allocation Model Open Forum Notes
IIID1.3 Chancellor's Cabinet Meeting Minutes 11-26-2012
IIID1.4 Chancellor's Cabinet Workgroup Meeting Summary 10-29-2012
IIID1.5 Chancellor's Cabinet Meeting Minutes 11-05-2012
IIID1.6 District Resource Allocation Model Taskforce Meeting Minutes 01-25-2013
IIID1.7 DBRAAC Operating Agreement
IIID1.8 Resource Allocation Taskforce Meeting Minutes 01-11-2013
IIID1.9 Districtwide Resource Allocation Model
IIID1.10 Management Council Meeting Minutes 11-07-2013
IIID1.11 Classified Senate Meeting Minutes 11-20-2013
IIID1.12 Academic Senate Meeting Minutes 11-20-2013
IIID1.13 Board of Trustees Meeting Minutes 01-14-2014
IIID1.14 District Resource Allocation Model Taskforce Minutes 05-16-2014 (draft)

Evidence for Self-Identified Issues cont.

IIID2.1 Blackboard Budget Training Modules
IIID2.2 General Ledger Account Number Structure Training
IIID2.3 Spring 2014 Convocation Agenda
IIID2.4 Grant Process
IIID2.5 Academic Senate Meeting Minutes 09-25-2013
IIID2.6 Classified Senate Meeting Minutes 01-29-2014
IIID2.7 Action Planning Handbook
IIID2.8 SPC Meeting Minutes 03-13-2014

Reedley College

Midterm Report

Submitted by

Reedley College

995 North Reed Avenue

Reedley, CA 93654

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 10, 2014

Certification of the Institutional Midterm Report

DATE: October 10, 2014

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

FROM: Reedley College
995 N. Reed Avenue
Reedley, CA 93654

This institutional Midterm 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 accurately reflects the nature and substance of this institution.

Signed:

Mr. Patrick E. Patterson	President, Board of Trustees
Dr. Bill Stewart	Chancellor, State Center CCD
Dr. Sandra Caldwell	President, Reedley College
Mr. Jan Dekker	Accreditation Liaison Officer
Ms. Stephanie Curry	President, Academic Senate
Ms. Corinna Lemos	President, Classified Senate
Mr. Stephen Kodur	President, Associated Student Government

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Report Preparation

The ACCJC response to the October 2013 Follow Up report was communicated to the campus community on February 18, 2014 and posted to the Reedley College website.

Reedley College began its preparations for this Midterm report in January 2014. The Accreditation Liaison Officer (Vice President of Student Services) led the Standing Accreditation Committee in a conversation about the process, responsible parties, evidence collection, and adequate resource support required to conduct the study. The Standing Accreditation Committee members were broken into three work groups to address the three October 2011 recommendation areas: Integrated Planning, Student Learning Outcomes, and Shared Governance. Writing groups each consisted of administration, faculty, classified staff, and students. A 2014 Midterm Report Work Group Action Plan was provided for each work group. Action items included recruiting work group members, reading the previous site visit team reports and follow up reports, and outlining a chronology of events to be completed within writing this midterm report.

In March, a draft was distributed to the constituent groups through the overarching participatory governance body, College Council. Feedback on the report from all constituent groups was used to revise the report. In May, the draft was distributed to the State Center Community College District Chancellor's Cabinet. In July, the District response was added to the Reedley College midterm report. In August, approval of the final draft was granted by College Council and constituency groups. Board approval occurred at the October Board meeting and the document was mailed to the ACCJC on October 10, 2014 [1264].

The College Standing Accreditation Committee (SAC) met regularly throughout the spring 2014 semester to review constituent contributions and workgroup progress. In addition, the Vice President of Student Services and English faculty Standing Accreditation Committee co-chairs met independent of the Committee, serving as primary editors for this report.

College constituent groups reviewed the final draft of this report in fall 2014, evidence of broad dialogue and participation [1261, 1262, 1263, 1265].

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

Table 1: Accreditation Reports

Actual Date(s)	Activity	Comments
October 15, 2011	Reedley College submits Institutional Self-Study Report	
October 17-20, 2011	Comprehensive Evaluation Team Visit	No Addendum was submitted.
February 1, 2012	ACCJC Action Letter is received, placing Reedley College on Warning status (1 District and 3 College Recommendations)	Requires the College to submit an October, 2012 Follow Up report, followed by a November, 2012 Follow Up team visit
October 2, 2012	Reedley College submits Follow Up Report	
November 9, 2012	Follow Up Team visit	
November 9, 2012	Addendum submitted to Team on day of visit	
February 11, 2013	ACCJC Action Letter is received, removing Warning status and re-affirming Accreditation (1 District and 1 College Recommendation)	Requires the College to submit an October, 2013 Follow Up report, followed by a November, 2013 Follow Up team visit
October 10, 2013	Reedley College submits second Follow Up Report	
November 1, 2013	Second Follow Up Team visit	
November 1, 2013	Addendum submitted to Team on day of visit	
December 13, 2013	Presidential letter to the Commission submitted	Corrects errors of fact and provides District-wide Technology, Funding Allocation, and Human Resources updates
January 8-10, 2014	Commission meetings	
Early February, 2014	Reedley College received an ACCJC Action Letter	TBD
October 15, 2014	Reedley College is required to submit a Midterm Report	See following table
October 15, 2017	Reedley College is required to submit our next comprehensive Institutional Self-Study Report	

Table 2. Reedley College 2014 Accreditation Midterm Report Timeline

Timeframe (The "When")	Action Plan (The "What")	Responsible (The "Who")
January 31, 2014	Standing Accreditation Committee (SAC) spring 2014 planning meeting – timeline, organization, work group action planning	M. White/D. Rodriguez
Month of February, 2014	Evidence log updated Work groups solicit members and meet independently	Diana Rodriguez Work group leaders/SAC
February 14, 2014	**Note Holiday on regularly-scheduled SAC meeting date	SAC
February 21, 2014 February 28, 2014	SAC meeting – review template and work group updates SAC meeting – first draft review	SAC
Month of March, 2014	Evidence log updated	Diana Rodriguez
March 14, 2014	SAC meeting – edit for initial distribution to constituent groups for feedback	SAC
March 12, 2014	Initial distribution to PAC for feedback on College report information only	PAC M. White/S. Caldwell
March 19, 2014 March 28, 2014	Initial distribution to constituent groups through College Council for feedback on College report information only.	SAC M. White/G. Railey/K. Fowler/T. Woods/J. Blackwood
March 31, 2014	SAC meeting – edit with constituent group feedback ALO Meeting	
Month of April, 2014	Academic, Classified, and Student review draft Evidence log updated	Constituent leadership/D. Kilbert (ASB) D. Rodriguez
April 14-18, 2014	**Note Spring Break	

April 2, 2014	College Council review draft of combined district and College report.	M. White/S. Caldwell
April 11, 2014		SAC
April 25, 2014	SAC meeting – edit with constituent group feedback	SAC
	SAC meeting -	
Month of May, 2014	Evidence log updated	D. Rodriguez
May 5, 2014	Chancellor's Cabinet review draft	M. White/S. Caldwell
May 7, 2014	College Council review draft	M. White/S. Caldwell
May 9, 2014	SAC final spring meeting – fall 2014 planning	SAC
Month of June, 2014	District Accreditation Meeting	G. Railey/M. White/D. Rodriguez/ J. Barbeiro
Month of July, 2014	Final District response added to RC Midterm Report	G. Railey/J. Dekker/D. Rodriguez/ J. Barbeiro
Month of August, 2014	Evidence log updated	S. Torres
August 20, 2014	College Council review draft with District response	J. Dekker/S. Caldwell
Week of August 25, 2014	College-wide distribution of draft with District response	S. Torres/G. Villagrana
August 29, 2014	SAC meeting - edit with College Council feedback	SAC
September 2, 2014	First BOT read	J. Dekker / S. Torres
September 12, 2014	SAC meeting – Institutional Self-study planning	J. Dekker / S. Torres
Week of October 6, 2014	Electronic hyperlinks and final formatting	S. Torres /G. Sakaguchi
October 7, 2014	Final BOT read for approval	J. Dekker/S. Torres
October 10, 2014	Three hard copies and one electronic copy sent to Commission	J. Dekker / S. Torres

Participants that Contributed to the Reedley College Midterm Report

Accreditation Liaison Officer
Jan Dekker - Administration

Districtwide Accreditation Response Team
Eileen Apperson, Reedley College, Faculty
Janet Barbeiro, Secretary to the Vice Chancellor of Educational Services and Institutional Effectiveness
Jothany Blackwood, District Liaison for Strategic Planning
Tony Cantú, Fresno City College, President
Sandra Caldwell, Reedley College, President
David Clark, Reedley College, Dean of Instruction
Jan Dekker, Reedley College, Vice President of Instruction, Accreditation Liaison Officer
Kelly Fowler, Clovis Community College Center, Vice President of Instruction and Student Services, Accreditation Liaison Officer
Patricia Gonzalez, Secretary to the Vice Chancellor of Finance
Deborah Ikeda, Campus President, Clovis Community College Center
Cyndie Luna, Fresno City College, Faculty
Anna Martinez, Clovis Community College Center, Faculty
George Railey, Vice Chancellor of Educational Services and Institutional Effectiveness
Sarina Torres, Reedley College, Administrative Assistant
Michael White, Reedley College, Vice President of Student Services
Tim Woods, Fresno City College, Accreditation Liaison Officer

Accreditation Midterm Report Steering Committee
Standing Accreditation Committee
Michael White - (Co-chair to June 30, 2014) Administration
Jan Dekker- (Co-chair from July 1, 2014) Administration
Eileen Apperson - (Co-chair) Faculty
Sandra Caldwell - Administration
Anna Martinez – (to July 31, 2014) Faculty
Diana Rodriguez – (to June 30, 2014) Classified
Sarina Torres – (from July 1, 2014) Classified
Diane Schoenburg/Cynthia Elliott - Faculty
Michelle Johnson - Classified

2013-14 College Council
Viviana Acevedo - Student
Maria Ortiz – Faculty (SCFT)
Donna Berry – Administration (President's Executive Cabinet)
Marie Harris – Administration (Dean of Instruction)
Mary Helen Garcia – Classified (CSEA)
Nate Saari - Classified Senate
Rick Garza - Academic Senate (At-Large)
Kristen Mattox – Faculty (Madera/Oakhurst)

Lisa McAndrews - Administration (Classified Management)
Brett Nelson – Classified (CSEA)
Nick Deftereos – Faculty (CTE)
Stephanie Curry – Faculty (Non-Teaching)
Gabriela Campos - Student
Jim Mulligan – Classified (Classified Senate)
Sandra Fuentes – Certificated Management
Sandra Caldwell – Administration (ex-officio)

2014-15 College Council
Sandra Caldwell – President Chair
Donna Berry –President's Cabinet
Stephanie Curry – Academic Senate
Nick Deftereos – Academic Senate (CTE area)
Sandra Fuentes – Certificated Management
Mary Helen Garcia – CSEA Representative
Rick Garza- Academic Senate (at large)
Marie Byrd-Harris – Dean of Instruction
Kristin Mattox – Madera/Oakhurst Faculty Representative
Lisa McAndrews – Classified Management
Jim Mulligan – Classified Senate
Brett Nelson – CSEA Representative
Maria Ortiz – SCFT/AFT Representative
Nate Saari – Classified Senate

2014 Academic Senate
Stephanie Curry - President
Rick Garza - Vice President for Senate Business
Pam Gilmore - Vice President for Curriculum
Lore Dobusch - State Representative
Emily Berg - Secretary
Kristen Mattox - MOFA President
Jeff Ragan - Past President

2013-2014 Classified Senate
Nate Saari - President
Stephanie Doyle – Vice President
Corinna Lemos - Secretary
LuAnn Aldape - Treasurer
Juan Tirado – Past President

2014-2015 Classified Senate
Jim Mulligan – President
Corinna Lemus – Vice President
Stephanie Doyle – Secretary
MaryLou Wright – Treasurer

Larry Simpson – Senator
Barbara Mendoza – Senator
Christina Buzo – Senator
Michelle Johnson – Senator
Mia Navarro – Senator
Julie Curnett – Senator
Rita Luna – Senator
Sophie Adame – Senator
John Cunningham – Senator
Kassandra Davis-Schmall – Senator

2013-2014 Associated Student Government
Viviana Acevedo – President
Angelica Flores – Vice President
Alyssa Najera – Secretary
Miguel Flores - Treasurer

2014-2015 Associated Student Government
Stephen Kodur – President
Caitlyne Herrera – Vice President
Vacant – Secretary
Andrew Egoian – Treasurer
Matthew Rodriguez– Student Trustee
Jeff Quaresma – Senator

College Recommendation #1
Anna Martinez – Faculty
Diana Rodriguez – (to June 30, 2014) Classified
Sarina Torres – (from July 1, 2014) Classified
Jan Dekker – (from July 1, 2014) Administration
Linda Cooley - Faculty

College Recommendation #2
Eileen Apperson (Co-chair) - Faculty
Diane Schoenburg/Cynthia Elliott – Faculty
Michelle Johnson - Classified
David Clark - Administration

College Recommendation #3
Michael White (Co-chair) - Administration
Jan Dekker – (from July 1, 2014) Administration
Diana Rodriguez – (to June 30, 2014) Classified
Sarina Torres – (from July 1, 2014) Classified
Stephanie Curry - Faculty

Response to Team Recommendations and the Commission Action Letter

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

In October 2011, Fresno City College and Reedley College had comprehensive site visits to reaffirm accreditation. At its January 2012 meeting, the Accrediting Commission took action to place Fresno City College and Reedley College on "Warning". In February 2012, both colleges received letters indicating "Warning" status with notice to correct the deficiencies and submit Follow-Up Reports by October 2012 [850, 851]. On October 15, 2012, both colleges submitted Follow-Up Reports to the Commission to demonstrate that the institutions had met the District and College recommendations [852, 853]. The Follow-Up Reports detailed the actions taken and processes implemented at the District and College level in order to meet the Standards. Both colleges were also visited by ACCJC representatives in November 2012. As a result of the colleges' response to the recommendations, in February 2013 the ACCJC acted to remove the "Warning" and reaffirm accreditation for Fresno City College and Reedley College [854, 855]. Again, on October 15, 2013, both colleges submitted Follow-Up Reports to the Commission to demonstrate that the institutions had continued to address the recommendations and meet the Standards, and Reedley College had an additional site visit in November 2013[856, 857]. In February 2014, Fresno City College and Reedley College received letters from the Commission confirming that both colleges have met the District and College recommendations [858, 859].

State Center Community College District is at the forefront of district wide coordination and planning efforts. In order to provide background and recommendations for implementation to the interim chancellor the District conducted a District wide Documents Review Retreat [860]. Retreat participants assessed the usefulness of resource documents and will make recommendations for implementation to the interim chancellor. The following section of the Midterm Report details District activities related to District Recommendation 1 since the October 15, 2013 Follow-Up Reports.

District Strategic Plan

As detailed in the 2013 Follow-Up Reports, the 2012-2016 State Center Community College District (SCCCD) Strategic Plan and the Colleges' aligned campus level 2013-2017 strategic plans have been approved and implemented [856, 857, 861, 862, 863, 864]. Since the October 15, 2013 Follow-Up Reports, several components of the District and campus strategic plans have been finalized and implemented. The District Strategic Planning Committee (DSPC) continues to provide ongoing oversight of the 2012-2016 SCCCD Strategic Plan and met several times in fall 2013 to finalize the scorecard assessment for the strategic plan annual report and a draft glossary of planning terms [865, 866, 867, 868]. DSPC continued to meet on a monthly basis in spring 2014 [869]. The committee worked with the colleges, centers, and District Office to assess progress on the second year of the 2012-2016 SCCCD Strategic Plan. In fall 2013, a Strategic Plan Annual Assessment was presented to the Board of Trustees, as well as a scorecard in spring 2014 [867, 870, 871, 872, 896]. These reports updated the Board and campus constituencies on the status of the strategic plan goals and objectives. In summer 2014, institutional research updated the Strategic Plan Annual Assessment based on fall 2012-fall 2013 data. In fall 2014, DSPC met to finalize the second year strategic plan evaluation [923]. The annual evaluation was presented to the Board on October 7, 2014 [924, 925]. DSPC will continue to meet to oversee implementation of the District strategic plan.

In December 2013, the District Integrated Planning Model and Manual was approved by the Board of Trustees [875, 876]. The planning model and manual were developed to identify ways constituent groups contribute to district-level long and short term planning, as well as provide an overview of the planning process and timeline for each component in the model.

To ensure district wide understanding of integrated planning, thirty-three faculty, staff, and administrators who are actively engaged in District and campus-level planning completed the Society for College and University Planning (SCUP) training in spring and fall 2013 [877]. As discussed in the 2013 Follow-Up Reports, the District Office participates in the District Office Administrative Services Unit Review (ASUR) to facilitate continued improvement and planning toward meeting the District mission, goals and objectives [852, 853]. Status updates on ASUR were presented to Chancellor's Cabinet in August 2013 and the Board of Trustees in November 2013 [878, 879, 880]. As of spring 2014, fourteen District offices have completed ASUR and received recommendations and commendations from the Response Team. The Response Team continues to meet to review the ASUR reports [881].

Developed in fall 2013, the District wide Grants Process Taskforce was implemented to establish a district wide process for initiating grant applications [882]. The grant application

process was reviewed by district wide constituent groups and approved by Chancellor's Cabinet in February 2014 [883]. It is scheduled for implementation in fall 2014 [884].

In addition to the district wide strategic planning committees, the Enrollment Management Taskforce (EMT) and the District Decision Making Taskforce (DDMT) further district wide planning efforts [885, 886].

In spring 2013, the Enrollment Management Taskforce was developed to define enrollment management, assess and recommend district wide policies and procedures affecting enrollment management, and develop a district wide strategic enrollment management plan to support student success. In December 2013, an Enrollment Priorities Draft was presented to Chancellor's Cabinet and the Board of Trustees and subsequently approved and implemented by Chancellor's Cabinet in May 2014 [887, 888, 875, 919]. In fall 2014, the Enrollment Management Taskforce will develop an Enrollment Management Plan to be completed December 2014. It is anticipated the taskforce will transition to a standing committee during spring 2015.
In spring 2012, the District Decision Making Taskforce (DDMT) developed the 2013 Decision Making Resource Manual. The manual describes how District decisions are made in order to improve district wide communication and trust [889].

Facilities

The Facilities Master Plan includes district wide projects and priorities for implementation to guide the annual 5-year construction plan and the upcoming 2016 bond measure [890, 922]. These are the priorities as the District works toward securing local and state funding. The District wide Facilities Planning Committee continues to meet to discuss implementation of the Facilities Master Plan and communicate with constituent groups [891].

Technology

A significant level of planning has been achieved in the area of technology, including the Technology Taskforce, the District wide Technology Committee Operating Agreement, the SCCCD Strategic Information Technology Plan, Technology Visioning, District wide Technology Summit, and a confidential Information Technology (IT) Security Assessment and IT Staff and Organization Assessment.
As indicated in the 2013 Follow-Up Reports, significant progress has been made in the area of district wide technology planning [856, 857]. In fall 2013, the District Technology Committee Operating Agreement was approved by the colleges' academic senates [873].

In October 2013, a comprehensive report on technology was provided to the Board of Trustees [920, 921]. The Board approved the Technology Visioning Statement presented by CampusWorks and the vice chancellor of educational services to guide the development of a District technology plan [896, 900]. The Technology Taskforce has worked continuously to finalize the SCCCD Strategic Information Technology Plan. In January 2014, a draft plan was reviewed by district wide constituent groups. In February 2014, CampusWorks facilitated district wide open forums to receive feedback and revise the draft plan [897]. In spring 2014, a

final draft was reviewed by Communications Council [898, 899]. In fall 2014, the review process will continue with 2014-2015 implementation.
In November 2013, CampusWorks also conducted an Information Technology (IT) security assessment and an IT staff and organizational assessment. In December 2013, CampusWorks provided an update to Chancellor's Cabinet [887]. The assessment provided recommendations for District improvement in securing data, information and systems. The IT Staff and Organization Assessment provided recommendations in the areas of organizational structure, staff readiness, and staffing allocation. On June 3, 2014, as a result of a recommendation to provide district wide information services, the Board of Trustees approved a new position and classification specification for Assistant to the Chancellor, Enrollment Management, Admissions, Records, and Information Services [901]. The assessments informed the development of the district wide technology and technology staffing plans.

Organizational Reporting Relationship of Centers

Willow International Community College Center (WICCC) was granted Candidacy status effective March 6, 2013 [902]. ACCJC sent a follow-up letter on April 4, 2013 requiring WICCC to "align the Governance Structure of the State Center Community College District to reflect the Center's status" [903]. To finalize the WICCC organizational reporting structure, on July 2, 2013, the Board of Trustees aligned the governance structure of the State Center Community College District to reflect the reporting status of WICCC [892]. The WICCC president will report directly to the chancellor and indirectly to the Reedley College president [904]. Additionally, in Fall 2013, the Board of Trustees approved a Needs Assessment for WICCC and adopted a resolution in support of the transition of WICCC towards college status as Clovis Community College within a multi-college district [893, 894, 895, 896].

Location of Signature Programs

In fall 2013, the Signature Programs Taskforce developed a district wide signature program definition and program application process [905]. Chancellor's Cabinet and Communications Council reviewed the definition and application template and forwarded to constituent groups for review and feedback [906, 907, 908]. In fall 2014, the taskforce will meet to review the constituent group recommendations.

Funding Allocation

The October 2013 Follow-Up Reports discussed the collaborative process implemented to develop a district wide resource allocation model [856, 857]. In fall 2013, the District wide Budget and Resource Allocation Advisory Committee (DBRAAC) and constituent groups approved the model [909]. In January 2014, the Board of Trustees approved the model to be implemented in the 2014-2015 fiscal year [910, 911].

At the April 4, 2014 DBRAAC meeting the Funding Model options were presented and the committee evaluated the tiered allocation option/component as part of future considerations for the Allocation Model [945]. At the April 29, 2014 Communications Council meeting, Reedley College President, formally requested that DBRAAC agendize the review and

sustainability of the DRAM with consideration of a modified DRAM before the end of the semester [944].
In May 2014, under the guidance and direction of the interim chancellor, the resource allocation model was modified because the adopted model did not provide stable funding, and as such the campuses were not sufficiently funded. The modified model provides for base funding equal to last year's allocation plus additional funds to cover new costs. Remaining funds available are funded to the campuses on an FTES basis. The chancellor presented the modified model to DBRAAC and it was approved by acclamation. It will be evaluated during the 2014-2015 fiscal year. The campus presidents also presented it to their constituent groups [912, 913]. In September, 2014 it was approved by the Board of Trustees with the adopted budget, and will be implemented in the 2014-2015 fiscal year [926].

Human Resources

As outlined in the 2013 Follow-Up Reports, the Human Resources Staffing Plan Taskforce was charged to engage in district wide collaboration to recommend a human resources staffing plan to Chancellor's Cabinet [856, 857]. The staffing plan will ensure sufficient staffing resources are allocated for the effective operations of the colleges, centers, sites, and District Office/centralized services. Additionally, the plan will integrate district wide human resource staffing plans and resource allocation decisions with other planning processes within the District.
The Human Resources Taskforce met throughout the 2013-2014 academic year [914]. In spring 2014, Chancellor's Cabinet, Communications Council, and the constituent groups reviewed the draft Human Resources Staffing Plan and provided recommendations to the taskforce [898, 915, 916]. A revised plan was reviewed in spring 2014. The final plan went to the Board of Trustees for a first reading in September, 2014 [917, 926] and approved the Human Resources Staffing Plan at their October 7, 2014 Board Meeting.

Research Capacity

Comprised of college and district researchers, the District Research Workgroup continues to meet to focus on providing district wide research to support student success [918]. To increase research capacity, in fall 2013-spring 2014, two full-time and one part-time research assistants were hired to assist with district wide research needs. The workgroup's effort is focused on providing District wide data to support planning and decision-making to improve the quality and effectiveness of programs and services. In summer 2014, institutional research updated the Scorecard and the Strategic Plan Annual Assessment based on fall 2012 – fall 2013 data [924].

Conclusion

In accordance with established timelines and through collaborative and ongoing dialogue, District and college planning processes continue to be implemented and assessed on an ongoing basis. The colleges' 2013-2017 strategic plans align with the district's 2012-2016 Strategic Plan and were implemented in fall 2013. Ongoing dialogue has also led to the successful organizational reporting relationship of centers.
Scheduled evaluation and planning processes are in place to ensure that district wide dialogue continues, plans and that processes are aligned, implemented, and assessed. These structures

are designed to ensure that the District, colleges, and centers maintain a culture of dialogue, long-term planning, systematic cycles of evaluation, and continuous quality improvement.

District Recommendation 2

Response to District Recommendation #2

In order to improve institutional effectiveness, the team recommends that the district document the process for review of board policies and ensure that district governance and decision-making processes are regularly evaluated (Standards: IV.B.1.e, IV.B.3.g.)

Introduction

District Recommendations #2 was presented to Reedley College in the December 4, 2011 Comprehensive Evaluation Report [927]. However, because this is a District Recommendation Reedley College and Fresno City College have responded as outlined in the following activities.

Board Policy/Administrative Regulation 2405, Review of Board Policies

To ensure ongoing and systematic review of board policies and administrative regulations, BP/AR 2405 were developed and implemented. BP 2405, Review of Board Policies went to Communications Council in fall 2012 [928]. BP 2405 was reviewed by the Board of Trustees in September 2012 and approved in October 2012 [929, 930]. AR 2405, Review of Board Policies was reviewed and adopted by Chancellor's Cabinet in fall 2012 [931].

Additional board policies were reviewed at the Board of Trustees retreat in April 2012. To ensure a regular cycle of evaluation board policies have been reviewed at every annual Board retreat thereafter [932].

Board Policy/Administrative Regulation 2410, Policy and Administrative Regulations

In spring 2011, BP/AR 2410 was reviewed by Chancellor's Cabinet and Communications Council [933, 934]. Changes were not made to BP 2410. In spring 2011, proposed revisions to AR 2410 were presented to for review and recommendation to constituent groups [933, 934]. Review of AR 2410 continued from fall 2011 through fall 2012 with final approval in October 2012 [935, 936, 937, 938, 939].

Board Policy/Administrative Regulation 2510, Participation in Local Decision-making

BP/AR 2510 were reviewed and discussed by Chancellor's Cabinet and Communications Council in spring and fall 2013 [940, 941, 942, 943]. The board policy and administrative regulation ensure that District governance and decision making policies are evaluated on a regular basis.

Conclusion

The District has documented the process for the review of board policies and regulations and has ensured that District governance and decision-making is evaluated on a continuous cycle. The appropriate board policies and administrative regulations have been reviewed, revised, and implemented to meet the Standard.

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 which 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, IIIA, III.A.6, III.B, III.B.2, III.C, IIIC.2, III.D, III.D.1, III.D.3, IV, IV.A, IV.A.l, IV.A.5, IV.B.1, IV.B.3.g.)

Descriptive Narrative

The Strategic Plan, Program Review Cycle 4 Handbook, Budget Requests, and Human Resources Staffing Plan are all integrated into a systematic cycle where each process informs the next and continues in a constant state of evaluation for continuous quality improvement. Reedley College has completed extensive work on the Strategic Plan, holding meetings with key personnel and conducting College wide activities with all stakeholders involved. The following outlines the steps taken in identifying needs, revising practices, and current implementation of these improved integrated planning processes. The plan is in the process of systematic assessment for sustained quality improvement. Several elements of integrated planning have recently been revised based on incorporating modifications for improvement. The budget allocation process, handled by the Budget Committee and the revision of the program review handbook for cycle four reports overseen by the Program Review Committee are two such aspects. During the fall 2014 semester, an internal survey will show the College how programs are conducting systematic assessments of the effectiveness of their processes and determine from those surveys opportunities for improvement [1245]. In student services, these surveys will be used alongside focus study group assessments conducted in spring 2014 by the SLO Committee Chair [1176]. The Chair reported findings in a report to Student Services managers during their first managers meeting in fall 2014, highlighting areas for improvement [1224]. The Office of Instruction has also undergone a focus study group assessment, the results becoming integral to their program review goals [1167].

As confirmed by the ACCJC in February of 2014, the College has fulfilled each of the six sub parts of the integrated planning recommendation (College Recommendation 1) and has made even more substantive progress since the October 2013 Follow Up Report. The College has

been deliberative in ensuring that the new budget allocation planning process ties to each of the recommendation sub parts and has operationalized integrated planning throughout the College.

1.1 A focus on a limited number of mid- to long-term initiatives to improve student learning and student support services.

During 2012-2013, the then interim president worked alongside College Council to develop 2012-2014 College goals. The goals were practical in nature, derived from the various planning work that was being done throughout the College on various committees. An extensive list of goals by the former leadership evolved after the efforts of PAC into a concise set of six presidential goals that reflected a clear vision and that were linked to College Goals. They were linked to the initial 2012-2016 as well as the later developed 2013-2017 Strategic Plan at the request of College Council. The College Council members then took these mid-term goals to their constituents for vetting in spring 2013. Linkages to College goals provide another opportunity for budget managers to tie funding requests to the College's overall planning processes, and the new budget flowchart shows how College goals fit in to the planning process as a whole [1155]. Each fall, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to the College goals. The new President's Advisory Council is focused on prioritizing College goals based on the new strategic plan. In September 2013, the committee discussed what long-term goals were the best "drivers" [1168]. The College made these drivers a priority to achieve during the academic year. A new set of drivers were established by the President's Advisory Council and faculty leadership during a summer 2014 retreat and were explored during Opening Day activities [1150].

Creation of the 2013-2017 Strategic Plan is now complete, having been reviewed by all constituent groups in spring 2013 and the Board of Trustees in July 2013 [1178]. As proposed in the "Next Steps" of the Reedley College October 2012 Follow Up letter, internal scans to complete the Strategic Plan were completed in the forms of a strategic workshop and a survey. External scans were also completed in the forms of demographic research and two charrettes, meetings in which stakeholders were consulted [1173].

The previous Strategic Plan was also evaluated in preparation for revising the new strategic plan. Committee and Department Chairs completed progress reports on the progress they had made on the plan. This evidence was compiled in a report and went to constituency groups via College Council [1172, 1163, 1174, 1170]. The findings guided the Strategic Planning Committee as they revised the Strategic Plan for 2013-2017. Information on the completion of the new plan was provided to faculty and staff on Opening Day of fall 2013, and a new brochure was created and all external partners who participated in the charrette received a printed copy (e.g. advisory groups, K-12 superintendents from feeder high school Districts, board members of Unified School Districts and business partners) [1153]. The plan was also posted to the Reedley College website for the public. In order to tie the budget allocation process to the new plan, the budget worksheet includes a column where requests for funds are linked to a strategic plan initiative/goal and a substantiated program review goal. Each fall, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to the strategic plan. Items requested are ranked according to their linkages to the strategic plan and substantiated program review goals.

The Strategic Plan was evaluated in late fall 2013 through cooperative efforts which included the President's Advisory Committee (PAC), the Strategic Planning Committee, and College Council [1171]. Together a Strategic Planning Implementation Plan was developed. With the plan to systematically address all 25 Strategic Planning objectives over the next four years, these Committees identified the top six focus areas: These were: Increase student engagement to facilitate retention and completion rates (1.3); Evaluate offerings to ensure sequencing that will allow completion in a timelier manner (2.1); Align curriculum to increase certificate and degree completion (3.1), Improve courses/programs through multiple measure analysis (3.2); Ensure instruction and services are equitable and consistent across Reedley College locations (5.2); and Human Resources Staffing Plan is aligned with the District. Of these six, the first three points of focus were then identified: to improve program review (SP 3.2); provide equitable programs and services across all locations (SP 5.2); and develop a human resources staffing plan in alignment with the District plan (SP 5.3). Progress has been made on all three of these goals in an effort to improve students learning and student support services. One example is the development of the Student Learning Outcomes (SLO) Committee which formalized a previous SLO Assessment Advisory sub-Committee. Taking suggestions provided by the entire College during spring 2014 Opening Day activities, the SLO Committee established a plan to assess internal/external and direct/indirect assessments of the Institutional Learning Outcomes (ILOs). These assessments are ongoing and systematic [1166]. During a summer 2014 President Advisory Council retreat College Administrators along with Strategic Planning Committee Co-Chair and Program Review and SLO Assessment Committee Chair reviewed the progress on the 2013-2014 Strategic Plan drivers. It was determined that Objective 3.2 was met, Objective 5.2 was still in progress, and Objective 5.3 was met and is being implemented. Using the Ishikawa Process, the group continued to identify which objectives were drivers for which outcomes for the 2014-2015 year. Objective 5.2 remained at the forefront. Also identified were objectives 4.1 (Assess, maintain, and develop effective and relevant career technical education programs in collaboration with business and industry partners) and 1.4 (Develop strategies to address unique needs of students to aid their academic success) [1150]. This was shared with the College during the fall 2014 Opening Day were all faculty and staff brainstormed ways in which the College meets these objectives as well as suggested opportunities for meeting the objectives.

An ad hoc group of College Council reviewed the Educational Master Plan (EMP) in spring 2013. The Educational Master Plan Annual Progress Report identifies linkages to the strategic plan, and College Council finalized its review in fall 2013. The report linked outcomes to the previous strategic plan while also developing action plans for the current 2013-2017 strategic plan cycle. The ad hoc committee reconvened in September 2013 to review the report in an effort to connect the EMP to the 2013-2107 Strategic Plan, incorporate the new budget process, and to possibly recommend a permanent committee to review/revise the Educational Master Plan. College planning committees were asked to use specific, measurable, attainable, results-oriented, and time-based (SMART) guidelines to create more continuity and consistency with planning across the College [1110]. The Educational Master Plan ad hoc committee met in March 2014 to divide sections of the Educational Master among different committees that each will improve a section of the EMP (i.e. Technology Committee, Budget Committee, Office of Student Services). The SMART method was then used to track what work their committee had completed toward the EMP [1162, 1164].

The EMP is intended to be a living document that will be more fully integrated into College processes. The budget flowchart that was developed along with the budget calendar illustrates how each plan/process at the College is linked to the EMP.

1.2 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.

The newly developed Annual Strategic Plan report was implemented in spring 2014 and captures the Specific, Measurable, Assessment, Results-focused, and Timeline details that each program completed during that academic year. Program members were invited to workshops to participate in the identification of their program's alignment to the new 2013-2017 Strategic Plan [1117, 1196]. This updated the alignment programs previously had completed in their cycle two or three program review reports. Annual Strategic Plan reports were then completed in conjunction with the already established Program Review Annual Report, due each May 1 [1204, 1136]. As a part of the planning process, the Program Review Goals Action Plan reports are due each September 1 with workshops held to guide staff through the process [1152]. The new Program Review Goals/Strategic Plan Annual report is within the Program Review Cycle Four handbook template. The completion of this report was determined when the Integrated Planning Taskforce made a recommendation to the Strategic Planning Committee to join process in an annual report form. The taskforce also created a foundational model for how the Educational Master Plan, Strategic Plan, and Program Review work together [1182].

The College has completed the new 2013-2017 strategic plan, and from this point forward, funding requests from budget managers now require linkages to the new strategic plan. The College Strategic Planning Committee, in concert with the President's Advisory Council, has prioritized several of the 2013-2017 Strategic Directions and associated objectives for this year. Each program's program review report includes specific, measurable, attainable, results-oriented, and time based strategies (SMART) and actions that feed into the annual strategic plan cycle. The Annual Program Review/Strategic Plan report includes identification of responsible parties, and metrics and deadlines are established within each individual program.

The Strategic Plan was evaluated in late fall 2013 through cooperative efforts which included the President's Advisory Committee (PAC), the Strategic Planning Committee, and College Council. Together a Strategic Planning Implementation Plan was developed. With the plan to systematically address all 25 Strategic Planning objectives over the next four years, these Committees identified the top six focus areas. These were: Increase student engagement to facilitate retention and completion rates (1.3), Evaluate offerings to ensure sequencing that will allow completion in a timelier manner (2.1), Align curriculum to increase certificate and degree completion (3.1), Improve courses/programs through multiple measure analysis (3.2), Ensure instruction and services are equitable and consistent across Reedley College locations (5.2), and Human Resources Staffing Plan is aligned with the District. Of these six, the first three points of focus were identified using an affinity diagram process: to improve program review (SP 3.2), provide equitable programs and services across all locations (SP 5.2), and develop a human resources staffing plan in alignment with the District plan (SP 5.3). Completion and/or progress has been made on all three of these goals.

In previous years, the Strategic Planning Committee compiled a report each year showing how strategic directions were fulfilled across The College. That information was then shared with the District strategic planning committee. However, this process was cumbersome and proved difficult to gather/capture data. The new reporting form has been approved and is in use. All programs completed their first forms in spring 2014. Starting in fall 2014 all programs completed program review goals action plans which are linked to Strategic Plan directions for the coming 2014-2015 academic year. This, as with all planning, will be systematically assessed after this first year [1251]. The Program Review Goals Action Plan form was completed by program leads and committee chairs in workshops led by the Program Review Chair on FLEX day and during scheduled workshop sessions [1165; 1152].

Each year programs will use this reporting form to exhibit how their program aligns and supports strategic directions through the program review process and provide an annual update to the action plan goals. Similarly, committees will also be evaluating how they achieve their strategic plan-aligned goals each spring semester. These action plans will be used to inform the budget through the budget allocation process each fall. The process will be facilitated using the SMART indicators (Specific activities, Measurable assessments, Actions needed to complete the goal, Results, and a Timeline) [1252].

In preparation for this change in reporting, the strategic planning committee offered workshops to support programs and committees for a smoother transition from the previous to the new strategic plan and the reporting process [1117, 1196]. As further support, the Program Review Committee revised the strategic plan response section in the Program Review Handbook to reflect the strategic plan annual report. Programs now complete an annual report on the progress of their goals as well as how they are meeting strategic directions.

In preparation for this alignment, all committee operating agreements (COAs) have been revised to include a statement that explains which strategic direction the committee duties fulfill. The Strategic Planning Committee (SPC) examined each COA and gave recommendations to each of the committees [1116]. From there, COAs were revised and given approval by College Council.

Additionally, the College mission, vision, and values were reviewed and revised during two strategic planning charrettes in spring 2013. They were then reviewed by the College constituent groups in spring 2013 and approved by the Board of Trustees in July 2013. The revised mission, vision, and values were then informed by the outcome of the strategic planning charrettes. Along with College goals, the mission is illustrated as part of the planning processes of the College in the budget allocation flowchart. The budget process now in place is the operational element of planning at Reedley College. The budget flowchart provides a good visual representation of this planning [1155]. Additionally, College integrated planning processes coordinate with District planning activities and deadlines, as shown through the new budget development calendar [1159]. The revised mission, vision, and values have been integrated across the College, including inclusion into the Cycle Four Program Review handbook.

One of the activities during the spring 2014 Opening Day was a session in which the entire College was represented. Feedback on ILO's was provided by sub groups of faculty,

administrators and staff [1100] and an exercise was done to determine our College's Wildly Important Goal (WIG). After a robust conversation lead by the president between faculty, administrators and classified staff, the College agreed on the following WIG: We Motivate and Inspire Students to Succeed. This common goal is used on advertisements and under signature lines to promote the College. Though not intended as a formal element in strategic planning or college goals, it provides the institution with a point of focus and serves as a mantra for faculty, staff, and administration.

1.3 A process that clearly ties this planning model to the College's resource allocation processes.

The Reedley College budget allocation process is in place. It was piloted in spring 2013 and was implemented to develop the 2014-2015 budget, and continues to be systematically assessed for improvement. The budget development process, which includes the Budget Development Planning Calendar and the Budget Request Worksheets, were approved by all College governance groups and are being used throughout all campuses.

The basis for the revision of the budget process was in order to align the budget process with college planning processes. Programs rely on quantitative, qualitative, and SLO data from their program review reports to determine program goals and subsequent yearly budget requests. Programs are required to support these budget requests with program review goals which must be substantiated within quantitative, qualitative, and/or SLO data. Strategic Plan directions are now also linked to these goals. In fall 2013, the College began following the budget calendar and new budget allocation process. Faculty and staff listened to a presentation about the new process on Opening Day of fall 2013, and training sessions were offered to budget managers to ensure all departments were aware of the process [1154]. The budget allocation process changed from a top down approach to a bottom up approach giving stakeholders essential involvement. Budget Worksheets are developed by the departments and each item is tied to substantiated goals in their Program Review and to the Reedley College Strategic Plan.

Reedley College now has direct budgetary line of authority over the Madera Center and Oakhurst Site, and is monetarily separated from Clovis Community College Center (formerly Willow International Community College Center). Each RC location completes their own budget request sheets and the budget development processes are the same. This has created a more transparent budget allocation process directly connected to College planning.

The Budget Development Calendar and process provides a visual representation of the budget development process [1159].

As an example of one of these initiatives, the Chemistry Program requested $10,000 for chemicals for the labs. The program linked its request to two substantiated program review goals as well as strategic planning initiative and college goals, justifying its request in an effort to keep up with the high number of lab hours each week, higher chemical and shipping prices, as well as an effort to make the labs more "green." After going through the various stages of the budget request process, College Council and the Budget Committee approved $5,500, and it was determined that the rest of the funds would be covered through Science, Technology,

Engineering, and Math (STEM) grant monies [1157]. As another example for the 2013-14 school year, in order to secure its tutors for the upcoming school year, the Tutorial Center linked its budget request of $51,511 to two of its substantiated program review goals and two strategic plan initiative goals. Citing the fact that demand for tutoring hours has increased by 35%, over the last three years (comparing 2008-09 to 2011-12), the Tutorial Center used this budget request to propose a 10% increase in student tutor funding [1254]. As a result, the Tutorial Center was provided its requested $51,000.

The Budget Committee has and will continue to systematically evaluate and assess the allocation process for sustained quality improvement [1195]. This new process now reflects true integrated planning across the institution.

1.4 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.

In the last year, an integrated planning taskforce created a new graphic model that was presented to College Council and it was decided to pursue this again in fall 2014 to formally revise the description of the integrated planning process. In response to this recommendation, the College assessed the planning processes to ensure they all were integrated and aligned across the College and with the District. The Taskforce created a visual representation of this alignment [1182, 1179]. As with many of our various college documents, it is a living document to be revised as the college improves the integration of planning processes. Each member was selected because of their specific role in integrated planning at the College: Strategic Planning Committee Chair, Budget Committee Chair, Program Review Committee Chair, and Student Services/Student Success representative [1160].

With the efforts of the Integrated Planning Task Force complete, the College has worked diligently towards developing a cyclical progression that integrates college planning as part of a functional system linked by a common set of assumptions and well-defined processes. The Strategic Plan, Program Review Cycle 4, Budget Requests, and Human Resources Staffing Plan are all integrated into a systematic cycle where each process informs the next and continues in a constant state of evaluation and continuous quality improvement [1245].

1.5 A model that is inclusive of all institutional planning activities and that clarifies the functions of program review and the various resource committees.

The revised Cycle Four Program Review handbook addresses the need for easy, accurate, and systematic communication between committees in regards to substantiated program goals. Once the Program Review Committee scores the substantiation of a program's goals, those goals, which are broken down into curriculum, technological, facilities, etc. goals, are easily forwarded to each appropriate Committee such as the Curriculum, Technology, or Facilities Committee accordingly by the Program Review Chair. Additionally, any request for funds from any program must demonstrate on the budget worksheet how the requested resources tie to program review. The Program Review Committee continuously updates the Budget Committee by forwarding substantiated goals to them. As depicted in the flowcharts, program review is a key element in the Budget Committee's deliberation when allocating funds to these units. The Budget Calendar describes when this process occurs in the annual planning and

budget building process. These documents allow all constituent groups and the public to understand College planning processes and resource allocation. An example of this process in action can be taken from results of cycle three of program review. The Auto Department was in need of consumable supplies to keep an auto shop working (electrical wires, electrical connectors, batteries, shop rags, carburetor cleaners, and parts cleaners). They linked their budget request for these supplies to three of their substantiated program review goals and three strategic plan initiative goals. The request was approved by College Council and the Budget Committee.

In the well-established process of program review, programs must indicate in their reports how their programs help support the College mission statement and strategic plan. Student Learning Outcomes assessments are connected to budget allocations as reported within the program review reports (both the five-year and annual). With the addition of the new budget allocation process, programs need to indicate on the budget worksheet how a request for funds links to a substantiated program review goal (a goal that has been deemed "substantiated" is one that the Program Review Committee has agreed is supported by evidence within a program's program review report, specifically within the quantitative data and SLO sections). Each October, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to a program's program review report [1159].

1.6 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 (SCCCD).

The Reedley College strategic plan is now developed using a similar methodology and on a timeline that is coordinated with the District strategic plan. The current SCCCD strategic plan covers the time period 2012 – 2016 while the Reedley College strategic plan (approved spring 2013) covers 2013 – 2017. By following one-year in arrears of the District plan, the College is able to intentionally map strategic goals and directions to those of the District. Reedley College's 2013-2017 Strategic Directions were intentionally mapped to the 2012-2016 District's Strategic Directions. The College strategic plan was first presented at the June 4, 2013 Board of Trustees meeting. The then interim president made a presentation at that meeting to explain the alignment of the District strategic plan and the Reedley College strategic plan. The District Board of Trustees approved the College strategic plan as well as the revised College mission and vision on July 2, 2013 [1178].

Additionally, the new College budget development calendar aligns with the District budget development timeline. This calendar demonstrates how College integrated planning coordinates with District planning efforts and a budget that is driven by state deadlines. Alignment of the District and College strategic plans has served to help clarify the relationship of the planning processes within operations across Reedley College campuses and the District as a whole.

Self-Identified Improvement Plans

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

Response: As proposed in the "Next Steps" of the Reedley College October 2012 Follow Up letter, internal scans to complete the Strategic Plan were completed in the form of a strategic workshop and a survey. External scans were also completed in the forms of demographic research and two charrettes, meetings in which stakeholders were consulted [1163, 1173, 1172, 1156].

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

Response: The 2008-2012 Strategic Plan was evaluated in preparation for revision [1246]. In the process, committees and department chairs completed progress reports indicating how they had addressed the strategic plan [1231]. The outcome of this internal scan informed the Strategic Planning Committee as they revised the strategic plan for years 2013-2017. A report on the 2008-2012 Strategic Plan progress was compiled by the Institutional Researcher and made available to constituency groups at College Council [1247, 1101].

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

Response: The 2013-2017 Strategic Plan is now complete, having been reviewed by all constituent groups in spring 2013 and the Board of Trustees in July 2013 [1178]. As proposed in the "Next Steps" of the Reedley College October 2012 Follow Up letter, internal scans to complete the Strategic Plan were completed in the forms of a strategic workshop and a survey. External scans were also completed in the form of demographic research and two charrettes, meetings in which stakeholders were consulted [1163, 1174, 1173, 1172, 1156].

Information on the completion of the new plan was provided to faculty and staff on Opening Day of fall 2013, and a new brochure was created and all external partners who participated in the charrette received a printed copy (e.g. advisory groups, K-12 superintendents from feeder high school Districts, board members of Unified School Districts and business partners [1153]. The plan was also posted to the Reedley College website for the public. In order to tie the budget allocation process to the new plan, the budget worksheet includes a column where requests for funds are linked to a strategic plan initiative/goal and a substantiated program review goal. Each September, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to the strategic plan. Items requested are reviewed for their linkages to the strategic plan and substantiated program review goals.

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

Response: As articulated in the Recommendation 1.4 response, in the last year an integrated planning taskforce created a new integrated planning graphic model that was presented to College Council [1199]. This model will be pursued again in fall 2014 to formally revise the description of the integrated planning process. With the efforts of the Integrated Planning Task Force complete, the college has worked diligently towards developing a cyclical progression

that integrates college planning as part of a functional system linked by a common set of assumptions and well-defined processes.

College Recommendation 2

College Recommendation 2: Student Learning Outcomes

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

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. Program and degree outcomes are posted on the website and in the college catalog. Completion of course outcomes has increased from 13% during fall 2011 to 100% completion one year later. Similarly 7% of instructional programs and 43% of student services programs had completed an assessment cycle in fall 2011. This also increased to 100% as of fall 2012 [1143, 1129].

Evidence of this acceleration in outcomes assessment occurred during the spring 2014 Opening Day activity where the entire College participated in identifying established, systematic assessments of the College's Institutional Learning Outcomes. Also identified were gaps, or missed opportunities for ILO assessment. Results from Opening Day assessments of ILOs were published in the MOR Newsletter for the College community [1133]. As a result, a core set of identified assessments and plans to develop further assessments were determined and the Student Learning Outcome Committee was established to continue the efforts of assessing the ILOs. This newly formed committee replaced the previous SLO Assessment Advisory Committee, a sub-committee of Program Review. The Committee first determined a matrix and timeline for internal/external and direct/indirect assessments.

An example of effective decision making occurred during the creation of the Communication Lab. The lab, which aids students in their oral presentation success, was among the Communication Program's substantiated goals in their most recent program review reports. Full-time faculty offices were relocated to the lab which has served over 500 students since its opening in fall 2012. The creation of the lab was a concerted effort, including computer services, building services, administration, and faculty to help students succeed.

Another example of increased dialogue was instrumental in instructional/program/course outcome assessments and subsequent improvements. 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 college wide (during Opening Day within Curriculum Committee and Academic Senate meetings, and through email exchanges within departments). Additionally, the SLO coordinator shared dialogue taken from the Curriculum Committee with College Council in fall 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. As a result, some blended degrees were deleted (e.g. Liberal Arts and Sciences, American Studies emphasis),one was modified to make it more desirable and achievable (Liberal Arts and Sciences, Arts and Humanities emphasis), and another, Fine Arts, was deleted and replaced with a more appropriate and more popular Fine Arts Transfer Model Curriculum. Blended degree assessments were synthesized in a Blended Degree Assessment Report highlighting the results and subsequent action plans as determined by the disciplines involved [1107].

In fall 2013 the College learned of their rankings in ACCJC's College Status Report on SLO Implementation. Reedley College received an overall average score of 3.92, which is above the overall average for reporting colleges (3.44). Strongest areas where the College received a score of 5 ("exceeds norm of effective practice") are quantitative evidence/data on the rate/percentage of SLOs being defined and assessed (courses, programs, student learning and support activities, and institutional learning outcomes). A score of 4 ("solidly meets expectations of effective practice") was received for widespread institutional dialogue about assessment results and identification of gaps, decision making on the results of assessments with purposefully directed alignment of institution-wide practices to support and improve student learning, comprehensive assessment reports that are completed and updated on a regular basis, and alignment of course student learning outcomes with degree learning outcomes. While pleased with the overall score, the College also saw areas for improvement, one area being the assessment of Institutional Learning Outcomes. Therefore, in fall 2013 the SLOAA (Student Learning Outcome Assessment Advisory) Committee met to examine the significance and quality of the Institutional Learning Outcomes. The Committee evaluated the data collected from College wide SLO Assessment Reports to determine whether programs were addressing the ILOs and whether there was student success in acquiring these skills. While all conclusions were favorable to continue to apply and assess these ILOs at Reedley College, the committee also recognized a gap in the assessment of these outcomes [1219]. During this same time, the ILO Task Force was formed to aid the SLO process at the Institutional level. The 2014 Opening Day focused on institutional assessments as administrators, faculty, and key student services staff collaborated on identifying the ILO assessments the College was conducting and the assessment possibilities that could be pursued [1100]. The ILO Task Force synthesized an exhaustive list to determine future ILO assessment strategies [1239]. These include, but are not limited to CCSSE analysis, employment rates, employer feedback, pre-requisite tracking, and utilizing swipe card readers at student events. At the end of the spring 2014 semester, with the ILO Task Force's goal of identifying assessment strategies, the task of continuing this work and incorporating these strategies was handed over to the newly formed SLO Committee. Within the SLOC's Committee Operating Agreement is the Committee's commitment to "Systematically oversee the

implementation of student learning outcomes at the course, program, degree, and institutional level, for the purpose of demonstrating, improving and communicating program effectiveness" [1260].

Self-Identified Improvement Plans

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

Response: The College continually reviews the planning and resource allocation process as it pertains to decision making. At the close of Cycle Three, the Program Review Committee revised the Program Review handbook for Cycle Four. Program goals sections were revised to include more direct alignment to budget allocations. For example, instead of a general goal statement, programs now are prompted to respond to eight critical elements that represent a comprehensive Program Review: Curriculum/Pedagogical, Facility, Assessment, Supplies, Technology, Staffing, Distance Education, Scheduling, and general "Additional" goals (such as the internal promotion of traditionally low-enrolled courses or program-driven community outreach) [1193, 1179]. These goals continue to be scored substantiated or not substantiated by the Program Review Committee based on support within the program's report, primarily quantitative data analysis and subsequent SLO assessment action plans. The Program Review Chair forwards all substantiated goals to the appropriate curriculum, budget, facilities, distance education, and technology committees and the administration. Programs are asked to prioritize these goals based on the Budget Allocation Prioritization Scale of 0-3 (0=required for the function of the program, 1=would help program function, 2=would enhance program, 3=desired, but not required for the function of the program), align the goals with the Strategic Plan, and identify the funding necessary to achieve the goals. Each September 1, programs are asked to complete a Program Goal Action Plan to be forwarded to the Budget Committee prior to their October allocation commitments. These action plans will be used by the Budget Committee to inform allocations each fall [1203]. Each May 1, programs will continue to submit their Program Review Goals Progress Report along with an additional Strategic Plan Annual Report document, highlighting the ways in which the program has supported the Strategic Plan during that year. The process will be facilitated using the SMART indicators (Specific activities, Measurable assessments, Actions needed to complete the goal, Results, and a Timeline). The Strategic Plan Annual Report form was created by the Strategic Planning Committee and was approved by the Senates and College Council within the Program Review Cycle Four Handbook [1193].

The Strategic Plan was evaluated in fall 2013 through cooperative efforts which included the President's Advisory Committee (PAC), the Strategic Planning Committee, and College Council [1101, 1257, 1168]. Together a Strategic Planning Implementation Plan was developed. With the plan to systematically address all 25 Strategic Planning objectives over the next four years, these Committees identified the top six focus areas. These were:

1. Increase student engagement to facilitate retention and completion rates (1.3);
2. Evaluate offerings to ensure sequencing that will allow completion in a timelier manner (2.1);
3. Align curriculum to increase certificate and degree completion (3.1),

4. Improve courses/programs through multiple measure analysis (3.2);
5. Ensure instruction and services are equitable and consistent across Reedley College locations (5.2); and
6. Human Resources Staffing Plan is aligned with the District (5.3).

Of these six, the first three points of focus were then identified: to improve courses/programs through multiple measure analysis (SP 3.2); ensure instruction and services are equitable and consistent across Reedley College locations (SP 5.2); and develop a human resources staffing plan in alignment with the District plan (SP 5.3). Significant progress has been made in 13-14 on all three of these goals.

The first objective to improve program review has two components, program review and institutional learning outcomes. The committee also analyzed and strengthened the program review process for the Cycle Four Program Review Handbook by conducting a College wide survey of the Program Review and SLO process. The survey is systematically sent to each group after concluding their program review cycle. Data from each semester will be merged thereby creating a stable report while allowing flexibility to still see the data by groups. Initial results of this survey were favorable and further informed the Committee [1192]. One area of improvement is the sufficient communication linking program review to the budget. The Committee believes this communication will improve with the Cycle Four Handbook and the implementation of yearly action plans due prior to budget requests. Another area of concern is the access to SLO data. The Program Review Committee has also purchased software that digitizes both Program Review and SLO reports. One facet of this software is to easily record and access program data. This data will be used as programs analyze this data to improve courses, prepare their program review reports and subsequently determine goals for their program. In addition, College Council approved the formation of an Institutional Learning Outcomes (ILO) Task Force to develop metrics and measures for assessing what students have learned in their experience at Reedley College. To facilitate dialogue across all areas of the College, the ILO Task Force led a discussion of current ILOs and opportunities for identifying assessments. The task force focused the entire College on ILOs by facilitating a strategic planning exercise at spring 2014 Opening Day to progress with quality improvements [1100]. Sessions were broken into eight groups of 20-25 faculty and staff with two facilitators per group. Two groups examined one of the four ILO areas of Communication Skills, Critical Thinking and Information Literacy, Global and Community Literacy, and Personal Development. Groups were charged with brainstorming measures that are currently used in which the College can measure student achievement of the ILOs as well as identifying ways to improve the effectiveness of the College's efforts to assess and improve student learning [1100]. Evidence included internal, external, direct, and indirect measures employed as individuals and within courses, programs, and working areas/groups. Each group voted on the three "wildly important" items from their collective list. These items were forwarded to the ILO Task Force. The Task Force used this information to create an ILO assessment matrix. At the end of the spring 2014 semester, with the ILO Task Force completing its intended goal of identifying assessment measurements, the Task Force disbanded and handed over the assessment matrix to the newly formed Student Learning Outcomes Committee to develop a plan for further ILO assessment and continuous quality improvement [1114]. Prior to this SLO projects, including ILO projects, were created and implemented by the Student Learning

Outcomes Assessment Advisory Committee, a subcommittee of Program Review Committee. With the ILO Task Force goal completion, it became evident that ILO work needed to be planned by a more formal Academic Senate committee. This became the SLO Committee in spring 2014 [1177].

The second objective regarding equitable programs and services was tasked to the Student Success Committee and Distance Education Committee. With SB 1456 recently renaming the Matriculation Program (enrollment of students) to the Student Success Support Programs and an examination of RC campus committees, it was found many committees unnecessarily doing much of the same work. Therefore, there is now a new structure in place with the Student Success Committee as the umbrella committee and the creation of the Enrollment Management subcommittee and a Basic Skills subcommittee. These changes were made to eliminate duplication of efforts, and to improve institutional effectiveness in the area of student success [1205].

One way the College identified student needs was by examining the student success rates of students taking DE courses compared to the more successful traditional face-to-face rates [1191, 1190]. In response to this student success gap, we focused our planning on distance education, including improving faculty knowledge of online teaching and hiring an instructional designer. A particular concern was the success rates in the Distance Education classes compared to the traditional face to face classroom. With the Distance Ed coordinator and department representatives problem areas were identified, namely concerns and discrepancies in English, Math, Art and Psychology. To address one of these concerns Dr. Barbara Illowsky was invited to present a workshop on campus, which was attended by 9 math faculty and 2 English faculty members. This guest expert in online education shared best practices for increased student success. Improvement in institutional effectiveness was also accomplished by providing a faculty member with 100% release time as the DE Coordinator to create a plan for how RC would move forward with a cohesive DE program. One of the activities he organized was a DE Summit which was held in January 2014 [1112]. We also hired an Instructional Designer on an hourly basis to help with development of web sites and course materials. A yearly continued DECT grant provides the disabled on line students with closed captioning. The DE Coordinator has also completed a Strategic Plan for distance education which links with the College's strategic plan and was accepted by all college constituencies [1128]. An Online Orientation Survey was conducted prior to the spring 2014 semester during an online orientation for students enrolled in online English courses. The purpose was to determine the students' success in prior online courses, their primary reason for taking an online composition course, and what method of instruction would have been the students' first choice. Student IDs were used to match the students back to their online and in-class grades and determine gaps in distance education. A main concern that prompted this study was that students were being forced into online English classes because sufficient face-to-face instruction was not offered. This survey at least partially alleviated that concern by showing that 55% reported preferring online instruction and that 84% reported needing or wanting online instruction due to life circumstances [1190].

The third objective was to develop a human resources staffing plan in alignment with the District plan. President's Cabinet along with District wide taskforce members, including

Academic Senate and CSEA representatives, began the process. They began with a framework for what needs to be included in a staffing plan, incorporating current efforts including substantiated Program Review requests, budget process allocation, and the faculty prioritization ratings. The College human resources staffing plan is operational in nature, and is aligned with the District's guiding philosophical staffing plan [1201]. In Cycle Four Program review goals are separated out by categories, including "staffing," to better help with identifying staffing needs across the College [1193]. This identification of staffing needs is incorporated into the implementation of the College Human Resources Staffing Plan and will continue to annually inform the College of staffing needs.

Additionally, in Program Review Cycle Four, there is strengthened connection between programs and their goal alignment to the Strategic Plan. The Strategic Planning Committee created the Strategic Plan Annual Report form where programs are asked to make SMART commitments by responding to questions concerning Specific activities, Measurable assessments, Actions needed to complete the goal, Results, and a Timeline [1204]. Additionally, as a part of the Strategic Plan assessment process, all College and Academic Senate Committees complete annual assessment of the strategic plan. Every committee was asked to update their Committee Operating Agreement to reflect the new strategic directions. In doing so committees were asked to narrow their focus to the directions in the strategic plan that their committee addressed best. Every May 1 committees, like programs, are asked to report on how they have addressed those specific strategic directions.

The Strategic Plan Annual Report, as a section in the Program Review Cycle Four Handbook was first approved by the Program Review Committee and then approved by constituency groups as a part of the Program Review Handbook. These commitments will be assessed in the aforementioned Strategic Plan annual report due each May 1 alongside the Program Review Annual Report, furthering the alignment of the planning and resource allocation process to respond to student learning needs.

The Strategic Plan, Program Review Cycle 4, Budget Requests, and Human Resources Staffing Plan are all integrated into a systematic cycle where each process informs the next and continues in a constant state of evaluation and continuous quality improvement.

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

Response: One large allocation of funds in 2013-2014 was to address the identified student need of success in online courses. Using best practices research on tutorial effectiveness Reedley College contracted with Pearson Smarthinking to provide 24/7 online tutorial services. Tutorial/Writing/Math Center group will assess the use and effectiveness of this product. The purchase of the product was completed through the budget allocation process and linked to the strategic planning directions.

The DBRAAC (District Budget Resource Allocation Advisory Committee), responsible for the District Resource Allocation Model (DRAM) determined the formula for District allocations. The District wide resource allocation model is designed to be formula-driven, easily

understood, flexible and responsive, adequately documented and communicated, and equitable. The formula accommodates both growth and reduction in funds and allocation units. Reedley College uses internal planning processes to determine how the funding will be allocated based on the mission and strategic plan. Any request for funds from any program must demonstrate on the budget worksheet how the requested resources tie to program review. The Program Review Committee continuously updates the Budget Committee by forwarding substantiated goals to them. As depicted in the flowcharts, program review is a key element in the Budget Committee's deliberation when allocating funds to these units. This process illustrates that program review is fully integrated with resource allocation within both the instructional and student services divisions. The Budget Calendar describes when this process occurs in the annual planning and budget building process. These documents allow all constituent groups and the public to understand College planning processes and resource allocation.

As mentioned in 2.1, The Strategic Plan was evaluated in late fall 2013 through joint efforts which included the President's Advisory Committee (PAC), the Strategic Planning Committee, and College Council [1168, 1257, 1101, 1179]. The Strategic Planning Implementation Plan was developed by these committees. This plan will systematically address all 25 Strategic Planning objectives over the next four years. One of the objectives chosen to address firstly was the program review process. This coincided with the conclusion of the Cycle Three Program Review process and the revision of the process and handbook for implementation of Cycle Four. Some revisions to this new cycle include a more direct assessment of a program's alignment with the strategic plan, a more direct linkage between a program's goals and the new budget process, and more direct prompts for programs to analyze and discuss their program's response to DE, learning modalities, work with adjunct and on and off campus entities. All of these activities by committees and programs coalesce in heightened commitment, support, and analysis of student success.

Additional projects were also invested in. In fall 2013, the College furthered its commitment to distance education by increasing release time to 100% for a faculty assuming the DE coordinator position. Restoration funds were used to increase DE class offerings. Additionally, the DE coordinator was given the charge to work with an hourly paid Instructional Designer as consultant. He closely worked with the VP of Instruction to work on regular and effective contact, analysis of results in on line courses versus regular face-to-face courses, and training of faculty. The Instructional Designer developed and conducted a one day training for DE faculty, full-time and adjunct. While physical space is limited, online instruction is a viable avenue for many students. This investment in students' success was approached through a spring 2014 DE Summit where faculty and staff shared best practices and was followed with bi-weekly DE workshops lead by the DE Coordinator [1123].

Another project focused on student success was the Student Educations Plan (SEP) campaign. In fall 2013 and spring 2014, the College placed much effort and made great strides in having students complete their Student Educational Plans (SEP). This was a concerted effort demonstrated by student services staff and instructional faculty through extensive training for front line workers on the legislative changes and a multitude of student focused activities, funded through the Student Services Leadership Council (SSLC) and Student Services & Special Programs (SSSP) allocation process [1183, 1194]. Prior to this campaign, there were

2,800 students with no SEP. Activities included an Extreme SEP- Express Counseling Campaign, "No SEP" Rosters to faculty, Got SEP? Stamp Campaign, Student Driven Commercial Campaign, Sidewalk Chalk, Poster Campaign and Blackboard/WebAdvisor/Social Media awareness informing students on the registration changes and emphasis on overall completion. Reedley College successfully demonstrated this institutional effort through completing 1,755 additional SEP's during this campaign. This translates into 63% of students that completed their SEPs during this time, showing strides in advancing and promoting student success.

In spring 2014, Reedley College, knowledgeable of the correlation between student engagement and student success, conducted the Community College Student Survey of Engagement (CCSSE). Alignment of the survey questions with the ILOs provided the SLO Committee with data disaggregate by location in evaluating student success and needs. The College will use CCSSE data at program and institutional levels to analyze needs and develop action plans with the goal to improve effectiveness. In November a full day is planned to analyze and discuss data with faculty and people of the Center for Community College Student Engagement and on Opening Day spring 2015 this will be done district wide at a central location. In addition to the CCSSE, all student services faculty, staff, and a number of students held a Student Engagement Summit in fall 2013 with the purpose to increase College knowledge of the five elements of student engagement. Additionally, all student services faculty and staff along with student representatives participated in the Student Engagement Summit to better understand CCSSE assessment, the five elements of student engagement, and data interpretation [1181, 1180].

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

Response: In efforts to increase student success, the English program meets each semester with area feeder high school instructors and counselors through College Readiness Forums (CRF). High school faculty share assignments, local requirements, and challenges which better inform the College's faculty on the students who attend the College. In turn, the College faculty share program grading rubrics so high school faculty know the expectations of the College in order to better prepare their students for College academics. Recently, both English Reedley College faculty and feeder high school teachers took the Reedley College English placement test to get a better understanding of the standards for entering freshman composition. Feeder high school teachers have shared their experiences with Common Core standards and assignments therein. One Reedley College English instructor recently shared her sabbatical project on freshman composition programs across the country while another member shared her tenured evaluation project of renewing the annotated bibliography assignment, one of the student learning outcomes for freshman composition [1186].

As mentioned in 2.1, the Distance Education Coordinator collaborated with College wide faculty and staff during a lively January 2014 DE Summit. Instructional and support services staff shared best practices regarding DE instruction and student services [1112] with the goal of increasing student success. Some of the topics included increasing success and retention rates, 508 compliance, flipping the classroom, hybrid large group instruction, and new technologies.

This was followed by semi-weekly workshops led by the DE coordinator on further best practices topics, including effective communication and course design, building student engagement, and incorporating varying learning modalities [1123]. Guest expert speakers were also brought to the College to address the issues of DE and math basic skills and to initiate an eight-hour certification course held in fall 2014 [1198, 1197]. In preparation for this course, and to guide the DE Coordinator with supportive training subjects, an Online Faculty Response Survey was given to faculty in spring 2014 [1189].

FLEX Day activities are organized through the Academic Senate with the intention of bringing high quality professional development to instructors, by instructors. These activities included a DE certification course, guest speakers on basic skills instruction, best teaching practices, and the completion of the newly implemented Program Review Action Plan, to name a few. FLEX day evaluations were reinstated in fall 2014, informing the College of the effectiveness of this professional development activity in order to better prepare presentations of best practices while also informing future activities [1232].

The Program Review Cycle Four Handbook charges all programs, instructional and student support, to describe future trends or current best practices in teaching and learning unique to the program that are likely to influence the program and how students will be affected by these trends [1193]. To do this, programs respond to the PESTE's (political, economic, sociological, technological, and educational trends) within their discipline or service area. Housed in the qualitative analysis section of the program review report, these questions lead the program to make decisions for the next five years that will impact student engagement, preparation, and success. New to the Program Review Cycle Four Handbook are questions specifically asking programs to discuss the collaboration they have with other programs, instructional or student support services, and community or other institution partnerships with the goal being student success. Also new to the handbook are questions about reaching Reedley College's diverse student population. Programs are asked to analyze their quality of instruction of varying delivery modes and teaching methodologies. They are to also discuss course offerings, (i.e. times, location, delivery, etc.), identifying any needs that are not met along with the appropriate breadth, rigor, sequencing, and completion time. These questions are intended to edify the College programs' dedication to student success.

The College has committed to several dual enrollment programs which encourage best practices to foster student success. High School students are offered an opportunity to obtain college credit in a variety of programs. Research shows that students who achieve 12 units of college credit have higher completion rates. The goal is to collect 12 units, 3 per semester in their last 4 semesters of high school. High School superintendents, principals and counselors have identified the tremendous opportunities for their students. Expectations are that this will dramatically increase the number of college graduates in our area of service. The Madera Center College Advantage Program (MCCAP) allows juniors and seniors attending a high school in the Madera Unified School District to take college courses at the Madera Center. Students generally take a math or English class and one general education class each semester. Students also participate in orientation and support activities and receive individual counseling from a Madera Center counselor. About 40 students enroll in MCCAP each semester, and these students have significantly higher GPA and success rates when compared to the general

student population at the Madera Center [1202]. The majority of these students attend college after graduating from high school. On the Reedley campus, the Reedley College Middle High School (RCMHS) has seen increased enrollments. Now in its third year, RCMHS has undergone steady growth since August 2012. Enrollment began with twenty students in the first year and accepted forty students for the 2014-15 school year. RMCHS is a business school strongly connected to the service area, emphasizing Agricultural Business and Business Administration. Students have the opportunity to choose the one of two pathways as they progress in the junior year. Each semester students will have one major class and will choose a general education transfer class. The purpose of the pathways is to encourage student completion at Reedley College with the transfer opportunity. Students are supported by the K12 partner, Kings Canyon Unified School District and Reedley College student/ instructional services. Similarly, the Paramount Agriculture Career Academy was established in fall 2014 on one feeder campus, Sanger High School. The Paramount Agriculture Career Academy is an early college model where students will complete college general education and agriculture classes at Sanger High. Students have the opportunity to choose a pathway in a Plant Science Associate of Science Transfer (AST) degree or an Agriculture Mechanics Associate of Science (AS) degree. Students will complete their coursework at Reedley College and are able to obtain these degrees one year earlier, in year 13 instead of year 14. The Paramount Agriculture Career Academy has strong industry support with mandatory student internships at Paramount Farms, Grimmway Farms or Olam International.

The Reedley College Hispanic Serving Institution Title V Grant (2010-2015) has provided counseling services for career, freshmen, and transfer students. The grant also funded a librarian who provides individual assistance with library research. Students have the opportunity visit University campuses and weekly student success workshops help students from career information to study skills to specialized topics such as avoiding plagiarism. The Grant also provided significant facility remodels and equipped the Career Resources Center, Transfer Center, and Student Success Center, enhancing services provided to students.

Another example is the creation of the Reedley College Food Bank established by the Classified Senate. This is designed to improve success by ensuring students do not come to school hungry.

Together, these programs and projects emphasize and encourage best practices to ensure student success.

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

Response: The College continues to offer adjunct faculty stipends for their SLO and Program Review efforts. Adjunct faculty is invited to attend an Orientation Workshop at the start of the Academic Year. They will be invited to department meetings and on line training sessions, where student assessments are discussed. At the Adjunct Orientation Workshop a survey was conducted with questions on SLO understanding and implementation. Analysis of the results will be used towards an action plan to improve SLO implementation [1192].

The English department, for example, secured funds to pay adjunct faculty to participate in paper norming sessions. These funds were awarded through the Student Success Committee [1200]. Additionally, full- and part-time faculty members of Reedley College meet regularly at the beginning of each semester as part of their own Professional Learning Community. At the meetings, they share best practices, evaluate SLO assessment results, and plan for program improvements. As another example, the Child Development program has committed to meet with adjunct faculty at the adjunct faculty's convenience to map class activities to SLOs and determine appropriate and meaningful assessments and worked with their adjuncts to complete assessment reports. In the revised Program Review Cycle Four Handbook, the SLO analysis section asks programs to describe and provide examples of the ways in which the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty.

Additionally, the counseling staff created 12-Phase in-house professional training modules for all adjunct counselors. Topics included Assessment Interpretation & Multiple Criteria Counseling, Counseling Technology Programs, and Financial Aid Counseling among others. The College then invested SSSP funds to hire two new adjunct faculty. They were trained in these 14 modules. All adjunct across Reedley College, Madera Center and Oakhurst Site were trained in early August 2014 [1187, 1185].

Several CTE programs invite adjunct faculty to participate in their advisory board meetings where curriculum and student success measures are discussed. Two of these boards are for the Health Care Interpreter and Nursing Assistant Training programs which are both exclusively taught and coordinated by adjunct faculty. The advisory boards meet twice a year, fall and spring.

In spring 2014, the SLO Coordinator held focus study groups for student services programs, assessing their program learning outcomes. Part time and student staff were interviewed. Questions regarding communication, student acknowledgment of program learning outcomes, barriers, and means of continuous quality improvement were asked. Responses were compiled into action plan suggestions for each program. These activities show adjunct and part time faculty are fully invested in the assessment process.

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

Response: The Program Review and SLO process was assessed in spring 2014. It is results such as these that are considered as the Program Review Committee continuously revises the Program Review Handbook, a living document, and is committed to continuous quality improvement of the process. The survey is systematically sent to each group after concluding their program review cycle. Data from each semester will be merged thereby creating a stable report while allowing flexibility to still see the data by groups. Initial results of this survey were favorable and further informed the Committee [1192]. One identified area of improvement is the sufficient communication linking program review to the budget. Some staff did not fully understand the impact their program review goals would have on their budget allocation requests. The Committee believes this communication will improve with the Cycle Four

Handbook and the implementation of yearly action plans due prior to budget requests. Another area of concern is the access to SLO data. The Program Review Committee has also purchased software that digitizes both Program Review and SLO reports. One facet of this software is to easily record and access program data which program members will more readily use to analyze their courses and/or programs.

As evidence of this goal toward continuous quality improvement and the strive for further student success, during the spring 2014 semester, the Program Review Committee revised the Program Review Handbook to reflect changes in Accreditation Standards and the new Strategic Plan and Budget Allocation processes. This revision was also in anticipation of the beginning of the Fourth Cycle of Program Review. SLO assessment evaluation and action plans are reported within the Program Review report, completed every five years, and the Annual Program Review report due every May 1. In preparation for annual budget requests, programs are to also prepare an annual Action Plan for their Program goals as indicated in their comprehensive reports. These reports are due each September 1 [1193].

College Recommendation 3

College Recommendation 3: Participatory Governance
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; VI.A.3; IV.A.5)

Descriptive Narrative

A number of significant advancements have been made to address College Recommendation 3 between the fall of 2011 and the February 11, 2013 Commission Action letter removing Reedley College from Warning status[1211]. In the spirit of continuous quality improvement, the College continues to clarify decision-making responsibilities for all individuals and groups across our three campuses.

First to clarify, ACCJC granted Candidacy status to the Willow International Community College Center (WICCC) effective March 6, 2013 [1218]. On April 4, 2013 ACCJC sent a follow-up letter requiring WICCC to "align the Governance Structure of the State Center Community College District to reflect the Center's status" [1216]. The WICCC organizational reporting structure was finalized on July 2, 2013, when the Board of Trustees aligned the governance structure of the State Center Community College District to reflect the reporting status of WICCC. The WICCC president will report directly to the chancellor and indirectly to the Reedley College president [1217]. The former Willow International Community College Center is now Clovis Community College Center and will be referred to as such.

The new Budget Allocation process and the Organizational Charts for the college and its centers clarify clearly the decision-making processes. There are no ambiguities since Clovis Community College Center is independent from Reedley College in budget and most

committees. Only two contractual committees still need to be addressed, Sabbatical and Salary Advancement.

The College's Participatory Governance Handbook includes the College mission, vision and values, an explanation of participatory governance at Reedley College, organizational charts, the integrated planning document, model and timeline, committee operating agreements for all Reedley College committees and the Clovis Community College Center Council Handbook. The handbook also includes a College Council flowchart that illustrates official participatory governance structure of Reedley College and reflects the relationships between the various entities. Included in the Reedley College Participatory Governance Handbook, a living document, are all committee operating agreements (COAs). These COAs were first linked were first linked to 2008-2012 and later amended to reflect the new 2013-2017 Reedley College Strategic Plan [1244].

The College has further clarified the responsibilities of committees and individuals for decision-making while prioritizing and implementing the 2013-2017 Strategic Plan. In 2013-2014 the Reedley College Council approved a recommendation from the College Strategic Planning Committee tasking various committees with the primary oversight of six selected strategic directions [1101]. Through an iterative and transparent process, the College prioritized these six directions for the 2013-2014 year: Increase student engagement to facilitate retention and completion rates (1.3); Evaluate offerings to ensure sequencing that will allow completion in a timelier manner (2.1); Align curriculum to increase certificate and degree completion (3.1); Improve courses/programs through multiple measure analysis (3.2); Ensure instruction and services are equitable and consistent across Reedley College locations (5.2); and Human Resources Staffing Plan is aligned with the District. Using Ishikawa's cause and effect analysis, of these six, the first three points of focus were then identified: To improve program review (SP 3.2); provide equitable programs and services across all locations (SP 5.2); and develop a human resources staffing plan in alignment with the District plan (SP 5.3). To communicate and highlight institutional progress towards prioritized strategic directions the College started a (Madera/Oakhurst/Reedley) MOR in Motion quarterly newsletter, which is distributed college-wide electronically and in hard-copy. In the October 2013 issue the president explains the process described above so that the College Community at large understands how PAC will work with Strategic Plan drivers and outcomes in the coming year. In another issue the president communicates the progress the task force is making with the Human Resources Staffing Plan or the most recent action coming from the Technology Plan, the implementation and campus wide installation of new Aerohive wireless devices to increase connectivity for faculty and students [1133]. Together with the inception of a VP Madera/ Oakhurst and the implementation of a Dean of Student Services, MOR in Motion helps with the integration of Madera and Oakhurst after these College Centers were separated from Clovis Community College Center (formerly Willow International Community College Center) in 2013. MOR in Motion is primarily a communication tool. For example, it explained how the Strategic Planning Implementation Plan was developed by the Strategic Planning Committee and College Council and how the focus on the six objectives and three drivers identified to increase student success in a goal-oriented and systematic fashion [1131].

Additionally, COAs now reflect Madera Center and Oakhurst Center constituent representation across our three sites as well as, for example, responsibility for the allocation of Basic Skills Initiative and other local funds [1205]. The Madera/Oakhurst Faculty Association, for instance, is now a subcommittee of the Reedley College Academic Senate [1210]. A College wide schedule of meetings was created in order to remove obstacles and time conflicts that might inhibit student, faculty, and staff opportunities from participating. Meetings were also held via Polycom for increased participation [1236].

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 [1225]. One example of improved communication is evidenced by the Reedley College Academic Senate and the Madera-Oakhurst Faculty Association (MOFA) subcommittee to the Academic Senate. The Reedley College Academic Senate requires two reads of an agenda item. 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; 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 also follow this new schedule.

In spring 2011, the Associated Student Body changed its name to Associated Student Government (ASG). This name change recognized students as essential participants in the College governance process. In fall 2011, the College student body approved a $1.00 student rep fee that support student advocacy and leadership training, strengthening student representation on campus committees and the College in general. The Madera Associated Student Body soon followed suit, making a similar transition to an Associated Student Government in fall 2012. College Council quorum now requires a student representative to be present for any action items [1235]. 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 [1238, 1233, 1253].

The anticipated transition of Clovis Community College Center from Center to College status in 2015 has provided several other opportunities to further clarify governance processes. Clovis Community College Center students have now formed their own stand-alone Associated Student Government [1256]. The Reedley College Academic Senate and Madera/Oakhurst Faculty Association worked to establish committees under the purview of Reedley College as prescribed by WI ACCJC Recommendation 1: 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.” Accordingly, the Reedley College Academic Senate adopted a recommendation to the College Council establishing and recognizing the Clovis Community

College Center Academic Senate as a standing subcommittee, to "exist until the Center becomes an independent college" [1213, 1208].

At that time, the Reedley College Academic Senate, which included a sub-committee of the Madera/Oakhurst Faculty Association, approved an Executive Committee seat for the Clovis Community College Center Senate President [1240]. This appointment maintained open lines of communication for the Executive Committee and allowed for the continuation of participation and governance during the transition from Willow International Center to Clovis Community College Center [1206, 1221, 1220]. The Academic Senate for California Community Colleges has now recognized the Clovis Community College Center Academic body as the state's 113th Senate, further clarifying the separate relationship between the Reedley College and Clovis Community College Center Academic Senate. The Clovis Community College Academic Seat was phased out and assigned by the Senate to the Madera/Oakhurst Faculty Association president [1209]. Contractual obligations require two remaining Reedley College and Clovis Community College Center committees, Sabbatical Leave, and Salary Advancement [1248, 1249]. The Clovis Curriculum Committee is a sub-committee of Reedley College's Curriculum Committee [1237].

The Reedley College Classified Senate has filled committee vacancies 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 [1234, 1226]. College managers have recently supported a request by the Reedley College Classified Senate to extend monthly meetings from one hour to two, further evidence of the value an active Senate brings to the College. The College Classified Senate has become a vibrant contributing body on campus, evidenced by several recent activities resulting in greater College dialogue and involvement. In spring 2014, the Classified Senate supported a College Food Bank at the Reedley, Madera, and Oakhurst campuses [1230]. The Classified Senate has also supported the College-wide Wildly Important Goal (WIG) with T-shirt sales as an outward expression of prioritized College goals. The Classified Senate also implemented Campus Kudos, a monthly College-wide recognition initiative celebrating teaching and learning excellence.

Recent administrative restructuring across the College's three sites provides evidence of participatory governance as a process and further clarifies administrative decision-making for the Centers as a product [1259]. The College president initiated the dialogue, first asking Madera/Oakhurst College Center Council members to deliberate and bring forward an initial Center administrative structure proposal. In summary, the Madera/Oakhurst College Center Council brought forward a recommendation for a center Vice President, the first of its kind for Madera/Oakhurst [1228]. This Vice President of the Madera/Oakhurst Centers, it was proposed, would provide executive-level administrative leadership for campus staff and students while strengthening community ties as the "face" of the Centers. President's Advisory Council heard and wholeheartedly supported the recommendation [1227]. Soon afterwards, the Reedley College Council made a final recommendation to the president, who approved this critical

leadership position [1214]. Relatedly, the Madera and Oakhurst College Center Council also approved a shared Dean of Student Services position across the three campuses. This position will provide an opportunity to assess and improve equitable student service delivery for the College [1228]. These processes are strong evidence of a transparent decision-making culture throughout the three-campuses comprising the College.

Self-Identified Improvement Plans

The three Self-Identified Improvement Plans were identified in the College's October 15, 2012 Follow-Up Report to the Commission. The subsequent February 11, 2013 ACCJC Action Letter reaffirming Reedley College's accreditation status affirmed that the College had met this recommendation [1211].

3.1 The Participatory Governance Handbook was last updated in 2012, and will be updated again in fall 2014. All committee operating agreements were completed in 2013-2014 and have the new Strategic Plan goals and directions in them, so that annual reporting to the Strategic Planning Committee will be done comprehensively. The new Participatory Governance Handbook will not include information on the Willow-International Center, which since August 2014 will be called Clovis Community College Center. Updated Organizational Charts for Reedley College and the District as well as the college wide and district wide adopted budget process and calendar will be included. The updated Participatory Governance Handbook will be posted on a RC web site in fall 2014.

Response: In an effort for continuous quality improvement the College systematically reviews the Participatory Governance Handbook, a living document. Updates include the Integrated Planning Taskforce findings and recommendations and updated COAs responding to the 2013-2017 Strategic Plan. This handbook also includes the college mission, vision and values, an explanation of participatory governance at Reedley College, organizational charts, the integrated planning document, model and timeline, committee operating agreements for all Reedley College committees and the Clovis College Center Council Handbook [1212]. The handbook also includes a College Council flowchart that illustrates official participatory governance structure of Reedley College and reflects the relationships between the various entities [1212].

3.2 The faculty prioritization process revision will be completed during the fall 2012 semester.

Response: As described in the descriptive narrative section of this report, the faculty prioritization process revision was completed during the fall 2012 semester after significant College-wide dialogue. Department chairs and Academic Senate clarified the faculty prioritization process, aligning it with established participatory governance practices and the College integrated planning model [1124]. A suggested revision to the 2011 process eliminated the recommendation from the deans and vice-president to the president, leaving only the recommendation from the department chairs to the president was reviewed by department chairs and forwarded to Academic Senate. The Academic Senate responded to department chairs with

a different revision that left in the dual recommendation to the president [1241]. Department chairs discussed the Academic Senate revisions and agreed that for the sake of transparency, it was more appropriate to leave the dual recommendations. The Academic Senate's suggested revisions were heard by College Council [1215].

3.3 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.

Response: A monthly College Committee Report was created and approved by College Council as a College-wide communication module for the 2012-2013 year. The first issue was distributed to all college employees by email in September [1250]. The monthly College Committee Report has since been replaced by a more comprehensive summary College-wide report. In the fall of 2013, the College Council elected to adopt a quarterly "MOR (Madera, Oakhurst, Reedley) in Motion" newsletter to communicate significant College-wide planning and governance activities. College-wide progress on Student Learning Outcomes and strategic planning, for example, are regular topics in the MOR in Motion newsletter. This newsletter is distributed across all three College sites and the community in hard-copy as well as electronically [1131, 1132, 1133, 1134, 1135].

In efforts to build consistencies within committee procedures and reporting across the College, in fall 2014 College Council began a Committee Chair Orientation. Topics included meeting management, parliamentary procedures, and note-taking [1223].

The 2013-2014 President's Advisory Cabinet's Year in Review was presented to College Council. This compilation of items that were accomplished by the College during the 2013-2014 year highlighted the year's accomplishments which included facility and technology project completions, the implementation of identified Strategic Plan priorities, enrollment and budget endeavors, safety training, instructional advances, staffing, as well as identifying continuing work and future opportunities for the College [1255].

Evidence for Response to ACCJC District Recommendation 1

850 ACCJC Warning Letter to Fresno City College – February 1, 2012
851 ACCJC Warning Letter to Reedley College - February 1, 2012
852 Fresno City College Follow-up Report – October 15, 2012
853 Reedley College Follow Up Report – October 15, 2012
854 ACCJC Reaffirm Letter to Fresno City College – February 11, 2013
855 ACCJC Reaffirm Letter to Reedley College – February 11, 2013
856 Fresno City College Follow-up Report – October 15, 2013
857 Reedley College Follow-up Report – October 15, 2013
858 Fresno City College Commission Action Letter – February 7, 2014
859 Reedley College Commission Action Letter – February 7, 2014
860 Assessment of District Planning Processes Retreat Agenda 06-16-14
861 SCCCD Strategic Plan 2012-2016
862 Fresno City College Strategic Plan 2013-2017
863 Reedley College Strategic Plan 2013-2017
864 Willow International CCC Strategic Plan 2013-2017
865 District Strategic Planning Committee Operating Agreement and Membership
866 District Strategic Planning Committee Minutes - Fall 2013
867 District Strategic Planning Committee Scorecard Assessment
868 District Strategic Planning Committee Planning Glossary
869 District Strategic Planning Committee Minutes - Spring 2014
870 SCCCD 2013-2016 Strategic Plan Annual Board Report
871 SCCCD Integrated Planning Model and Manual – October 10, 2013
872 SCCCD Strategic Plan Annual Assessment
873 Academic Senate Minutes for Technology Agreement from FCC, RC and WI
874 2013 Scorecard Presentation to Board of Trustees – February 4, 2014
875 Board of Trustees Minutes December 10, 2013
876 SCCCD Integrated Planning Model and Manual
877 SCUP Institute Participant List
878 Chancellor's Cabinet Summaries – August 5, 2013
879 Administrative Services Unit Review Presentation to Board of Trustees - November 7, 2013
880 Board of Trustees Minutes - November 7, 2013
881 Administrative Services Unit Review (ASUR) Minutes
882 Campus Presidents Selection of Committee Members and Minutes for Grant Process
883 Chancellor's Cabinet Summary - February 10, 2014
884 Grant Approval Process - Draft
885 Districtwide Enrollment Management Taskforce (EMT) Charge and Membership
886 District Decision Making Taskforce (DDMT) Charge and Membership
887 Chancellor's Cabinet Summaries - December 2013

888 Enrollment Priorities Draft
889 Decision Making Resource Manual
890 SCCCD Districtwide Facilities Master Plan
891 Districtwide Facilities Committee Meeting Minutes Fall 2013 and Spring 2014
892 Board of Trustees Minutes – July 2, 2013
893 Willow International Community College Center Needs Assessment Presentation – October 10, 2013
894 Willow International Community College Needs Assessment Board Items and Resolution
895 Willow International Community College Needs Assessment
896 Board of Trustees Minutes - October 10, 2013
897 CampusWorks Meeting Schedule - February 2014
898 Communications Council Summary - March 2014
899 SCCCD Technology Plan DRAFT
900 Technology Visioning Statement (Draft) to Board of Trustees – October 10, 2013
901 Board of Trustees Minutes – June 3, 2014
902 Candidacy Letter from ACCJC dated March 6, 2013
903 ACCJC Letter for Initial Candidacy Confirmation dated April 4, 2013
904 Willow International Community College Center Organizational Chart
905 Signature Program Definition and Application Template DRAFT
906 Signature Programs Taskforce Minutes - Fall 2013
907 Chancellor's Cabinet Summaries - September 2013
908 Communications Council Summaries - October 2013
909 District Budget and Resource Allocation Advisory Committee Minutes - Fall 2013
910 District Budget and Resource Allocation Model
911 Board of Trustees Minutes - January 14, 2014
912 District Budget and Resource Allocation Modified Model
913 District Budget and Resource Allocation Advisory Committee Minutes DRAFT - May 2014
914 Human Resources Staffing Plan Taskforce Minutes – Fall 2013
915 Chancellor's Cabinet Summaries - January 2014
916 Chancellor's Cabinet Summaries - March 2014
917 Human Resources Staffing Plan Draft
918 District Institutional Research Notes - Fall 2013-Spring 2014
919 Chancellor's Cabinet Summaries - May 2014
920 SCCCD Action Plan Report
921 Information Technology Assessment Review and Security Audit Crosswalk – October 10, 2013
922 SCCCD Five-Year Construction Plan
923 District Strategic Planning Committee Minutes – Fall 2014
924 Strategic Plan Assessment to Board of Trustees – October 7, 2014

925 Board of Trustees Minutes – October 7, 2014
926 Board of Trustees Minutes - September 2, 2014

Evidence for Response to ACCJC District Recommendation 2

927 Reedley College Comprehensive Evaluation Report 12-04-11
928 Communications Council Summaries – Fall 2012
929 Board of Trustees Minutes – September 4, 2012
930 Board of Trustees Minutes – October 2, 2012
931 Chancellor's Cabinet Summary – November 5, 2012
932 Board of Trustees' Retreats – April 2012- 2014
933 Chancellor's Cabinet Summaries – Spring 2011
934 Communications Council Summaries – Spring 2011
935 Chancellor's Cabinet Summaries – Fall 2011
936 Communications Council Summary – September 27, 2011
937 Chancellor's Cabinet Summaries – Spring 2012
938 Communications Council Summary – March 27, 2012
939 Chancellor's Cabinet Summaries – Fall 2012
940 Chancellor's Cabinet Summary – April 24, 2013
941 Communications Council Summary – April 30, 2013
942 Communications Council Summary - December 3, 2013
943 BP/AR 2510 – Participation in Local Decision-making
944 Communications Council Summary – April 29, 2014
945 DBRAAC Minutes – April 4, 2014

Evidence for Response to ACCJC College Recommendation #1, #2 and #3

1100 01.09.14 Opening Day Summary
1101 09.18.13 Minutes of College Council
1107 Blended Degree Student Learning Outcomes Assessment Report
1110 03.20.13 College Council Minutes
1112 DE_Summit_Schedule_2014
1114 ILO Recommendation to College Council
1116 Program Review updating reporting process overall list
1117 Strategic Planning Conversion Workshops 2014
1123 Wednesday Workshops
1124 New Faculty Prioritization Process
1128 DEStrategicPlan--RC_Draft_031214
1129 Feedback Memo on College Status Report on SLO Implementation
1131 MOR Newsletter vol1
1132 MOR Newsletter vol2

1133 MOR Newsletter vol3
1134 MOR Newsletter vol4
1135 MOR Newsletter vol4FINAL
1136 PR_SPWorkshops
1143 Report on College SLO Implementation Status
1150 07.25.14 Strategic Planning Workshop Notes
1152 PR Action Plan Workshop
1153 RC 2013-2017 Strategic Plan
1154 RC Budget Training Schedule and Due Dates
1155 RC Resource Allocation Process Flowchart
1156 9.28.12 SP Workshop Agenda
1157 2013-2014 Chemistry Budget Request
1159 Budget Development Planning Calendar
1160 Charge of Integrated Planning Writing Taskforce
1162 EMP Reporting Form-EMP Ad Hoc Committee
1163 SP Assessment Survey
1164 EMP Reporting Form-Instructional Programs
1165 Fall 14 Flex Day Schedule
1166 ILO Assessment Timeline
1167 O of I PLO Focus Study Group Report
1168 PAC Strategy Forum Summary
1170 RC_SP Annual Update 2013
1171 RC_SP Year End Summary 2012-2013
1172 SP Assessment Critical Issues and Opportunities
1173 SP Charrette Powerpoint
1174 SP Survey Analysis
1176 Student Services PLO Focus Study Group Reports
1177 04.22.14 RCAS Meeting Minutes
1178 BOT Minutes 7.2.13
1179 Integrated Planning Action and Gap Identification
1180 Student Success Summit Feedback Survey 9.23.13
1181 Summit Prep Letter
1182 Integrated Planning
1183 01.22.14 SSLC Meeting Notes
1185 Adjunct Training Model
1186 CRF FA14 letter
1187 Current Adjunct Training
1189 Online Faculty Survey
1190 Online Orientation Survey Spring 2014 Results
1191 Online Orientation Survey
1192 Program Review and SLO Processes Evaluation spring 14

1193 Program Review Cycle Four Handbook
1194 SEP Marketing Strategic Action Plan 01.17.14
1195 Spring 2014 Budget Survey
1196 Strategic Directions Mapping
1197 DE Certification Course 08.08.14
1198 DE Guest Speaker 04.24.14
1199 03.05.14 Minutes of College Council
1200 2014 English Proposal
1201 HR Staffing Plan Working Document
1202 MCCAP Stats 8.14
1203 Program Review Annual Action Plan
1204 Program Review_ Strategic Plan Annual Report Form
1205 Student Success Committee COA
1206 3.27.12 RCAS Minutes
1208 4.10.12 RCAS Minutes
1209 4.10.12 Resolution of RCAS
1210 4.24.12 RCAS Minutes
1211 ACCJC Response to Follow Up 02.11.13
1212 CCC Handbook 2012-2013
1213 COA Language Proposal to RCAS
1214 Vice President of Madera & Oakhurst Centers job posting
1215 02.06.13 College Council Minutes
1216 ACCJC Letter for Initial Candidacy Confirmation 04.04.13
1217 BOT Minutes 07.07.13
1218 Candidacy Letter from ACCJC 03.06.13
1219 2.6.13 SLOACC Agenda Notes
1220 2.14.12RCAS Minutes
1221 4.25.12 College Council Minutes
1223 08.20.14 College Council Minutes
1224 08.27.14 SSLC Agenda
1225 8.22.12 College Council Minutes
1226 8.27.12 Classified Senate Meeting Agenda
1227 09.24.13 Presidents Cabinet Agenda
1228 10.16.13 College Council Minutes
1230 12.16.13 Classified Senate Minutes
1231 2011-2012 Annual Report Grid 3.4.13
1232 ADJUNCT SURVEY results 2014
1233 Administrative selection committee
1234 Classified Senate Communication Bulletin
1235 College Council COA Updated 11.20.13
1236 Committee Meeting Calendar

1237 Curriculum COA
1238 Director of Student Success selection committee
1239 Matrix for Evaluating Institutional Learning Outcomes
1240 NC Faculty Association proposal
1241 New Faculty Prioritization Process A.S. response
1244 Participatory Governance Handbook Update 08.21.13
1245 Planning Process Assessment Chart Timeline Fall 2014
1246 Reedley College Strategic Plan Annual Update 2013
1247 Reedley College Strategic Plan Year End Summary 2012-13
1248 Sabbatical COA
1249 Salary Advancement COA
1250 September 2012 Committee Report
1251 SP Proposed Implementation and Reporting Form
1252 SP Reporting Form for Committees
1253 SSS Director selection committee
1254 Tutorial 221015
1255 Year in Review 2013-2014
1256 Clovis ASG Constitution
1257 09.09.13 Agenda Strategic Planning Committee
1259 Madera Oakhurst Organizational Chart Options 09.19.13
1260 SLO COA
1261 09.09.14 APPROVED RCAS Minutes
1262
1263
1264
1265 09.17.14 Minutes of College Council

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Consideration to Accept 2012-2016 SCCCD Strategic Plan Annual Assessment ITEM NO. 14-82

EXHIBIT: Executive Summary 2012-2016 SCCCD Strategic Plan Annual Assessment
SCCCD 2012-2016 Strategic Plan Summative Assessment Scorecard

Background:

The District Strategic Planning Committee (DSPC) was given responsibility for the annual assessment of the 2012-2016 SCCCD Strategic Plan, which includes both quantitative and qualitative data from the colleges, centers and district office that support the accomplishments of the Strategic Plan.

DSPC worked with the colleges, centers and the district office in the development of this annual report. The annual report highlights quantitative and qualitative data for each goal and objective of the 2012-2016 SCCCD Strategic Plan.

The Executive Summary of the 2012-2016 SCCCD Strategic Plan Annual Assessment provides a narrative of the changes in quantitative data.

Recommendation:

It is recommended the Board of Trustees accept the 2012-2016 SCCCD Strategic Plan Annual Assessment.

Executive Summary of the 2012-2016 SCCCD Strategic Plan Annual Assessment

*Approved by DSPC September 12, 2014

The 2012-2016 SCCCD Strategic Plan Executive Summary provides a narrative for the quantitative data that supports the accomplishments of the strategic plan in year two. It highlights the 2012-2016 SCCCD Strategic Plan Annual Assessment, which focuses directly on the quantitative data associated with the goals of the strategic plan.

The District Strategic Planning Committee (DSPC) is responsible for the oversight of the SCCCD 2012-2016 Strategic Plan and organized the update of accomplishments during the first year of the plan. DSPC is comprised of all constituent groups from the district, colleges and centers and meets twice a month through the academic year to ensure oversight of strategic planning. The District will continue to implement and monitor progress of the strategic plan and provide an Annual Report to the Board in October of each academic year.

SCCCD Goal 1 *Student Success*

The persistence rate for FCC first time students in three semesters is 76.5% which demonstrates a +1.4% increase since 2012. The RC persistence rate is 71.8% which demonstrates a decrease of -1.3% since 2012. Methodology for persistence changed for California Community College Chancellor's Offices Scorecard reporting. The graduation rates for FCC is 15% which demonstrates a +1.0% increase since 2012. The RC graduation rate is 22% which remains the same as 2012.

The transfer rate for FCC in Fall 2013 is 38.1 % which demonstrates a decrease of +5.0% since 2012. The RC transfer rate is 44.3% which demonstrates a +1.3% increase since 2012. Since 2012, RC demonstrates a slight increase of +0.1% in their success rate with 67.3%, while FCC's remains unchanged at 68.2%, CCCC at 69.0% has an increase of +0.1%, MC increased +1.5% at 67.7%, and OC decreased by -3.0% at 65.5%. In terms of retention rates, all sites except CCCC showed slight gains: FCC (+0.6), RC (+0.2), CCCC (-0.2%), MC (+0.9) and OC (+0.1%).

The results from the Registration-to-Go Survey are not valid for comparison for this time period due to change in collection method and sample size.

SCCCD Goal 2 *Student Access*

Although no quantitative targets are available in year two of the plan, the 2012-2016 SCCCD Strategic Plan Objectives Matrix provides significant evidence of qualitative data in support of accomplishments of Goal 2 by the district, colleges and centers. It is anticipated that quantitative data will be provided for this goal in coming years as the district, colleges and centers prioritize different goals in subsequent years of the plan.

SCCCD Goal 3 *Teaching and Learning Effectiveness*

The districtwide section count in distance education demonstrated a decrease of -3.5% (173 to 167) sections. Districtwide enrollments in distance education increased by +1.0% (5,053 to 5,094) from Fall 2012 to Fall 2013. FCC demonstrated increases in distance education headcount (+5.9%), sections (+2.3%), retention (+0.5%), and decreases in success (-3.3%) and GPA (-6.6%). RC demonstrated decreases in distance education headcount (-6.2%), sections (-15.9%), and increases in success (+1.2%), retention (+0.9%) and in GPA (+4.3%). MC/OC demonstrated decreases in distance education success (-7.8%), retention (-3.3%) and GPA (-10.0%). Increases were noted in headcount (+13.1%) and in sections (+18.8%). CCCC demonstrated decreases in distance education success (-3.2%), retention (-4.5%), headcount (-21.6), sections (-16.0%) with the only increase coming in GPA (1.3%).

SCCCD Goal 4 *Economic and Workforce Development*

The districtwide success rates in CTE as well as retention rates in CTE courses demonstrated a slight increase of +0.1% and +0.5% respectively from Fall 2012 to Fall 2013. Success rates in CTE courses increased for FCC (+0.4%), RC (+0.2%), and MC (+1.2%), but decreased for CCCC (-1.8%) and OC (-7.7%). Retention rates in CTE courses increased for FCC (+0.8%), RC (+0.1%), MC (+0.7%), and decreased for CCCC (-0.4%) and OC (-5.7%).

The districtwide course sections in CTE demonstrated a 3% increase fall 2011 to fall 2012 and a 2% increase in enrollments. Course sections increased for FCC (3%), RC (3%), and MC (10%), but decreased for WI (-3%) and OC (-25%). CTE enrollments increased for FC (3%), RC (1%), MC (9%), but decreased for WI (-3%) and OC (-37%).

SCCCD Goal 5 *Communication*

Although no quantitative targets are available in year two of the plan, the 2012-2016 SCCCD Strategic Plan Objectives Matrix provides significant evidence of qualitative data in support of accomplishments of Goal 5 by the district, colleges and centers. It is anticipated that quantitative data will be provided for this goal in coming years as the district, colleges and centers prioritize different goals in subsequent years of the plan.

SCCCD Goal 6 Organizational Effectiveness

Although no quantitative targets are available in year two of the plan, the 2012-2016 SCCCD Strategic Plan Objectives Matrix provides significant evidence of qualitative data in support of accomplishments of Goal 6 by the district, colleges and centers. It is anticipated that quantitative data will be provided for this goal in coming years as the district, colleges and centers prioritize different goals in subsequent years of the plan.

SCCCD Goal 7 *Community and Resource Development*

Although no quantitative targets are available in year two of the plan, the 2012-2016 SCCCD Strategic Plan Objectives Matrix provides significant evidence of qualitative data in support of accomplishments of Goal 7 by the district, colleges and centers. It is anticipated that quantitative data will be provided for this goal in coming years as the district, colleges and centers prioritize different goals in subsequent years of the plan.

Additional Comments

Following recommendations presented in the Executive Summary of year 1, assessment of the plan objectives were graded as: Substantially Achieved, Progress Made, Little Progress Made and Continue/Revise in Next Cycle and are presented in that manner in the "SCCCD 2012-2016 Strategic Plan Summative Assessment Scorecard." Findings point to progress in many areas. This assessment will be shared with the Chancellor's Cabinet, Communications Council and the Board of trustees.

SCCCD 2012-2016 Strategic Plan Summative Assessment Scorecard

Below is the District Planning Committee's final assessment of the SCCCD's *2012-2016 District Strategic Plan*. Recommendations to "Continue/Revise" objectives are offered as inform the deliberations of the Strategic Planning Taskforce that will assume responsibility for shaping the next District Strategic Plan. Some objectives may not be recommended for continuation because they have been substantially achieved or because they have now become part of normal institutional operating procedures and expectations.

Goal 1: Student Success

SCCCD is committed to supporting and assisting students in achieving their educational goals by offering premier academic, career technical training, and student support programs that enhance students' abilities to succeed in an increasingly complex and interconnected world.

Outcome Measures/Targets	Target	Change since 2013		
	Substantially Achieved	**Progress Made**	**Little Progress Made**	**Continue/Revise in Next Cycle**
Objective 1.1 Develop strategies to address unique needs of matriculating recent high school graduates and older students to ensure their academic success;		**X**		
Objective 1.2. Improve student success rates by increasing persistence and completion rates for all students;			**X**	
Objective 1.3 Create a comprehensive Student Services Delivery Plan for all campuses and centers;		**X**		**X**
Objective 1.4 Analyze current student assessment processes and outcomes and ensure cohesion across all District locations;			**X**	**X**
Objective 1.5 Increase students' campus and community engagement.		**X**		**X**

Goal 2: Student Access

SCCCD recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.

Outcome Measures/Targets	Target	Change since 2013		
	Substantially Achieved	**Progress Made**	**Little Progress Made**	**Continue/Revise in Next Cycle**
Objective 2.1 Evaluate student access for all communities and develop a districtwide Enrollment Management Plan to optimize the District presence in all areas of the District.		**X**		**X**

Objective 2.2 Maintain and improve student admission, registration, counseling and orientation processes to maximize student educational planning.					**X**
Objective 2.3 Enhance student support program coordination and development in areas such as outreach, recruitment, cocurricular and career awareness activities throughout the District.					**X**

Goal 3: Teaching and Learning Effectiveness

SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.

Outcome Measures/Targets (No Quantitative Targets Established. See *College Self Inventory*.)

	Substantially Achieved	Progress Made	Little Progress Made		Continue/Revise in Next Cycle
Objective 3.1 Create a comprehensive Basic Skills Delivery Plan.					**X**
Objective 3.2 Coordinate curriculum and Signature Programs, and develop new Signature Programs as appropriate throughout the District.			**X**		**X**
Objective 3.3 Develop a comprehensive Distance Learning Delivery Plan and increase the number of courses and enrollments delivered at a distance.			**X**		
Objective 3.4 Ensure continuous integration and implementation of the colleges' cycles of Program Review and Student Learning Outcomes assessment to improve institutional effectiveness.		**X**			
Objective 3.5 Provide faculty development opportunities to support excellent teaching and learning in areas such as distance learning, innovative teaching methods, the use of technology for learning, and learning communities.			**X**		

Goal 4: Economic and Workforce Development

SCCCD is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and by offering and assuring access to quality career technical programs.

Outcome Measures/Targets (No Quantitative Targets Established. See *College Self Inventory*)

	Substantially Achieved	Progress Made	Little Progress Made		Continue/Revise in Next Cycle
Objective 4.1 Assess, maintain and develop effective and relevant career technical programs and curriculum in collaboration with external partners.					**X**
Objective 4.2 Regularly assess workforce program and skill needs based upon up to date, relevant					**X**

employment and other business data.					
Objective 4.3 Increase persistence and completion rates for students in career technical programs.			X		
Objective 4.4 Increase the number of quality work experience, apprenticeship, job shadowing, service learning and internship experiences.					X

Goal 5: Communication

SCCCD is committed to open and clear communication among its constituent groups and with its external communities.

Outcome Measures/Targets	Target	Change since 2013			
	Substantially Achieved	**Progress Made**	**Little Progress Made**		**Continue/Revise in Next Cycle**
Objective 5.1 Develop and implement a District Governance Model;			X		
Objective 5.2 Increase regular reporting of District and Board activities and actions to the colleges' communities through various means such as newsletters, meetings and discussion sessions;		X			X
Objective 5.3 Expand and improve communication throughout the district;					X
Objective 5.4 Maintain and improve relationships with the District's community, economic and workforce partners.					X

Goal 6: Organizational Effectiveness

SCCCD is committed to continually improve its organizational process to ensure its institutional effectiveness and accountability.

Outcome Measures/Targets	Target	Change since 2013			
	Substantially Achieved	**Progress Made**	**Little Progress Made**		**Continue/Revise in Next Cycle**
Objective 6.1 Develop and implement a District Resource Allocation Plan.		X			
Objective 6.2 Review and update the District Technology Plan.		X			
Objective 6.3 Finalize and implement a District Facilities Master Plan.	X				
Objective 6.4 Develop and implement a Human Resources Staffing Plan that recognizes the staff diversity needs, expected retirements in the near future and the organizational and curricular changes of the District, and the need for staff training.		X			

Objective 6.5 Develop a plan for growth of the District's campuses and centers, including planned phases for enrollment, staffing, resource allocation, organizational structures and facilities needs.		**X**			
Objective 6.6 Develop an effective planning and research infrastructure at the district level to enhance institutional research across the District with coordination mechanisms, an annual district research agenda, common research projects and additional research needed for assisting in planned growth for SCCCD;		**X**			
Objective 6.7 Implement an integrated Strategic Planning Model that includes regular assessment of progress toward goals.		**X**			

Goal 7: Community and Resource Development

SCCCD is committed to optimizing its resources while maintaining its fiscal integrity.

Outcome Measures/Targets	**Target**	**Change since 2013**			
	Substantially Achieved	**Progress Made**	**Little Progress Made**		**Continue/Revise in Next Cycle**
Objective 7.1 Maintain prudent financial practices to ensure and support the fiscal health and wellbeing of the District.	**X**				
Objective 7.2 Create a Resource Development Plan to enhance revenue generation and external giving.					**X**
Objective 7.3 Develop a systematic process to maximize mission driven grants acquisition.			**X**		

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Appointment of Voting Delegate(s) and Alternate Voting Delegate for ACCT Leadership Congress

ITEM NO. 14-83

EXHIBIT: None

Background:

The Board of Trustees for State Center Community College District is entitled to two (2) votes during the Annual Association of Community College Trustees (ACCT) Leadership Congress in Chicago, October 22-25, 2014. The Board will need to determine the voting delegate(s) and the alternate for the District.

The designated voting delegate(s) and alternate must sign in and receive their voting delegate credentials at the ACCT Voting Delegate Desk, which will be set up near the Congress Registration Desk between 7:30 a.m. and 5:00 p.m. on October 22 and 23, and/or in the Senate Room between 8:30 a.m. and 10:30 a.m. on October 24.

Ballots will be distributed only to registered voting delegates during the Regional Caucuses and Senate Meeting.

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

PRESENTED TO BOARD OF TRUSTEES DATE: October 7, 2014

SUBJECT: Consideration to Determine Whether Allegation of Trustee Misconduct Warrants Investigation ITEM NO. 14-84

EXHIBITS: September 26, 2014, Memorandum from Interim Chancellor Dr. Bill F. Stewart to Board President Patterson
Board Policy 2715

Background:

Various allegations of misconduct, set out in the attached exhibits, have been made against Trustee Eric Payne. Board Policy 2715 "Code of Ethics/Standards of Practice" provides a procedure for the Board to determine whether trustee misconduct has occurred and whether censure, some other action, or no action, is warranted. Censure is an official expression of disapproval passed by the Board.

Board Policy 2715 provides that "[t]he Board will first consider the complaint to determine whether further investigation is warranted. If the Board does determine such further investigation or consideration is warranted, the complaint will be referred by the Board President for an investigation to an ad hoc committee composed of three Trustees not subject to the complaint."

The consideration of whether the complaints warrant further investigation is the matter before the Board at this meeting.

If the Board determines that further investigation is warranted, the Board President is to refer the matter to an ad hoc committee to conduct the investigation. Board Policy 2715 provides that the committee, which may rely on an outside investigator, as appropriate, shall permit the trustee subject to the charge of misconduct to present information to the committee. The committee then, within a reasonable amount of time, is to make a report of its findings to the full Board for consideration of action. If the committee determines that censure may be appropriate, it will direct the chancellor to place a resolution of censure on the agenda for the Board to consider.

The Brown Act requires that consideration of these matters by a majority of the Board occur in the open session of a public meeting. Meetings of a three-member ad hoc committee are not subject to the Brown Act.

Recommendation:

It is recommended that the Board consider the attached allegations of misconduct and determine whether further investigation is warranted.

If the Board determines that further investigation is warranted, pursuant to Board Policy 2715 the Board President should appoint an ad hoc committee of three trustees not subject to the complaint to conduct the investigation and report its findings to the Board at a future meeting.

Agenda
Consent

State Center Community College District
Chancellor's Office

1525 E. Weldon Avenue
Fresno, CA 93704

TEL: 559-244-5901

Memorandum

To: Pat Patterson, President, Board of Trustees Date: September 26, 2014

From: Dr. Bill F. Stewart, Interim Chancellor

Re: Alleged trustee misconduct

Several allegations of misconduct by Trustee Eric Payne, potentially in violation of the Board's Code of Ethics/Standards of Practice (Board Policy 2715) and other policies, have been brought to my attention.

It is beyond the scope of the administration's powers and duties to address allegations of trustee misconduct, other than to bring the issue to the Board's attention for consideration of whether the Board itself considers further investigation necessary. Upon a concluding that any of these allegations are serious enough to warrant a further investigation, the Board may appoint an ad hoc committee to conduct an investigation and report to the Board. At that point, taking into consideration the committee's report and recommendation, the Board may consider censure, some less severe action, or no action.

The allegations are as follows:

1. Trustee Payne inappropriately pressured the Reedley College President and Dean of Instruction to select a particular candidate that he preferred for a faculty coordinator position, in violation District hiring policies. The search and selection process for that position thereafter had to be aborted due to his improper interference, setting back the hiring of a key position on campus by several months.

2. Trustee Payne made public comments claiming personal responsibility for the hiring of a Reedley College dean, suggesting (without basis) that he interfered in the established hiring procedures and exerted improper influence to hire the dean for reasons other than merit.

3. Trustee Payne requested that a college administrator use her official position to help him solicit campaign funds.

4. Trustee Payne unilaterally contacted the college accrediting body and made a misleading and baseless report of a potential accreditation concern.

5. Trustee Payne published an opinion column in the local newspaper that was substantially plagiarized from other sources.

6. Trustee Payne committed the misdemeanor crime of misuse of a disability vehicle placard by using a placard that had been reported as stolen to park in a disabled parking spot during a Board meeting. He was cited, booked, and released by the District Police Department, and charged by the Fresno County District Attorney.

7. Attached to this memorandum is a memorandum sent to you on May 1, 2014, containing similar allegations of Trustee Payne's improper interference in the hiring process for another position.

If the Board concludes that any of these allegations are serious enough to warrant an investigation, pursuant to Board Policy 2715, the Board President is to appoint an ad hoc committee of three trustees to investigate the matter and report back to the full Board. This committee may use an external investigator, as appropriate.

It should be noted that the investigation into the validity of these complaints must include an opportunity for Trustee Payne to present information to the committee, or its appointed external investigator.

BFS

Attachment

Agenda
Consent

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State Center Community College District
Office of General Counsel

1525 E. Weldon Avenue
Fresno, CA 93704

TEL: 559-244-5983
FAX: 559-226-3757

Memorandum

To: Pat Patterson, President, Board of Trustees Date: May 1, 2014

From: Diane Clerou, Assoc. Vice Chancellor, HR
Gregory Taylor, General Counsel

Re: Trustee Eric Payne

Introduction

Dr. Stewart asked us to investigate several potentially problematic interactions between Trustee Eric Payne and District employees that came to his attention after re-joining the District. He instructed us to conduct the investigation, gather written statements, and report our findings directly to you in your capacity as Board President for your determination as to whether and how to address the issues raised herein.

Executive Summary

Trustee Eric Payne had potentially problematic individual interactions with five District employees in the month of March 2014 that came to the attention of Dr. Stewart. At his direction, we interviewed each of those employees. We found that in three instances Trustee Payne directly contacted non-executive administrators or employees and attempted to direct or influence their work. In one instance, he made an inappropriate request of confidentiality to a staff member. One administrator expressed concern that he was improperly attempting to interfere with a District hiring process. Also, Chancellor's office staff has characterized his interactions with them as rude and threatening.

There was no evidence that Trustee Payne engaged in harassment or discrimination on the basis of race, gender, or other protected category, or otherwise violated any law in these interactions. We do not anticipate any liability to the District arising out of any of the conduct described herein. The conduct, however, did demonstrate concerns about "boardsmanship" issues that you as Board President may consider addressing, including communications issues, interfering with District operations, hiring, and collegiality.

Interview Summaries

In our interviews with each of the following employees, we informed them that we were instructed by Dr. Stewart to leave their names out of our report, but that their identity may be apparent by other details of their accounts. They were instructed that should they feel that they

were subjected to retaliation from anyone for their participation in the investigation, they should alert us or Dr. Stewart.

Chancellor's Office Staff Member #1

One staff member in the Chancellor's office reported that Trustee Payne made a remark to her during a recess in the Board's special meeting on March 1, 2014, that she interpreted as threatening. He said to her, "Every dog has his day," and she judged his demeanor and posture as threatening. Her written account of the event is attached hereto as Exhibit A. She elaborated further in our interview with her, recounting that she asked him what he meant by the comment, to which he replied, "You'll see."

She further noted that Trustee Payne often visits the Chancellor's office unannounced and lingers without apparent purpose for periods of time long enough to interfere with her ability to take phone calls, draft correspondence, and otherwise. When she raised this concern with Dr. Blue, she was told that "Eric Payne is a trustee of the District and we will treat him as such." She further reported that he is generally rude to her, which is exhibited in his refusal to return ordinary pleasantries ("hello," etc.), and to "stare her down" during meetings.

Purchasing Administrator

An administrator in the purchasing department reported that Trustee Payne visited him in his office unannounced prior to a Board meeting on March 17, 2014, in the District office. Trustee Payne's stated purpose was to find out what the District was doing to increase diversity in public contracting. The administrator informed Trustee Payne that the District continued to do the same things that it has done in the past to increase visibility of the District to minority contractors, including, among other things, participating in events sponsored by minority chambers of commerce. Trustee Payne asked about set-asides for minority contractors. The administrator stated that Proposition 209 made set asides for minority contractors illegal, but contracting incentives for small business owners were still permissible. Trustee Payne then mentioned growing support for overturning Proposition 209 in the legislature.[1] Finally, Trustee Payne said to the administrator that he intended to make increasing minority contracting a priority in future Board business, and he wanted to administrator to know that so that he would not be "blind-sided" in future Board meetings.

The administrator noted that it appeared that Trustee Payne was visiting him on his own initiative, without having been referred to him on these matters by the Chancellor or Vice Chancellor-Finance and Administration. He also noted that it was the first time in his experience that a college trustee had visited him in his office, or had initiated any contact with him without the meeting having been arranged by the Chancellor or Vice Chancellor-Finance and Administration. He did not characterize the meeting as confrontational or threatening, but just extraordinary in that he was contacted directly by a trustee.

[1] Current proposals in the legislature to amend the reforms of Proposition 209 focus on public college admissions rather than public contracting.

Personnel Commission Administrator

On May 17, 2014, the same day he visited the purchasing department administrator, Trustee Payne made an unannounced visit to inquire about a particular applicant for a classified management position that was in the process of recruitment. Trustee Payne had apparently encouraged the candidate to apply for the position. She declined to discuss the application of the particular candidate, other than to confirm that an application was received from the applicant that Trustee Payne named. Her written account of the meeting (with her name redacted) is attached hereto as Exhibit B. He also made reference to unspecified "issues" between the Personnel Commission and Human Resources that concerned him, but did not elaborate. Finally, he expressed concern that the Human Resources department was insufficiently racially diverse.

In our subsequent interview with the Personnel Commission administrator, she reiterated that she thought it was inappropriate that a member of the Board of Trustees, which is the final hiring authority for the position, would contact her office for information about a selection process that was underway. She felt like the trustee was attempting to use the stature of his office to pressure her into providing confidential information and exert pressure to advance the hiring of a candidate that he favored. Nevertheless, she reported that she did not feel intimidated by the trustee. She further reported that the candidate that Trustee Payne favored ultimately did not pass the screening exam for the position, and was not given an interview.

Chancellor's Office Staff Member #2

A second staff member in the Chancellor's office reported that Trustee Payne visited the Chancellor's office on March 18, 2014, unannounced, asking to meet with Dr. Stewart. He was in a meeting, so she invited him to sit in the Chancellor's office waiting area. (At that time, Dr. Stewart was Deputy Chancellor and was not using the Chancellor's office.) He stated that he would wait for him in the Chancellor's office. She objected that she did not think it was appropriate to admit him to the Chancellor's office without being instructed to do so by the Chancellor or Deputy Chancellor, but he persisted, and she relented. Her written account of the event is attached as Exhibit C. In the exchange, he also made a comment that she interpreted as an accusation that she had been less than honest with him.

She confirmed the details of her written account in our interview with her, and added that his demeanor towards her was very confrontational.

Human Resources Staff Member

A human resources staff member received a telephone call from Trustee Payne on March 27, 2014, in which he asked for certain human resources records relating to Dr. Stewart. Her contemporaneous memorandum (with her name redacted) of the conversation is attached hereto as Exhibit D. Trustee Payne requested that his request be kept confidential. Nevertheless, she concluded that she could not provide any information to Trustee Payne without discussing it with the Associate Vice Chancellor-Human Resources, to whom she provided her memorandum attached as Exhibit D. The memorandum was subsequently provided to Dr. Stewart.

In our subsequent interview with the staff member, she stated that she did not feel threatened or intimidated by Trustee Payne, but that she thought that his request that she not share the fact of his inquiry with her superiors or other trustees was inappropriate. Nevertheless, when she explained that she could not provide the information under the terms of confidentiality that he requested, he appeared to understand and did not press the issue further.

Potential Issues Presented

We were instructed to investigate these events with a particular view towards establishing whether they constituted acts of discrimination, harassment, or retaliation, or any other conduct that would potentially expose the District to legal liability. No employee, however, has claimed that these events constituted discrimination or harassment on the basis of a protected classification, or retaliation for engaging in a protected activity. Nor did our investigation uncover information that suggests that the District has exposure to liability for any of Trustee Payne's conduct described herein. We found no evidence of a violation of law, nor has such an allegation been made.

Nevertheless, you may conclude that other issues of "boardsmanship" are presented in these events that you as Board President might see fit to address, or ask the Board as a whole to address:

1. Micro-managing District employees and activities

"Savvy trustees use their influence on the board itself; they do not use it to direct staff activities. They understand that CEOs and board chairs are the contact points for specific ideas and suggestions." CCLC *Trustee Handbook*, p. 31. Trustee Payne's interactions with the purchasing administrator, the human resources staff member, and the Personnel Commission administrator potentially raise the concern that a trustee would bypass the Chancellor and exert influence in an attempt to direct staff activities. To the extent a trustee has a pattern of bypassing the Chancellor and Board and going directly to more junior administrators and staff with direction, it can put those employees in the difficult position of asserting that they can appropriately only take direction from their supervisor. This concern is heightened particularly where a trustee suggests that an employee should take his direction without notifying his or her supervisors.

Ordinarily, the Chancellor should be the trustee's contact to obtain District information. "Effective trustees show respect by honoring communication protocols and lines of authority within the district." CCLC *Trustee Handbook*, p. 29. This ensures that the information provided to one trustee is made available to all trustees. Further, it ensures that employees are not put in the position of being asked to take specific direction from a single trustee, recognizing that a District employee's obligation is to follow policy established by the entire Board, not to take direction from an individual trustee. Such "micro-managing" can interfere with the operation of the Board as the policy-setting body of the District, and may negatively affect accreditation of the colleges.

2. Improper interference in the hiring process

The Board collectively is the final hiring authority for all District employment positions. For certain positions, individual trustees will sometimes be appointed to a screening committee. But outside of those established procedures, interference or attempts to exert influence on the hiring process by a trustee could constitute a "misuse [of] the power inherent in their office," in violation of the Board's Code of Ethics (BP 2715).

It should be noted that our investigation did not find any evidence to suggest that Trustee Payne's interactions with the Personnel Commission did influence the screening or hiring process of the position involved. Moreover, it is appropriate and desirable that trustees encourage potentially qualified individuals to apply for employment with the District. Trustees should not, however, attempt to exert their influence on the District employees and managers whose duty it is to screen, interview, and make hiring determinations.

3. Workplace collegiality and respect for employees

Distinct from most other District employees, the staff in the Chancellor's office regularly interacts with trustees, as is appropriate and necessary for the execution of their duties. The issues raised in Trustee Payne's interactions with these staff members are, therefore, not chain-of-command or improper interference, but rather issues of collegiality and respect. The District attempts to foster a culture of workplace collegiality and mutual respect at all levels, and it is hoped that trustees can model that culture in their interactions with each other and employees. Threats, rudeness, and inappropriately confrontational behavior are not consistent with this workplace culture.

Potential Approaches to Concerns

The Board of Trustees is largely self-policing-the administration plays no significant role in addressing trustee conduct, other than to provide information and recommendations to the Board to assist it in its policy-making function. Dr. Stewart has instructed us to present the information above to you to help you determine if, in your capacity as Board President, there is any action that you think is necessary to address Trustee Payne's conduct.

Your judgment and discretion is required, as the facts above do not constitute violations of law or conflict of interest codes which would compel a certain course of action. It may be that you conclude that no action is required. Since Dr. Stewart's assumption of the duties of Chancellor, the administration has not received further reports of conduct of the type described above.

Should you conclude that an ethical issue is presented that requires action, you may consider the options suggested by the Community College League of California's "Resources for Governing Board on Codes of Ethics," p. 22:

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- The board chair talks to the person about the implications of the perceived violation, including the negative impact the behavior will have on the college, the board, and the individual trustee. Other influential trustee(s) may also be asked to talk to the person. An opportunity should be provided for the person to explain his or her perspective and motives and to set matters straight. Good human relations and communication skills are helpful in handling these difficult situations—charging someone with unethical behavior may lead to hostility and defensiveness and may make the situation worse.

- An ad hoc committee may be appointed to look into the allegations and make a recommendation to the board chair or the board as a whole. Again, the person should be provided an opportunity to present their perspectives and rationale.

- The board may hold a workshop or retreat on codes of ethics and the importance of upholding them. All trustees discuss interpretations of the code and reinforce expected behavior.

- The board may, in a meeting, make a public statement of expected board behavior, adopt a board resolution about what expected behavior is, and/or publicly reaffirm the ethics policy. This course of action alerts the public that individual violations are not condoned by the board.

- The board may issue a public statement in which it expresses concern with an individual trustee's behavior. The statement would be made at a board meeting.

- A last resort is a board vote to censure the trustee's behavior. Censure distances the board from the unethical behavior of one of its members and is a clear, public statement that unethical behavior is not condoned or tolerated. However, censure officially divides the board, which may lead to additional problems.

Note that censure proceedings are only suggested as a last resort. The procedure is established in BP 2715. Note also that a censure proceeding (and any board action addressing the conduct of a trustee) must occur in open session of a public meeting. Exceptions to the open meeting requirement for disciplinary proceedings apply only to employees, and not to trustees.

Conclusion

We present this report to you at the direction of Dr. Stewart for your consideration. We are satisfied that the events described herein do not constitute violations of law. To the extent they may constitute examples of less effective "boardsmanship," the Board itself may address that as it sees fit.

GT:jl

Attachments

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Exhibit A

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Notes about Eric Payne

- On Saturday March 1, 2014, the board held a special meeting at District Office North. At the conclusion of closed session, Eric Payne sat next to me looked at me and said. "Every dog has his day". His demeanor and posture were threatening and it made me very uncomfortable.

In general, Eric comes to the office unannounced and will often sit in front of my desk answering tests on his cell phone for up to a half hour at a time. This is very disruptive to my work, and I feel I am unable to get anything accomplished because I need to pay attention to our trustees.

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Exhibit B

Agenda
Consent

From: NAME REDACTED
Sent: Thursday. March 20. 2014 10:41 AM
To: NAME REDACTED
Subject: Information Regarding Trustee Meeting
Importance: High

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Hello

I'm going to try to recapture the conversation from the meeting with Trustee Payne and apologize in advance for my grammar. ☺

"Trustee Payne came into my office on Monday (3/17/14) afternoon to inquire about the status of the EEO & Staff Development Manager. I advised Trustee Payne that applicant and exam information was confidential and that it could not be provided. I also explained that because he was a trustee and final hiring authority, that it would create a conflict. Trustee Payne said that he was wanted to know if someone he referred to the position had applied. I advised that I could not give him the names of the applicants, but that if he provided the individuals name I could confirm if an application was received. He provided the applicant's name and I advised him that an application was received. Trustee Payne then advised that he was championing for EEO & Staff Development position because of the issues in HR. I advised that I was not sure of what the issues were and explained the recruitment process worked. I also explained how the top three ranks would be certified to Diane for the final interviews once the testing was completed and the eligibility list established. Information regarding the recruitment timeline was provided as well.

Trustee Payne indicated that he was concerned with HR and Personnel Commission process. He was also concerned about exams because some applicants would not pass the tests and he believe there may be nepotism. I responded by indicating that the merit system was implemented to hire on the basis of merit and that since I had been working here, nepotism had never been an issue. I also advised the exams administered by our office were created based on the employment standards of the job description, which typically involved a multiple choice exam (typically high school level), competency exams and oral boards. We had a brief discussion about the exam process. I asked Trustee Payne if he would like for our department to do a presentation on the Personnel Commission functions in order for him to understand the classified service. I advised that in the pass, we have done presentation for new managers, but that it could take between 1-2 hours. Trustee Payne responded that he would like to see a presentation and that Trustee Leal should be invited as well. I asked if the Trustee President should be invited and he responded that Trustee Patterson should be included. I asked him how we should schedule it the presentation and he advised to include a note in his board packet. I responded that I would follow up with Claudette or Dori about the request.

I talked to Claudette after Trustee Payne left my office and she said to follow up with Dori."

I believe that was pretty much it. I'm not sure if the meeting and request was appropriate with Trustee Payne or if we overstepped our boundaries in suggesting a presentation. Please let me know if Dr. Stewart would like for us to schedule a presentation or a follow up with Trustee Payne and Trustee Leal. If we do schedule a presentation, I will ask the Commission Chair to be in attendance.

Thank you for keeping the information confidential and please let me know if you need anything else.

NAME REDACTED

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Exhibit C

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On March 18, the morning after the special board meeting at which Dr. Stewart was hired as deputy chancellor, Eric Payne came into the chancellor's office, leaned on my counter in what seemed to me a rather aggressive posture and said words to the effect of, "Let's be honest with each other, since we've not ever had an honest conversation." He then asked me what I thought about what happened in the special board meeting. I explained that I have worked in the chancellor's office for 14 years, have seen my share of ups and downs between the board and chancellor, and that I have always known that the staff in the chancellor's office needed to stay neutral in order to serve the interests of both the board and chancellor.

He then asked to meet with Dr. Stewart, who was meeting with his cabinet in the district office conference room. I let Trustee Payne know it might be a while before he finished and invited him to have a seat in the waiting area. Trustee Payne said he'd rather wait at the table in the chancellor's office. I said I didn't think it was appropriate to seat him in there and again invited him to sit in the waiting area. He became more insistent that he wanted to wait in the chancellor's office, at the table, so I moved the paperwork that was on the table to another location and let him sit in the office.

When I noticed Dr. Stewart's meeting was adjourning, I let Dr. Stewart know Trustee Payne was waiting in Dr. Blue's office. Dr. Stewart asked me to have Trustee Payne meet him in the office he was using next door in the Director of Public/Legal Relations' office. I let Trustee Payne know where Dr. Stewart was and Mr. Payne left Dr. Blue's office without further comment.

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Exhibit D

Agenda
Consent

Dr. Stewart - Confidential

PRIVILEGED AND CONFIDENTIAL

3/27/14

I received a phone call from Eric Payne at 1:39 p.m. today. He asked for Diane who is out for the afternoon facilitating the leadership academy at DO North.

He asked me what kind of record keeping we do for retirees and if we had a list of retirees. I told him we have a list of people who are retiring this year that we use with tracking our vacancies and recruitments. He asked how far back our lists go. I said we usually do them for each year, but that he should tell me what it is he wants and maybe I could see if we have it. He said, this has to be confidential because it is a closed session item that he cannot discuss, the terms of the agreement. He said he does not have a history to make an accurate determination and he still needs information in regards to the Deputy Chancellor. He said he would like to know his salary in retirement, his retirement date and any contribution that the district makes toward his retirement.

I asked him if he had talked to Pat Patterson about this request. He has not. He asked that I keep it confidential, but I would not be able to give him any information without talking to Diane as that is standard protocol for these kinds of requests. I said if she did agree that he could have that information I was certain she would want the entire board to receive the exact same information. I told him I would call Diane and talk to her about his request.

Diane said Dr. Stewart's information about this own STRS retirement is not for us to disclose. She is uncomfortable that he is asking for this information and feels it is wrong. She asked that I give this message to Dr. Stewart.

NAME REDACTED

The tricky part is he wants this info to be confidential.

BP 2715

Code of Ethics/Standards of Practice

The Board maintains high standards of ethical conduct for its members. As members of the State Center Community College District Board of Trustees, working as a collective unit in conjunction with administration, staff, students, and the communities the Board serves, will execute to the best of its abilities the duties and responsibilities vested in it by the California Education Code and entrusted to the Board by its constituency.

Board members recognize that as elected public servants their actions, behaviors, and verbal statements will be under the watchful eye of the citizenry at all times. Therefore, the decisions made as a Board must reflect our dedication to promote higher education along with opportunities for professional, vocational, and technical growth and enhancement. As officials of public education, Board members must be a positive reflection of those for whom we speak.

1. Board members will devote time, thought and study to the duties and responsibilities of a community college Trustee in order to be effective.

2. Board members recognize the fact that the strength and effectiveness of the Board is as a total Board, not as a group of individuals.

3. Board members agree to work with fellow Board members in a spirit of cooperation and compromise despite differences of opinion that may arise during debates on issues.

4. Board members agree to respect the office that we hold. Remembering that as an individual we have no legal authority outside the meetings of the State Center Community College District. Board members should never misuse the power inherent in their office. Board members will abide by state and federal anti-discrimination and harassment laws.

5. Board members pledge to avoid any situation that constitutes a conflict of interest. When a matter arises that could be a question of conflict of interest, Board member**s** will notify the Chancellor and/or Board President before any official action is taken.

6. Board members will resist influencing votes or actions of other Board members or of any employee, through threat, promise of award, deception, exchange of vote, or by any other means than legitimate open discussion.

7. All official business by the Board will be conducted in open public hearings except for those issues which are by law more appropriately dealt with in closed session.

Code of Ethics/Standards of Practice (continued)

8. Board members recognize that all discussion in closed session should not be released or discussed by individual board members, outside the confines of the closed session. Any information disclosed from closed session will only be released with the approval of the Board by majority vote.

9. The Board's function is to establish the policies of the District. The Board shall hold the Chancellor and his/her staff accountable for the administration of the educational program and the conduct of District business. Any complaints, criticisms, and comments received by individual Board members regarding the District should be directed through appropriate channels as previously agreed upon by the Chancellor and Board.

Violations of this policy may subject the member violating it to censure by the Board.

Censure Policy

1. Statement of Purpose. Censure is an official expression of disapproval passed by the Board. A Board Member may be subject to a resolution of censure by the Board should it be determined that any form of Trustee misconduct has occurred.

   All Board Members are expected to maintain the highest standards of conduct and ethical behavior. In order to maintain public confidence in the Board, and the governance, the Board will be prepared to investigate the factual basis behind any charge or complaint of Trustee misconduct.

2. Censure Procedure. A complaint of Trustee misconduct is submitted by another member, or by a member of the public. The Board will first consider the complaint to determine whether further investigation is warranted. If the Board does determine such further investigation or consideration is warranted, the complaint will be referred by the Board President for investigation and review to an *ad hoc* committee composed of three Trustees not subject to the complaint. In a manner deemed appropriate by the committee, a thorough fact-finding process shall be initiated and completed within a reasonable period of time to determine the validity of the complaint. This process may include an external investigator, as appropriate.

   The Trustee subject to the charge of misconduct shall be permitted to present information to the committee.

Code of Ethics/Standards of Practice (continued)

The committee shall, within a reasonable period of time, make a report of its findings to the Board for action.

3. The committee, if it determines censure may be appropriate, will direct the Chancellor to draft a Resolution of Censure and place the matter on the agenda of the next regular or special Board meeting for consideration by the Board as a whole.

Reference**:** Accreditation Standard IV.B.1.a, e, & h

Adopted by the Governing Board: June 22, 1993; November 4, 2003
Revised: October 3, 2006