

Willow International Community College Center

Institutional Self Study Report in Support of an Application for Candidacy



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Fall 2011

Cover by: Greg Feaver, Student



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**Institutional Self Study Report in Support of an
Application for Candidacy**

Fall 2011

Submitted by:
Willow International Community College Center
of Reedley College
10309 N. Willow Avenue
Fresno, CA 93730

Submitted to:

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

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Certificate of the Self Study Report



Willow International Community College Center Mission Statement:

The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.



Certification of the Institutional Self Study Report

Date: August 2011

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

From: Willow International Community Center of Reedley College
10309 N. Willow Ave.
Fresno, CA 93730

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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

Handwritten signature of Dorothy Smith in cursive, written over a horizontal line.

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

Handwritten signature of Deborah G. Blue in cursive, written over a horizontal line.

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

Handwritten signature of Terry Kershaw in cursive, written over a horizontal line.

Terry Kershaw, Ed.D.
Vice Chancellor
Willow International Community College Center

Handwritten signature of Christopher Glaves in cursive, written over a horizontal line.

Christopher Glaves
Engineering Faculty
Co-Chair, Accreditation Self Study



Deborah J. Ikeda
Vice President of Instruction and Student Services
Co-Chair, Accreditation Self Study
Accreditation Liaison Officer



William Turini
Political Science Faculty
President, Reedley College Academic Senate



Joseph Libby, Ph.D.
History Faculty
President, North Centers Faculty Association
(2010-2011)



Brian Shamp
President, North Centers Classified Association



Jake Perez
President, Associated Students
Willow International Community College Center
(2010-2011)

Introduction and Background



Willow International Community College Center Mission Statement:
The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

**A. Willow International Community College Center History
Within the State Center Community College District North Centers
of Reedley College**

The State Center Community College District established centers in the district's northern area in an effort to increase the educational and student support services offered to the residents in that area. The Board of Trustees assigned Reedley College to assume the lead role in the development of the Madera and Oakhurst sites. Twelve college classes were initially offered at Madera High School beginning in 1988, with the site moving to Madison Elementary School in 1989. Yosemite High School was the site for the first course offerings in Oakhurst beginning in 1990. In 1992, the Clovis site was established when the district purchased the Herndon Avenue land and buildings that was previously owned by a private college. This same year, the Chancellor, with the approval of the Board, established a new entity called the "North Centers" of the State Center Community College District and hired a Vice Chancellor of the North Centers to be the Chief Executive Officer (CEO).

Since these initial efforts, the North Centers continued to develop into comprehensive college centers, collectively serving 9,200 students through the offering of over 1,100 classes yearly with a budget exceeding \$19.5 million. The Board of Trustees established a governance structure that allowed for a great deal of autonomy from Reedley College due to the rapid growth and complexity of administering physical sites that are over 35 miles away from Reedley College. Although the North Centers continue to be accredited through Reedley College, the Board of Trustees approved an administrative structure for the North Centers that is led by a Vice Chancellor who reports to the Chancellor of the State Center Community College District. The Vice Chancellor is considered to be comparable to a college president with the same level of authority and responsibility.

The Willow International Community College Center site was approved through a Substantive Change by the ACCJC Substantive Change Committee on November 16, 2007. This site was built to replace the much smaller Clovis site (one of the three original North Centers). The Willow International site opened in 2007 and is now serving the residents of northeast Fresno and Clovis. The Willow International Community College Center is slated to become the third fully accredited college in the State Center Community District as Clovis Community College. The administrative team at Willow International includes the Vice Chancellor, Vice President of Instruction and Student Services, Associate College Business Manager, Dean of Students, Dean of Instruction, Financial Aid Manager, Director of Disabled Students Program and Services, Director of Technology (40%) and Institutional Researcher (50%) (Please see the organizational charts beginning on page 44). [Evidence # 20]

The North Centers have developed a long-term Educational Master Plan that is broken out by the three North Center sites. Since the North Centers have a history of functioning as one entity, there is only one strategic plan for the Madera Center, Oakhurst site, and Willow International Community College Center that aligns with the district's strategic plan. The plan is specific to improvement of programs and services at the North Centers. Faculty and staff were involved in the development of the strategic plan, and review the plan annually to update the achievement of goals and objectives. The annual strategic plan is driven by the Mission, Vision, and Values

Statements of the North Centers. This strategic plan provides the foundation for decision-making processes regarding personnel, budget, facilities, development, and future plans for the North Centers. Additional planning documents tied to the strategic plan as a result of collaborative decision-making process embraced by the North Centers' faculty and staff include the Enrollment Management Plan, Technology Plan, Matriculation Plan, and Student Success/Basic Skills Plan.

The faculty of the North Centers formed a Faculty Association in 2002 to become involved in the collegial governance process of the centers, with its president sitting on the Reedley College Academic Senate Executive Committee as a standing member. All North Centers faculty may also stand for election on the Reedley College Academic Senate.

The classified staff at the North Centers has representation as well via senators based on the total number of classified staff at the North Centers. These senators sit on the Reedley College Classified Senate and may stand for election as officers. In Spring 2011, the classified staff at the North Centers formed a Classified Association to parallel the Faculty Association. This body is responsible for participating in the governance of the North Centers as representatives of the classified staff.

The State Center Community College District Board of Trustees authorized a North Centers Associated Student Government (ASG) in 2000. In 2010, the trustees approved a separate Associated Student Government for the Willow International Community College Center. The Willow International Associated Student Government is comprised of duly elected student senators and officers as elected by the student body at the Willow International site.

The North Centers have four divisions and each division elects two division nominees to serve in a role similar to a department chair at Reedley College. The Vice President of Instruction and Student Services selects one of the two nominees to serve as the division representative. The division representatives assist with recommending adjunct faculty for teaching, selecting texts, making recommendations on expenditures, assisting part-time faculty, and serving as a liaison between the administration and the North Centers faculty. The division representatives and Faculty Association President are allocated release time to serve in these offices.

The College Center Council, comprised of representatives from all constituencies of the North Centers, was established in 2006 as the "umbrella" organization charged with oversight of the continuous improvement process involving a collaborative decision-making model cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

History of the North Centers

1988 First classes offered in Madera.

1990 First classes offered in Oakhurst.

- 1992 The Clovis site is established and a Vice Chancellor of the North Centers was hired to head up the new North Centers entity that included the Madera, Oakhurst, and Clovis sites.
- 1993 The Madera Community College site received Center status.
- 1996 The Madera Community College Center is established at its current location on 120 acres.
- 1996 The Oakhurst site is established at its current location on 2.7 acres.
- 2007 Willow International site opened Academic Center One at the current location on 110 acres replacing the Clovis site.
- 2007 Willow International site receives Center status.
- 2010 Willow International opened Academic Center Two.



Willow International Community College Center

In response to the growth at the Clovis site, the Board of Trustees, in 2003, completed the acquisition of 110 acres for a permanent site located at Willow and International Avenues in Fresno. The new Center opened in Fall 2007 and is serving the northeast Fresno/greater Clovis area, with the first phase including an 80,000 square foot Academic Center, central plant, café, and bookstore. The \$50 million funding for the complex was obtained through local and State bond monies.

The Academic Center One facilities include computer laboratories, a multi-media studio, art studio, physics and science laboratories, assembly hall, distance learning and traditional classrooms, library, student services, and offices.

In addition to the phase one facilities described above, funding was awarded through AB-16 California Joint Use Facilities legislation to construct a child development center (CDC) through collaboration with the Clovis Unified School District (CUSD) and State Center Community College District (SCCCD). The facility is used as a licensed child care laboratory for high school and college students taking child development and pre-teaching courses. The \$6 million dollar building is comprised of state-of-the art facilities, including a playground, funded through a grant from the Fresno County First Five organization for \$280,250.

Fall 2010 data indicates that the Willow International Community College Center served 5,600 students, generating 1,652 full time equivalent students.

In Fall 2010, the second Academic Center opened adding another 80,000 square feet of instructional and support service space. Academic Center Two includes a counseling center, admissions and records office, financial aid office, library/learning center, assessment center, dance studio, fitness center, three chemistry labs, three biology labs, nursing skills lab, business services complex, two distance learning conference rooms, one distance learning classroom, a large-group instruction lecture hall, offices, and other classrooms. As with Academic Center One, funding for the facility came from local bond and matching state bond funding.

As a result of programs and services moving from Academic Center One to Academic Center Two, several programs were able to gain space. A new more spacious tutorial center was opened in Academic Center One. The Associate Student Government and clubs were also given office space. Additional classroom space that held the library was converted back to a computer laboratory, and offices for adjunct faculty became available.

Student Learning Programs and Services

All instructional programs are provided through curriculum approved by the Reedley College Curriculum Committee. The North Centers (Madera, Oakhurst, and Willow International) have two curriculum committee representatives that serve as standing members on the Reedley College Curriculum Committee. Whenever curriculum changes are made to course outlines, all faculty in the discipline at all sites are consulted.

The program review process for Reedley College was developed in consultation with North Centers' faculty, staff, and administrators, and is followed by all programs at the North Centers. The Program Review Committee includes the Willow International Community College Center's Vice Chancellor, Vice President, Dean of Instruction, and faculty representatives. The faculty among the various disciplines are included in the development of the program review document, with a section devoted specifically to the North Centers. The data for the program review process is disaggregated between the Willow International Center, Madera Center, Oakhurst site, and Reedley College to allow for site specific improvements.

The first Program Review Handbook for Reedley College was completed in September 2001. There have been several modifications to the Program Review Handbook since that period, with the current edition being Program Review Cycle 3 Handbook. All programs have completed at least one cycle of program review and all programs must go through a review once every five years. The Program Review Cycle 3 Handbook emphasizes the utilization of student learning outcomes (SLOs) data to drive decision making for resource allocation, pedagogical changes to improved student success, and review of the assessment process that measures student learning outcomes. All new program reviews must include student learning outcomes at the course, program, and general education levels. The year after completing the program review process, faculty are required to submit revised course curriculum based on the results of the program review. All programs submit an annual program review progress report that includes an update on SLOs. In addition, all disciplines submit an SLO update every semester.

Student services at the Willow International are comprehensive and include all the traditional programs and services generally available on most college campuses. Examples of these services include financial aid, counseling, DSP&S, college relations, assessment, an honors program, scholarships, transfer and career services, admissions and records, and student activities. All student services and administrative programs also complete program reviews every five years with annual updates submitted to the Vice President of Instruction and Student Services. Co-curricular activities are provided at Willow International through student clubs and organizations and are supported by a College Center Assistant and faculty advisers.

Reedley College and the North Centers were awarded a Title V Cooperative Grant along with Fresno City College in 2005 to develop tutorial centers which provide tutorial writing and math assistance to students across the curriculum at the Madera and Willow International sites. This grant has also helped in the development of online courses and counseling services.

Library services are provided at the Willow International site in a newly opened 7723 sq. foot facility in Academic Center Two. The Willow International library is now on the Millennium database, providing access to online databases through Reedley College. The Willow International Center has spent in excess of \$430,000 over the last five years to increase book collections and materials, obtain additional computers and printers, develop an online database access system, and install a book security system for the new Willow International library despite severe budget constraints. Students at Willow International can check out over 125,000 volumes of print materials available at one of the four district libraries including the Madera Center, Reedley College and Fresno City College. Students at Willow International are treated as native students at these other district sites.

Resources

The Willow International Community College Center has developed a comprehensive staffing plan that is being used in the transition of the Willow International Center becoming a fully accredited college. Willow International has a faculty handbook outlining procedures and policies specific to faculty who work at the Willow International site. This handbook is particularly helpful for adjunct faculty and is combined with an adjunct orientation that is held annually. Willow International has 42 full-time certificated staff, 24 full-time classified professionals, 14 permanent part-time classified professionals, and approximately 150 adjunct faculty.

The classrooms at Willow International are equipped with “smart” technology that includes desktop computer and laptop access to the internet, DVDs, CDs, and instructional software. The entire campus has Wi-Fi capability.

The Willow International Center receives an allocation from a variety of categorically funded grants and projects in addition to the normal annual base budget to enhance delivery of programs and services for students. Examples of currently funded grant projects include workforce development programs for the Fresno County Workforce Investment Board, Department of Social Services, TANF, and contract education classes for Kaiser Permanente Hospital. The State Center Community College Foundation also allocates scholarship funds to qualified

Willow International applicants and mini-grant funds to support instructional and student support projects at Willow International each semester based upon faculty and staff requests.

B. Area Demographics Student Achievement Data

ENROLLMENT TRENDS – FTES

Full-time equivalent students (FTES) that are generated by all of the courses offered during specified periods of time is a workload measure used by the state of California to reimburse the college center for providing instruction. FTES data trends are also used by the college center to evaluate enrollment trends, future revenue projections, and if the current year tuition revenue will be realized.

The FTES enrollment growth rates for the Willow International Community College Center show an overall increase of 23% from Fall 2007 through Fall 2010. The trend indicates a steady increase overall as well as like terms (spring to spring and fall to fall) although the trend is slowing due to declining budgets.

Table 1: Willow International Community College Center FTES – Fall 2007 – Fall 2010

	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Growth
Willow International Community College Center	1343	1296	1612	1628	1730	1607	1652	23%

Data Source: SCCC ATERMS_FTES file

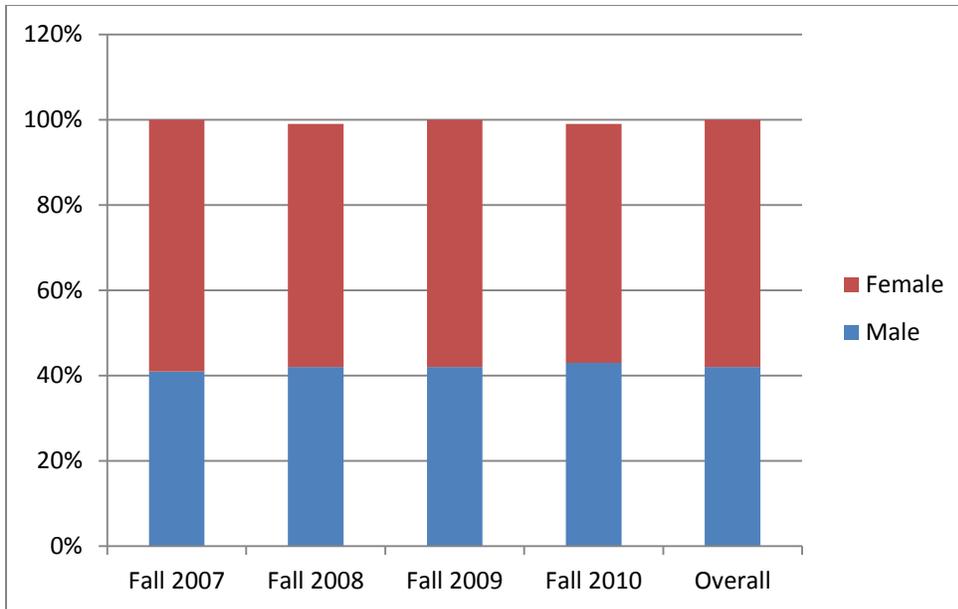
Fall-to-fall student enrollment by gender for the Willow International Community College Center is reported from Fall 2007 through Fall 2010 (Table 2).

ENROLLMENT TRENDS – GENDER

Table 2: Students by Gender: Fall 2007 - 2010

Willow International Community College Center	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Overall
▪ Male	41%	42%	42%	43%	42%
▪ Female	59%	57%	58%	56%	58%
▪ Unreported	0%	1%	0%	1%	0%

Data Source: Institutional Research Website, ir.sccc.com



ENROLLMENT TRENDS - AGE CATEGORY

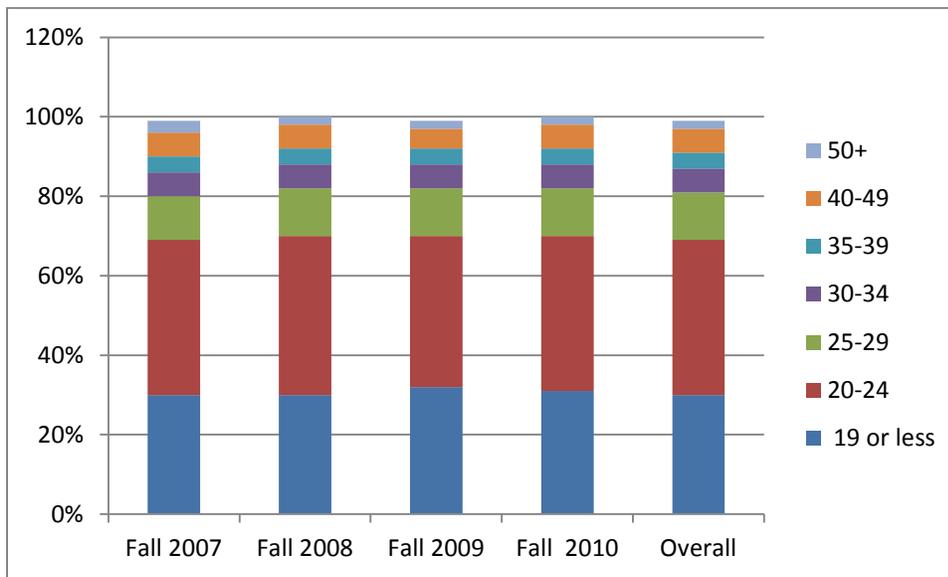
Student enrollment by age category is reported for Fall 2007 through Fall 2010 (Table 3). While remaining consistent over the three fall terms, the majority of students fall within the lowest age categories with the largest group being the 20-24 year olds ($M = 39\%$), followed by those in the 19 or less category ($M = 31\%$), and the 25-29 year olds ($M = 12\%$) for a total of 82% of all students. This trend is seen at a similar rate within the State Center Community College District where 77% of all students fall within these categories (see District Fact Sheets, <http://ir.scccd.edu>) and to a lesser extent the California Community College system data where 66% of students fall into these categories (https://misweb.cccco.edu/mis/onlinestat/studdemo_dist_cube.cfm).

From age 25 on, there does appear to be an inverse relationship with enrollment and age which shows that as students get older, they enroll less. The exception to this at the Willow International Center is the students in the 40 – 49 year old bracket who show a slight increase. However, this increase is small compared to the California Community College system data which shows the highest average enrollments after the initial age categories to be those in the 50+ range ($M = 11\%$) followed by those in the 40- 49 year old range ($M = 9\%$) (https://misweb.cccco.edu/mis/onlinestat/studdemo_dist_cube.cfm). The difference is less noticeable within the State Center Community College District which shows an overall enrollment in the 40 – 49 year old age group to average 4% enrollment and those in the 50+ age group to average 7% enrollment (see District Fact Sheets, <http://ir.scccd.edu>).

Table 3: Students by Age: Fall 2007 – Fall 2010

Age Group	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Overall
▪ 19 or less	30%	30%	32%	34%	31%
▪ 20-24	39%	40%	38%	39%	39%
▪ 25-29	11%	12%	12%	11%	12%
▪ 30-34	6%	6%	6%	6%	6%
▪ 35-39	4%	4%	4%	4%	4%
▪ 40-49	6%	6%	5%	4%	6%
▪ 50+	3%	2%	2%	2%	2%
▪ NA	1%	0%	1%	0%	0%
Total	100%	100%	100%	100%	100%

Data Source: Institutional Research Website, ir.scccd.com



ENROLLMENT TRENDS – ETHNICITY

A summary of Willow International Community College Center student enrollment by ethnicity for Fall 2007 through Fall 2010 is presented in Table 4. Overall, the ethnic groups have remained consistent over time with the categories showing only minor fluctuations between reporting periods.

The White/non-Hispanic group represents the largest group in this demographic with an average of 50% of students selecting this category. The group decreased slightly from Fall 2007 to Fall 2010. The next largest grouping is the Hispanic students with an average of 26%. This trend is opposite the State Center Community College District which reports a larger Hispanic population followed by the White/non-Hispanic group (see District Fact Sheets, <http://ir.scccd.edu>).

However, with respect to the California Community College system data, Willow International Center is similar, albeit with a lower than average Hispanic population and higher than average White/non-Hispanic student enrollment

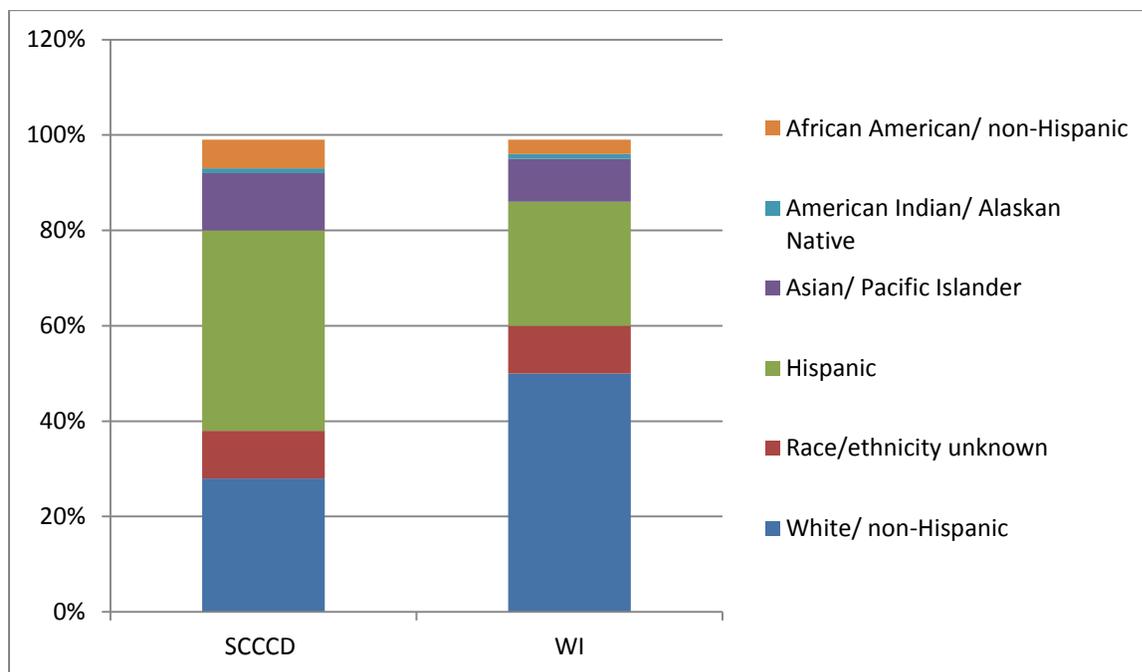
(https://misweb.cccco.edu/mis/onlinestat/studdemo_dist_cube.cfm).

One other difference between the Willow International Center student enrollments by ethnicity and district/state reporting include lower than average African American/non-Hispanic group reporting. The District reports an average of 6% (see District Fact Sheets, <http://ir.scccd.edu>) and the state reports an average of 7% while Willow remains steady at 3% enrollment in this ethnic category.

Table 4: Students by Ethnic Group: Fall 2007 – Fall 2010

Ethnic Group	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Overall
▪ African-American/non-Hispanic	3%	3%	3%	4%	3%
▪ American Indian/Alaskan Native	2%	2%	1%	2%	1%
▪ Asian/Pacific Islander	9%	8%	10%	11%	9%
▪ Hispanic	25%	24%	25%	28%	26%
▪ Race/ethnicity unknown	11%	12%	10%	8%	10%
▪ White/non-Hispanic	50%	51%	51%	48%	50%
<i>Totals</i>	100%	100%	100%	100%	100%

Data Source: Institutional Research Website, ir.scccd.com



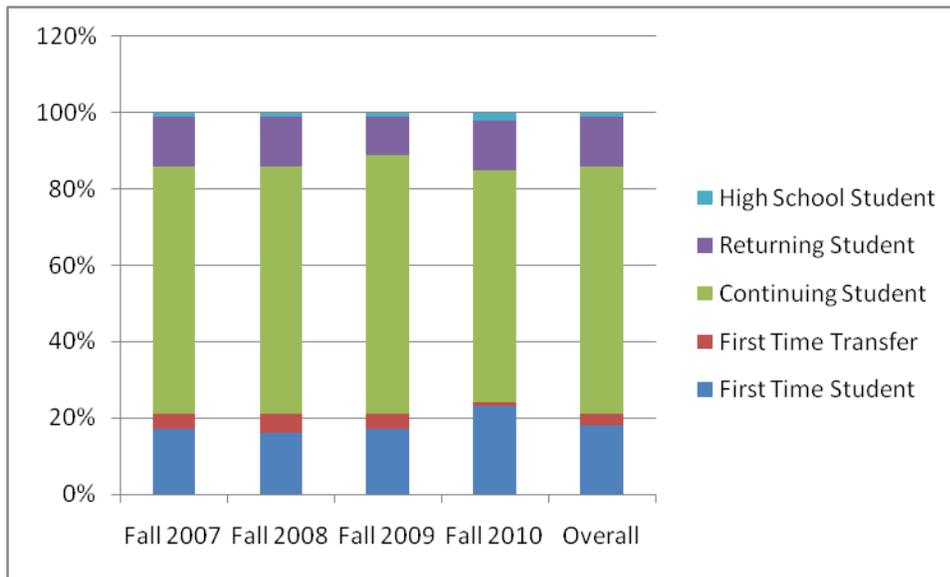
ENROLLMENT TRENDS – ENROLLMENT STATUS

The following table indicates a students' designation as to their enrollment status. The percentages are not duplicated as a student can be in only one category each term. As seen by the three year trend, the categories are very stable with the majority of students classified as continuing followed by first time students, returning students, first time transfer students, and high school students.

**Table 5: Students by Enrollment Status: Willow International Community College Center
Fall 2007 – Fall 2010**

Enrollment Status	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Overall
• First Time Student	17%	16%	17%	23%	18%
• First Time Transfer	4%	5%	4%	1%	3%
• Continuing Student	65%	65%	68%	61%	65%
• Returning Student	13%	13%	10%	13%	13%
• High School Student	1%	1%	1%	2%	1%
Total	100%	100%	100%	100%	100%

Data Source: SCCCD Fact Book



ENROLLMENT TRENDS – VOCATIONAL COURSES BY S.A.M. CODE

The Student Accountability Model (S.A.M.) is used to indicate the degree to which a program or course is occupational and to assist in identifying course sequences in occupational programs. S.A.M. Code B is used to distinguish courses for students in an advanced stage of an occupational program whereas S.A.M. Code C designated those courses that are in the middle stages of an occupational program (CCCCO Information Management Systems Manual).

Enrollment trends in vocational courses at Willow International Community College Center for years 2007-08, 2008-09, and 2009-10 are reported in Table 6. Overall, the number of successful (student completed course and received a passing grade) enrollments increased from 2,039 to 2,853 and the total number of completed (student completed course and received a grade) enrollments increased from 2,662 to 3,772.

Table 6: Enrollment in Vocational Courses by S.A.M. Codes 2007-08, 2008-09, 2009-2010

Year	S.A.M. Code "B"			S.A.M. Code "C"			Total Vocational		
	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
2007-08	352	465	553	1,687	2,197	2,482	2,039	2,662	3,035
2008-09	306	451	523	2,437	3,326	3,715	2,743	3,777	4,238
2009-10	77	98	107	2,776	3,654	4,142	2,853	3,772	4,249

Data Source: SCCCD Datatel, Information System, SCCCD_ATERMS File

ENROLLMENT TRENDS – ENGLISH AND MATH BASIC SKILLS IMPROVEMENT

Students who successfully complete a Basic Skills course and move to a higher level course and complete are reported in Table 7. Students were deemed to have been successful if they passed the original course, enrolled in a higher-level course within three years, and successfully completed the second course. [Evidence # 694]

Table 7: Enrolled in a Basic Skills Course and then Completed a Higher Level Course in the Same Area of Study, Willow International Community College Center

Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Math	Total Improved	Total	Percent Improved	Total Unduplicated Students
1,193	797	66.8	1,280	715	55.9	1,512	2,473	61.1	1,506

Data Source: SCCCD_Aterms File, NC Office of Institutional Research

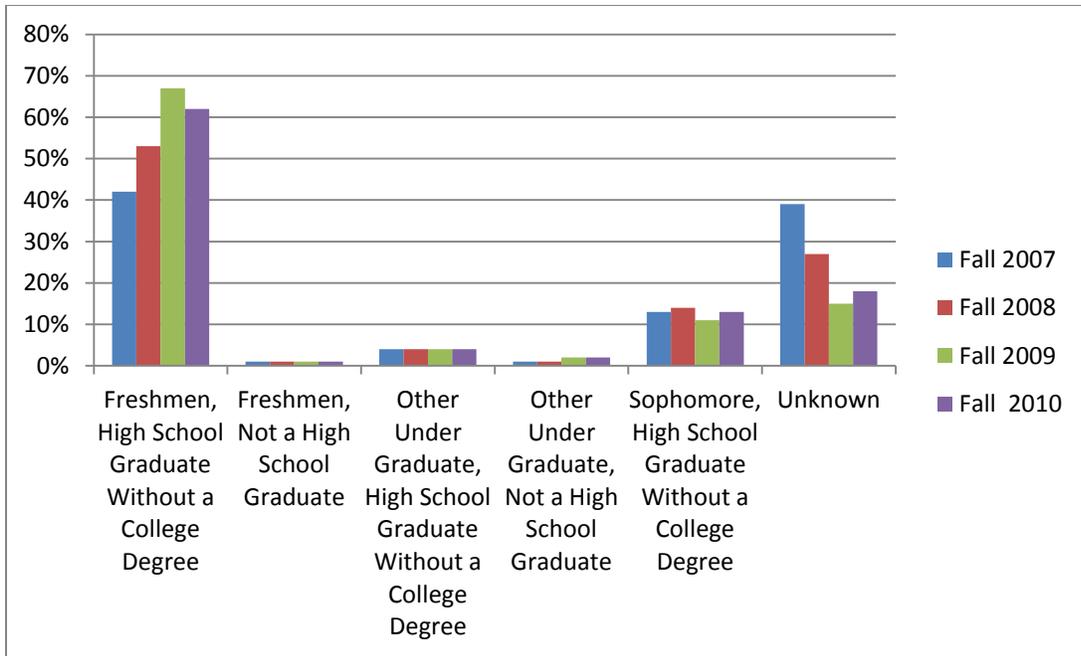
ENROLLMENT TRNEDS – ENROLLMENT BY ACADEMIC LEVEL

Student enrollment status for Willow International is reported for Fall 2007 through Fall 2010 (Table 8).

Table 8: Students by Academic Level: Willow International Community College Center, Fall 2007-2010

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Overall
Freshmen, High School Graduate Without a College Degree	42%	53%	67%	62%	55%
Freshmen, Not a High School Graduate	1%	1%	1%	1%	1%
Other Under Graduate, High School Graduate Without a College Degree	4%	4%	4%	4%	4%
Other Under Graduate, Not a High School Graduate	1%	1%	2%	2%	2%
Sophomore, Currently Enrolled in Adult School	0%	0%	0%	0%	0%
Sophomore, High School Graduate Without a College Degree	13%	14%	11%	13%	13%
Unknown	39%	27%	16%	18%	27%

Data Source: MIS Referential Files, SCCCD_ATERMS Files, NC Office of Institutional Research

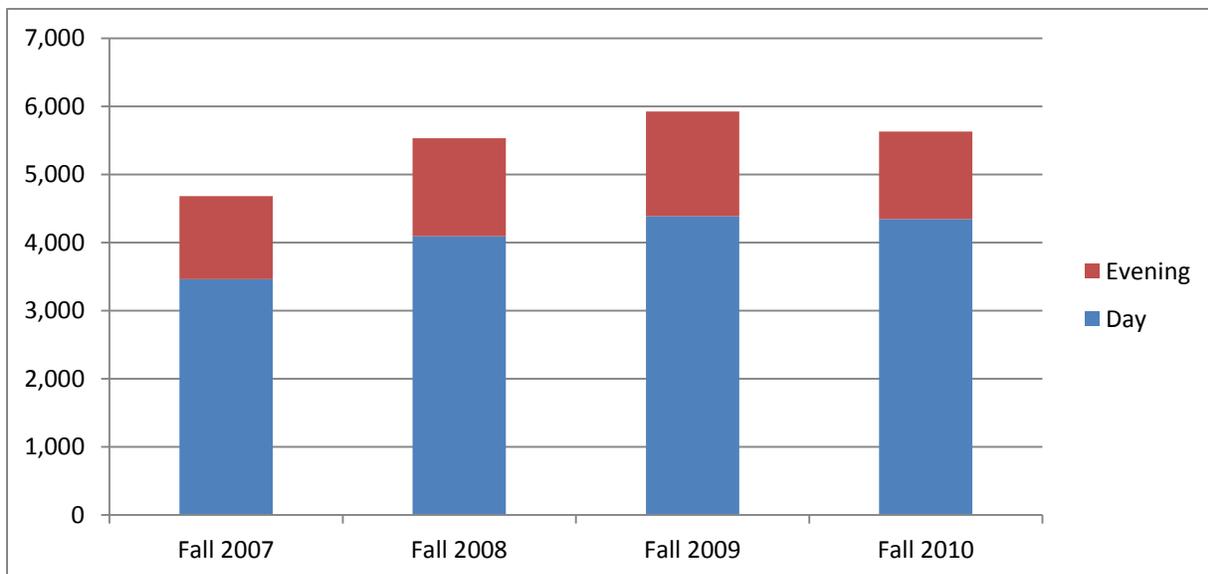


ENROLLMENT TRENDS – DAY AND EVENING ENROLLMENT

Table 9: Students Headcount by Day/Evening: Willow International Community College Center, Fall 2007-2010

	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Day	3,462	4,093	4,385	4,344
Evening	1,217	1,438	1,540	1,284
Total	4,679	5,531	5,925	5,628

Data Source: Office of Institutional Research, Willow International Center



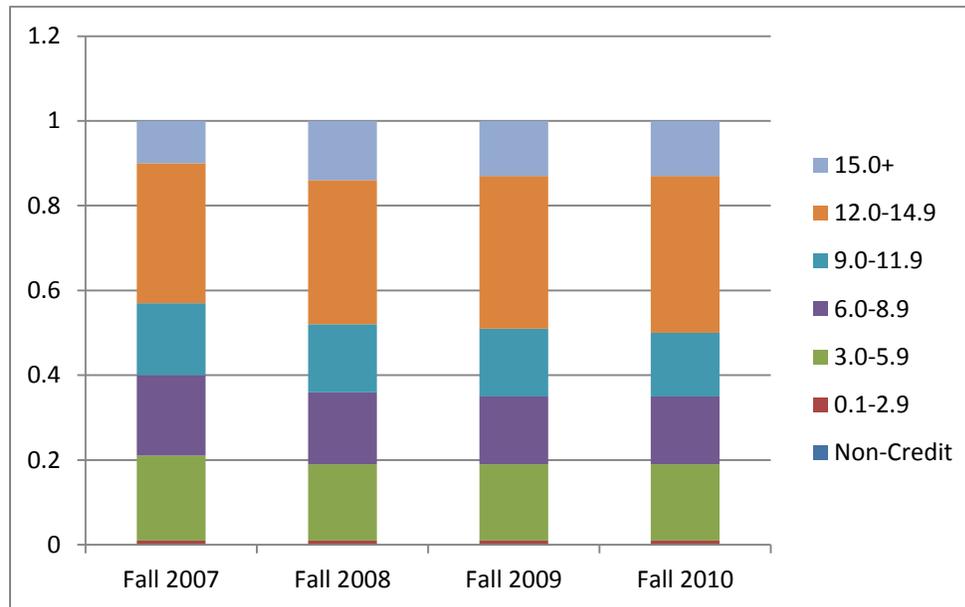
ENROLLMENT TRENDS – UNIT LOAD

The student unit load for the Willow International Community College Center is reported for Fall 2007 through Fall 2010 (see Table 10). The fall to fall data of percent headcount reveals that while the category ranking remained the same over time (12.0-14.9 has the highest percentage followed by 3.0-5.9, 6.0-8.9, 9.0-11.9, 15.0+, and finally 0.1-2.9) there is a trend of higher percentages of students taking more units over the three years. The 12.0-14.9 and 15.0+ unit categories increased by 3% and 4% respectively over the 3 years while the 3.0-5.9, 6.0-8.9, and 9.0-11.9 unit categories decrease from 2-3% over the same period.

Table 10: Students by Unit Load: Willow International Community College Center, Fall 2007-2010

	Non-Credit	0.1-2.9	3.0-5.9	6.0-8.9	9.0-11.9	12.0-14.9	15.0+	All Students
Fall 2007	< 1%	1%	20%	19%	17%	33%	10%	100%
Fall 2008	< 1%	1%	18%	17%	16%	34%	14%	100%
Fall 2009	< 1%	1%	18%	16%	16%	36%	13%	100%
Fall 2010	<1%	1%	18%	16%	15%	37%	13%	100%

SCCCD Datatel, Information System, SCCCDAterms File



OVERALL STUDENT PERFORMANCE – STUDENT SUCCESS INDICATORS

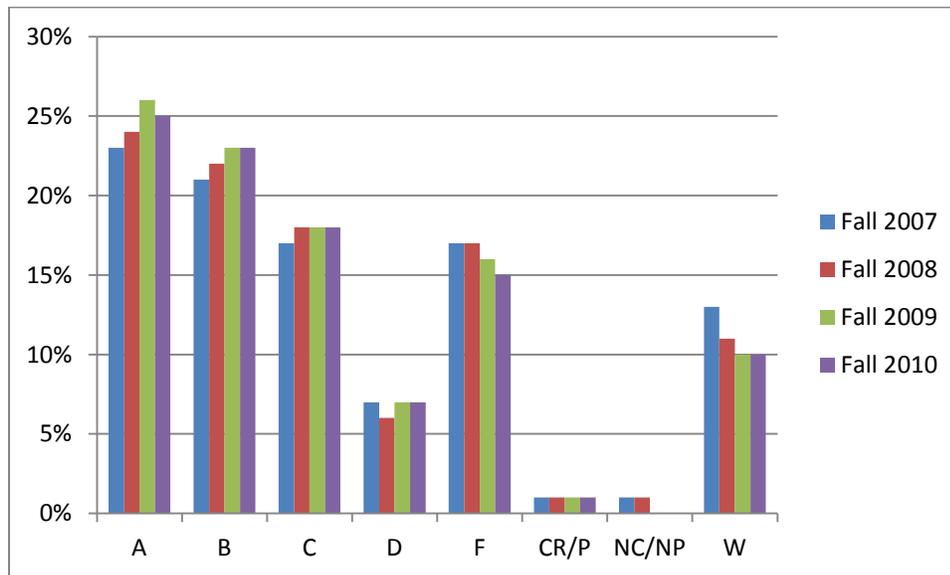
The Willow International Community College Center student grade data for Fall 2007 through Fall 2010 is presented in Table 11. Overall, the student grade data is quite positive with increased successful completion and retention. The following specific trends are noteworthy:

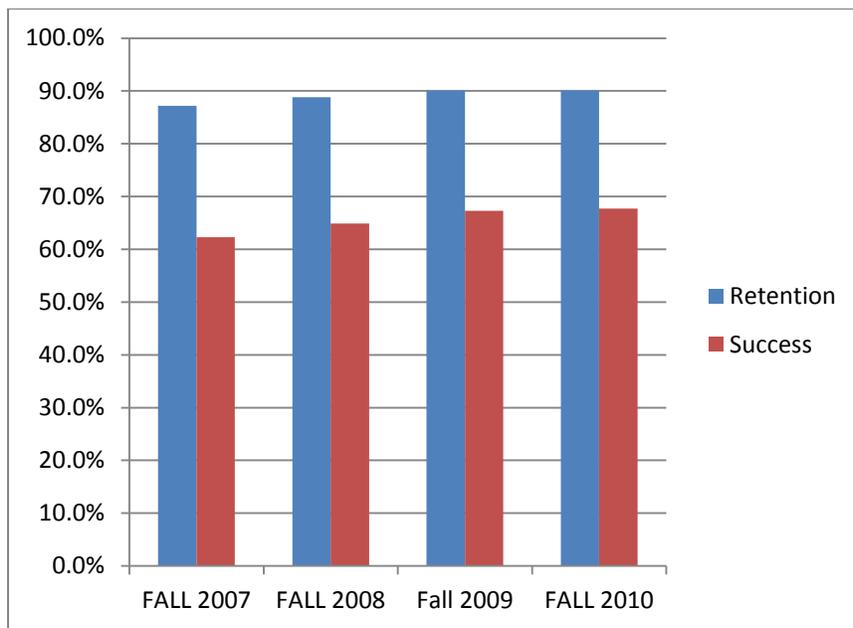
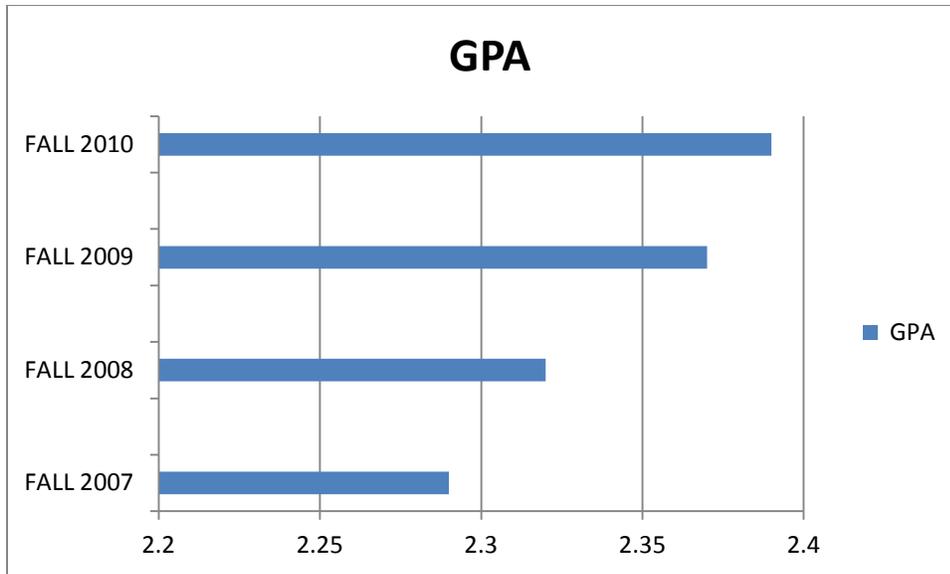
- GPA increased from 2.29 to 2.39.
- The percentage of students who successfully completed a course with a grade of A, B, C, or CR (success rate) increased 5% from 62% to 67%.
- There was a steady increase in the percentage of students who remained in a course until the end of the term and who received a grade of A, B, C, D, F, CR, NC, P, NP, or I (retention rate).
- Those students who were not retained in a course for the entire term and instead received a grade of W (attrition rate) decreased from 13% to 10%.

Table 11: Mark Analysis/GPA/Retention/Completion: Willow International Community College Center, Fall 2007-2010

	Fall 2007		Fall 2008		Fall 2009		Fall 2010	
▪ A	23%	2576	24%	3299	26%	3696	25%	3385
▪ B	21%	2349	22%	3018	23%	3311	23%	3137
▪ C	17%	1933	18%	2404	18%	2647	18%	2459
▪ CR/P	1%	111	1%	115	1%	87	1%	79
▪ D	7%	783	6%	835	7%	954	7%	961
▪ F	17%	1927	17%	2338	16%	2254	15%	1996
▪ NC/NP	1%	58	1%	77	0%	61	0%	38
▪ W	13%	1433	11%	1525	10%	1430	10%	1321
▪ GPA	2.29		2.32		2.37		2.39	
▪ Retention	87.2%		88.8%		90.1%		90.1%	
▪ Attrition	12.8%		11.2%		9.9%		9.9%	
▪ Success	62.3%		64.9%		67.3%		67.7%	

Data Source: Institutional Research Website, <http://ir.scccd.edu>





OVERALL STUDENT PERFORMANCE – TRANSFER RATES

Transfer rates for the Willow International Center are reported for years 2007-08 and 2008-09 as shown in Table 12.

Transfer students include those who, after they left Willow International, subsequently enrolled in a 4-year school. [Evidence # 695]

Table 12: Transfer Rates: Willow International Community College Center, 2007-08 and 2008-09

	UC Transfer	CSU Transfer	Other Ca Schools	Total Transfer
2007-08	32	308	96	436
2008-09	50	500	152	702

Data Source: National Student Clearinghouse

STAFF – FULL-TIME AND PART-TIME STATUS, CLASSIFICATION, AND GENDER

The number of certificated and classified staff by full-time and part-time status and gender is summarized in Table 13. The following data trends were noted:

- More males than females were employed as certificated full-time and part-time staff.
- More females than males were employed as classified full-time and part-time staff.
- The total number of staff increased from 191 to 242 (27%) over the reported terms.

Table 13: Staff by Full- and Part-time, Classification, and gender, Willow International Community College Center, 2007-2010

WILLOW INTERNATIONAL	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Certificated				
▪ Full-time Male	22	24	22	22
▪ Full-time female	14	16	16	16
▪ Part-time Male	66	67	71	74
▪ Part-time Female	63	75	83	89
<i>Sub-Total</i>	165	182	192	201
Classified				
▪ Full-time Male	8	10	9	11
▪ Full-time female	11	14	15	16
▪ Part-time Male	4	4	3	3
▪ Part-time Female	3	10	11	11
<i>Sub-Total</i>	26	38	38	41
<i>Grand Total</i>	191	220	230	242

Data Source: SCCCD Office of Human Resources

The number of certificated and classified staff by full-time and part-time status and ethnicity is summarized in Table 14. The following data trends were noted (not including decline to state responses):

- White/non-Hispanic was the most common response in every classification followed by Hispanic responses.
- Within the certificated category, the third most populous category were those who reported Asian/Pacific Islander followed by African American/non-Hispanic and American Indian/Alaskan Native who were similar in reporting.

Table 14: Staff by Full- and Part-time, Classification, and Ethnicity: Willow International Community College Center, 2007-2010

WILLOW INTERNATIONAL	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Full-time Certificated				
▪ African-American/non-Hispanic	0	1	1	1
▪ American Indian/ Alaskan Native	0	1	1	1
▪ Asian/Pacific Islander	0	0	0	0
▪ Hispanic	3	3	3	3
▪ Race/ ethnicity unknown	8	7	7	7
▪ White/ non-Hispanic	25	28	26	26
<i>Sub-Total</i>	36	40	38	38
Part-time Certificated				
▪ African-American/non-Hispanic	2	1	1	1
▪ American Indian/ Alaskan Native	0	1	1	1
▪ Asian/ Pacific islander	0	1	1	1
▪ Hispanic	8	8	11	13
▪ Race/ ethnicity unknown	12	11	14	16
▪ White/ non-Hispanic	95	107	112	115
<i>Sub-Total</i>	129	142	154	163
Full-time Classified				
▪ African-American/non-Hispanic	0	0	1	1
▪ American Indian/ Alaskan Native	0	0	0	0
▪ Asian/ Pacific islander	2	2	2	2
▪ Hispanic	4	6	6	6
▪ Race/ ethnicity unknown	1	0	0	1
▪ White/ non-Hispanic	12	16	15	17
<i>Sub-Total</i>	19	24	24	27
Part-time Classified				
▪ African-American/non-Hispanic	0	0	0	0
▪ American Indian/ Alaskan Native	0	0	0	0
▪ Asian/ Pacific islander	2	2	2	1
▪ Hispanic	1	4	3	2
▪ Race/ ethnicity unknown	1	1	2	4
▪ White/ non-Hispanic	3	7	7	7
<i>Sub-Total</i>	7	14	14	14
<i>Grand Total</i>	191	220	230	242

Data Source: SCCCD Office of Human Resources

C. Program Review and Planning

The Willow International Community College Center has developed a comprehensive program review process in conjunction with Reedley College that is well integrated with planning and resource allocation. The program review process is completed by all instructional, student services, and administrative programs and departments. One of the most significant outcomes of program review is the revision of the student learning outcomes, which for instruction, become part of the course outline of record and syllabi and drive the next cycle of student learning outcome assessment, evaluation, and revisions of the course. Student services and administrative programs revise their programs based on the annual assessment of student learning outcomes. The results of the program reviews also drive the Strategic Plan of the institution as evidenced in the 2011-12 Strategic Plan where the ninth goal is as follows: “No. 9 Goal: Program Review – continue to work with all constituents in maintaining the program review process at the Institutional Effectiveness, “Sustainable Continuous Quality Improvement” level as outlined by the ACCJC”. [Evidence # 706]

Resource allocations not covered by the general fund budget are driven by the Action Plan Funding Request process which allows any program at the college to request funds by completing the Action Plan Funding Request form. This form requires the applicant to identify how the request is tied to planning including program review recommendations or student learning outcomes. The College Center Council is responsible for making allocation recommendations based on the submitted Action Plan Funding Request forms. [Evidence # 605]

D. Student Learning Outcomes

The institution started working on student learning outcomes (SLOs) as part of the program review process in Fall 2008 at the Duty Day meeting (an all-campus meeting before the semester begins), as a workshop on SLOs was presented for both instruction and student services. Almost every semester since that time, there has been a presentation or workshop on SLOs. It was clear that Willow International faculty needed to work more closely with Reedley faculty on the SLO assessment process, so a joint meeting was held at Reedley College at the Spring 2010 Duty Day to work on developing a joint assessment process for SLOs. After that meeting, various department meetings were held throughout the semester and discussions via email took place to finalize assessment of SLOs for each discipline. At the Fall 2010 SLO Summit (held at Willow International), faculty continued to work on SLO assessment by discipline and report to the SLO Coordinator each semester on their progress. [Evidence # 7, 8, 412, 413]

Willow International hosted a meeting of adjunct faculty to inform them of the ongoing SLO assessment process at the Spring 2011 Duty Day evening orientation for all adjunct faculty. Each discipline had at least one full-time faculty member to distribute SLO information to adjunct faculty and to answer any questions faculty had on the SLO assessment process. The Fall 2011 Duty Day evening orientation will feature another workshop for adjunct faculty on the assessment results and assessment processes that are to be utilized during the Fall 2011 semester. Program learning outcome information is an additional ongoing assessment tool at the Willow International Community College Center. Together with student learning outcomes, these data are reviewed and discussed at departmental meetings throughout the college to facilitate the dispersion of information to full-time and adjunct faculty. [Evidence # 319]

During the Fall 2010 SLO Summit mentioned earlier, each department mapped out course level SLOs onto program learning outcomes (PLOs) and finally general education learning outcomes (GELOs). The SLO-PLO-GELO mapping schemas for each department have enabled departments to integrate the SLO process into program review and the center's strategic planning. Many of the disciplines have completed one cycle of assessment and continue to refine their courses and programs based on the continuous review of the SLO-PLO-GELO assessment outcomes process. [Evidence # 412, 413, 441, 273, 352, 429, 680]

E. External Independent Audit

The State Center Community College District hires independent auditors to conduct annual audits. Auditors follow the consistent and thorough investigation processes set forth in the California State Audit Manual. Willow International Community College Center is audited as part of the district's annual audit. The absence of audit findings for the Willow International stands to validate the appropriate fiscal management of the center's funds. However, should corrections to audit exceptions occur at the center, they would be managed at the center level with oversight and availability of the district's management advice. [Evidence #166, 167, 265, 715]

Abstract



Willow International Community College Center Mission Statement:
The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

Standard I: Institutional Mission and Effectiveness

A. Mission

The institution revisited the mission statement, vision, and core values during the Fall 2008 semester and presented three possible revised mission statements to all faculty and staff at the Spring 2009 Duty Day (all-campus meeting before the semester begins). All faculty and staff voted on their preferred mission statement and this resulted in the adoption of our current mission statement. The committee members tasked with writing Standard I reviewed the history of the mission statement process and recommended a new procedure that was adopted by the Accreditation Steering Committee and approved by the College Center Council (CCC). The new procedure required annual review by all standing committees on campus with a feedback system to insure that the mission statement is renewed whenever necessary. The College Center Council adopted the new policy and it is reflected in the new CCC handbook.

B. Improving Institutional Effectiveness

Willow International is committed to an ongoing process to improve student learning and institutional processes. The dialogue to improve student learning is centered on data driven processes and takes place in all the center committees. The Center has established an “Institutional Effectiveness-Collaborative Decision Making Process” to insure that the mission of the institution is fulfilled and that student learning outcomes are maximized. The process includes: Evaluation, Integrated Planning, Resource Allocation, Implementation, and Re-evaluation and Improvement. Central to the success of this participatory governance model is dialogue and communication. This ongoing process is accomplished through college center committees, along with workshops and electronic and paper communications.

The Collaborative Decision Making Process is overseen by the College Center Council (CCC). The College Center Council is the representative governance group of the center. All major recommendations from committees flow through the College Center Council. The CCC is responsible for accepting both the five-year comprehensive Program Review Reports as well as the annual progress reports. The CCC is also responsible for integrated planning of the Center’s activities. Our annual planning processes including program review, educational master plan, operational plans and resource allocation are all integrated through our Goals Matrix and Strategic Plan 2011-12. The CCC’s role is to assess and improve upon the existing process of evaluation, planning, and improvement for Willow International with an emphasis on the strategic planning and implementation processes. [Evidence # 683]

Planning Agenda:

- The Student Learning Outcomes Coordinator and Student Learning Outcomes Assessment Committee will be responsible to maintain ongoing dialogue about continuous improvement of student learning.
- The Center will improve communication on funding request processes through the development of a guide.

- The center will explore ways to expand the Office of Institutional Research services in order to keep up with the need to document assessment results and continue to use the analysis of data as the driving force behind the dialogue and integrated planning efforts of the Center.

Standard II: Student Learning Programs and Services

A. Instructional Programs

Willow International offers high-quality instructional programs culminating in certificates and associate degrees, employment and transfer to baccalaureate degree-granting institutions. The center systematically reviews and evaluates the quality of courses and programs through the student learning outcome and program review evaluation processes. Comprehensive program reviews are completed every five years and are complemented with annual program review progress updates. In addition, the student learning outcomes assessment and improvement process has been universally adopted by center faculty and staff resulting in annual student learning outcomes updates.

Willow International uses a variety of teaching methodologies to meet the varied needs of students. This includes face-to-face, online, hybrid (combination of online and traditional face-to-face), and synchronous (point to point video conferencing) delivery methods of instruction. The outcomes of a course must be the same regardless of the delivery method. Classes in the distance education mode are evaluated in the same way all other classes are evaluated. The instructor is evaluated by peers, administration and students according to the normal evaluation cycle as delineated in the contract. All course curriculums must be updated every five years at a minimum as a result of the program review process.

Units of credit, degrees and certificates are awarded according to fixed criteria that are recorded on course outlines, syllabi and in the college catalog. All course syllabi include student learning outcomes, evaluation methods and grading standards. Institutional standards of scholarship, expectations for student honesty and faculty conduct are all clearly defined in board policy and the college catalog.

Planning Agenda:

- All departments will achieve a proficiency level in the use of SLOs by the Fall 2012 semester.

B. Student Support Services

Willow International offers a variety of comprehensive student support services ranging from traditional services such as admission and records, DSPS, financial aid, and counseling to a very innovative set of online services. The center has an open admissions policy that allows all eligible students to enroll on a space available basis. All student services units have completed Program Reviews and adopted student learning outcomes for their programs. The center uses Datatel Colleague as the student information system for all administrative

computing needs. The Counseling Program has also adopted SARS appointment and call systems to more efficiently track student contacts. SARS early alert was launched in Fall 2011 to improve student success. SARS call has been utilized numerous times to inform students of important upcoming deadline dates which include payment dates and registration dates.

Student services has state of the art facilities in Academic Center Two which opened in Fall 2010 and includes a Counseling suite of offices, Financial Aid suite of offices, new Admissions and Records office, Disabled Students Programs and Services offices, Business Services office, Health Services facilities, and a new Assessment Center which can also be used for group career counseling.

Planning Agenda:

- Develop a college catalog for the new Clovis Community College.
- The proposed staffing plan will be followed to provide additional student services support once the Willow International Center becomes Clovis Community College.
- Increase awareness of the Willow International Center's Health Services.

C. Library and Learning Support Services

The Willow International Community College Center campus has a library, tutorial center and open computer lab. Free wireless internet access is available on campus and free computer access is provided in the library and open computer lab. The Willow International library has 9,062 circulating and reference print sources, 25,000 full-text fiction and nonfiction e-books, 18 subscription databases and two-day turn around access to the holdings of 125,000 print books from Reedley College, Fresno City College and the Madera Center. There is one State Center Community College District library catalog that is used by all the centers and colleges in the district. As a center of the State Center Community College District, Willow International students have access to the entire district catalog of resources.

The collection development process includes input from the faculty library liaison committee and from any faculty member that perceives a need for specific library resources. 24/7 access is available to the online catalog and databases and ADA compliant workstations are also available. The librarian has been given significant additional fiscal resources to build the collection of the new library.

Planning Agenda:

- The library will work with the administration to support the growth of the library and increase the collection as we move towards college status and additional revenue becomes available.
- A collection development policy specific to Willow International Center will be developed in preparation for college status.
- The proposed staffing plan will be followed to provide additional library support once Willow International becomes Clovis Community College.

Standard III: Resources

A. Human Resources

The Willow International Community College Center is committed to hiring the best qualified faculty and staff available. The center follows the district hiring processes and provides training to all employees who serve on hiring committees. State Center Community College District (SCCCD) is a Merit System District, therefore the hiring of classified professionals is coordinated by a classified personnel director who reports to the SCCC District Personnel Commission. All employees must meet the minimum qualifications required for the positions they hold.

All employees are evaluated on a regular basis in accordance with board policy and contractual requirements. The evaluation form for certificated evaluation was recently updated to improve the process. All center staff upholds the written codes of professional ethics as outlined in board policy. The recently approved full and part time certificated contracts include professional responsibilities to maintain ethical standards in accordance with American Association of University Professors ethical standards statement.

The center is committed to exploring strategies to increase the diversity of the applicant pool and ultimately hiring a workforce that is reflective of the students and communities we serve.

Planning Agenda:

- Once Willow International Center is accredited as Clovis Community College and additional funding becomes available, the staffing plan will be utilized to identify positions that need to be filled.
- Increase the awareness, importance, and commitment to the recruitment and retention of a diverse workforce.
- The Willow International Center, in cooperation with Reedley College and Fresno City College, will develop a Classified Employee Handbook.
- Increase staff development opportunities and develop and implement a new full-time employee orientation process.

B. Physical Resources

Willow International Community College Center opened in Fall 2007 with an 80,000 square foot Academic Center building (AC-1), a child development center, cafeteria, bookstore and maintenance plant. The campus doubled in size with the opening of a new 80,000 square foot Academic Center Two building (AC2) in Fall 2010. All these facilities were built with a combination of a local bond measure and state funding. These facilities were designed with faculty and staff input to insure the most efficient and effective instructional and student service program space. These buildings include facilities for a comprehensive offering of courses including specialized spaces for chemistry, biology, physics, physical education, dance, student services, nursing, library, tutoring, and computer labs.

Planning Agenda:

None

C. Technology Resources

The opening of new facilities starting in Fall 2007 provided Willow International Community College Center state-of-the-art technology for all programs. This technology includes an infrastructure that will easily grow with the campus, multiple video conferencing rooms, three full video conferencing classrooms, an 88 station open computer lab that includes Mac and pc stations, a 35 station MAC dual processor computer lab with 30 inch monitors for the graphic art classes and the latest in student services technology software. The video conferencing classrooms allow Willow International to offer classes that can be presented simultaneously at the Madera and Oakhurst sites. The video conferencing meeting rooms allow for Willow International faculty to participate in Reedley College meetings including the Academic Senate and Curriculum Committees.

The campus has a technology advisory committee that is responsible for developing and implementing the Technology Plan. The District has an Information Systems Priority Committee to develop priorities for administrative computing projects in Datatel.

Planning Agenda:

- The proposed Future Staffing Plan will be followed to provide additional technology support staff once Willow International becomes Clovis Community College.
- Implement the Technology Plan objective to develop a system to provide faculty and staff with appropriate technology training.
- Implement the Technology Plan objectives to ensure a reliable environment for the network and classroom and address the computer hardware, software, networking and peripheral needs of the campus.

D. Financial Resources

Willow International has developed a budgeting process that is integrally linked to planning and program review. The budgeting process includes the use of Action Plan Funding Requests that are driven by Program Review recommendations, strategic plan initiatives, or recommendations coming from other standing committees.

Financial planning for the district sites starts with funding projections made by the District Vice Chancellor of Finance and Administration. These projections include payroll, benefits, equipment, services, facility needs/renovations, scheduled maintenance, adequate reserves, and other contractual obligations and provide the basis for budget planning for the district and each of its colleges and centers. At the center level, emphasis is on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives. These goals directly support the center's mission and are

developed through integrated planning processes including the Educational Master Plan, Strategic Plan, Staffing Plan, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, program review recommendations, and College Center Council Action Plan Funding Request recommendations. Through a collaborative decision-making process constituents evaluate and prioritize requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements.

The district has received unqualified audits for a number of years as performed by an independent auditor. The reserves for the district for the last several years have been above ten percent and this has helped to maintain fiscal stability when the state allocations have been late. The district is currently working on developing a district resource allocation model to insure all colleges and centers have the fiscal resources necessary to carry out their missions.

Planning Agenda:

- The district will assess and revise its current resource allocation practices to ensure that resources are adequately distributed to support the effective operations of the colleges and centers.
- Improve communication of the results of the Action Plan Funding Request process.
- Provide training for deans and support staff, which is also open to general center population, in order to enhance understanding of budgeting process and how to access and interpret budget information.
- While financial information is readily available, it has been determined that more training is necessary to facilitate access and understanding of financial information. This training would be targeted for budget managers and support staff but would also be open to the general center population.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

Willow International Community College Center staff and students are committed to a culture that leads to institutional excellence. Open communication and collaboration in a collegial environment is encouraged in the decision-making process. Open forums have been held on various topics including accreditation and the budget to answer questions, address concerns and just discuss issues and possible options. The Faculty Association, Classified Association, and the Associated Student Government have a strong voice in the improvement of programs and services to improve student learning. Willow International seeks to improve processes annually through strategic planning, program review and assessment of student learning outcomes.

Planning Agenda:

- The College Center Council should determine which new college committees will be needed upon receiving initial college accreditation status and have operating agreements in place for implementation once college status is accomplished.
- Once candidacy has been approved, the Faculty Association leadership will draft a College Academic Senate Constitution and By-Laws, an operating agreement for a College Academic Senate Curriculum Committee, and operating agreements for any other College Academic Senate Standing Committees. The North Centers Faculty Association Executive Committee has established a timeline and framework for the transition from Faculty Association to Academic Senate.
- The Classified Senate will develop a Constitution and By-Laws and operating agreements once initial accreditation status is given.

B. Board and Administrative Organization

The State Center Community College District Board of Trustees is composed of an independent body of seven elected members, in staggered terms, representing seven different geographical areas. Members are elected by geographical areas that they reside in as opposed to an at-large basis. The Board of Trustees has developed a set of Board Policies which reflect the mission, vision and core values of the district. Willow International's mission reflects the mission of the district. The Board has adopted policies to insure they provide fiscal oversight and this includes receiving a district financial status report on a quarterly basis. An annual audit is conducted by an independent auditing firm and findings are presented to the Board for review and action. The Board has a comprehensive trustee orientation and board development program. The Board regularly evaluates the Chancellor and conducts a self-evaluation annually.

Planning Agenda:

- The district, in consultation with all its constituent groups, will review and revise, as appropriate, its resource allocation model to ensure that the educational facilities throughout the district have the resources necessary to support their programs.
- The district will assess and revise its current resource allocation practices to ensure that resources are adequately distributed to support the effective operations of the colleges and centers.

Organization of the Self-Study



Willow International Community College Center Mission Statement:
The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

Organization for the Willow International Self Study

The Willow International Community College Center developed a self study organization process and timeline that provided the opportunity for all faculty, staff, and administrators to participate in the process, utilizing technology to facilitate writing, editing, and communication. The Vice Chancellor of the Willow International Community College Center appointed Deborah J. Ikeda, Vice President of Instruction and Student Services, to be the Accreditation Liaison Officer for the self study process. Ms. Ikeda, in consultation with the faculty association president, asked Mr. Christopher Graves, math faculty member, to serve as her faculty co-chair. Ms. Ikeda and Mr. Graves sent out a memo to all faculty and staff at the Willow International Center requesting them to volunteer to serve on one of the accreditation committees.

An Accreditation Steering Committee was identified that included representation from all the governance groups. In addition, administrator, faculty, and classified co-chairs were identified for each of the eleven accreditation sub-standards based on the volunteer forms submitted. Almost all full-time faculty and staff at Willow International Center volunteered to work on one of the committees demonstrating full support for the candidacy self study process.

Accreditation Steering Committee meetings, which included at least one of the sub-standard co-chairs from each committee, met monthly during the Spring 2010 semester and then approximately once every two weeks beginning in the Fall 2010 semester. The first draft of the self study was reviewed and commented on by the Faculty Association, Associated Student Government, and the Classified Association. These comments were reviewed and incorporated into the final drafts of the Willow International self study. The Board of Trustees reviewed the draft of the self study at the July 2011 Board Meeting and approved the final self study at the August 2, 2011 Board Meeting.

**North Centers
College Center Council
ACCREDITATION STEERING COMMITTEE
Membership**

Tino Alanis, Student – Std. 2B

Ryan Anderson, ASG Student Rep – Std. 4

Marilyn Behringer, Vice President of Instruction, Reedley College

Candy Cannon, Financial Aid Manager – Std. 3A

Jose Castaneda, Business Faculty – Std. 3C

Cynthia Elliott, Past President NC Faculty Association – Std. 2C and Editor

Kelly Fowler, Dean of Instruction/Technology - Std 2A

Christopher Graves, Math and Engineering Instructor, Co-Chair

Doris Griffin, Dean of Students – Std. 2B

Barbara Hioco, President Reedley College, Ex-Officio

Deborah Ikeda, Vice President of Instruction & Student Services – Co-Chair & Std. 2C

Michelle Johnson, Institutional Researcher – Std. 2A

Terry Kershaw, Vice Chancellor, Ex-Officio - Std 1 & 4

Kirtley King, Art Faculty – Std. 3C

Joseph Libby, Faculty Association President – Std. 2A

Janell Mendoza, Associate Business Manager, Std. 3D

Roger Orazo, Adjunct Faculty Rep

Jake Perez, ASB President – Std. 4

Leslie Ratá, Administrative Assistant – Co-Chair

Gary Sakaguchi, Director of Technology – Std. 3C

Lynn Samuelian, Physical Resources – Std. 3B

Brian Shamp, Classified Senate Rep – Std. 4

Bill Turini, RC Academic Senate President

Lynne Walke, CSEA Rep – Std. 2B

ACCREDITATION STANDARDS CO-CHAIRS COMMITTEE

Willow International Community College Center

Spring 2011

Self Study Co-Chair: Deborah Ikeda

Self Study Co-Chair: Chris Glaves

Self Study Co-Chair: Leslie Ratá

Standard 1 – Institutional Mission

Administration Co-Chair: Terry Kershaw

Faculty Co-Chair: Jeff Burdick (RC*)

Classified Co-Chair: Barbara Wells

Committee Members: Arla Hile

Jim Ryan

Vanessa Sue (student)

Standard 2 – Student Learning Programs and Services

Subcommittee A - Instructional Programs

Administration Co-Chair: Kelly Fowler (RC*)

Faculty Co-Chair: Joseph Libby (RC*)

Classified Co-Chair: Margee Loya

Committee Members: Ann Brandon

Jennifer Brodeur

Erik Fritz

Michelle Johnson

Phil Johnson

Stacy McArron

Jon McPhee

Diane Schoenburg

Michael Stannard

Nancy Vagim

Subcommittee B - Student Support Services

Administration Co-Chair: Doris Griffin

Faculty Co-Chair: Erica Johnson (RC*)

Classified Co-Chair: Jittapaun Inthavong

Student Co-Chair: Tino Alanis

Committee Members: Karen Ainsworth

Naomi Bianco

Candy Cannon

Shawn Fleming

Tasha Hutchings
Veronica Jury
Ralph Munoz
David Navarro
Lucas Reyes (student)
Alisha Ross
Melanie Sanwo
Gina Vang
Lynne Walke

Subcommittee C - Library and Learning Support Services

Administration Co-Chair: Deborah Ikeda (RC*)
Faculty Co-Chair: Cynthia McDonald
Classified Co-Chair: Susan Hansen
Committee Members: Karen Anderson
Steve Dent
Cynthia Elliott
Liz Romero

Standard 3 – Resources

Subcommittee A – Human Resources

Administration Co-Chair: Candy Cannon (RC*)
Faculty Co-Chair: Bill Allen
Classified Co-Chair: Veronica Jury
Committee Members: Russell Hickey
Terry Kershaw
Janell Mendoza
Jon Renwick
Cindy Walker

Subcommittee B – Physical Resources

Administration Co-Chair: Lynn Samuelian
Faculty Co-Chair: Sallie Turpen (RC*)
Classified Co-Chair: Sergio Salinas
Committee Members: Tony Abbott
Becky Allen
Naomi Bianco
Jose Campos
Joyce Clark
Ken Redmon
Tony Romero
Alisha Ross

Subcommittee C – Technological Resources

Administration Co-Chair: Gary Sakaguchi (RC*)
Faculty Co-Chair: Brent Nabors
Classified Co-Chair: William Bowlin
Committee Members: Erik Fritz
Michael Gerard
Russell Hickey
Kirtley King
Dede Mousseau
Ray Tjahjadi

Subcommittee D – Financial Resources

Administration Co-Chair: Janell Mendoza (RC*)
Faculty Co-Chair: Karen Hammer
Classified Co-Chair: Lorrie Hopper
Committee Members: Lee Brown
Jose Castaneda
Roger Hitchcock
Kevin Lollis (student)
Jennifer Simonson

Standard 4 – Leadership and Governance

Administration Co-Chair: Terry Kershaw (RC*)
Faculty Co-Chair: Tom Mester (RC*)
Classified Co-Chair: Brian Shamp (RC*)
Student Co-Chair: Ryan Anderson
Committee Members: Joe Arcamonte (student)
Jason Gardner
Robin Huigen
Jasmine Leyro (student)
Kenny Park (student)
Teresa Patterson
Jake Perez (student)
David Rincon (student)
Bill Turini
Nancy Vagim

* Liaison with Reedley College Accreditation Committee

WI Center Self Study for Candidacy Timeline

June, 2011

Task	Person Responsible	Date of Completion	Evidence of Completion
I.D. Steering Committee	Ikeda	February 26, 2010	List
I.D. Committee Co-chairs	Ikeda	February 26, 2010	List
Memo-Committee Volunteers	Ikeda	March 5, 2010- send out March 19, 2010-due	Membership list completed March 26
Orientation Meeting- Steering Committee and Co-Chairs (combine with CCC)	Kershaw/Ikeda	March 5, 2010	Timelines, References, Evidence File Process, Binders
Surveys- Students Surveys- Staff	Johnson	April, 2010	Survey Data Complete
Data Collection- Ed Master Plan, Strategic Plan, Tech Plan, EMR, etc.	Ikeda/Johnson	April-May, 2010	Evidence File
Guidelines for Evaluating Standards Templates Completed	Ikeda	April-May, 2010	Completed Guidelines
Descriptive Summaries for each standard and sub-standard(Draft)	Ikeda	May – August, 2010	Draft summaries completed
Self-Evaluation Narrative(Draft)	Ikeda	August, 2010	Draft narrative completed
Accreditation Progress Update Workshop	Ikeda	Duty Day-August, 2010	Inform campus community on progress.
Draft Self Study Completed	Ikeda	Duty Day- January 2011	Validation of draft plan
Continue to write final draft based upon Duty Day input, etc.	Ikeda	May 2011	Draft to Chancellor
Draft to BOT for First Read	Ikeda/Kershaw	July 2011	Draft to BOT
Final BOT Approval	Kershaw	August 2011	Final approval
Final editing and printing		August 2011	Completed Document
Pre-visit by team chair and assistant	Kershaw/Ikeda	August 2011	Visit
Mail Self Study to Commission and Team Members	Ikeda	September 2011	
Review and finalize evidence and documentation	Ikeda/Johnson	September 2011	Evidence files- hard copy and electronic
Prepare for visit- accommodations, etc.	Ikeda/Kershaw/Mendoza	September 2011	All logistics completed

Prepare and mail Self Study Update to commissions and team members	Ikeda	September 2011	Mailed
Visit by Team (4 days)	Kershaw/Ikeda/Mendoza	October 17-20, 2011	Visit Completed
Commission Meeting to take action on team recommendations	Kershaw	January 2012	
Recommendations published	Kershaw	February 2012	Letter

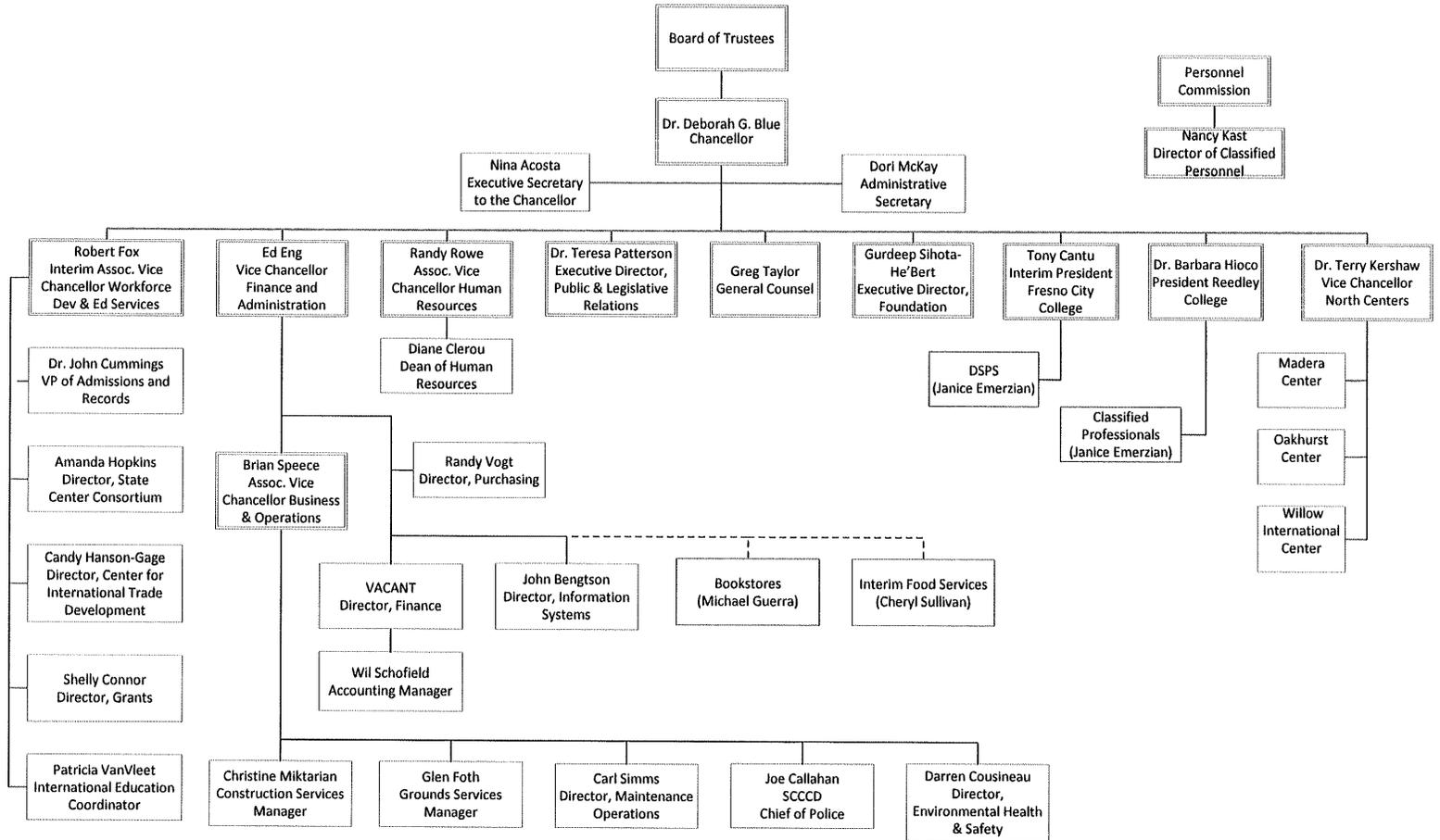
Organization of the Institution



Willow International Community College Center Mission Statement:
The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

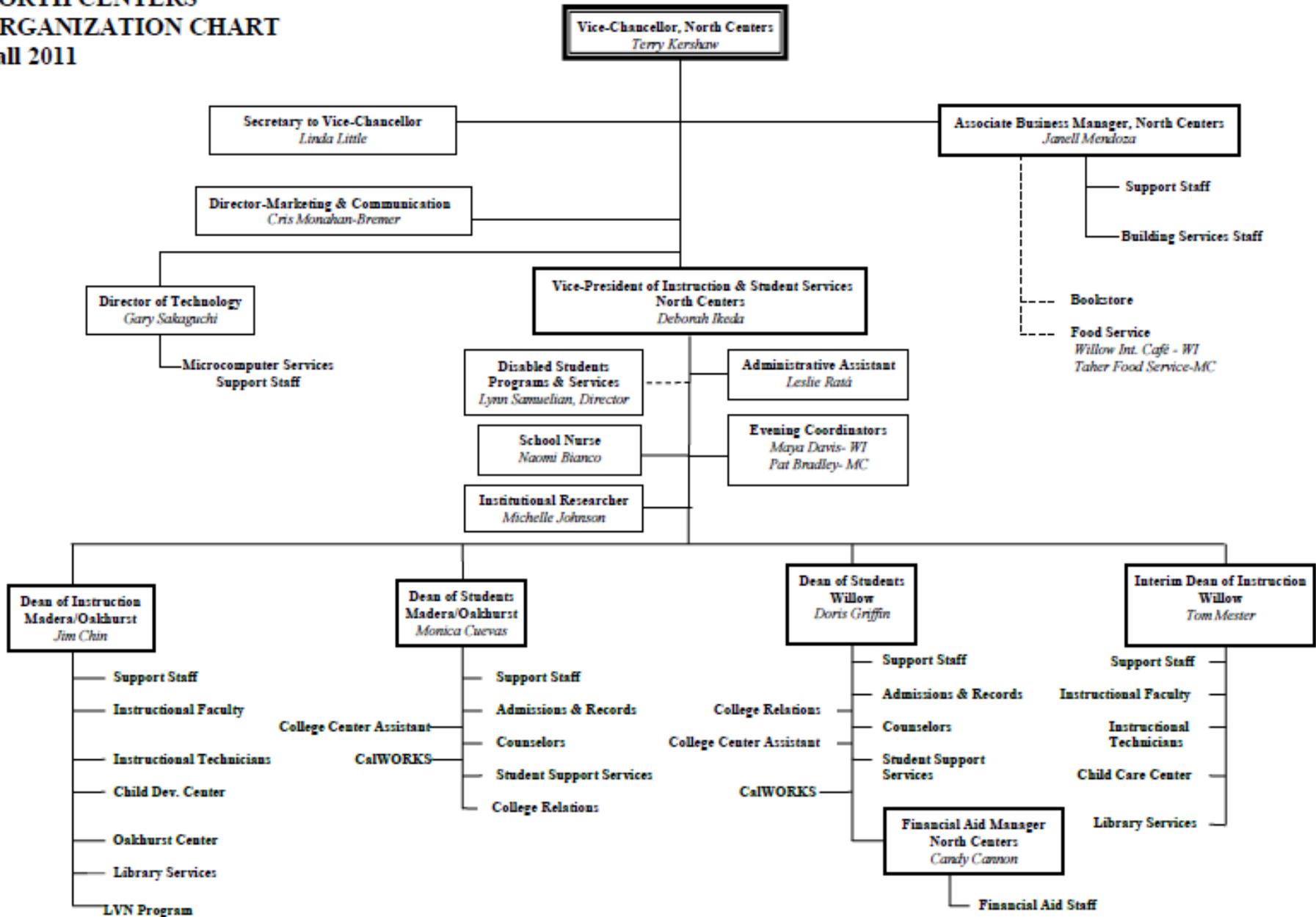


State Center Community College District

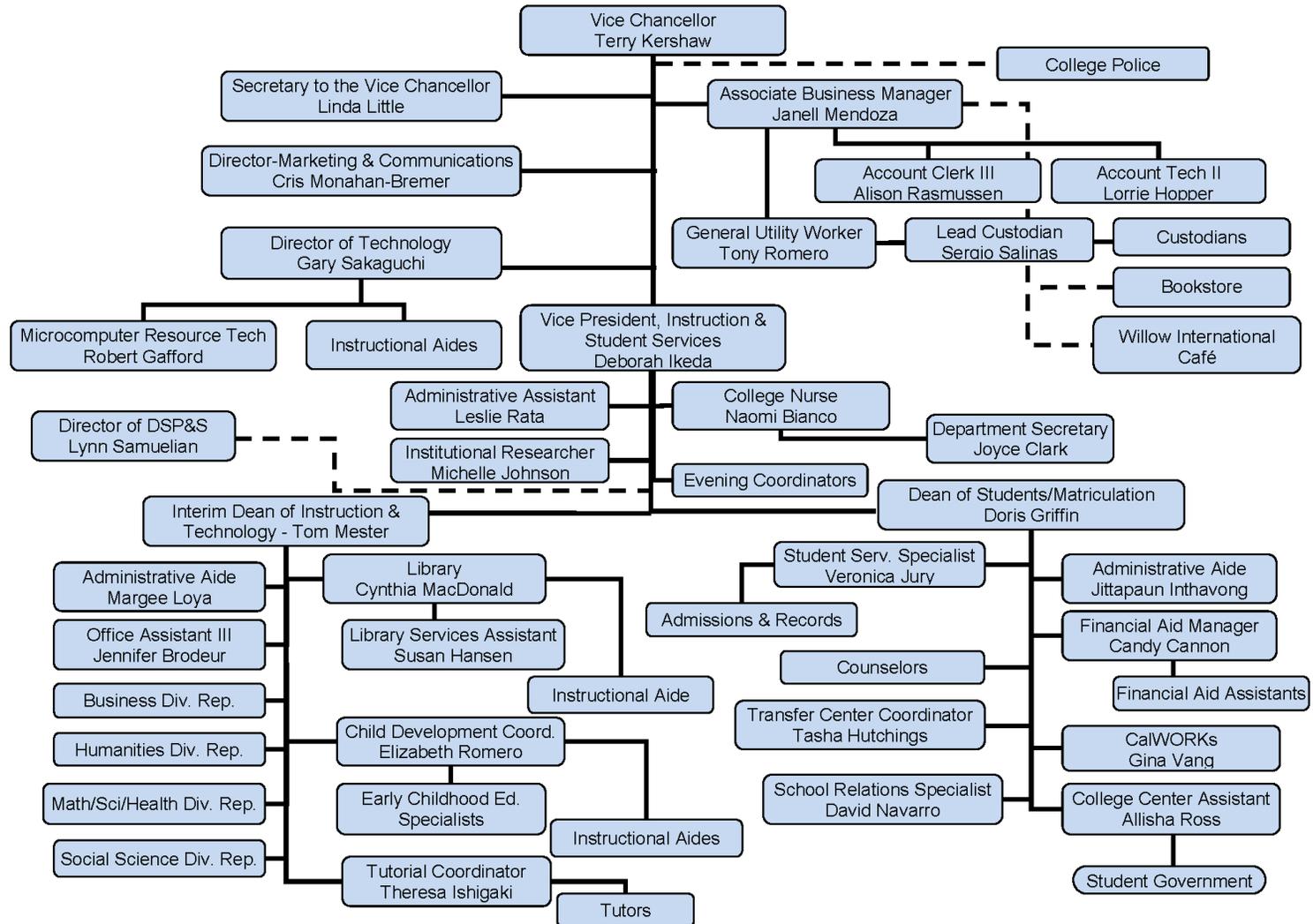


6/20/2011

**NORTH CENTERS
ORGANIZATION CHART
Fall 2011**



Willow International Community College Center Organizational Chart



District and Campus Functional Map

For the 2005 accreditation self-studies, the State Center Community College District developed a functional map to delineate responsibilities between the District and the two colleges. The functional map was based on accreditation standards and indicated whether each standard was met primarily by the District, primarily by the colleges, or by both.

In completing the 2011 self study, the District Office Accreditation Liaison Designee from the District Office met individually with the Accreditation Liaison Officers of each campus to discuss the roles and functions and to determine if any changes had occurred in the District since the last self-studies were written. It was recommended that the District consider a new format to map out the responsibilities for meeting accreditation standards, one that more accurately depicted how functions are shared across the colleges and centers and between the colleges/centers and the District Office. After several models were considered, a mapping model based on a similar process and document recently used in the Los Rios Community College District and the San Mateo Community College District was selected. The selected format was chosen because it is organized by accreditation standard, and as such is simple to follow. Furthermore, the designations of primary, secondary and shared responsibilities have meaning for individuals on our campuses.

The new format was presented to the Chancellor's Cabinet on January 26, 2011, for review and approval. On February 15, the draft functional map was presented for discussion at a joint meeting of the Accreditation Liaison Officers, after which it was disseminated to constituency groups at the colleges and college centers for review and input. Recommendations were discussed at a district-wide team meeting with representation from each college or center on March 10, 2011. Input from the various groups was incorporated, and the functional map was presented to the Chancellor's Cabinet on May 23, 2011. It was approved on June 6, 2011.

The State Center Community College District Functional Map illustrates how the colleges and the District manage the distribution of responsibility by function in relation to the ACCJC/WASC accreditation standards. The functional map depicts the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are

mission statements at the Colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
Standard I: Institutional Mission and Effectiveness		
A. Mission:		
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	S	P
2. The mission statement is approved by the governing board and published.	S	P
3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	S	P
4. The institution’s mission is central to institutional planning and decision making.	S	P
B. Improving Institutional Effectiveness		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	S	P
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	S	P
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	S	P
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	SH	SH
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	SH	SH
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.		P
Standard II: Student Learning Programs and Services		
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.		
A. Instructional Programs The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	S	P
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	SH	SH
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	S	P
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.		P
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.		P
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.		P
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.		P
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.		P
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.		P
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.		P
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.		P
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	S	P
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.		P
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	S	P
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	S	P
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	S	P
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	S	P
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.		P
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.		P
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	S	P
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	S	P
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	S	P
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.		P
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	S	P
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	Not applicable	Not applicable
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	Not Applicable	
B. Student Support Services The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.		
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	S	P
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:	S	P
a. General Information <ul style="list-style-type: none"> • Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution • Educational Mission • Course, Program, and Degree Offerings • Academic Calendar and Program Length • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members 	S	P
b. Requirements <ul style="list-style-type: none"> • Admissions • Student Fees and Other Financial Obligations • Degree, Certificates, Graduation and Transfer 	SH	SH
c. Major Policies Affecting Students <ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty • Nondiscrimination 	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
<ul style="list-style-type: none"> • Acceptance of Transfer Credits • Grievance and Complaint Procedures • Sexual Harassment • Refund of Fees 		
d. Locations or publications where other policies may be found	SH	SH
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.		P
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.		P
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.		P
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.		P
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.		P
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	S	P
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	S	P
C. Library and Learning Support Services Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.		P
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.		P
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.		P
d. The institution provides effective maintenance and security for its library and other learning support services.	SH	SH
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.		P
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.		P
Standard III: Resources		
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.		
A. Human Resources		
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.		
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	S	P
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	S	P
d. The institution upholds a written code of professional ethics for all of its personnel.	S	P
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	SH	SH
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	SH	SH
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	SH	SH
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	S	P
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. The institution plans professional development activities to meet the needs of its personnel. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	S	P
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	S	P
B. Physical Resources Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	SH	SH
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH
C. Technology Resources Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	S	P
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH
D. Financial Resources		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning.		
1. The institution relies upon its mission and goals as the foundation for financial planning.	S	P
a. Financial planning is integrated with and supports all institutional planning.	S	P
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	S	P
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	S	P
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	P	S
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH

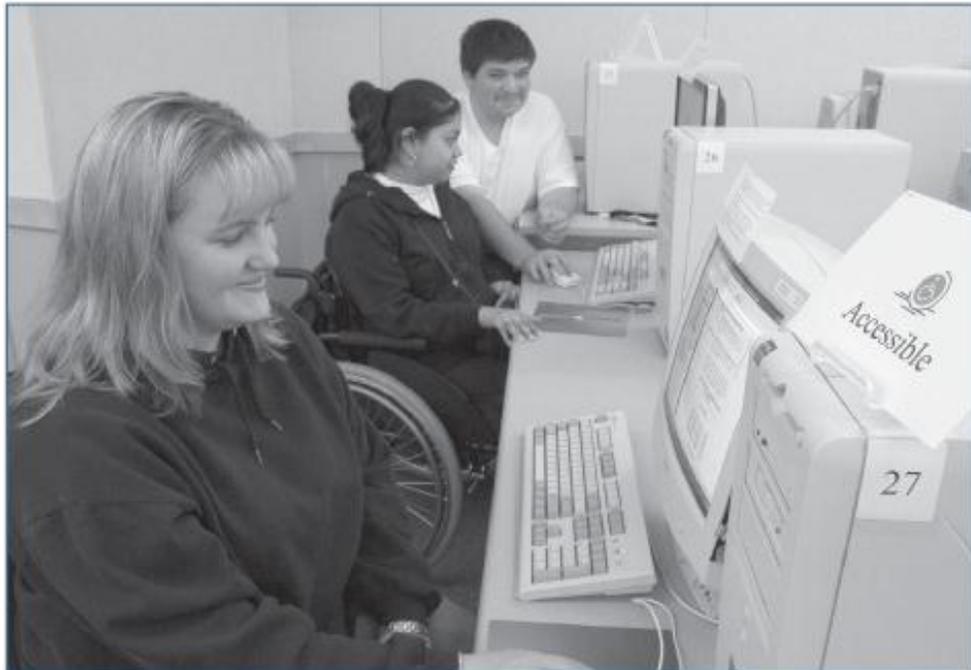
STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
b. Appropriate financial information is provided throughout the institution.	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	SH	SH
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	SH	SH
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH
Standard IV: Leadership and Governance		
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.		
A. Decision-Making Roles and Processes		
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	SH	SH
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	SH	SH
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.		P
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	S	P
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P
B. Board and Administrative Organization		
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/ system and the colleges.		
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	P	
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	P	
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	P	
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	P	

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	P	
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	P	
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	P	
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	P	
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	P	
i. The governing board is informed about and involved in the accreditation process	P	S
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	P	
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.		P
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.		P
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.		P
d. The president effectively controls budget and expenditures.		P
e. The president works and communicates effectively with the communities served by the institution.		P
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	P	
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	P	
b. The district/system provides effective services that support the colleges in their missions and functions.	P	
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	P	S
d. The district/system effectively controls its expenditures.	P	S
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	P	S
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	P	S
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	P	

Eligibility Requirements



Willow International Community College Center Mission Statement:

The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

Certification of Compliance with Eligibility Requirements

1. Authority

The Willow International Center is authorized to operate as a center of Reedley College within the State Center Community College District by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, the California Community College Board of Governors Office, and California Postsecondary Education Commission (CPEC). In April 2003, CPEC approved the Willow International Center of the State Center Community College District as an official education center. The ACCJC met on November 16, 2007, to review and approve the substantive change proposal from Reedley College to establish an additional location- the Willow International Community College Center. ACCJC conducted a site visit on April 22, 2008, and concluded that there were appropriate structures and processes in place to accomplish educational goals for the support of the courses and programs as presented in the approved substantive change proposal for the Willow International Community College Center. [Evidence # 302]

2. Mission

The State Center Community College District North Centers, which includes the Willow International Center, developed a mission statement to align with both the District and Reedley College mission statements and is listed below:

The mission of the Willow International Community College Center is to provide affordable and comprehensive educational opportunities to a diverse population of students, who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

The SCCC Board of Trustees approved this mission statement in February, 2010. [Evidence # 257]

3. Governing Board

The SCCC Board of Trustees is composed of seven public members that are elected by region on alternating years for a term of four years. The Board is responsible for the quality of the college's educational programs and services. The Board is responsible for decisions pertaining to educational programs, financial health and stability, and the college's integrity. The Board is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. Board members submit conflict of interest forms annually. [Evidence # 124 bp. 2710]

4. Chief Executive Officer

Dr. Terral (Terry) Kershaw, Vice Chancellor of the Willow International Community College Center:

Dr. Terral (Terry) Kershaw (Ed.D, 1994, University of La Verne) was recommended for appointment by the District Chancellor and approved by the Board of Trustees. He has served as the chief executive officer of the Willow International Community College Center as the Vice Chancellor of the State Center Community College District's (SCCCD) North Centers (Madera Center, and Oakhurst Center, and Willow International Center) since 2004. He has also served as the Interim Vice Chancellor in 1999-2000 and the Dean of Instruction and Students Services (equivalent to Vice President) for the North Centers in 2000-2004. As a result, Dr. Kershaw has played an instrumental role in the planning and development of the new Willow International Center as well as the transition of the center towards full college status.

5. Administrative Capacity

The Willow International Community College Center has a Vice Chancellor, Vice President of Instruction and Student Services, Associate Business Manager, Dean of Students, Dean of Instruction, Director of DSPS, Director of Technology, Director of Public Information, and a Financial Aid Manager to provide adequate administrative structure to support the institution's mission, size, and complexity.

The Willow International Center is further supported by a District Administration which includes a Chancellor, Vice Chancellor of Finance and Administration, Associate Vice Chancellor of Workforce Development and Educational Services, Associate Vice Chancellor of Human Resources, Associate Vice Chancellor of District Operations, Dean of Human Resources, Vice President of Admission and Records, General Counsel, Director of Grants, District Director of Disabled Student Programs and Services, Director of Classified Staff, Director of Finance, Director of Purchasing, Executive Director of the Foundation, and Director of Information Systems to provide additional administrative support to the potential college (see organizational charts beginning on page 66).

6. Operational Status

Brief History:

The State Center Community College District (SCCCD) built the Willow International Community College Center on 110 acres in Fresno, CA, to replace an existing Clovis operational outreach site that was considered to be insufficient for serving the growing population of California's Central San Joaquin Valley. State Center Community College District's Clovis site is located on seven acres at 390 West Fir Avenue in Clovis, CA. In 2007, the district submitted a Substantive Change Proposal and was approved by ACCJC to move to the new Willow International site. [Evidence # 302]

The Willow International Community College Center currently has an Academic Center One facility with 80,000 square feet, Academic Center Two with 80,000 square feet, a 12,000 square foot Child Development Center, bookstore, café, and central plant. Each classroom at the Willow

International Center is a “smart” classroom that contains a digital overhead projector, desktop computer, internet connectivity, and DVD/VCR player. The entire campus is wireless and includes 50 classrooms including lecture, library, 88 station open computer lab, café, and bookstore, allied health and sciences laboratories, fitness center, dance studio, student services, tutorial center, assessment center, and print shop. [Evidence # 606]

Projected Enrollment, WSCH and FTES: 2006 through 2015

Ten years after an initial Clovis site opened and two years after the opening of the Willow International Center, the enrollment growth has exceeded the projections with over 5,628 unduplicated student headcount and 1,652 FTES (Fall 2010). [Evidence # 258]

7. Degrees

A substantial portion or majority of the institution’s educational offerings is programs that lead to degrees, and a significant proportion of its students are enrolled in them.

The educational programs at the Willow International Community College Center are designed to lead students to certificates, associate degrees, and/or transfer to a four-year institution. The Willow International Center offers the requirements for over fifty degree and/or certificate programs. In addition, the proposed college offers programs in pre-collegiate, remedial, or developmental improvement, and for general education. The proposed college also offers a selection of distance education courses, including hybrid and online courses, to provide options for students in alternative delivery modes. Cooperative work experience courses are also available. Most students enrolled at Willow International are enrolled in one of the degree or certificate programs. The Willow International Center complies with the substantive change requirements that were approved through Reedley College and a substantive change was approved by ACCJC for distance learning programs. [Evidence # 297]

The degree requirements and educational programs at the Willow International Community College Center are congruent with the center’s mission statement. Faculty from the center serve on Reedley College’s Curriculum Committee. All programs are reviewed through both the program review process and Reedley College’s Curriculum Committee. This ensures that degree and certificate programs are in recognized fields of study in higher education, have the required quality and rigor, and can be measured with identifiable student learning outcomes.

8. Educational Programs

The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The Willow International Community College Center offers degree programs which are congruent with Willow International’s mission statement. Requirement for the Associate of Arts and the Associate of Science degrees are described in detail on pages 62-104 of the Reedley

College/Willow International Center catalog. All associate degrees require at least 60 units, of which a minimum of 12 units must be in a specific discipline, 18 units of general education, a 2.0 cumulative GPA, and at least a "C" grade in specific areas. The general education and graduation requirements for the degrees are detailed on pages 30 - 32 of the catalog. All associate degrees are two years in length. Student learning outcomes for degree programs are in the process of being developed as part of the program review process. As mentioned above, the program review process ensures that the degree programs are conducted at levels of quality and rigor appropriate to the degree offered. [Evidence # 13]

The Willow International Center also offers programs that provide for guaranteed transfer to selected University of California campuses. In addition, transfer programs are offered to California State University campuses, private four-year colleges, and out of state college and universities.

9. Academic Credit

The institution awards academic credits based upon generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Through Reedley College, the Willow International Center awards credit consistent with the Education Code and Title 5 regulations. The standard measurement of college work is a unit. The center uses the Carnegie unit as the base measurement for credit. One unit equals one hour of classroom lecture per week plus two hours of study. The center operates on a semester basis and all references to units of academic credit in the catalog are to semester units. The criteria on which credit is based are described on page 20 of the Reedley College Catalog and in the Reedley College Curriculum Handbook. [Evidence # 13]

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

The Willow International Community College Center, in concert with appropriate Reedley College faculty, has developed Student Learning Outcomes and improvement processes for every course. In addition, through special workshops held during the Fall 2010 semester, every program developed Program Level Outcomes and mapped them to General Education Learning Outcomes. The Reedley College Curriculum Committee Handbook describes the requirement to establish Student Learning Outcomes for every course and the program review handbook has a clear description of the process for developing and assessing student learning outcomes and program learning outcomes. All student learning outcomes are listed on course syllabi. [Evidence # 420, 433]

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, Standard II.A.3, (Appendix B) for areas of study required for general education.

The Reedley College/Willow International Center Catalog defines requirements for general education and incorporates it into all the degree programs. The general education requirements include natural sciences, social and behavioral sciences, humanities, communications, demonstration of writing competency, and computational skills. The Willow International Center, in concert with Reedley College, developed Student Learning Outcomes for students completing the general education component. [Evidence # 13 p. 30]

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The Willow International Community College Center is committed to providing an environment that allows for free and open discourse representing all points of view as supported by the SCCC Board Policies 4030 and Administrative Regulations 4030. This board policy is disseminated in the faculty handbook, catalog, and schedule of classes. Collaborative open decision-making is a standard practice as evidenced in our processes as outlined in the College Center Council Handbook. [Evidence # 124, 125, 681]

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

All faculty hired by the college center meet or exceed the minimum qualifications established for their faculty areas. These qualifications are specified in the California Community College Chancellor's Office (COCCC) "Minimum Qualifications for Faculty and Administrators in California Community College, March 2010". The District has allocated additional full-time faculty positions to the Willow International Community College Center in anticipation of becoming an independent college. The Willow International Center has a core faculty of

sufficient size, experience, and expertise to fully support all the institution's educational programs. The agreement between the district and the State Federation of Teachers, faculty handbook, and Administrative Regulation 7122 clearly spell out faculty responsibilities including development and review of curriculum and assessment of student learning. A copy of the current schedule of classes documents faculty assignments.

Willow International Center employs 42 full time tenure track faculty and approximately 150 part-time faculty each semester who also meet the minimum qualifications. Full time faculty and their respective degrees are listed in the catalog. [Evidence # 821; 297 p. 215]

14. Student Services

The institution provides appropriate student services that support student learning and development within the context of the institutional mission for all of its students.

The Willow International Community College Center provides appropriate students services that support student learning and are tied to the center mission. These services include: admissions and records, assessment, CalWORKS, counseling, student activities, financial aid, tutoring, DSP&S, bookstore, health services, food services, and college relations.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Admissions policies are developed by the State Center Community College District. These policies are clearly outlined in the Reedley College/Willow International Center Catalog; the Willow International Center adheres to these policies as a center under Reedley College. The policies indicate that admission is open to anyone (subject to residency requirements) who is at least 18 years old or has a high school diploma or the equivalent (such as the California High School Proficiency Examination).

Students are required to submit an admissions application, either in paper-pencil format or online via CCCApply. Students also submit transcripts of any high school or college work completed and GED or high school proficiency exam results if applicable.

The admissions and records function is a centralized district function and falls under the District Vice President of Admissions and Records. The admissions and records office personnel is comprised of one Student Services Specialist (SSS) who is the lead admissions person for the daily operation of the admissions functions of the Willow International Center, two Office Assistant III staff persons, and three student aides. The SSS reports to both the District Vice President of Admissions and Records and the Dean of Students who oversees all student services functions and reports to the Vice-President of Instruction and Student Services. [Evidence # 560, 277]

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The State Center Community College District has a centralized library and learning resource cataloging system with library facilities on each campus. Students at the Willow International Community College Center have access to books and resources at the Willow International Center, Madera Center, Fresno City College, and Reedley College. This provides students access to the following:

Library Resources available at the Willow International Community College Center:

- Subscription databases available on all campuses and remotely:
Current subscriptions include access to twenty (20) general periodical and subject specialized databases providing authoritative information from thousands of scholarly journals, research reports, magazines, newspapers, government documents, reference sources, and more.
- e-Book collection from NetLibrary:
Current subscription includes over 25,000 full-text fiction and nonfiction titles suitable for the community college student, available on campus and remotely, through the Online Library Catalog, and through direct access into NetLibrary.
- Inter-Library Loan (ILL) agreement:
The Willow International Center has filed a notice of intent (February 1, 2009) as a member library with the Heartland Regional Library Network. Member libraries:
 1. Share resources and services with other members of the regional library network.
 2. Meet the minimum resource-sharing performance standards of the regional library network in compliance with the Library of CA Act, Section 18830.
 3. Participate in one ILL, direct lending, or patron referral.
- The combined library and learning support resources of Willow International Community College Center are currently adequate to support student learning needs. Through intra-district loans, Willow International students have access to approximately 125,000 circulating print resources among the four State Center Community College District libraries. Requests can be made on any computer with internet access and materials are delivered within one to two days. An e-book collection of 25,000 fiction and non-fiction titles also enhances access to full-text comprehensive resources for students on and off campus.

[Evidence # 350]

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

The funding base for the State Center Community College District (SCCCD) comes through a number of allocations. The District's Vice Chancellor of Finance and Administration allocates funds to all district sites. As a result, the Willow International Community College Center (and former Clovis site) has had a separate allocation from Reedley College for the last 15 years. The SCCCDD provides budget sufficient to support student learning programs and services at the Willow International Center, thereby ensuring institutional effectiveness and financial stability. In addition, the Willow International Center recently completed an additional 80,000 square foot academic facility due to funding from local and statewide bond measures and financial support from the SCCCDD.

The Willow International Community College Center is also supported by community donations for student scholarships through the district's Foundation. In addition, the center has several grants to provide additional student support such as two Student Support Services (SSS) grants to provide additional support to Science, Technology, Engineering and Math (STEM) Students and to students interested in transferring to four-year colleges. [Evidence # 759, p. 94]

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its Eligibility Application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the Eligibility Application process.

The SCCCDD financial accountability is validated by external financial audits performed on an annual basis. The annual audit includes the student financial aid program as well as other district-wide programs. This Eligibility Application contains copies of requested budgets, certified independent audits with the management letters, financial aid program reviews/audits, and student loan default rates and USDOE reports. The SCCCDD audits follow the Governmental Accounting Standards Board requirements. The District has no annual or cumulative operative deficit. [Evidence # 166]

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding

improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Willow International Community College Center has established an ongoing, systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. In 2008-2009, an integrated planning process and strategic plan was established using the College Center Council (CCC) as the “umbrella” organization for the development of a draft plan, with workshops conducted throughout the year involving the faculty, administration, classified professionals, and students. The center is now working on the 2011-12 Strategic Plan. The six strategic areas of the plan correspond to the SCCCD Strategic Plan, with the nine goals driving the annual work plan for the center. Since this is a one year plan, a review of the objectives and activities occur as part of the continual evaluation process as the plan is modified for the subsequent year. A diagram of this cycle is included in the College Center Council Handbook and standard one of this document. Additional operational plans that have been developed collaboratively and address the educational goals include technology, basic skills, enrollment management, staffing, matriculation, and facilities (to be completed in 2012).

In terms of resource allocation for discretionary funds, the CCC has established a process by which all proposed funding action plans need to be directly tied to program review recommendations, strategic plan objectives, future program, and/or operational plans. Also, individuals representing their respective areas present their program review recommendations to the CCC for consideration of future planning and resource allocation.

The collaborative decision-making processes at the Willow International Center are outlined in the College Center Council Handbook which includes the mission statement, committee structure and governance, organizational structure, strategic plan, and supplemental information. The cycle for collaborative decision making is included in the handbook as well.

Regarding research, the Willow International Center and Reedley College share a full-time Institutional Researcher that assists in collecting data for program review, planning, assessment, the evaluation of the operations, and student learning outcomes of the sites.

Willow International has a comprehensive Educational Master Plan that starts in 2009 and projects out twenty-five years. [Evidence # 53, 128, 683]

20. Public Information

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

The Willow International Community College Center information is published in the Reedley College/Willow International Center Catalog and in other appropriate places. Accurate and current information that describes the college’s mission, purposes and objectives, admission requirements, procedures, fees and other financial information, course, program, and degree offerings, rules and regulations directly affecting students, complaint and grievance policies and procedures, names and academic credentials of administrators and faculty, and other information

related to attending the college are in the catalog. The catalog is available on the website <http://www.willowinternationalcenter.com>, and any revisions to the catalog are noted. A Public Information Officer is assigned part-time to support the marketing and media advertising for the Willow International Center. The catalog includes all the required information. [Evidence # 297]

21. Relations with the Accrediting Commission*

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

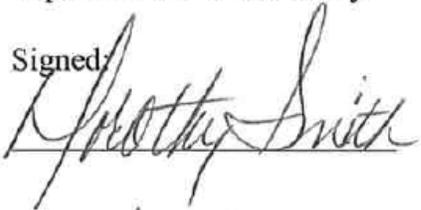
*** This Eligibility Requirement may not be fully realized until Candidacy or Initial Accreditation has been achieved.**

The SCCCD Board of Trustees provides assurance that the Willow International Community College Center, through Reedley College, adheres to the eligibility requirements and accreditation standards and policies of the Commission. This adherence to the standards and policies of the commission will continue with the establishment of Willow International being approved as Clovis Community College. Willow International continues to be included under Reedley College for accreditation by ACCJC. [Evidence # 722]

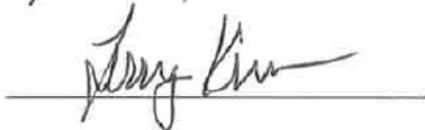
Statement of Assurance

We certify that Willow International Community College Center meets the eligibility requirements for candidacy.

Signed:



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



Terry Kershaw, Ed.D.
Vice Chancellor
Willow International Community College Center

Evidence for Introduction

Doc. #	Document Title
7	Student Learning Outcomes Duty Day Presentation FA08- Instructional
8	Student Learning Outcomes Duty Day Presentation FA08- Student Services
13	Reedley College Catalog 2008-2010
20	Preliminary Notice to Secure College Status
53	North Centers Strategic Plan 2009-2010
124	Board Policies (all)
125	Administrative Regulations (all)
128	North Centers Strategic Plan 2010-2011
166	Financial Audit Report 2008-2009
167	Financial Audit Report 2007-2008
168	Financial Audit Report 2006-2007
257	Mission Statement Approved by Board Of Trustees- Minutes 2-2-10
258	Educational Master Plan 2010
265	Financial Audit Report 2009-2010
273	Sample of SLO-PLO-GELO Mapping of as FA10
277	Admissions Application Paper Version
297	Reedley College Catalog 2010-2012
302	ACCJC-WASC Letter Granting Eligibility to the Willow International Center 1-29-10
319	Duty Day SP11 Adjunct SLO Workshop Agenda
350	Library Database Handout
352	Library Services SLO-PLO-GELO Mapping
412	SLO Summit Slide FA10
413	SLO Summits E-mails, Agenda, & Handouts FA10
420	Duty Day SLO Presentation FA10
429	SLO Summits FA10 Mapping Homework
433	SLO & Assessment Blackboard Website
441	GELO Documentation
560	CCC Apply Website
605	Action Plan Funding Request Form for 2011-2012
606	Willow International Site Plans
680	Tutorial Center SLO Mapping Grid
681	College Center Council Handbook 2010-2011
683	Goals Matrix 2011-2012
694	Basic Skills Improvement Report
695	Willow International Transfer Rates
715	SCCCD Website
722	Willow International Eligibility for Candidacy Application
727	Accreditation Orientation Sign-in Sheet 3-19-10
740	Letter of Intent, Transition to College Status, Willow International Community College Center to Clovis Community College November 2008
759	SCCCD 2011-2012 Tentative Budget
769	Letter from ACCJC Accepting Reedley College's Mid-term Report 2-3-09

782	Letter to ACCJC Requesting to Formally Begin the Process of Applying for Eligibility 12-4-08
794	Classified Association Minutes 5-27-11 Approving Self Study
802	Academic Center Two Dedication Program 5-14-10
817	Sign-Up Sheet for Accreditation Committees
821	Willow International Full-time Faculty List with Degrees

Standard I - Institutional Mission & Effectiveness



Willow International Community College Center Mission Statement:
The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

STANDARD I:

Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

- 1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

Descriptive Summary

Willow International Community College Center Mission Statement:

The mission of the Willow International Community College Center is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

The mission statement of Willow International is the foundational guide for the planning and review cycle used to ensure that student learning is fully supported and constantly improved through a process of assessment and evaluation. It addresses educational opportunities, life-long learning, and assessment through student learning outcomes. It also expresses Willow International's commitment to community engagement and diversity. [Evidence # 84]

The mission statement supports the State Center Community College District's mission, which reads as follows:

State Center Community College District is committed to lifelong learning and success for all students by providing accountable, accessible, innovative and quality education programs and services that enable productive citizenship in a diverse, global society.

The common themes of accountability, full access, innovation, and quality give purpose and direction to the Willow International Center's planning, from student learning and support programs through facilities management, staffing, and future programs. These efforts begin and end with reference to our mission.

The mission statement is also the primary way the Willow International Community College Center presents itself to the community and the college center's stakeholders: students, faculty, and staff. The mission statement is prominently displayed in every classroom on campus, it is included on correspondence and public communications, including internal and external e-mails, and it is read at the first meeting of every standing committee each year as a reminder of our commitment, and to determine whether the mission statement continues to accurately represent our student-centered improvement efforts.

This mission is accomplished through the following efforts:

- Degree, transfer, career, technical, and certificate programs
- Basic skills support for students
- Economic development and workforce training
- Community service and outreach

Our comprehensive curriculum offers general and specific educational opportunities, and it is supported by student services that help ensure student success. In addition, student and academic activities that focus on community involvement and diversity support the mission's emphasis on participation in the local and global communities. [Evidence # 193]

In terms of community service and outreach, the addition of the Academic Center Two facility has freed up conference space for community-based organizations to use the facility. For example, the Clovis Chamber of Commerce Leadership Program participants meet at the Willow International Center each month as part of a two-year leadership training program. Activities hosted by the Associated Student Government such as the fall "Rocktoberfest" and Spring "Extravaganza" includes community-based organizations, local colleges' representatives, green industry representatives, and college-related community groups as part of the outreach efforts to bring the community onto the campus. Local non-profit clubs such as Rotary International also meet on the campus during the year with the programs including a tour of the facilities and overview of the programs. [Evidence # 250, 251, 252, 253, 254, 255, 256, 261, 262, 263]

Students at Willow International may take advantage of international study programs offered by the college district. The international programs allow students an opportunity to study in another country while earning transferable college credit, as well as enable them to gain a first-hand understanding of other regions and cultures of the world.

In 2011, Willow International students are offered the opportunity to study global business and economic environments by visiting business centers in London, Paris, Barcelona, and Rome; environmental and geological structures in Belize; and archeology and history in China. [Evidence # 692]

Since the mission statement is the foundation of our planning process, we use it in conjunction with the Educational Master Plan for an integrated planning process. The annual strategic plan is implemented based on the previous year's assessment of the strategic plan goals and objectives within the following basic themes:

- Student access, awareness, and success
- Excellence in teaching and learning
- Workforce readiness and partnerships
- Institutional awareness and communication
- Resource optimization
- Accreditation

Each year, after a review of data and needs, goals are set for each of these themes that are consistent with our mission statement. These goals are developed through dialogue at the Duty Day workshops, through specific committee reports, and through administrative review. The specific goals are established by the College Center Council. As specific efforts are implemented, data are gathered and the programs are reviewed for constant improvement and to determine future strategic goals.

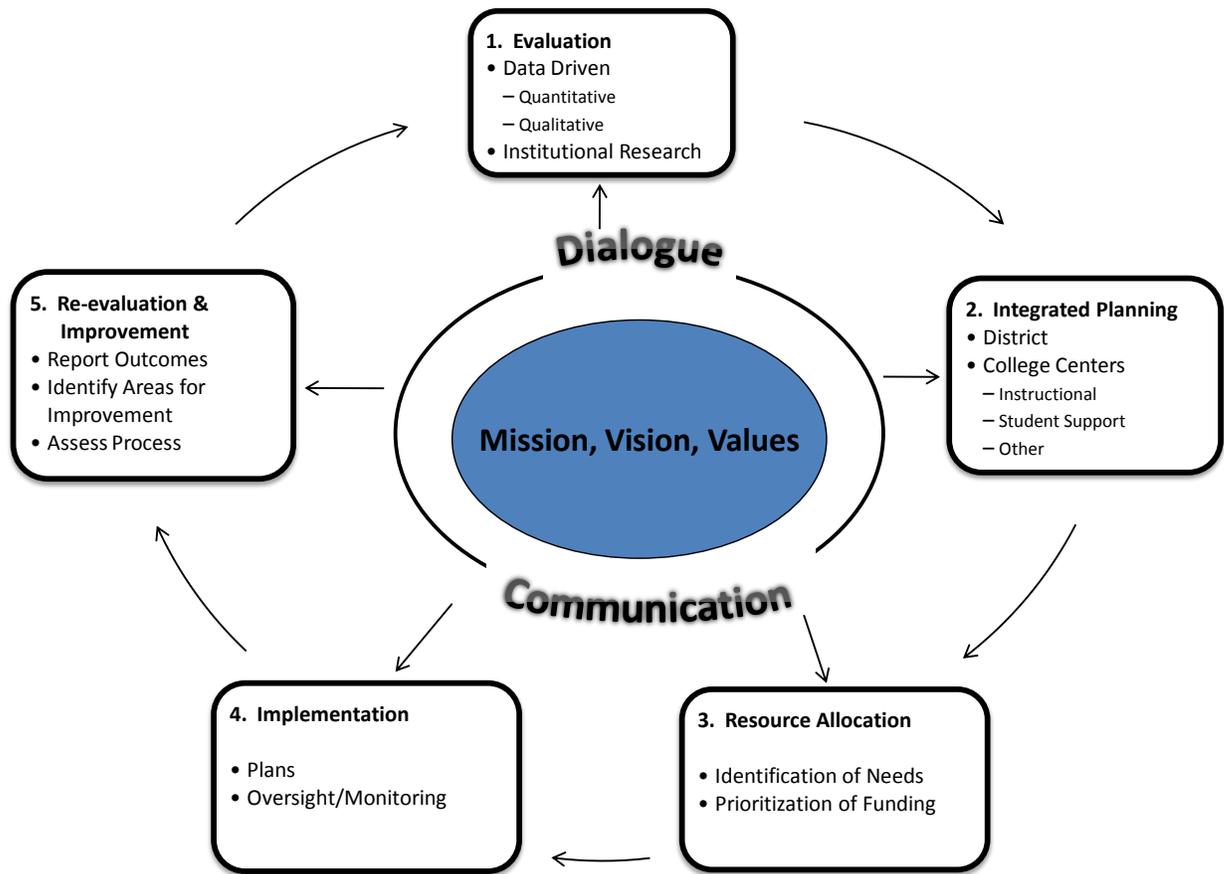
As we stated in our Educational Master Plan, “The most critical elements of planning are:

- [Willow International’s] commitment to a process which engages in a deep, honest, self-evaluation
- Hard analysis and observation of community need
- Open-ended brainstorming of possibilities
- The making of clear choices; reflected in specific goals and objectives
- Realistic plans for implementation

Setting realistic objectives in a timely manner is essential to successful planning.”
[Evidence # 25, 599, 37, 258]

The emphasis on continuous improvement is a major focus of our mission statement. We accomplish this improvement through a process of planning and implementation that uses research to create plans that are consistent with our mission. At every step, collaborative discussion is the key component of planning. We allocate resources on the basis of these plans, and we implement the plan while maintaining strict oversight and monitoring (both subjective experience with the program and data analysis) to create reports for re-evaluation of the plan. This information, in turn, leads us to further planning, refinement, or change. The following chart is our graphic model of the continuous improvement efforts on our campus.

Continuous Improvement – Collaborative Decision Making Process



At the center of this process is our mission statement, which is constantly referred to during the various steps. This planning process is published in the Faculty Handbook and is reviewed on Duty Day as a reminder to our staff. Each spring semester, the College Center Council reviews and, if necessary, revises the evaluation and planning process. The minutes of the CCC record the deliberation and any changes, and these changes are then published in the next annual edition of the CCC Handbook, which is developed through the CCC and completed by the Vice Chancellor’s office. [Evidence # 123, 85]

To support this continuous improvement strategic planning effort, we have developed a vision statement for our college center’s future:

Willow International Community College Center Vision Statement:

The Willow International Community College Center will achieve independent college status with a broad, technology based curriculum that meets the individual educational needs of our clients in a global environment. We will provide access to people from diverse economic, demographic, intellectual, and technological communities.

Our multi-faceted approach, including but not limited to, student contact, technological outreach, and building community partnerships, will provide a comprehensive system of learning opportunities and educational support services.

Properly, this document looks forward, focusing on where Willow International is going: into offering greater opportunities for students and engaging with our community and the world. But moving forward requires that we know the purpose and the values we honor. The mission statement provides the answer to purpose; our core values provide the answer to what we honor and what we aspire to. These core values are the bedrock of the actions we take in support of student success and are published on our website:

Core Values:

- Integrity
- Respect
- Flexibility
- Cooperation/collaboration
- Initiative
- Responsibility
- Challenges
- Supportiveness
- Communication
- Diplomacy
- Mentorship
- Empathy
- Curiosity
- Participation
- Confidence

The Willow International Community College Center is a comprehensive institution as evidenced by the fact that 650 courses are offered per year in 39 areas of study leading to associate degrees and certificates through Reedley College. The state-of-the-art facilities include over 175,000 square feet of classroom, laboratory, office, and student services space supported by the most current technology. As described in Standard III, plans for programs, staffing, and facilities are being developed which will guide the college center in its goals of expanding career technical, academic, and student support services for the college center in the future. [Evidence # 329, 330]

In accordance with our mission and values, student success is supported by counselors for career, transfer, and academic success, and tutorial services help students in specific disciplines. Veterans and disabled students are assisted through specialized counseling services. The acquisition of external funds has allowed the center to provide additional support services through recently acquired TRIO-Student Support Services and STEM (Science, Technology, Engineering, & Math) grants. Financial aid is available to qualified students, and a professional staff assists students in applying for aid. A full-service library with a growing collection of

resources is augmented by an inter-library loan program for the district, giving students access to a large range of printed and electronic media.

Students who are unprepared for college work are supported through a basic skills curriculum in reading, writing, study skills, and math, and these students have access to tutorials and workshops that help them acquire the necessary skills and discipline for success.

Enrichment programs for students who qualify are available to support the mission of student learning. Willow International offers an honors program, Alpha Gamma Sigma honors society, student government, and student organizations. For example, our campus organizations include the Gay/Straight Alliance, Latter-Day Saints Association, Willow Art Collective, and clubs for health, philosophy, and environmentalism. Through the State Center Community College District, students are able to participate in a variety of sports and education study abroad programs. [Evidence # 213]

On-line educational and student services opportunities help extend the reach of the college center to non-traditional students including, but not limited to, the disabled and all online populations. This supports our mission to provide educational opportunities to a diverse population. Students may enroll and receive academic and career counseling online, participate in approximately 17 online class offerings (some in multiple sections), and through a district service, may receive tutoring online. Students are supported with a district Blackboard help desk, which is available to answer questions and assist with course software problems. Our district library system has a variety of databases and other resources that allow the on-line student to conduct research and complete reading without visiting the campus, and it also offers students the ability to check out books from any library in the district and have them delivered to the campus closest to the student. [Evidence # 329, 330, 350, 337]

As a part of our continuous improvement process, each of our programs, curricula, and goals is evaluated regularly for possible revision or new implementations. Among the most important evaluation projects is the program review cycle. Instructional disciplines, student services, administrative services, support programs, and student activities are evaluated on a regular five-year cycle. The program review process requires data and experience to be evaluated thoroughly with an eye toward improving each student's experience at the college center. This data-driven effort relies on the mission statement as the foundation of planning and decision making. The program review findings and recommendations are presented to the College Center Council (CCC), which is the central planning group of the college center. Every program review includes a review of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) with mapping to the appropriate General Education Learning Outcomes (GELOs). In addition, there is an annual report from each discipline to the CCC about the implementation and progress of program review recommendations.

During Spring 2011, the College Center Council, as part of the integrated planning effort for 2011-2012, developed and implemented a comprehensive planning matrix which shows the interrelationship among 2010-2011 strategic plan goals, the Educational Master Plan, accreditation planning agendas, district strategic plan goals, and the 2011-2012 North Centers strategic plan goals. This planning matrix supports the mission to focus on continuous

improvement in all areas, especially in student learning. [Evidence # 683]

As explained in detail in section II.A, one of the most significant outcomes of program review for academic programs is the revision of student learning outcomes, which are made a part of the course outlines of record (COR) and drive the next cycles of student learning outcome monitoring, reporting, and evaluation. Although we often change the outcomes more frequently than during the periodic program review, a complete analysis for revision and articulation with the program learning outcomes and the general education learning outcomes is accomplished as a regular part of the program review. This also ensures that each class and program remains supportive of the college center's mission statement. [Evidence # 116, 258, 433]

Our Educational Master Plan shows that our demographic neighborhood is rapidly approaching 25% of residents over 50 years old. Therefore, the Willow International Center remains committed to offering programs and opportunities as funding allows, including contract education opportunities. For example, we hope to offer contract classes in computer software applications and physical fitness.

Many of our activities such as concerts, debates, lectures, and film festivals are publicized and open to students of all ages as well as the public. [Evidence #213]

Self Evaluation

The Willow International Community College Center meets this standard. Our mission statement drives our constant improvement efforts for better student learning and more effective programs and services through its focus on student learning outcomes (SLOs). The SLOs for each class are aligned with Program Learning Outcomes (PLOs), which in turn are aligned with General Education Learning Outcomes (GELOs). [Evidence # 433]

The SLO process is a continuous systematic quality-improvement plan that directly affects student learning. It is a program that is supported by dialogue, frequent reviews, and revisions. It is an institutional and discipline-specific priority that is linked to the five-year program review cycle with annual reports to the College Center Council.

The program review process is also a continuous systemic quality-improvement plan that directly affects student learning and institutional effectiveness. The processes for program review are revised at the end of each full-college cycle and, if necessary, more often to meet new challenges and opportunities. The results of each program review are refinement, modification, and improvement that are directed toward student learning and success.

In addition, our mission statement supports our vision statement, which is our road map toward the future, and the efforts required by our mission statement are supported by our core values.

Our cyclical planning processes, including program review, educational master plan, strategic plan, operational plans (e.g., facilities, technology, enrollment management, matriculation, student success), and resource allocation requires reference to our mission statement as a part of the process. Planning is accomplished through a continuous, systematic improvement process

that is data driven and directed toward a commitment to the goals of student success and student learning through educational effectiveness. Planning is a collaborative effort with a wide variety of stakeholders present at the table. For example, the College Center Council includes students, administrators, classified personnel, and faculty, all with a voice in achieving consensus. Every step of planning is transparent and widely communicated through meeting minutes, Blackboard postings, e-mails, etc., and planning meetings are open to visitors. The planning process itself is scrutinized for possible improvements. Each spring semester the CCC reviews and, if necessary, adapts the evaluation and planning processes. The deliberation and any changes are noted in the minutes of the CCC meeting, and changes are published in the annually-updated CCC Handbook. [Evidence # 123, 85, 128]

An example of our improvement process arose during the preparation of this self study. It is a good illustration of how our continuous improvement planning works. The committee members tasked with writing Standard I were not satisfied that our mission statement review and revision procedures were adequate. The committee reviewed the history of the mission statement process, interviewed past members of the mission statement writing committee, recommended changes, and formulated a draft procedure. Two members of the committee were invited to the Accreditation Steering Committee to present and discuss the new procedure, and upon approval, brought the new procedure to the College Center Council for consideration. The College Center Council deliberated, made recommended changes, and adopted the new procedure, which requires annual review by all standing committees on campus with a feedback system to ensure that the mission statement is renewed whenever necessary. The CCC minutes reflected the discussion and the adoption of the new policy. The CCC Handbook for 2011-12 will include the new policy.

A second example of our improvement process is the development and implementation of the North Centers 2011-2012 Planning Matrix, which shows the interrelationships among strategic plan goals, the Educational Master Plan, accreditation planning agendas, and the district's strategic plan goals. This document allows stakeholders to view how each part of our planning and improvement processes connect with all other parts. [Evidence # 683]

From the identification of the problem to a final policy took about one month, and the policy was ready for publication and implementation. [Evidence # 604, 318, 123, 583]

The Accreditation Staff Survey conducted in May 2010 shows that 96.3% of the faculty and staff of the Willow International Community College Center believe that “the college center programs, services, and planning are consistent with the mission of the center” and an equal percentage responded that “The mission statement defines the broad educational purposes, its intended student population, and commitment to achieving student learning”. [Evidence # 127 q. 1, 2]

Furthermore, a survey administered to students as part of the internal scanning process for the development of the Educational Master Plan in Spring 2009 indicated that 85% of the students responding indicated that their personal college experience was excellent or good. Open-ended questions in the survey indicated that there was a consensus that the new facilities and friendly, knowledgeable staff are a great asset to the center, and that they appreciated the dedication and

professionalism of the faculty, administration, and staff, reflecting the mission, vision, and values of the institution. [Evidence # 258 p. 43-49]

Willow International’s mission statement defines our core constituency: students from diverse backgrounds who will take their place in the community and world. We have reached out through our school relations specialist to the demographic groups represented in our community to ensure that our campus reflects our community. For examples, Willow International representatives participated in the Clovis North High School’s Annual United Black Men Leadership Conference, the Clovis West Chicano/Latino Success Conference, the Clovis High School Latino Conference, the CalWORKS Job Faire, the Central Valley Teen Parents Conference, and specific outreach opportunities for the Chukchansi Native American tribe. [Evidence # 141, 266]

The table below lists the area demographics for major ethnic groups as compared to our student population. Statistics for the area demographics are from our Educational Master Plan (2008), and statistics for the school population are from our institutional researcher (2009).

Ethnic group	Area demographic	Willow International
White	64.7%	51%
African-American	3.7	3
American Indian	1.2	1
Hispanic	27.4	25
Asian/Pacific Islander	10.5	9
Race/ethnicity unknown		11

Data Source: Educational Master Plan 2008, Institutional Research Website, ir.scccd.com

This chart demonstrates that our student population closely mirrors our service area demographics, especially among students who come from ethnic groups that have traditionally not sought college educations. [Evidence # 141, 258]

Basic skills classes help unprepared students improve their skills so they are ready for the rigors of college work and careers. In order to support our mission, we offer basic skills classes in English (Reading and Composition), math, and study skills. These classes are supported by a tutorial program that is available to all students. [Evidence # 289]

Statewide, the percentage of basic skills students who successfully complete a basic skills course and go on to complete a more advanced class is 61.5%. Both Reedley College with 62.6% and Fresno City College with 65.3% show better than average results for basic skills completion. The Willow International Center’s experience is impressive by comparison: 66.8% of English basic skills students go on to successfully complete a college-level class in English (English 1A), and 55.9% of math basic skills students go on to complete a college-level class in math. [Evidence # 331, 141]

Our mission includes transfer as a goal. The California State Chancellor’s Office Research and Planning Group: Center for Student Success recognized Reedley College as a “higher than expected” transfer-rate college, and focused their attention on Willow International as a campus

where the culture is defined as, “transfer is expected.” They noted that the college campuses have a student-centered focus (page 5) and “extremely strong relationships with feeder high schools (page 6). They also noted that tutorials, transfer days, early alert, and honors programs contribute to the high transfer rate to 4-year institutions. According to the National Student Clearinghouse, Willow transferred 549 students to UC and CSU campuses during the 2007-2009 academic years. This is comparable to the transfer rate of Reedley College. [Evidence # 41]

The breadth of our career technical education (CTE) programs is reflected in a growing enrollment, from 2,662 in 2007 to 3772 in 2010. Career Technical Education programs currently being offered at the Willow International Community College Center include: child development, information systems, business, and criminology. Future academic and CTE programs are being developed as part of the Future Program/Staffing and Facilities Plans as the district looks forward to future local bond measure initiatives. The Academic Center Two complex was built with state-of-the-art facilities for allied health programs but due to the current fiscal situation, faculty and staff to support the Licensed Vocational Nursing (LVN) and LVN-RN programs have not been hired. These programs will be at the top of the list for future implementation, along with other CTE programs and facilities such as Alternative/Sustainable Energy, and Environmental Technology. We recently received a Career Advancement Academy Grant to initiate a Water Technology program. In regards to academic programs, the passage of SB 1440 and emphasis on the Associate Degree for transfer will play a role in future course and program additions. Also, the 2020 Vision- A Report of the Commission on the Future of the Community College League of California initiative to increase the success of degree attainment will be used as a guide for future program development in the student services arena to improve student completion and success. [Evidence # 685]

Finally, the mission statement defines our goal of offering affordable and comprehensive educational opportunities. As a student survey for our Educational Master Plan indicates, “Willow is recognized for providing an affordable, positive educational environment with excellent preparation for transfer to a four-year university.” [Evidence # 258]

Planning Agenda

None

2. The mission statement is approved by the governing board and published.

Descriptive Summary

The mission statement was approved by the Board of Trustees on 2/2/10. It is published in all major college center documents, posted throughout the school buildings in each classroom, and added to administrator e-mails. The goal is to have all stakeholders aware of the mission of the center in order to hold themselves and others accountable. As evidenced by the accreditation survey results mentioned earlier, the mission statement is well recognized as the foundation for planning and is an integral part of our planning process. [Evidence # 320; 257; 686; 127 q. 1, 2]

Self Evaluation

Willow International meets this standard element. The mission statement, which is reviewed annually during the fall semester each year by every standing committee on campus, is revised periodically through a collaborative process. The resulting mission statement is submitted to the Board of Trustees for approval, and upon approval, is published widely and used as the foundation of planning.

Examples of publication of the mission statement include the college center's web page, all administrator emails (external and internal), all major publications, and postings in every classroom on campus. It is also read at the beginning of our two Duty Days each year as a reminder of our commitment to its principles and is printed on each CCC meeting agenda to remind members that the mission is central to the continuous improvement process. [Evidence # 327]

The mission statement is in the center of our planning matrix, so every step of evaluation and planning requires reflection on the mission of the college center.

Planning Agenda

None

3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

To ensure that the mission statement is a current and accurate reflection of the Willow International Community College Center's dedication to providing educational opportunities to our diverse population of students and is comprehensive of all the programs and services offered at the State Center Community College North Centers, the mission statement is reviewed annually by all standing committees upon meeting for the first time each school year. Each committee reads and evaluates the mission statement in order to determine if any changes or modifications are needed. Any recommendations are noted and submitted to the College Center Council for review and consideration. If a revision is necessary, the College Center Council creates an ad hoc committee charged with rewriting the mission statement to address any and all comments by the campus standing committees who reviewed the mission statement. The ad hoc committee will consist of a broad range of representatives from all constituent groups (faculty, staff, students, and administrators). The committee is charged with rewriting the mission statement to address any and all comments by the campus standing committees who reviewed the mission statement.

After the ad hoc committee determines the new draft mission statement(s), a review and approval process will take place in which all constituents will have input on the mission statement(s), with final approval being made by the College Center Council and Board of Trustees. [Evidence # 123]

Self Evaluation

Willow International meets this standard. During the last revision of the mission statement in the 2008/2009 academic year, an ad hoc committee comprised of administrators, instructors, and classified personnel from both the Willow International and Madera sites wrote four different mission statements for the centers that reflected the mission of the State Center Community College District. The four mission statements were brought to the faculty and staff at the January 2009 Duty Day and voted on by all employees present. The current mission statement was the result of this process. [Evidence # 122, 324, 11, 144]

Upon approval by the Board of Trustees, the mission statement is attached to all major college center communications. It is listed on emails from administrators, faculty, and staff, and included in newsletters. Placards with the mission statement are placed throughout the campus.

Other opportunities for participation and input occur through regular meetings of the College Center Council, Academic Senate, Classified Senate, and Division Representatives. These committees are charged with reviewing the mission statement at least once per year, generally at the first meeting of every academic year. [Evidence # 85]

Furthermore, the program review process, which takes place every five years, involves making direct connections between the mission of the center and the programs we offer. By going through the program review process we systematically assess instructional programs, student support services, and administrative services using quantitative, qualitative, and student learning data to assess the degree to which programs and services effectively support the mission and the strategic plan. [Evidence # 116]

Planning Agenda

None

4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

As mentioned earlier, the institution's mission is central to the development of the college centers planning and decision making process as evidenced by the "Continuous Improvement-Collaborative Decision Making Process" in which the cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation is used to improve student learning. Section I.B.3 describes this process in detail, with the mission, vision, and values being at the core of the process resulting in all planning efforts revolving around the mission statement. [Evidence # 85]

The mission statement drove the creation of the Educational Master Plan that was completed in 2010. This Master Plan will assist the center in projecting the educational programs and support services that will be needed through the year 2025. This plan also provides data and general

direction to the centers in terms of the development of the strategic plan as well as the functional plans such as enrollment management, matriculation, technology, facilities, and staffing. Overlying the entire planning process at the Willow International Center are the strategic goals and objectives for the district and Center. As stated in the Educational Master Plan, the Strategic Plan has its roots in the Centers' mission statement. [Evidence # 258]

To focus our planning and decision making, we have developed the North Centers 2011-2012 Planning Matrix, which shows the interrelationships among strategic plan goals, the Educational Master Plan, accreditation planning agendas, and the district strategic plan goals. This plan includes the Mission Statement as a reminder that each step of planning and each decision must support our mission. [Evidence # 683]

The strategic planning goals and objectives are also integrated into the college center's budget development process and allocation of funds. As described in Standard III. D.1.d, each fall the process for financial planning and budget development begins with a collaborative effort by administrators, faculty, and staff. In building the discretionary budget, each division may request additional resources for program needs as identified through program review recommendations. This process is initiated through the completion of an "Action Plan Funding Request" form that defines the proposed project or budget request, along with the connection of the funding request to the strategic planning goals and objectives, Educational Master Plan, Enrollment Management Plan, Technology Plan, Student Success Plan, student learning outcomes, or any other planning document which justifies the support of the request. This form is emailed to all staff and is available on the Willow International Center website. [Evidence # 600]

Division Representatives, on behalf of division members, present these requests at meetings of the College Center Council. The College Center Council is made up of the Vice Chancellor, Associate College Business Manager, Vice President of Instruction and Student Services, Deans of Instruction and Students, Division Representatives, Faculty Association President, adjunct faculty representatives from Madera and Willow, Reedley College Strategic Plan Council representative, Reedley College liaison to the North Centers, ASG representatives and Classified Senate representatives from Madera and Willow.

Through the collaborative decision making process this broad based body of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans as well as accreditation requirements. As mentioned above, all of these plans contain goals, objectives, and activities which are reflective of the mission of the institution. [Evidence # 85, 241, 659]

Self Evaluation

The Willow International Center meets this standard. At the core of the "Continuous Improvement-Collaborative Decision Making Process" described in section I.B.3 of this standard are the mission, vision, and values of the institution, with all planning efforts revolving around these elements. Also, the Educational Master Plan, Strategic Plan, and operational plans (e.g., technology, enrollment management, student success, facilities, and matriculation) are tied to the mission statement with the College Center Council reviewing these plans for consistency with

the mission, vision, and values of the institution.

Program review reports include direct connections to the mission statement, as well as the allocation of resources by tying the funding requests to existing program review recommendations or planning goals and objectives.

To ensure that the mission statement is central to the decision-making process, it has been distributed throughout the campus community via posters, e-mail correspondence, and electronic screens in the Academic Center foyer, newsletters, and committee agendas.

The accreditation survey of faculty, staff, and administration conducted in Spring 2010 specifically addressed the mission statement through the following questions shown with the results:

1. The College Center programs, services, and planning are consistent with the mission of the center. (96.3% of the 85 respondents agreed or strongly agreed to this statement.)
2. The mission statement defines the College Center's broad educational purposes, its intended student population, and commitment to achieving student learning. (96.3% agreed or strongly agreed to this statement.)

[Evidence # 127 q. 1, 2]

Planning Agenda

None

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

- 1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

Descriptive Summary

The institution is committed to continuous quality improvement of student learning and institutional practices through extensive dialogue. This dialogue and self-reflections occurs in numerous college committees and institutional processes. As described earlier, an "Institutional Effectiveness-Collaborative Decision Making Process" has been implemented throughout the

Willow International Center. The purpose of the process is to ensure that the mission of the institution is fulfilled and that student learning outcomes are maximized. The process includes: 1) Evaluation, 2) Integrated Planning, 3) Resource Allocation, 4) Implementation, and 5) Re-evaluation and Improvement. Central to the success of this participatory governance model is dialogue and communication. This ongoing process is accomplished primarily through college center organizations and committees, along with workshops, and both paper and electronic communication.

The oversight of the Collaborative Decision Making Process of the Willow International Community College Center is conducted through the College Center Council. The College Center Council was originally established as the “Institutional Oversight and Budget Committee” (IOBC) in 2006- 2008, and later the name was changed to better reflect the scope of the committee to the College Center Council in the Fall 2008 semester. Representatives from all of the constituency groups are members of the College Center Council. [Evidence # 85, 21]

As stated in the College Center Council Handbook, the purpose of the College Center Council is “to assess and improve upon the existing process of evaluation, planning, and improvement for the North Centers, with an emphasis on the North Centers’ strategic planning and implementation processes. As a result, the planning cycle of evaluation, goal setting, resource distribution, implementation, and reevaluation will become part of the organizational culture of the centers as they continue to move towards the goal of reaching full college status.”

Other organizations who practice fruitful dialogue and clear communication relative to collaborative decision making include Division Representatives, Vice Chancellor’s Cabinet, Faculty Council (the representative body of the Faculty Association), and the Associated Student Government.

In terms of frequency of meeting, the College Center Council and Division Representatives meet every other week, and the Faculty Council meets monthly during the academic year. The entire Faculty Association meets at the start of every semester. The Associated Student Government meets weekly. The standing committees set meeting goals and timelines at the beginning of each semester. Each committee maintains a set of by-laws and/or a handbook that specifies its procedures, including the frequency of meeting times. The College Center Council Handbook is available on the Willow International Blackboard website.

Minutes from committee meetings are forwarded via email to all faculty and staff by administrative staff. Further, the Vice Chancellor’s Cabinet, North Centers Faculty Association, accreditation committees, and College Center Council maintain pages on Blackboard that include meeting minutes.

One major activity which promotes campus-wide dialogue and communication is the Duty Day event. Held the week prior to the beginning of each semester for one day, a series of updates and communications are given to the entire full-time faculty and classified staff in attendance, along with hands-on activities relative to planning, program review, student learning outcomes, and other items which have been identified to be of campus-wide importance by the College Center Council. [Evidence # 122, 26]

Another example of campus-wide dialogue and communication was held at the Spring 2011 Flex Day in which the faculty and staff reviewed all of the draft Planning Agendas which resulted from this accreditation self study process and identified specific strategies that could be used to reach the goal of the planning agenda over the course of the next two years. This information was used as part of our 2011-2012 annual strategic planning process as we address the planning agendas through specific and measurable objectives and strategies. [Evidence # 317, 99]

In regards to dialogue concerning distance education specifically, faculty members from the Willow International Community College Center participate in the Reedley College/North Centers Distance Education Committee. The purpose of this committee is to study, formulate, and disseminate best practices pertaining to the distance education mode of instruction. [Evidence # 388]

Finally, each Program conducts a Program Review on a five-year cycle. Dialogue and communication during Program Review are data-driven, and include an analysis of student performance, student and community demographics, and the success of the previous cycle's stated goals. This allows each department to realistically evaluate its own achievements and the needs of the students. A teaching modality analysis was conducted as part of Program Review, beginning with Cycle Three to include a systematic look at the contrast among the different modalities (seated, hybrid, and online). Student success data is starting to be disaggregated along teaching modality lines to highlight differences and opportunities for improvement. Data of this nature were presented and discussed recently in the Student Success/Basic Skills Committee (Feb. 2011) and the Distance Education Committee (Dec. 2010) meetings. [Evidence # 116, 684, 388, 77]

During the interim period between full Program Review, department members complete an annual Program Review progress report in order to measure progress and to continue to reevaluate their goals. [Evidence # 116, 14]

As a direct result of the program review cycle and the annual evaluation and reporting on program review progress, faculty and staff establish student learning outcomes (SLOs) for each course and each program that in turn support the program learning outcomes (PLOs) and general education learning outcomes (GELOs), where appropriate. The last few semesters in particular have seen a surge in the efforts by faculty and staff to develop SLO assessment tools, to perform the assessments, and to make improvements in both the SLOs and the SLO assessment tools based upon the assessment results. During the Fall 2010 semester, Reedley College and the Willow International Center hosted four "SLO Summits" (one for each academic division) to facilitate faculty interactions and to clarify the process and its documentation. Discipline experts from Reedley College, Willow International, and the Madera Center met. This has enabled the timely development of SLOs, SLO assessment tools, mapping of SLOs to PLOs and GELOs, and has made possible rapid and wide-scale SLO assessments. A student services SLO Summit was also conducted in the Fall 2010 semester. An SLO workshop for adjunct faculty was conducted on January 6, 2011, to provide training for part-time faculty by the administration and full-time faculty in the assessment of student learning outcomes. In addition, an assessment workshop for adjunct faculty was held on August 11, 2011. [Evidence # 82, 319, 413, 424]

Each course is evaluated annually through the data obtained by the student learning outcomes process to determine whether instruction leads to student success and to determine any necessary changes to courses, to outcome descriptions, or to instructional methods and materials. The data and the conclusions are the basis of collaborative discussion among the faculty for program and course improvement. These data and conclusions are presented to the Curriculum Committee, College Center Council, and SLO Assessment Committees. The results of program review are also shared among programs at duty day meetings and also on Blackboard so that each program can use the experiences of other programs to strengthen its own review process. [Evidence # 337]

The availability of materials generated by committees and programs makes the work at Willow International transparent to the community, potential and current students, and to out-of-area potential stakeholders such as distance education students. Interested persons use the web resources maintained by the campus, thus allowing both on-site and remote participants to feel involved and connected with Willow International.

Self Evaluation

Willow International has been successful in meeting this standard. Results from the Accreditation Survey conducted in May 2010 support the engagement of the program review process, with a cumulative 90.8% of respondents marking either “agree” or “strongly agree” when asked if “Review of programs and services is integrated into the College Center’s planning process”. [Evidence # 127 q. 4]

The same survey reflected the fact that faculty and staff participated in the dialogue and communication process. Faculty and staff stated that they had adequate opportunities for input, with 93.5% choosing “agree” or “strongly agree” in response to the statement that “The College Center’s planning process is broad-based, offering opportunities for input by all constituencies through established processes and committees”. This engagement in the process is also valued by faculty and staff as evidenced by the survey respondents overwhelmingly agreeing to the statement that the “College Center facilitates an ongoing dialogue about improving student learning and institutional processes”, with 51.8% strongly agreeing, and 43.4% agreeing with the statement. Of the remaining 4.8%, the response was “No opinion/does not apply”; thus, there were no negative responses. [Evidence # 127 q. 5, 3]

The “SLO Summits” that were held in October and November of 2010 allowed faculty and student services counselors and staff to share results of SLO development and assessment among programs. Participants were able to generate new ideas to continue improving their assessment tools, and, more importantly the assessment tools were used to continue improving classroom teaching. For example, in biology, an assessment tool applied to measure students’ skills with a microscope revealed specific common weaknesses. This alerted faculty to points of instruction that needed additional emphasis during laboratory meetings. [Evidence # 82]

Planning Agenda

The Student Learning Outcomes Coordinator and Student Learning Outcomes Assessment Committee will be responsible to maintain ongoing dialogue about continuous improvement of student learning.

- 2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

Descriptive Summary

The criteria used to set goals come from multiple data sources. Data outlined in the Educational Master Plan provide the foundation for our long-term goals, while the annual Strategic Plan contains data that drive the next year's planning goals and objectives. These data include community demographics, trends, and the full-time to part-time faculty ratio by institutional divisions and enrollments. Program review is also data-driven, and the resulting recommendations are reviewed by the College Center Council. Programs produce reports from their respective reviews, available on the Willow International Blackboard site. Student learning outcome assessment tools are now in place and being implemented. Student learning outcomes assessment data is analyzed and used to improve instruction and student services continuously. Similarly to program reviews, Student Learning Outcomes, assessment tools, and data derived from assessment implementation are shared on Blackboard. Funding such as grants and awards, and California State Lottery funds are used to support institutional improvement and set fiscal goals as formally laid out in the annual budget.

All members of the college center community understand and participate in the goal-setting process, and as a result both develop goals they believe in and work hard to reach. The Faculty and College Center Council Handbooks outline the processes used in establishing the annual goals and objectives. Newsletters and email correspondence communicate the process used in allocation of resources through Action Plan Funding Requests. Duty Day is used to validate objectives for the annual strategic plan. The Vice Chancellor's "State-of-the Centers" bi-annual reports are videotaped and placed on the website for viewing. The Vice Chancellor's annual goals for evaluation are reviewed by Vice Chancellor's Cabinet, College Center Council and forwarded to the Chancellor and Board of Trustees. Finally, the Vice Chancellor is evaluated annually by the Chancellor based upon the goals. [Evidence # 126, 681, 132, 122, 607, 15, 16]

We monitor success in meeting goals by assessing the Strategic Plan periodically during the year. The College Center Council receives a mid-term report and then a final update on objectives and accomplishments each spring. Data from the Strategic Plan monitoring are used to formulate the next year's goals and objectives. Lottery funding is used to support instruction, student services and operational services based upon the Strategic Plan as well as departmental Action Plan Funding Requests, the Educational Master Plan, Technology Plan, Enrollment Management Plan, Matriculation Plan, and Student Success Plan.

The Strategic Plan is clear and measurable so it is obvious if the goals have been met. The goals are restated in the Strategic Plan Report Form which includes objective, baseline data; activities conducted to address objectives, targets, assessment results, conclusions from data, and plans for ongoing improvement. As a result, the institution can see real data of the degree to which the goals and objectives have been met. [Evidence # 128]

To ensure the coherence of the Strategic Plan with other documents such as the Educational Master plan, accreditation planning agendas, and the district Strategic Plan, we use the North Centers 2011-2012 Planning Matrix. [Evidence # 683, 706]

During the Spring 2011 Flex Day, the faculty, administration, and staff met together and collectively reviewed each of the 2010-2011 Strategic Plan goals and objectives to identify the planning activities that occurred during the 2010 Fall semester as well as identify future objectives for the 2011-2012 period. As a result, the 2010-2011 Strategic Plan was updated with all major stakeholders involved in the dialogue and communications relative to the planning objectives and strategies. A 2011-12 draft plan had been developed. [Evidence # 122, 798]

Self Evaluation

Overall, the Willow International Community College Center has been successful in meeting the goals as stated in the Strategic Plan. The 2009-2010 Strategic Plan included six goals, five of which were fully or substantially fulfilled. For example, one objective was to utilize the results from the program review process to improve educational programs and services. Programs that went through the program review process all revised their curricula and programs based on the reviews; this goal was considered to be fully met. A goal that was rolled-over to the 2010-2011 Strategic Plan was to implement the process of receiving full campus status and initial accreditation for Clovis Community College, which we are in the midst of pursuing. [Evidence # 53]

Participants in the process agree that the dialogue and review process has a positive impact on planning. Results of the Accreditation Survey conducted in May 2010 indicated that 90.85% of the respondents agreed or strongly agreed that the “review of programs and services is integrated into the College Center’s planning progress”. An example given for this survey was that “Program review recommendations are reviewed by the College Center Council and Strategic Planning for Implementation”. This is strong support for the value of the program review process in actual implementation of improved day- to-day teaching, counseling and other student-oriented functions of the College Center. [Evidence # 127 q. 4]

Planning Agenda

None

- 3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

Descriptive Summary

As mentioned earlier, a process has been implemented at the North Centers to serve as the foundation for the continued improvement of student learning. The cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation has been institutionalized at the Willow International Community College Center through the Collaborative Decision Making Process.

Mission, Vision, Values – At the core of the collaborative decision-making process is the mission, vision, and values of the institution, with all planning efforts revolving around these elements. As stated earlier, the communication of the mission of the Willow International Center to all constituents is a high priority for the Center, as we feel that it is central to the governance and decision-making processes that lead to institutional effectiveness.

Dialogue and Communication – Extensive dialogue and communication is imbedded into the culture of the Willow International Center through meetings of the College Center Council, various committees, the Reedley College Academic Senate, the North Centers Classified Senate, the North Centers Faculty Association, Vice Chancellor’s Cabinet, Division Representatives meetings, the North Centers Associated Student Government, along with Duty Days, Flex Days, and the cycle of program review.

In terms of additional communication strategies, the Vice Chancellor sends out a monthly newsletter to all staff that includes the monthly report to the Board of Trustees as well as a message from the Vice Chancellor focusing on institutional improvement. Additional electronic messages and printed memos are sent when appropriate. Begun in Fall 2010, scheduled open forum meetings with the Vice Chancellor and senior administrators were also held throughout the academic period.

Five steps are being followed in terms of the process used in the collaborative decision-making model:

One: Evaluation – The analysis of quantitative and qualitative data is the driving force behind the dialogue and integrated planning efforts of the college center. Examples of sources of data to be reviewed include: survey results; community input through advisory committees; program reviews; student learning assessments at the course, program and institutional levels; Accountability Reporting for Community Colleges (ARCC) reports; Educational Master Plan; SCCC Fact Book; etc.

The Willow International Community College Center employs a full-time institutional researcher with Reedley College (50%) whose duties include the collection and management of data and information needed to support the evaluation component of the collaborative decision-making

model. Additional statistical support used in the evaluation process is provided by the SCCCD Department of Institutional Research. The SCCCD Department of Institutional Research website (www.ir.scccd.com) provides the centers and community with accessible information about Willow International and the district. Also, the “SCCCD Fact Book”, issued annually, contains summary information on the centers, colleges and district that is used as part of the data analysis for planning. [Evidence # 230]

Two: Integrated Planning – Key to the efforts of integrated planning are the relationships among the various planning efforts at the district and the college center levels. The North Centers 2011-2012 Planning Matrix presents a graph of the interrelationships among various planning documents: the Educational Master Plan, previous year’s strategic plan goals, accreditation planning agendas, and the district Strategic Plan. The State Center Community College District’s Strategic Plan goals are directly connected to the college center’s plans as evidence of continuity between the district and its colleges and centers. A district Planning Council has been established to provide oversight of district goals and achievement. In addition, they are responsible for planning and implementing the new 2012-2016 District Strategic Plan. In regards to the integration at the site level, instructional programs, student support programs and related support (e.g. library) are inter-connected with the overarching goal of continuous improvement of student learning. [Evidence # 332, 25, 128, 37, 16, 706, 707, 745, 777, 820]

The Educational Master Plan for the Willow International Community College Center was approved by the Board of Trustees on March 2, 2010. The process in developing the final plan was begun in April 2009 with input from students, faculty, staff, and administration through surveys, meetings, and open forums. The data collected as part of the planning process revolved around three major areas: 1) data research on the historic growth of student enrollment and weekly student contact hours (WSCH), 2) assessing the internal environment relative to the current composition/profile of the students served, and 3) conducting an external environmental scan that views the center in relationship to its service areas and external environment. As a result of the data analysis and dialogue, twelve recommendations were identified as the basis for assisting the North Centers in projecting educational programs and support services needed through the year 2025. [Evidence # 258]

Annual Strategic Plan goals are identified based upon the previous years’ efforts as well as the Educational Master Plan’s recommendations. Objectives are established to reach these goals through the College Center Council, with validation by the faculty, administration, and classified staff as part of the fall and spring Duty Day activities. Baseline data have been established for the objectives as part of the evaluation of the progress made towards the respective goals. A listing of the committees and information on their respective roles is included in the College Center Council Handbook. [Evidence # 122, 85, 95, 96, 97, 128]

Additional operational plans have resulted from the strategic planning process and are used for specific areas of improvement include enrollment management, student success, matriculation, technology, and future program/facilities/staffing. Annual Vice Chancellor goals are also identified as part of the planning process for the college center. The goals are discussed at the College Center Council and then approved by the Board of Trustees at their annual March workshop. [Evidence # 133, 326]

Three: Resource Allocation – a major step in the collaborative decision-making process for the North Centers is the connection between planning and resource allocation. The funding process for the overall operation of the district and colleges/centers (unrestricted general fund budget) involves a series of meetings with the constituents followed by approval by the Board of Trustees. The process used by the North Centers for the allocation of resources for projects not covered by the general fund budget is through the College Center Council using an “Action Plan Funding Request” form. Lottery and grant funds (e.g., Perkins) use this process of having the individual faculty or staff member complete the action plan form which asks the writer to show how the funding will tie to specific planning documents (e.g., Educational Master Plan, Strategic Plan, Enrollment Management Plan, Matriculation Plan, Technology Plan, Student Success Plan), and/or student learning outcomes and program review recommendations. Also included in the document is a work plan that outlines the specific activities or items desired, funding needed, person responsible and timeline as well as organizational areas that will be impacted by the item/activity desired. Based upon the budget development calendar, the College Center Council (CCC) discusses the Action Plan Funding Requests and develops a prioritized list of funded plans each fall for the following academic year. [Evidence # 85, 27, 38]

In terms of academic staffing, division representatives work collaboratively in prioritizing requests sent to the Vice Chancellor for consideration. Classified staffing positions have been identified as part of the future programs/facilities/staffing plan document developed in response to the Educational Master Plan’s data and recommendations. Section III.A of the self study describes this process in detail.

Externally funded grants and community partnerships (e.g., Workforce Investment Boards) are developed by the deans of Instruction and Student Services in collaboration with the Vice President, Vice Chancellor and district grant personnel. The district SCCCD Foundation also provides mini-grants for instruction and student support projects as well as student scholarships.

Four: Implementation – Once the plans and resources have been finalized, the implementation process involves collaboration among the administration, faculty, and staff, depending upon the nature of the project and funding. Oversight of the implementation of the plans is conducted by the CCC with regular updates on the projects conducted throughout the year. [Evidence # 123]

Five: Re-evaluation and Improvement – This final step includes the process of collecting data and reporting the outcomes relative to the degree to which the targeted planning goals were met, followed by the identification of areas for improvement. This information becomes the focus of dialogue and communication leading into step one (Evaluation) of the next cycle. Also, the CCC annually assesses the collaborative decision-making process itself, leading to modifications and further improvements of this model. [Evidence # 126, 85, 123, 92, 93, 94, 104]

Self Evaluation

The Willow International Community College Center meets this standard element. In comparing Willow International’s effort in planning to the WASC Planning Rubric for Evaluating Institutional Effectiveness, we believe that we are at the Sustainable Continuous Quality

Improvement level as ongoing and systematic evaluation and planning is at the core of the institution's "Collaborative Decision Making Process." In terms of dialogue, as described above, an ongoing, robust, and pervasive channel of communication occurs relative to planning, resource allocation and improvement. Data are collected and analyzed as described above, with ongoing review and adaptation of evaluation and planning processes done primarily through the College Center Council, division representatives, the Vice Chancellor's Cabinet, and Duty Days.

Answers from the Accreditation Survey conducted in May 2010 to the question "The College Center's planning process is broad-based, offering opportunities for input by all constituencies through established processes and committees" indicated that 93.5% of the respondents strongly agreed or agreed to the statement. As described above in the Collaborative Decision Making Process, a "culture of evidence" is being established at the Willow International Center through a belief in making decisions based upon an analysis of quantitative and qualitative data. [Evidence # 127 q. 5]

Examples of evidence for each step of the Continuous Improvement Collaborative Decision Making Process that is being used in the improvement of institutional effectiveness include the following:

Step One: Evaluation Using Qualitative and Quantitative Data

- Surveys
- Advisory committees
- Program Reviews/annual reports
- SLO assessments
- Planning document reports
- ARCC Reports
- SCCCCD Fact Book
- Committee reports

Step Two: Integrated Planning

- Educational Master Plan
- Strategic Plan
- Functional plans (e.g., Enrollment Management, Technology, Staffing, Facilities)
- College Center Handbook
- Vice Chancellor Goals

Step Three: Resource Allocation

- Action Plan Funding Requests
- Staffing requests
- College Center Committee Reports

Step Four: Implementation

- Planning Committee reports
- College Center Council Handbook and minutes

Step Five: Reevaluation and Improvement

- Strategic Plan data
- Final Reports- Grants and functional plans
- College Center Council review of process
- Newsletters, Duty Day presentations

Planning Agenda

None

- 4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

Descriptive Summary

To ensure that we are providing an opportunity for input from all parties who have a stake in the development and continuous improvement of our institution, we have implemented processes that allow input by all appropriate constituencies of the college center. This “Continuous Improvement-Collaborative Decision Making Process”, as described in detail earlier in this section, is driven by continuous dialogue and communication using a number of standing committees, Duty Day discussions, and written and electronic communications. At the core of the planning and resources allocation process is the College Center Council (CCC). Comprised of representatives from all constituent groups, this committee is charged with the decision-making process of evaluation and its oversight, integrated planning, resource allocation, implementation and re-evaluation, along with the annual evaluation of the continual improvement process itself. [Evidence # 85, 76]

Duty Day at the beginning of each semester is a time for all full-time faculty and administration to participate in our decision-making processes, along with those classified staff that are able to leave their positions during the event. Since all faculty, administration, and the majority of classified staff are present at each Duty Day, opportunities for input into college center planning occur on a regular basis. Examples include the selection of the mission statement, results of the previous year’s Strategic Plan objectives and validation of draft goals and objectives for the year, Educational Master Planning review, and recommendations for improvement by the College Center Council. [Evidence # 122, 128, 327]

Planning documents and minutes of committee meetings are also posted on Blackboard and the website so that all interested parties can be apprised of current planning processes and outcomes. [Evidence # 337, 561]

Regarding the allocation of resources, the institutional planning processes and the collaborative decision-making processes described earlier allow for the establishment of priorities among competing needs for funding. Each fall the process for financial planning and budget development begins with a collaborative effort by administrators, faculty, and staff. The process

involves each division requesting additional resources for program needs as identified through program review recommendations. This process is initiated through the completion of an Action Plan Funding Request form that defines the proposed project or budget request. This form is emailed to all staff and is available on the Willow International website. Division representatives and classified managers present these funding requests at meetings of the College Center Council on behalf of their respective constituents. Further improvement in communicating this process to all constituents was identified through discussion at the College Center Council meetings.

A Willow International Community College Center budget development calendar is approved each year by the College Center Council and begins with an October 1st deadline for submission of Action Plan Funding Requests. The calendar allows sufficient time for review of requests by division representatives, deans, the Vice Chancellor's Cabinet, and the College Center Council. Final review of all Action Plans is made by the Vice Chancellor of the North Centers, and the process concludes in mid-December with the drafting of the approved projects and associated budget proposal. [Evidence # 85, 75]

In terms of obtaining external funds, the center's institutional researcher, administration, and faculty work closely with the district's Director of Grants and External Funding to write and submit proposals for competitive grants. The Willow International Center also obtains funding for categorical programs through Reedley College, which is allocated on a formula basis. The majority of the grant-funded programs are primarily to support the success of students who are low-income and first-generation college students, to provide outreach programs, and support program development. Examples of grant-funded projects at Willow International include the following: a national Department of Education Title V grant to promote basic skills education through the establishment of a tutorial and extended learning center, a Student Support Services Science, Technology, Engineering and Math (STEM) grant, and a Student Support Services Grant that provides for counseling and advising for high risk transfer students, a Child Development Careers-WORKs grant to recruit former or current cash aid recipients who plan to pursue a career in the field of early childhood development, a Child Development Training Consortium grant to assist students to obtain or renew a child development permit, a California Early Childhood Mentor grant to coordinate and offer an adult supervision course and seminars for mentors and directors and to develop mentoring programs. The Willow International Center also received American Restoration and Recovery Act funds for two computer networking cohorts. On-going requests for funding include an additional Science, Technology, Engineering and Math (STEM) grant to increase the number of transfer students to four-year institutions.

The Willow International Center is a recipient of funding from the following: Perkins Act (VTEA) for its career technical education programs; computer/information systems, business, and child development programs, State of California Lottery funds, Basic Skills, Credit Matriculation, BFAP (financial aid), CalWORKS/TANF, and the State Center Community College Foundation Mini Grants program. [Evidence # 224]

In anticipation of future needs, the Board of Trustees, in 2003, acquired approximately 110 acres for a permanent site located at Willow and International Avenues. Through local and state bond funds, Academic Centers One and Two were built, and through AB-1, California Joint use

facilities legislation, and with partner funding from the state, SCCCD, and Clovis Unified School District, the child development center was built.

In terms of the overall planning process for the Willow International Community College Center, a series of workshops was held with Darden Architects, a local architectural company hired to lead the design efforts for the new center. Participants involved in developing the master campus plan included administrators, faculty, students, classified staff, and a member of the Board of Trustees. After much deliberation, an open forum was held to present the top-ranked master plan designs to receive additional input from the campus and community. A final proposal was then presented to the Chancellor and Board of Trustees for approval. [Evidence # 320]

An Associated Student Government for the college center was established in Fall 2010, with eleven club organizations now being active at the center including: Alpha Gamma Sigma, Creative Writing, Gay/Straight Alliance Club, Green Club, Health & Fitness Club, Latter-Day Saints Student Association (LDSSA), Philosophy Club, Planeteers, Political Awareness Club, Sociology Club, and Willow Art Collective. [Evidence # 535, 322]

Self Evaluation

The college center meets the standard. The continual improvement planning process allows for broad-based participation in college center planning as well as resource allocation. Key to this process is the “umbrella” organization, the College Center Council. Membership in this committee includes representatives of the following constituency groups: administration, faculty (e.g. division representatives, Faculty Association president, past president), adjunct faculty, classified senate, classified union (CSEA), research (institutional researcher), students, and a Reedley College faculty representative. As described in the College Center Council Handbook, the CCC addressed the following action items for the 2010-2011 academic year:

1. Strategic planning oversight
2. Program review oversight
3. Budget oversight
4. Educational Master Plan (facilities and staffing)
5. Meeting materials evidence (e.g., minutes, agendas, records) storage and distribution procedure
6. Resource allocation and funding process
7. Assessment of the Evaluation, Planning, and Improvement processes
8. Other items as identified by the committee

[Evidence # 85]

In addition, the following standing committees operate under the auspices of the CCC and play a major role in allowing for input by all interested parties relative to the planning process for the center:

- Division Representatives
- Enrollment Management & Student Retention

- Environmental Health & Safety
- Facilities
- Faculty Association
- Faculty Association Executive Council
- Honors Program Advisory
- Library Liaison
- Staff Development
- Student Success/Basic Skills
- Technology Advisory
- Vice Chancellor's Cabinet
- Vice Chancellor's Augmented Cabinet

Also, the following committees are comprised of individuals representing constituency groups from both the Willow International Center and Reedley College:

- Academic Senate (Academic Standards, Curriculum, Equivalency subcommittees)
- Classified Senate
- Distance Education
- Program Review
- Reedley College Strategic Planning Council (North Centers Representative)

Evidence of changes implemented as a result of the planning process and endorsed by the Center's stakeholders range from new landscaping, facilities, equipment, improvements and additions to the instructional programs and student services, and increased staffing. Examples include the facilities and equipment in Academic Center One and Two, expansion of the science and physical education programs as a result of the new facilities, increased scholarships funding, increased student support services through federally funded grants, and a new student government. [Evidence # 258, 128, 37, 682, 266, 606, 322, 336]

Results from the Accreditation survey administered to Willow International Community College Center faculty and staff in Spring 2010 indicated that 93.5% of the respondents strongly agreed or agreed to the statement that "The College Center's planning process is broad-based, offering opportunities for input by all constituencies through established processes and committees." Evidence of this can be found in the minutes of the College Center Council, and of the Academic & Classified Senates, and in the meetings and surveys supporting the Educational Master plan, etc. [Evidence # 127 q. 5]

Even though these results reflect good communication, the College Center Council feels that increased communication relative to the procedure for requesting funds can be improved.

Planning Agenda

The Center will improve communication on funding request processes through the development of a guide.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

At the Willow International Center, every step of planning and assessment is based on documented, outcome-based approaches, developed through cyclical reviews of data and experience. The results of planning and assessment efforts are communicated to all appropriate constituencies. For example, each semester's Duty Day presentations includes a report by the Vice Chancellor about the current and future planning strategies, which is videotaped and made available on the web page for viewing. Written minutes, reports, and data analyses are available on Blackboard, and specific meetings are held for planning, which are open to interested stakeholders. [Evidence # 607, 337]

Each step of strategic planning is based on data that is developed for this purpose, and the annual renewal of the strategic plan is a collaborative effort with representatives of the center as a whole contributing. The mission statement, the vision statement, and the core values underpin each step in the process of strategic planning. In a similar manner, Willow International has created a technology plan as a road map toward maintaining our resources and scheduling training to continue our position on the cutting edge of technology; a staffing plan to prioritize and anticipate future staffing needs; a facilities plan (to be completed in 2012); and an Educational Master Plan, which establishes a blueprint for our future needs. [Evidence # 37, 682, 687, 335, 258, 39, 104, 600]

Institutional data are available through the SCCCD Fact Book and on the SCCCD IR Website. These data are analyzed and interpreted in ways that inform the planning process as well as ensure the quality of the college center programs and services. [Evidence # 230, 321]

Data sources include Datatel statistics that record student enrollment and demographics, student and faculty/staff surveys, Accountability Reporting for the Community Colleges (ARCC) data, program review data, evaluations of activities (Flex and Duty Day activities, workshops, professional development opportunities, etc.), and SLO reports. Data are publicized through the district's Institutional Research department and its institutional research intranet page, and through various committee reports and documents available on Blackboard for review by any interested stakeholders. [Evidence # 321, 337]

The Willow International Community College Center has an Office of Institutional Research which has the responsibility along with the district's research office, to develop, interpret, and disseminate quantitative data on institutional outcomes and demographics. These data are used for a variety of institutional planning and assessment activities including program review, federal Integrated Postsecondary Education Data System (IPEDS) report, the Matriculation Plan, categorical program reports, DSPS services, the Enrollment Management Plan, and divisional and departmental needs as requested. Enrollment Management Reports are also used for enrollment and management decisions. [Evidence # 688]

Relevant information is included in annual reports to the State Chancellor's Office and the SCCC Board of Trustees. An annual Fact Book is produced that includes student and faculty demographics, community demographics, and relevant trends for planning. These data are the basis for major planning documents such as the Educational Master Plan, which uses external and internal environmental scans to determine future needs in programs of instruction and student services, capacities, space needs, and financial planning. It also calculates the total cost of ownership, and makes recommendations for future planning and action. [Evidence # 258, 80]

The results of activities that influence quality assurance are communicated from a variety of sources. Most end products (programs, adopted policies and procedures, resource allocations, etc.) are approved by the College Center Council, whose minutes and records are available on a Blackboard web page. New policies and procedures are available in the annually updated College Center Council Handbook, available on the CCC Blackboard page. In addition, any interested staff members or students may attend College Center Council meetings.

Formal documentation of large projects such as the Educational Master Plan, the annual Strategic Plan, and the Technology Plan are available on the Center's website and are available in printed form. These documents are reviewed regularly and revised when appropriate.

Program reviews are conducted for every program every five years and are reviewed for progress annually. These program reviews are a collaborative effort of discussion, data review, and goal setting. The review establishes Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) that support the General Education Learning Outcomes (GELOs) and the mission statements of the college center and of the district. Program review findings and recommendations are used for planning and resource allocation, including staffing requests. [Evidence # 338, 433, 116]

Through program review, the SLOs are established in order to (1) track current effectiveness and (2) improve student learning. Once these outcomes are established, they are institutionalized through our curriculum course outlines of record and tracked through SLO assessments. Each SLO creates a data set for analysis, evaluation, and review on an annual cycle. When necessary for improvement of student learning, this review results in changes in future assessment criteria, recommendations for new approaches and curriculum, or new SLOs. These steps in the SLO process are documented and reported to the Dean of Instruction and to the Dean of Students annually. Annual reports of SLO progress and changes are also made to the College Center Council for review, and the College Center Council minutes include a summary of the review.

In addition, SLOs for each course are articulated with program learning outcomes (PLOs) and with general education learning outcomes (GELOs). This ensures that each of the parts supports the whole and that there are distinct goals for each unit of student learning. The entire data set with procedures and records of deliberation and change is posted on a Blackboard site for review.

All program review findings are available on a Blackboard site, and they are reviewed by the College Center Council upon completion. In addition, each program review unit submits an annual report of progress on stated goals to be reviewed by the CCC. [Evidence # 338, 123]

As mentioned earlier, the Willow International Center employs an Institutional Researcher to provide data and reports for institutional and instructional purposes such as program review, basic skills/student success, federal IPEDS report, matriculation plan, categorical program reports, DSPS services, and divisional and departmental needs, as requested. Qualitative and quantitative data are distributed to interested parties, constituent groups, and the general public. Information regarding student achievement, learning, transfer rates, occupational degrees and certificates, and successful basic skills completion rates, are among the areas disseminated freely. In addition, student learning outcomes (SLO) measurement and assessment data are processed through this office. [Evidence # 340]

The SCCCDC Office of Institutional Research has collected data for decades to provide all colleges and centers in the SCCCDC district with information in the areas of student and enrollment trends, planning and decision making, and service area demographics. These data, augmented by specific data developed for Willow International, are the basis of our Educational Master Plan. This document uses external and internal environmental scans to determine future needs in programs of instruction and student services, capacities, space needs, and financial planning; it also calculates the total cost of ownership, and makes recommendations for future action. [Evidence # 258]

In the 2008-2009 academic year, a baseline of data was collected for strategic planning, which is an annual cycle of goal setting, action plans, evaluations, and revisions for the next year. These data are updated constantly so each step of strategic planning is based on current data developed for this purpose, and the annual review is a collaborative effort with representatives of the college center as a whole contributing. The use of an annual strategic plan allows constant realignment with the needs of students and with the mission statement and it allows us to respond to new data and observations. [Evidence # 25, 128]

Data is also collected through faculty and staff surveys. For example, a survey was conducted at the beginning of the accreditation process in 2010 specifically to assess perceptions and beliefs with regard to the standards used to measure institutional effectiveness. The survey was also used as a measure of faculty and staff satisfaction. Faculty and staff were pleased with the use of qualitative and quantitative data to assess outcomes and make decisions. For example, 92% of faculty and staff indicated they agree or strongly agree to the statement that the “College Center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes”. Other areas which utilize survey assessments include student services, administrative services, tutorial services, and counseling. Surveys, along with all data, are used to evaluate and modify methods, procedures, and policies to enhance student success and student learning. [Evidence # 127 q. 12, 58]

Data and analyses are available for public viewing on the Willow International web site in the form of the SCCCDC Fact Book, the Educational Master Plan, the Strategic Plan, the ARCC report (through Reedley College), and the Reedley College Accreditation Self Study.

In a similar manner, Willow International has created a Technology Plan as a roadmap toward maintaining our resources at the cutting edge of technology, and a staffing plan, to prioritize and

anticipate future staffing needs.

These documents and supporting materials for the Self Study for Candidacy are available on a Blackboard site for all internal stakeholders. Major accomplishments, plans, and programs are communicated during the State of the Centers address on Duty Days in August and January. Willow International tracks its communication about institutional quality to the public through a public information officer, who is currently shared with Fresno City College (20%), website visits and email communications. [Evidence # 337]

The District Public Information office conducts a variety of activities each academic year to provide strategic, cost-effective advertising and marketing campaigns, college publications, and public relations techniques. The PIO provides information and news from the college centers and serves as a liaison between the college center and the media. [Evidence # 602]

The campus PIO works closely with faculty and administrators to effectively market new programs, initiatives, and special events. Press releases are sent to the appropriate media, and, upon request, interviews are arranged with college center officials for news reports in either English or Spanish. [Evidence # 689]

Self Evaluation

The Willow International Community College Center meets this standard. Planning is accomplished through a continual, systematic improvement process that is data driven and directed toward a commitment to the goals of student success and student learning through educational effectiveness. Planning is a collaborative effort with a wide variety of stakeholders present. The results of all planning efforts and all data that have to do with student learning and institutional effectiveness are widely disseminated to stakeholders, and appropriate information is available to the general public on our web page and the district's web page. [Evidence # 85, 336, 338]

Our institutional researcher develops, analyzes, and reports the appropriate qualitative and quantitative data to use in the ongoing cycle of evaluation, planning, implementation, and re-evaluation. The reports are available in easy-to-use formats and with explanations, so faculty and staff without a statistics backgrounds are able to use the material for their planning processes. They are widely disseminated through Blackboard web pages, the Center's web page, and hard copies circulated to appropriate constituent groups. It is anticipated that the expansion of the institutional research unit will occur as the center moves towards full campus status. [Evidence # 340]

In addition, the State Center Community College District includes Willow International's statistics in their Perkins Indicators to track the district performance against the negotiated levels. The CORE indicators include technical skill attainment; completions of credential, certificate, degree, or transfer readiness; persistence and transfer; employment; nontraditional participation; and nontraditional completions for CTE students. The district as a whole generally performs above the negotiated level. The Perkins data is used to supplement other institutional research for the planning process. [Evidence # 228, 608]

The accreditation staff survey indicates that we are comfortable with the way the planning process, including the use of data, is performed. 95.2% of staff agree that Willow International facilitates an “ongoing dialogue about improving student learning”, and 90.8% agree or strongly agree that the “review of programs and services is integrated into the planning process”. In addition, 93.5% agree or strongly agree that the “planning process is broad based and offers opportunities for input by all constituencies”. [Evidence # 127 q. 3, 5]

Also, the survey results indicated 91.7% of staff agree or strongly agree that “the college center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes”. Of all who responded, 86.8% agree “that information about institutional performance is clearly articulated and understandable”. Additionally, 87.9% agree that “information about institutional performance is regularly used in institutional discussions and decision-making sessions”. Lastly, 84.3% agree that communication is effective. [Evidence # 127 q. 12, 66, 67, 68]

Planning Agenda

The center will explore ways to expand the Office of Institutional Research services in order to keep up with the need to document assessment results and continue to use the analysis of data as the driving force behind the dialogue and integrated planning efforts of the Center.

- 6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

Descriptive Summary

As described in detail in section I.B.3 above, the Willow International Community College Center uses the “Continuous Improvement-Collaborative Decision Making Process” as part of its ongoing planning and resource allocation processes. Key to the success of the model has been the establishment of the College Center Council (CCC). The CCC is the main body that assesses the annual strategic plan, and develops goals and objectives for the following year. The entire faculty discusses and approves the goals and objectives through a vetting process done at the fall Duty Day activity which all faculty and a majority of support staff from the center attend. In terms of program review, recommendations for each program are discussed with the CCC by the lead faculty or support staff member from each program to be sure that the recommendations are fully understood by the committee in terms of potential allocation of resources. [Evidence # 122]

Also, each spring the CCC performs an assessment and evaluation of the collaborative decision-making process. As a result of this review, modifications are given to the committees which lead the respective planning efforts so that the changes can be incorporated into the next cycle of the planning process. For example, the CCC discovered that the 2009-2010 Technology Plan was not tied directly to the strategic plan goals and objectives and asked that the Technology Committee meet and revise the plan to better reflect the annual strategic plan. As a result, the

newly written 2010-2011 Technology Plan now reflects the 2010-2011 Strategic Plan's goals. [Evidence # 123, 35, 682]

The CCC also evaluates the resource allocation process conducted each year in which faculty, staff, and students submit Action Plan Funding Requests aligned to program review, student learning outcomes, and/or planning goals and objectives. The CCC then prioritizes the requests for consideration by the Vice Chancellor for funding. It was discovered in the spring of 2010 that the faculty and staff were confused relative to the connection of the funding request application to all of the various planning efforts of the center since only the strategic plan was listed on the action plan. As a result, the Action Plan Funding Request was modified with the application listing all of the operational planning documents in addition to the strategic plan, so the applicant could easily see the connections among the planning documents and their specific funding requests. [Evidence # 85, 86, 87]

The institutional researcher also plays a significant role in the evaluation of the ongoing planning and resource allocation process. This office provides the necessary information to each of the instructional and student services programs relative to the program review criteria so that the programs can track their progress in areas such as student success, retention, degree completion, and certificate completion. The institutional researcher also provides data and analysis for special needs and projects through a request process. [Evidence # 325, 339]

This accreditation self study has also provided the college center community with the opportunity to assess the overall effectiveness of the Continuous Improvement – Collaborative Decision Making Process. It provided a venue for dialogue and recommendations through a “gap analysis”, which identified areas for improvement to be carried out while the self study was being completed. Planning agendas, included in this report, target areas needing improvement over the next few years to include in subsequent strategic planning efforts along with the recommendations from the visiting team regarding this self study for candidacy report.

Self Evaluation

The Willow International Community College Center meets this standard. As the core group overseeing all of the evaluation, integrated planning, resource allocation, implementation, re-evaluation, and improvement for the center, the College Center Council also has the responsibility to review the processes involved in the cycle through an annual analysis and discussion. Each spring the CCC reviews the products and evidence (data) used in the integrated planning efforts, as well as the process in which the resources are allocated based upon the Action Plan Funding Request Forms. For example, the Action Plan Funding Request Form was modified at the end of the 2009-2010 term to make it easier to understand and complete in terms of tying requests for funding to planning documents based upon feedback by the faculty and staff. Also, in terms of communication, a description of the resource allocation process and action plan funding request form was included in the 2010-2011 Faculty Handbook to serve the need for more exposure to the process for all faculty, as well as emails sent to all staff outlining the budget allocation timelines for action plan funding request submissions. [Evidence # 85, 36]

In terms of program review, an oversight committee, with members from Reedley College and the North Centers, also reviews the process and modifies the handbook for each upcoming cycle. For example, as a result of the Reedley College's Student Learning Outcomes/Program Review Coordinator's experience at an ACCJC/WASC SLO/Assessment conference held in October 2010, the inclusion of Student Learning Outcomes goals as part of the program review reporting statements was discussed. Also, it was proposed that, due to the emphasis on using comparative data in analyzing distance education classes versus face-to-face enrollment, retention, and success, a program's mark analysis and grade point average of programs that offer over 50% online courses, be included separately in the program review. As a result of this new information, the Program Review Handbook Cycle Three was modified to reflect these changes. In addition, a Hybrid Model for Program Review was developed for programs that have both instructional and student service components. [Evidence # 609, 116, 603]

As discussed in detail in Standard II.A., the Student Learning Outcomes assessment process is also conducted by a Student Learning Outcomes Assessment Committee comprised of representatives from Reedley College and the Willow International Center as a sub-committee of the Program Review Committee.

The Institutional Researcher is also directly involved in the assessment of the center's effectiveness as a member of the College Center Council, Program Review Committee, and SLO Assessment Committee. The Institutional Researcher also provides the Vice Chancellor with an annual report which includes an assessment of the duties and responsibilities relative to institutional research efforts as part of the continual improvement process. [Evidence # 340]

Planning Agenda

None

- 7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

Descriptive Summary

Each Willow International program and service (instructional and support) participates in a five-year program review process. Through a collaborative process, the programs are assessed to determine how they relate to and affect student learning and success and how the individual program integrates with the college center as a whole. The departments analyze, document, evaluate, and prioritize program recommendations, which include items such as faculty hiring, curriculum changes, instructional methodology, linking of courses, and how to improve student learning outcomes. This process includes all full-time faculty and, when possible, adjunct faculty, assisted by the institutional researcher, so the findings are based on solid statistical and demographic bases.

Specific plans are made for improvement, and these plans are tracked in an annual report to the Vice President of Instruction in an annual update on program review recommendations. The

recommendations and improvement plans in the program review document are taken into consideration in the planning and allocation of resources by administration and the CCC. [Evidence # 123]

Specific changes to Student Learning Outcomes are identified during the program review process and are taken through the Curriculum Committee to modify the course outline of record. Furthermore, as SLOs are evaluated on a regular cycle, changes to the outcomes or to the evaluation of outcomes are made to ensure that the process is accurately monitoring student learning and continuing to assess appropriate outcomes. [Evidence # 336, 77]

As mentioned earlier, a faculty and staff prioritization process emerges from needs identified in the Program Review, the Educational Master Plan, the Strategic Plan, and the Staffing Plan in terms of determining the priority for the allocation of resources and for hiring additional personnel across the campus. [Evidence # 186, 323]

Self Evaluation

This standard is met. Improvements on campus and in programs are a direct result of data gathering and analysis, collaborative deliberation, and cyclical reviews described in I.B.5. For example, program review recommendations are considered by the College Center Council when funding action budget plans and staffing requests. And for another example, SLO processes and forms have been frequently modified to improve document assessment and to react to changes based on assessment. [Evidence # 336]

SLO assessments have resulted in improvements in curriculum and delivery of instruction. For example, the History Department began their SLO tracking with the U.S. History course since it has the largest enrollment and the widest variety of students. After two cycles of the initial SLO tracking, instructors determined that they needed to redesign the course outcomes. At a Flex Day workshop, the instructional staff wrote new outcomes for History 11, 12, and 12 Honors. By reducing the number of outcomes and broadening the scope of those outcomes, a more effective data set was developed for evaluation and possible enhancements. The new outcomes were submitted to the Curriculum Committee for course modification and were approved. The History Department is in the process of developing a similar structure for their SLO tracking of the remaining history courses including western and world civilizations courses and the gender/ethnic history courses. The goal of this review and evaluation is to improve student learning and to make teaching more effective. [Evidence # 427]

Our Technology Plan is a blueprint developed toward maintaining the technological support necessary and is the result of a cyclical review of needs and availability of new technology. The Accreditation survey conducted in May 2009 indicates 90.5% of faculty and staff agrees or strongly agrees that “The available computer hardware, software, multimedia, and other technologies are sufficient to help me effectively perform my required duties”. Also, 81.4% agree or strongly agree that “The technology planning process is clearly connected to teaching and learning outcomes” and 84.7% agrees or strongly agrees that “The College Center systematically reviews and updates its technological infrastructure and equipment to meet institutional needs”. Clearly, these results indicate how an effective review and allocation

process is being implemented. [Evidence # 127 q. 52, 53, 54]

Specific examples of systematic review and improvement are available in evidence: Tutorial Center, Health Services, Honors Committee, and Library Services. These examples will show that a systematic review of experience and data leads to improvement in the programs at Willow International.

The Continuous Improvement-Collaborative Decision Making Process, which is the key procedure for planning, and the rigorous review by the CCC required for each major change or implementation approval, ensures a systematic review of effectiveness in every cycle. The evaluation mechanisms are keyed to improving services and instruction for students and the process requires the center to assess programs against its mission. [Evidence # 85, 126]

The Accreditation survey shows that 87.9% of staff agree or strongly agree that “Information about institutional performance is regularly used in institutional discussions and decision-making sessions”. [Evidence # 127 q. 67]

Our program review process results in constantly improved instructional programs, student support services, library services, online tutorials, and other learning support services such as assistance techniques at the Tutoring Center. The program review process itself is reviewed regularly to ensure that the next cycle(s) will be more effective and will provide more useful data for improvement. [Evidence # 116]

As mentioned earlier, central to the assessment and review of college center programs and evaluations is the College Center Council, to which all resource allocations, programs, and implementations are presented. The purpose of the council is outlined in the CCC handbook:

“The purpose of the North Centers’ College Center Council (CCC) is to assess and improve upon the existing process of evaluation, planning, and improvement for the North Centers, with an emphasis on the North Centers’ strategic planning and implementation processes. As a result, the planning cycle of evaluation, goal setting, resource distribution, implementation and reevaluation will become part of the organizational culture of the centers as they continue to move towards the goal of reaching full college status.”

Among the tasks of the CCC is the oversight of all committees on campus to ensure that they reflect the organizational culture described above. The CCC oversight ensures that our program review processes are part of a continuous and systematic plan directed toward student learning and student success.

The Program Review Committee’s periodic review of the Program Review Handbook updates the processes to reflect the best practices for student learning improvement and student success. The annual report on progress toward program review goals further supports constant efforts to improve student achievement and learning.

The CCC is at the heart of the planning process. Major reports, decisions, and planning documents are funneled through the CCC for review and approval, and the planning process

itself is under annual review for efficiency toward the goal of student learning. With constant reference to the mission statement, supported by our values and vision statement, the CCC leads Willow International's staff and focuses its processes on the refinement of its commitment to our primary goal of improving student learning.

Through the review and discussion of the Program Review Annual Reports and Student Learning Outcomes Annual Reports, the CCC is able to verify that student outcomes and assessments are ongoing, systematic, and used for continuous quality improvement. To prepare the chosen SLOs and to assess them, faculty and staff are involved in frequent discussions (via e-mail and department and inter-campus meetings) about student learning and about how the student learning outcomes are linked to the program review process, resulting in continuous improvement of student learning. [Evidence # 123, 338, 336]

At all levels, evaluation and decision making are based on a collaborative model of dialogue based upon data and experience, and all staff members are welcome in the conversation. The result is that Willow International's focus remains steadfastly on improving student learning and on student success.

Planning Agenda

None

Evidence for Standard I

Doc. #	Document Title
2	Duty Day Agenda FA08
3	Willow International Center Conversion to Fully Accredited College Plan Duty Day PowerPoint Presentation
11	Mission, Vision, and Values Ad Hoc Committee, FA08
14	Program Review (all)
15	North Centers Strategic Plan 2008-2009 Overview w/ History
16	North Centers Strategic Plan 2008-2009 Overview w/o History
21	IOBC Minutes 4-11-08
25	North Centers Strategic Plan 2008-2009
26	Accreditation Standards Workshop PowerPoint Presentation, Duty Day, FA08
27	Action Plan Funding Request Form 2009-2010
35	North Centers Technology Plan 2009-2010
36	Action Plan Requests for Lottery Funds for 2010-2011 E-mail
37	North Centers Strategic Plan 2008-2009 Final Report
38	Enrollment Management Plan 2008-2009
39	North Centers Strategic Plan 2007-2008 Accomplishments
41	Transfer Practices at Reedley College
53	North Centers Strategic Plan 2009-2010
75	Vice Chancellor's Cabinet Planning Workshop Agenda & Handouts 6-15-10
76	College Center Council Operating Policies & Procedures 2009-2010
77	Program Review Summary Sheet 12-3-09
79	SLO Update Report- History, FA08
80	Strategic Plan 2008 One-Year Status Report to Board of Trustees
82	Non-Instructional SLO Workshop Agenda 1-8-09
84	North Centers Mission Statement Approved by College Center Council 4-3-09
85	College Center Council Handbook 2009-2010
86	Lottery Budget Development Calendar 2010-2011
87	Action Plan Funding Request Form 2010-2011
89	Educational Master Plan E-mail 11-4-09
90	Educational Master Plan in North Centers Newsletter Nov. 2009
92	Reedley College SLO Assessment Workbook
93	Reedley College Assessment Timeline
94	Program Assessment Status Form
95	Poster Session Rubric Instructions
96	Poster Session Evaluation
97	Poster Session Rubric
98	Assessment Sharing- Child Development 37B E-mail
99	Orientation to Accreditation Process College Center Council Minutes 1-22-10
104	North Centers Strategic Plan 2009-2010 Mid-Year Report
116	Program Review Handbook Cycle Three April 2009
122	Duty Day Agendas (all)
123	College Center Council Minutes (all)

125	Administrative Regulations (all)
126	Faculty Handbook 2010-2011
127	Accreditation Survey Results
128	North Centers Strategic Plan 2010-2011
132	North Centers Newsletters (all)
133	Vice Chancellor's Goals & Outcomes
138	Health Services- Using Input Data to Make Changes to Services
141	Student Demographics, Achievement Data, & Enrollment Trends
144	North Centers Mission, Vision, Values Committee Outcomes
181	Duty Day FA10 Planning Activity
186	Academic Hiring Requisition
193	Active Club List FA10
213	Student Activities Information (Catalog)
224	Grant Summary Abstracts 2007-2010
228	Perkins Tracking
230	Link to Fact book on Website
241	Procedures for Recruitment & Employment of College Faculty AR 7120
250	Cesar Chavez Day of Service & Learning
251	Cinco de Mayo
252	International Holiday Festival Flyers
253	University Outreach Day Postcard
254	University Outreach Day Poster
255	Spring Extravaganza 2009 Brochure
256	William Saroyan Centennial Celebration
257	Mission Statement Approved by Board Of Trustees- Minutes 2-2-10
258	Educational Master Plan 2010
261	Student Activities Calendar SP11
262	Student Activities Calendar FA10
263	Student Activities Calendar SP10
266	Enrollment Management Plan 2010-2011
286	North Centers Mission Statement Review & Revision Process
287	North Centers Mission Statement Evaluation Form
289	Tutorial Center Report FA10
290	Health Department Changes
293	State of the North Centers Report for Adjunct Faculty FA10 Duty Day
294	State of the North Centers Report FA10 Duty Day
303	SLO Coordinator Job Announcement
308	Information On Associate Degree & Certificate Programs, 2010-2012 Catalog
317	Flex Day SP11 Accreditation Notes
318	Accreditation Steering Committee Minutes (all)
319	Duty Day SP11 Adjunct SLO Workshop Agenda
320	Board of Trustees Meeting Minutes 2-2-10
321	Institutional Research Website
322	Associated Student Government Constitution
323	Classified Hiring Requisition Form
324	North Centers Mission Statement

325	Institutional Research Coordinator Job Description
326	Board of Trustees Retreat Agendas 2007-2010
327	College Center Council Agendas (all)
329	Course Schedule FA10
330	Course Schedule SP11
331	ARCC Report, January 2010
332	SCCCD Strategic Plan 2008
335	Transition Staffing Plan
336	Blackboard SLO Website
337	Blackboard Website
338	Blackboard Program Review Website
339	Office of Institutional Research Service Request Form
340	Institutional Research Year End Report 2009-2010
350	Library Database Handout
367	Willow International Library Website
384	Student Success Plan 2009-2010
388	Distance Education Committee Minutes January 2011
413	SLO Summits E-mails, Agenda, & Handouts FA10
424	SLO Summit FA10 Division B Information
427	History Department SLO Timelines
433	SLO & Assessment Blackboard Website
535	Associated Student Government Meeting Minutes FA10
561	North Centers Website
583	Standard I Committee Meeting Minutes
599	North Centers Strategic Plan 2010-2011 Mid-Year Update
600	Strategic Planning Final Report Form
602	North Centers Public Information Office Self Study SP11
603	Program Review Handbook Cycle Three Hybrid Format
604	Standard 1 Committee Meeting Minutes
605	Action Plan Funding Request Form for 2011-2012
606	Willow International Site Plans
607	Duty Day Presentations Available Online via Tegrity
608	Perkins IV Core Indicator
609	Program Review Handbook Cycle Two
659	Faculty Positions Ranking Memo 12-6-10
681	College Center Council Handbook 2010-2011
682	Technology Plan 2010-2011
683	Goals Matrix 2011-2012
684	Distance Education Comprehensive Report FA08-SP10
685	2020 Vision- A Report of the Commission on the Future
686	Mission Statement Poster
687	Facilities Planning Presentation Board Retreat March 2009
688	Census Enrollment Report SP11
689	Public Information Office Self Study SP11
690	Health Services Report 2010-2011
691	Honors Committee Minutes 2010-2011

692	Study Abroad Information
706	SCCCD Strategic Plan 2008 Update
707	Timeline for SCCC Strategic Plan
745	District Planning Council Operating Agreement
777	District Planning Council Accountability Measurement & Assessment Framework
798	North Centers Strategic Plan 2011-2012 Draft
816	Fact Books 2000-2009
820	SCCCD Strategic Plan 2011 Update PowerPoint Presentation

Standard II - Student Learning Programs & Services



Willow International Community College Center Mission Statement:
The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

Standard II.A - Instructional Programs



Willow International Community College Center Mission Statement:

The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

STANDARD IIA

Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated Student Learning Outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

- 1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

Descriptive Summary

The Willow International Community College Center provides instruction in multiple formats to meet the needs of our student population. These formats include classes that are face-to-face, online, hybrid, distance learning, large group instruction, evening, Saturday, and short-term. In addition to meeting the needs of basic skills students (as noted above), an honors program is in place allowing students to advance their skills at a more challenging pace in a variety of disciplines.

It is our philosophy that course student learning outcomes (SLOs) be the same regardless of the format in which the course is taught (face-to-face, online, hybrid, LGI, short-term, etc.). SLOs are identified in the course outline of record. The same course outline of record document is used for all offerings of a course. A student's transcript does not identify the teaching modalities of the students' classes. SLO data are collected and analyzed the same way regardless of a course's modality as well.

The course outline of record is developed by a discipline faculty member or members, approved by all full-time faculty members teaching in the discipline, and then submitted to the Reedley College Curriculum Committee for review and approval. If a course passes the Curriculum Committee it is submitted to a district-wide ECPC (Educational Coordinating and Planning Council) group, and if passed there, to the SCCC Board of Trustees for approval. If a course is planned to be taught in a distance education mode, additional forms and approval are required at the Curriculum Committee stage.

Because of the challenge of successfully teaching a course in the distance education format, extra resources are committed to the development and teaching of such a course. Release time equivalent to the FTE load of the course is provided to the original faculty member who is assigned to develop a course for delivery in the distance education mode. All faculty members who subsequently teach the course in the distance education mode are awarded an extra FTE

(full-time equivalent) hour of teaching load for every three FTE hours of the distance education course.

The Mission Statement of the Willow International Center (North Centers) is:

The mission of the Willow International Community College Center is to provide affordable and comprehensive educational opportunities to a diverse population of students, who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on Student Learning Outcomes.

[Evidence # 25]

The Willow International Center addresses and meets this mission and upholds institutional integrity by offering high quality, comprehensive, instructional programs. Students receive opportunities to take classes in basic skills, earn associate degrees, earn certificates in career technical education, transfer to universities, and to continue lifelong learning. Willow International's Educational Master Plan demonstrates the comprehensiveness of instructional programs by connecting them to student and community needs characterized by analyses of student performance, population trends, and labor market trends. [Evidence # 91]

Faculty in instructional programs use Educational Master Plan components as a guide for their work during the Program Review process, in which each instructional program articulates both its own mission and its supportive relationship to the college mission. Consideration of student success, offerings for baccalaureate transfer, degree completion, and enrollment data helps programs demonstrate and maintain their relevance to higher education. The Program Review cycle process, completed by staff, faculty, and the administration of the Willow International Center, also maintains courses and programs by updating course outlines. Upon each review, the relevance and integrity of a course outline is evaluated separately by faculty members of its department, the Curriculum Committee, and the Office of Instruction. In order to better serve students, Willow International offers major courses and portions of some certificates and degrees through technology-based distance learning. [Evidence # 14, 116]

Education in basic skills is critical both economically and socially. Today's global economy demands a skilled work force, and those without basic skills will find themselves facing tremendous challenges as they seek to meet theirs and their families' needs. Our community has a great and growing need for basic skills training. Between the dates of January 1, 2008 and October 15, 2008, of 2373 students tested, 77% placed in basic skills math (Math 103, Math 101, Math 250). In that same time frame, 85% of 2655 students tested placed in basic skills English (English 125, English 252, and English 250). In addition, 65% of 2596 students tested placed in basic skills reading (English 126, English 262, and English 260). These data are for all centers combined. (Basic skills /pre-collegiate is defined as any basic skills course that does not transfer for degree credit to a four-year college or university.) [Evidence # 106]

The Willow International Center addresses this need for basic skills in our population by offering a basic skills series of courses in English (composition and reading), and mathematics. Unless other placement criteria have been met (successful score on an A.P. examination or student transcript), students must take the Accuplacer placement test, so that students are placed in the courses appropriate to their abilities. The College Center is currently discussing the use of the California State University System's Early Assessment Program (EAP) assessment, which is given to students in their junior year of high school at the same time as the California State Test (CST). The EAP assessment can then be used as a multiple measure in order to place the students correctly. The district disciplines are responsible for designing the curriculum and sequencing of the basic skills classes in order for students to progress in the development of their basic skills. Most basic skills courses are offered for a letter grade, but students have the option for credit/no credit instead. At the Willow International Center, from 2007-08 to 2009-10, of 1,193 students enrolled in a basic skills English course, 66.8% completed a higher level course in the same area of study. During that same time, 1,280 students enrolled in a basic skills math course, and 55.9% completed a higher level course in the same area of study. [Evidence # 443]

The Willow International Community College Center recognizes that basic skills is not a designation for a set of classes in math, reading, and writing; instead, basic skills is a cross-cultural issue that involves services and classes throughout the college. As such, the goals and objectives are clearly communicated across the institution, and all levels of support will be elicited. The center is committed to a comprehensive and supportive basic skills program that integrates students into the larger college community and prepares them for success in transfer-level, certificate, and degree programs. As of Fall 2010, Willow International offered 21 sections of basic skills courses in English (13 sections of composition and 8 sections of reading), and 20 sections of mathematics (11 sections of intermediate algebra, 9 sections of beginning algebra, and 2 sections of arithmetic). [Evidence # 85 p. 64; 329; 330]

The district-wide commitment towards assessment of student learning outcomes is beginning to provide data on the strengths and weaknesses of instruction in basic skills. The Willow International Center is already working towards increasing success and retention in basic skills:

- Learning communities: basic skills courses such as English 125 (College Writing Skills), English 126 (College Reading Skills), Mathematics 103 (Intermediate Algebra), and Counseling 47 (Learning Strategies) – Fall 2008, English 125 and English 126 – Fall 2009. In Fall 2011 a learning community linking English 125, English 126, and Psychology 16 is planned. [Evidence # 436, 437]
- Tutoring and workshops: The Tutorial Center has instructors on duty and peer tutors available for students in reading and composition classes, mathematics classes, and various other disciplines. The Tutorial Center provides both one-on-one tutoring and small group tutoring. In addition, the Tutorial Center also visits classes to describe the services it provides, presents workshops on how to cite in the various forms, and creates custom presentations based on the instructor's needs. [Evidence # 48, 51]
- Cooperative efforts to improve basic skills preparation in our feeder schools include basic skills instructors in both English and mathematics participating in California

Partnership for Achieving Student Success (Cal-PASS), a professional learning council. Cal-PASS is an initiative that collects, analyzes, and shares student data in order to track performance and improve success from elementary school through university. Faculty from local high schools, community colleges, and universities are encouraged to participate. [Evidence # 304, 305, 306, 307, 630]

- Meetings between basic skills English faculty and high school senior English faculty to review English classes offered to high school seniors. Based on the review, the local high school is modifying the senior high school English class to focus 80% of the work on reading non-fiction and 20% on fiction. This is just the opposite of what they currently study in the high school classes.
- Basic skills instructors attend regional meetings and participate on the Student Success/Basic Skills Committee.
- Disabled Students Programs and Services (DSP&S) provides specialized counseling, support services, and resources to students with temporary or permanent disabilities. Students are assessed and made aware of special accommodations to succeed in a class. Instructors are given an accommodations form from each student receiving services to best serve the students. [Evidence # 399, 406]

Willow International Community College Center offers 650 courses in 39 areas. Students are able to attain an Associate Degree, certificate of achievement, certificate of completion, and/or transfer to a college or university. This institution offers the following occupational programs: business, criminology, education, child development, information systems, and graphic arts.

Willow International's mission includes transfers as a goal. The California State Chancellor's Office Research and Planning Group: Center for Student Success recognized Reedley College as a higher-than expected transfer-rate college, and focused their attention on Willow International as a campus where the culture is defined as, "transfer is expected." They noted that the college campuses have a student-centered focus (page 5) and "extremely strong relationships with feeder high schools" (page 6). They also noted that tutorials, transfer days, early alert, and honors programs contribute to the high transfer rate to four-year institutions. According to the National Student Clearinghouse, Willow transferred 549 students to UC and CSU campuses during the 2007-2009 academic years. This is about equal to the transfer rate of Reedley College. [Evidence # 41]

Willow International Community College Center analyzes the Educational Master Plan data and a community survey in order to choose fields of study and programs. According to the 2009-2010 North Centers Educational Master Plan, Willow International's service area "is best represented by a circular geographic area with a 7.5 mile radius. This geographical area encompasses the residences for the vast majority of the students who attend the center. The 7.5 mile service area overlaps the counties of Fresno and Madera and includes rural countryside, suburbs, and parts of the cities of Fresno and Clovis. The service area had a 2008 population of 284,318. By the year 2013, it is projected that the population in the service area will rise to 310,776. This population is growing at a rate of 1.79% per year, which is higher than that of both

the State (1.33%) and the nation (1.23%). This population growth rate provides some opportunities for ‘natural’ enrollment growth at the centers”. In addition, the North Centers Educational Master Plan indicates that “Over the next five years, it is projected that the service area population will increase by 26,458. More than half of this growth (13,754 people) will be people over the age of 45 years. Over this period, the median age will increase from 34.7 years to 35.3 years. This is consistent with an aging population in the state of California and the nation. This projected shift in the population will provide both opportunities and challenges for the center. There will be less natural growth among the age groups making up the majority of college-bound students. The 15-24 year old age group will grow in numbers but at a much slower rate than the upper age segments. The center has an opportunity to attract additional students by offering new or expanded programs that will be appealing and specifically targeted to the older members of the community”. In 2008 and 2009, 48% of students were carrying full-time loads. Willow International’s percentage of students carrying full-time loads was above both the California and National community college averages. According to the National Center for Educational Statistics (NCES), the California community college average for students carrying full-time loads in 2009 was 31.92% and the average for national public community colleges was 40.75%. [Evidence # 660; 258 p. 24; 91]

Self Evaluation

The institution meets this standard. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. Through an institution-wide integrated set of processes for evaluation and planning, Willow International Community College Center ensures the systematic assessment of courses and programs. Each department/program goes through the Program Review process every five years with annual reports updating progress. The Program Review process evaluates programs, assesses program quality, and identifies areas in need of improvement. At the institutional level, the Educational Master Plan details its process of evaluating instructional programs as a whole and charts a course for the future. [Evidence # 14, 116, 15, 122, 25, 85]

Willow International supports the assessment of student success through the Program Review process, Student Learning Outcomes Reports, strategic planning, and through the College Center Council. The Institutional Researcher works with each department to gather data during the Program Review process. The purposes of Program Review are to: 1) Systematically assess instructional programs, student support services, and administrative services using quantitative and qualitative data for the purpose of demonstrating, improving and communicating effectiveness, identifying program strengths, and facilitating improvements; 2) Assess the degree to which programs and services effectively support the mission (commitment, philosophy, and vision) of the college center and the Strategic Plan; 3) Examine program performance through quantitative and qualitative data with a focus on student learning; and 4) Provide information to be used in college planning, decision-making processes, and resource allocation. Each department completes its Program Review evaluation in three semesters, and each discipline completes an annual progress report. Student learning outcomes are assessed each semester and a Student Learning Outcomes Report is completed and given to the administration. Each department (including adjunct faculty when possible) meets and discusses the data from the Student Learning Outcomes Report in order to improve instruction to ensure

student success. Each department has mapped the progression of the Student Learning Outcomes to the Program Learning Outcomes and to the General Education Learning Outcomes. [Evidence # 14, 116, 411]

Planning Agenda

None

- a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

Descriptive Summary

The Willow International Community College Center serves a diverse student population. According to the 2009-2010 State Center Community College Fact Book, in the spring of 2010, Willow International's student demographic breakdown of 5,615 students was White/non-Hispanic 48%, Hispanic 27%, unknown 10%, Asian/Pacific Islander 10%, African-American/non-Hispanic 3%, and American Indian/Alaskan Native 1%. This is quite different than the general area population which, according to the 2009 North Centers Educational Master Plan, reports a much higher White/non-Hispanic Rate of 65% for the surrounding area. Additional information from the Educational Master Plan indicates future growth in all minority ethnic categories with a decrease in the White/non-Hispanic rate over the next five years which will further increase the diversity at Willow International. During the same semester, 43% of students were male and 57% were female. The ages of students attending Willow International in Spring 2010 ranged from under 19 to over 50; 81% of those students were under 30 years old. Of all students, 49% carried full-time loads (12+ units) and 51% were part-time students (fewer than 12 units). The institution has risen to the challenge of providing for the entire range of educational needs of its service area.

The Willow International Community College Center provides innovative programs to meet the varied needs of its students and community. According to the 2009-2010 Enrollment Management Plan, a number of outreach activities and services have provided student access to Willow International. Such outreach activities and services include the Fresno Area College Night where faculty and staff manage a booth and provide information about the college center and its programs. In addition, the center is represented at local high schools through counselor and staff participation in conferences (Clovis West High School Latino Success Conference, Clovis High School Latino Conference, Buchanan High School Junior Parent Night, Central Valley Teen parents Conference, Washington Union College Night) where information about courses, programs, certificates, financial aid, and how to apply is presented. Willow International also provides various opportunities for students to register for courses by going to the local high schools to help students register (Reg-to-Go) for courses. The center also provides orientation workshops for new students in order to make the transition from high school to community college a successful one. [Evidence # 699]

A variety of data are collected to inform the center of the students' learning needs. Upon entering Willow International Community College Center, students take a placement test in English and in mathematics (College Board -Accuplacer). The students are then placed in the appropriate course based upon the score they receive. Students may also be placed from their high school transcripts or Advanced Placement score by a college counselor. Placement test scores may determine the number of transfer level or basic skills courses to offer. Students also receive services through DSP&S if they are assessed as needing special accommodations (special testing rooms, note-takers, sign language interpreters, technology). In addition to the learning needs of the students, Willow International provides both health and personal counseling services to students. [Evidence # 400, 401]

The Institutional Researcher works with faculty and departments to gather data to improve student success. Program Review is an ongoing process on campus, as is assessing student learning outcomes in each course and at program levels. Student Learning Outcomes Reports or updates are completed and submitted to the administration each semester. Departments meet to discuss the trends and results of the student learning outcomes on a yearly cycle. Based on the results, instruction is then modified in order to help the students successfully meet the outcomes. [Evidence # 226, 443]

Student Learning Outcomes Reports for both instruction and student services are generated each semester and analyzed departmentally on a yearly basis. Individual instructors conduct anecdotal research in order to modify curriculum and strategies to help students succeed.

Self Evaluation

The college center meets this standard. Willow International Community College Center strives to be a data-driven campus. Because student success is paramount for us, all courses are reviewed through the Curriculum Committee as part of the Program Review process. This process requires faculty members to discuss and look at data. Departments review student learning outcomes' data for courses and programs, course completion rates, and student success rates in order to develop instructional improvement plants to increase student learning and achievements. For example, upon seeing the need for more measurable student learning outcomes, the faculty at Willow International, the Madera Center, and Reedley College met within disciplines to discuss the need to revise SLOs. After the joint meeting (at Reedley College) on the January 2010 Duty Day, and after various department meetings throughout the semester, discussions via email, and the Fall 2010 SLO Summit meeting (at Willow International) student learning outcomes have been revised (based on need by discipline) and will continue to be assessed and reported to the SLO Coordinator each semester and to other appropriate faculty members. [Evidence # 122, 226, 412, 413, 443, 273]

After each program/department goes through the Program Review process, it is required that each course of record is revised and updated, and approved by the Curriculum Committee in order to meet the needs addressed in the Program Review. This process enables the departments/faculty to analyze the data in order to adjust the curriculum or pedagogical approach

to meet the needs of the students. The Office of Institutional Research enables the faculty to access the data needed to complete the Program Review process.

Planning Agenda

None

- b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

Descriptive Summary

Willow International Community College Center uses face-to-face, online, hybrid (combination of online and traditional face-to-face instruction), large group instruction, and distance learning (point to point via video conference systems) delivery methods of instruction to meet the objectives of course curriculum and the diverse needs of the students. In addition, Willow International also offers short-term courses (9 week and 16 week), summer school courses (6- and 8-week), evening courses, and Saturday courses to better serve the varying needs of the student population. Another method of instruction to help meet the need of Willow International Center's basic skills student population is the formation of learning communities. In the Fall of 2008, a section each of English 125 (College Writing Skills), English 126 (College Reading Skills), Math 103 (Intermediate Algebra), and Counseling 47 (Learning Strategies) worked together as a learning community. The students involved were required to be enrolled in each of the four courses. In the Fall of 2009 a section of English 125 and a section of English 126 were paired as a learning community and anecdotal data (a discussion between the two instructors involved) indicates that many students who succeeded in the Fall 2009 English 125/English 126 learning community are now enrolled in a higher, transfer level English course. A learning community including one section each of English 125, English 126, and Psychology 16 (Abnormal Psychology) is planned for Fall 2011, as well as others: English 125, IS 15 (Computer Concepts), Counseling 47 (Learning Strategies), and English 252 (Writing Improvement); and another of English 272 (College Writing Assistance) English 252, English 125, and IS 15; and lastly, an online learning community with an Economics 1A (Macroeconomics) and IS 202 (Introduction to Online Learning). [Evidence # 444]

It is our philosophy that the outcomes of a course must be the same regardless of the delivery method. This is why the same course outline of record is adhered to for every section of a course offered. A student's transcript records the class taken and the grade earned, not the delivery method by which it was taught.

Extra resources are committed to the development and teaching of a distance education course because of its inherent challenge. Special Curriculum Committee approval is required the first time that a course (existing or new) is offered in the distance education format. The instructor assigned to develop a course for first-time distance education delivery is given release time equivalent to the LHE hours of the course. Once the course is approved by the Curriculum Committee to be taught in the distance education format, any instructor teaching the course in the

distance education format is given extra compensation (one FTE extra load per three FTE of the course). The Reedley College/North Centers distance education committee discusses, formulates, and disseminates best practices information for those teaching courses in the distance education mode.

Classes in the distance education mode are evaluated in the same way all other classes of that course are evaluated. The instructor is evaluated by peers, administration, and students according to the normal evaluation cycle. SLO data is collected and analyzed along with every other section of the course taught. Success, retention, and mark analysis (grade distribution) data for distance education courses are collected and analyzed during Program Review. It has been suggested that distance education course data be disaggregated from the course data using other teaching modes so that the efficacy of the distance education mode of teaching can be assessed. This has recently begun and will be a part of current and future Program Reviews. [Evidence # 206]

During the Fall 2010 semester, the first high school seniors from the Clovis North Educational Center across the street from the Willow International Center enrolled in the North Center College Advantage Program (NCCAP), which allows students from the high school to take college courses. These students are earning dual credit for classes taken at the College Center. In its inaugural year (Fall 2010) 19 students were enrolled in this program (Nine students in Sociology 1A, ten students in Communication 1, nine students in FN 40 (Nutrition), and ten students in Psychology 2). [Evidence # 53]

Curricula are written by faculty and reviewed by the Reedley College Curriculum Committee (which includes members from the Willow International Center) and taken through the process to become approved. The faculty, with the support of administration and staff, designs, approves, administers, and evaluates all courses and programs. The Academic Senate, Curriculum Committee, Program Review Committee, and college administrators and staff establish institutional processes that guide the development and evaluation of courses and programs. The role of the faculty is paramount in this process. Collegial support from administrators, staff, and board members facilitate the development and evaluation of courses and programs.

Each course has a course outline of record, which identifies specific course objectives and student learning outcomes, as well as provides information concerning assignments, grading, and appropriate textbooks/resources. Student learning outcomes assessments are conducted on an ongoing basis to meet the needs of students. In addition, the faculty tenure review process allows in-class observations and analyses of course materials by discipline experts to ensure that instruction is in compliance with the course curriculum and district policies. [Evidence # 233, 234, 246, 247, 249]

Delivery methods are evaluated for their effectiveness in meeting student needs through student learning outcomes assessments, faculty evaluations (including adjunct faculty), and the tenure review process. Students are also given opportunities to evaluate faculty through the student class surveys. The Program Review process is also an ongoing, regular evaluation of methods. [Evidence # 116]

The Willow International Community College Center maintains Blackboard as the primary course management software tool. All courses (online, face-to-face, and hybrid) may use this software to disseminate course material, post grades, and communicate with students thru email or live discussions. This is the primary software used in all our online classes.

The center faculty also use Camtasia and Tegrity software tools that allow for video and audio capture of lectures and power points. These programs allow instructors to record live presentations for viewing by their remote students. Most full-time distance education instructors are issued a tablet PC to enable “live” help with homework and to illustrate points that can be captured on the tablet and viewed on blackboard. Willow International has three classrooms that have full video conferencing capability to allow for point-to-point synchronous instruction between Willow International, Madera Center and the Oakhurst site.

Self Evaluation

The institution meets this standard. All instructors employed by Willow International Community College Center meet the minimum qualifications as stated in the California Community Colleges Chancellor’s Office’s Faculty Minimum Qualifications Handbook. The institution, faculty, and administrators commit significant resources to curricular review, course and instructor review, and assessment of student learning outcomes. Willow International recognizes that continuous, systematic evaluation and refinement of courses and programs will ensure that the changing student needs are met. Through the Program Review process, data revealing course completion rates, degree and certificate award rates, and transfer rates, including appropriate delivery methods, are analyzed. [Evidence # 233, 234, 246, 247, 249]

The Blackboard course management system, Camtasia and Tegrity software tools have allowed Willow International to offer the same quality of education as what is available in face-to-face classes. The video conferencing classrooms are state-of-the-art facilities.

Planning Agenda

None

- c. The institution identifies Student Learning Outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvement.**

Descriptive Summary

All programs and disciplines at Willow International Community College Center are subject to an ongoing Program Review process. This process guides the development, distribution, and utilization of information gathered through student learning outcomes at the course and departmental levels. The Willow International and North Centers assessment and outcomes committee work together with the Student Learning Outcomes Coordinator to help ensure the general education learning outcomes of Willow International will be uniformly applied on all

levels. Their combined efforts create a valuable connection among all levels of instructional support from the mission statement to course syllabi.

The design and development of student learning outcomes are faculty-driven at the Willow International Center. The information gathered through student surveys is processed through the Office of Institutional Research and utilized to generate reports that are available to Program Review committees where these reports aid in the evaluation and improvement of program and course structure. Student responses from the Spring 2010 College Outcomes Survey reveal that 83% of the students felt that they made progress in improving their writing skills, 78.4% felt that they made progress in improving their reading skills (reading with greater speed and comprehension), 77.3% felt they made progress in applying scientific knowledge and skills, 76.8% felt they made progress in appreciating the fine arts, music, literature, and the humanities, and 82.% felt they made progress in understanding and applying math concepts and statistical reasoning. [Evidence # 142]

Program learning outcome (PLO) information is an additional ongoing assessment tool at the Willow International Center. Together with student learning outcomes, these data are reviewed and discussed at departmental meetings throughout the center to facilitate the dispersion of information to full-time and adjunct faculty. This information serves as an aid to the development and improvement of class structure, as well as the modification of teaching methods to meet the students' educational needs.

The continuous survey and assessment of SLO and PLO information at Willow International is pivotal in the verification of overall general education learning outcomes. Dialogue developed through the creation and availability of SLO reports provided to Program Review, departmental meetings, faculty committees, as well as staff developmental activities, is directly instrumental in the assurance that all courses, programs, certificates, and degrees at Willow International meet the highest collegiate standards. The SLO reports have evolved over time (in conjunction with Reedley College's reports) and instructors often share any modifications they have made in how they assess the SLOs (e.g. giving the students a pre-test, and modifying instruction/strategies based on the assessment outcome, etc.). [Evidence # 79, 98]

The Willow International Community College Center uses SLO and PLO information as a guideline in the development of departmental as well as college-wide workshops. These workshops are available in various online and group based formats to facilitate the improvement of course offerings and design with the goal of meeting the needs of the student population. These workshops are available to adjunct as well as full-time faculty, thus reaching the widest possible representation of instructors throughout the college. In the Fall 2010 semester, the faculty of Willow International, Madera Center, and Reedley College met for an SLO Summit in order to continue the discussion on the development, assessment, and reporting of SLOs. Willow International and the Madera Center also hosted a meeting for the adjunct instructors to inform them of the ongoing SLO process. Each department had at least one full-time faculty representative to distribute the department/course SLOs and to answer any questions the adjunct faculty might have had about the SLOs, assessments, and reports. [Evidence # 7, 412, 413]

As described in Standard One, the Willow International Center engages in continuous improvement with its collaborative decision making process through the College Center Council. The purpose of the council is to assess and improve upon the existing process of evaluation, planning, and improvement for the North Centers, with an emphasis on the North Centers' strategic planning and implementation processes. As a result, the planning cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation is a part of the organizational culture of the centers.

The process is circular consisting of five areas/steps which include:

Step One: Evaluation Using Qualitative and Quantitative Data. These data are the catalyst for the dialogue and planning efforts of the college center. The Willow International Community College Center shares a full-time Institutional Researcher with Reedley College (50% of the time) whose duties include the collection and management of data and information needed to support the evaluation component of the collaborative decision making process. Examples of some of the data reviewed are student and faculty surveys, community input through advisory committees, Program Reviews, student learning outcomes assessments at the course, program, and institutional levels; ARCC reports, the college center's Educational Master Plan, State Center Community College District Fact Book, in addition to communication and dialogue from meetings, Duty and Flex Day activities, and open forums.

Step Two: Integrated Planning. The planning efforts at Willow International Community College Center include a relationship between the efforts of the District and college center. The State Center Community College District's Strategic Plan goals are directly connected to the college center's plans as evidence of continuity between the district and its college centers. The college integrates instructional programs, student support programs, and related support (library and counseling services) to inter-connect with the overarching goal of continuous improvement of student learning. Willow International's Educational Master Plan (after data collection through input from students, faculty, staff, and administration) revolved around three major areas: 1) data research on the historic growth of student enrollment and weekly student contact hours (WSCH), 2) assessing the internal environment relative to the current composition/profile of the students served, and 3) conducting an external environmental scan which views the center in relationship to its service areas and external environment. As a result of the data analysis and dialogue, twelve recommendations were identified as the basis for assisting the North Centers in projecting educational programs and support services through the year 2025. [Evidence # 258]

In addition to the Educational Master Plan, the Annual Strategic Plan identifies its goals based upon the previous year's efforts as well as the Educational Master Plan's recommendations. Objectives are established to reach these goals (through meetings of the North Centers College Center Council, faculty, administration, and classified staff) as part of the fall Duty Day activities. Faculty members are also encouraged to serve on various committees that help reach these goals.

Step Three: Resource Allocation. There is a strong connection between planning and resource allocation. The funding process for the overall operation of the district and colleges/centers (unrestricted general fund budget) involves a series of meetings with the constituents followed

by the Board of Trustees' approval. An "Action Plan Funding Request" form is used for the allocation of resources for projects not covered by the general fund budget and goes through the North Centers College Center Council. Any administrator, faculty, or staff member may complete action plans. Individual faculty or staff members complete the action plan form when requesting lottery or grant funds. Faculty and staff who request these resources have to show how the requested funding will tie to specific planning documents (e.g., Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Matriculation Plan, Student Success Plan), and student learning outcomes and Program Review recommendations. Included in the Action Plan form is a work plan that outlines the specific activities or items desired, funding needed, person responsible, timeline, as well as organizational areas that will be impacted by the item/activity desired. Academic faculty staffing requests are also part of this process. Division Representatives work collaboratively with faculty in prioritizing requests which are sent to the Vice Chancellor for consideration. The District Foundation also provides opportunities for faculty to apply for mini-grants for instruction and student support projects as well as student scholarships. [Evidence # 85]

Step Four: Implementation. Once the plans and resources have been finalized, the implementation process involves collaboration among the administration, faculty, and staff, depending on the nature of the project and funding. The College Center Council oversees the implementation of the plans and provides regular updates on the projects throughout the year.

Step Five: Re-evaluation and Improvement. The last step evaluates if the targeted planning goals were met and identifies areas for improvement. This information then becomes the focus of dialogue and communication cycling back to step one in the process for the next cycle. [Evidence # 85]

Self Evaluation

The college center meets this standard. SLO and PLO data are utilized to design and implement Flex Day and Duty Day activities with the goal of education and inclusion of all levels of faculty. This facilitates a campus-wide dialogue and unified application of information and data for the improvement of course structure and teaching methods. Willow International Center faculty strive to work closely with Reedley College faculty in analyzing the data provided by the student learning outcomes results. During the Spring 2010 Duty Day, Willow International faculty, joined by Madera and Oakhurst site faculty met with Reedley College faculty to collaborate by departments on student learning outcomes and possible assessment tools, as well as program learning outcomes. In order to continue the collaboration process, a series of Student Learning Outcome Summits were held with Reedley College and the other North Centers in the fall of 2010. These summits allowed faculty to look at the current student learning outcomes to determine if any revisions needed to be made and to match the student learning outcomes to the program learning outcomes to the general education learning outcomes. [Evidence # 7, 412, 413]

The development of student learning outcomes at Reedley College and the Willow International Center began with a presentation by Norena Badway from the University of the Pacific in July 2006. Each semester beginning in Fall 2007, Willow International has been involved with developing, revising, assessing, and reporting on course level student learning outcomes.

Student learning outcomes are one of the foci each semester on Duty Day. Faculty meet within departments to discuss and work on SLOs on Flex Days and various times throughout the semester. Opportunities are provided for adjunct faculty to take part in this process through the adjunct faculty orientation meetings each semester or in scheduled meetings with the full-time faculty of their assigned department. [Evidence # 423, 122]

Planning Agenda

None

- 2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

The Willow International Community College Center offers collegiate, developmental, pre-collegiate non-degree applicable, community education, and short-term training courses and programs in fulfillment of the mission of a California Community College Center. The center uses a variety of criteria to determine whether or not to offer courses and programs; among them are the mission statement of the center, student need, employer and labor market demand, and the needs of specific communities of students served by these programs. All courses undergo student learning outcomes (SLO) assessment, and all programs undergo Program Review. Courses in collegiate, pre-collegiate, and developmental programs are approved through the curriculum approval process and evaluated through the Program Review process. SLO assessment is required for all courses at the center. SLO assessment and Program Review are the main components in data-driven analyses of the effectiveness of the center's courses and programs, and for the direction any needed improvements must take. [Evidence # 14, 433]

The high quality of all programs that award degrees or certificates is ensured by the program review process. The processes of program review and SLO assessment have been important topics of discussion at meetings of the Reedley College Academic Senate, the North Centers' Faculty Association, and Willow International's College Center Council. Program Review guidelines emphasize the importance of student learning outcomes and provide the framework for a department to conduct program assessment. The Program Review Handbook's guidelines also provide a basis for future direction, resource allocation, and institutional planning. [Evidence # 116, 799]

The Reedley College Program Review Committee, which includes members from the North Centers, has primary responsibility for overseeing the Program Review process. The North Centers Vice Chancellor, the Vice President of Instruction, deans of instruction, division representatives, and the Faculty Association also play important roles in ensuring that the Program Review process is effective in identifying successful or ineffective instructional practices, in assessing the viability of educational programs, and recommending criteria for allocation of instructional resources. [Evidence # 116, 799]

Full-time and adjunct faculty evaluations also safeguard the quality of courses and instruction and ensure their improvement. As part of the faculty evaluation process, the instructor's syllabus, a class plan of the day with an explanation of how it aligns with course outcomes, an example of graded work, and the class's Blackboard support (if applicable), along with classroom instruction, are observed and scrutinized. Students are given an opportunity to evaluate their instructors by an anonymous survey; their comments are typed to disguise handwriting and given to the instructor after the final grades have been submitted. These measures help the center to maintain the high quality of instruction which is our mission and our first responsibility. [Evidence # 576, 274, 300]

One of the most important factors in assuring the quality and improvement of courses and programs is ongoing dialogue among instructors. Research shows that when time is set aside for teachers to talk to one another, classroom instruction and student achievement improve. Faculty Flex Day and Duty Day workshops at the beginning of each semester provide a formal mechanism for intra-faculty dialogue. [Evidence # 122]

Informal interaction among faculty (within and across disciplines) is crucial to identifying and clarifying the most general learning needs of our students and thereby assure the quality and improvement of courses and programs. To offer just one example, during the Spring 2010 semester, the political science and history instructors at Willow met with a representative of the English department to address a prevalent lack of preparation among Willow International students in what is expected in a response to a college-level essay question. This conversation has led these disciplines to begin developing processes to help students overcome the difficulties they experience when confronted with an essay question. Such informal discussions have also identified the need for new courses (e.g., study skills courses).

Excellent instructors are the backbone of any instructional program. At the Willow International Community College Center, a rigorous screening process and nationwide recruitment ensure that only the most highly qualified candidates are hired as full-time or part-time faculty. [Evidence # 125 ar. 7120]

- a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

Descriptive Summary

The center recognizes that responsibility for the development of courses and programs lies primarily with faculty. The faculty's central role in developing, implementing, and improving courses and programs is supported by training and development opportunities.

Program Review, conducted by each department every five years, has been the center's primary means for examining how programs and courses are developed, revised, and coordinated. The process is designed to improve the quality of programs, stimulate curricular changes, and

enhance current curricula. Beginning with the current Program Review cycle (2006-2011), programs and departments are required to submit yearly updates on the goals and recommendations listed in their Program Review documents. The result is that its Program Review serves each program or department as a handbook and reference guide for continuous development and planning. [Evidence # 116]

Program Review includes analyses of existing courses to determine any need for pre-requisites as well as new courses. In some cases the Program Review process has begun discussions which have led to a more focused identification of student needs. To cite just one example, the 2007 History Program Review led to identification of the need for certain remedial classes. [Evidence # 14]

Program Review includes a detailed analysis of all courses offered by a program or department, including examining data on gender, ethnic background, and age of students taking a course. Since the focus of Program Review is on student learning outcomes, the data collected and evaluated also include student retention, persistence, and success rates. As part of Program Review each department is required to review and update the course outlines. These modifications must be reviewed and approved by the Curriculum Committee during the semester following submission of the departmental program review document.

In response to the call for a “culture of completion” in America’s community colleges, the Willow International Community College Center is using student learning outcomes to ensure that a greater percentage of our students become degree-qualified. Student learning outcomes are specifically designed to improve and promote the quality of courses and instruction. Since 2000, SLOs have played an increasingly important role in this process. Reedley and the North Centers have already implemented procedures for the development and evaluation of course-level outcomes, and are now developing both program learning and general education learning outcomes (the latter sometimes referred to as Institutional Learning Outcomes). The ultimate purpose of general education learning outcomes is to assess SLOs at the degree level. Student learning outcomes were mapped to program learning outcomes and general education learning outcomes for each program in the fall semester of 2010. [Evidence # 433]

Each discipline has designed assessments of the outcomes in their course offerings. As part of the process of developing the measurements and rubrics for courses and programs in a discipline, a lead faculty member is chosen. That individual is responsible for collecting and collating data and disseminating it to discipline members and the Institutional Researcher, who keeps all records. Throughout the process faculty are responsible for developing, administering, analyzing, and acting upon the results of the assessment process. At least once a year, and in some cases every semester, faculty departments assess quality of instruction through SLOs and develop strategies to address any shortcomings revealed by assessment of SLOs. Also, as part of this evaluation process, faculty identify effective assignments, presentations, and policies. [Evidence # 433]

At the Willow International Center, the faculty of each department- both full and, where possible, part-time- develop their own processes for course development, evaluation, and improvement. Dialogue between departments is encouraged and facilitated through Duty Day

workshops, Blackboard postings, email exchanges, and informal discussions. This allows new or different ideas to be shared and explored. Adjunct faculty are included in the process through attendance at department meetings, email communication, and face-to-face dialogue. [Evidence # 122, 319]

The center has provided numerous workshops on the purpose, development, and effective implementation and analysis of SLO assessments. These have included programs facilitated by leading researchers in the field of SLOs such as Dr. Norena Badway of the University of the Pacific, and SLO coordinators from other California community colleges, including Janet Fulks of Bakersfield College and Bob Pacheco of Barstow College.

SLO reports are updated each semester. These include data collection, analysis of data, and action plans adopted as a result of analysis. Long-term trends and analyses are addressed through Program Review. Departmental meetings and Flex Day and Duty Day meetings allow faculty from several campuses to discuss and improve course design. [Evidence # 122, 319]

Self-Evaluation

The Willow International Center meets this standard. Courses and programs are developed by faculty in each discipline. Drafts are then reviewed by discipline members, a division representative, and the appropriate dean and then forwarded to the Reedley College Curriculum Committee (which includes members from the Willow International Center). The Curriculum Committee reviews the course at one hearing and approves or disapproves it at a second hearing. Once the Curriculum Committee has approved a course or program, it is signed by both the Curriculum Committee Chair and the Reedley College Dean of Instruction. The Curriculum Committee then forwards the course to the district's Educational Coordinating and Planning Council (ECPC). The membership of the ECPC consists of the two college Presidents, North Centers Vice Chancellor, Vice Presidents of Instruction, Curriculum Committee Chairs, and the Curriculum Assistants. The ECPC monitors all curricula at district campuses and forwards a recommendation to the State Center Community College Board of Trustees who grant ultimate approval. Programs that offer Certificates of Achievement (18 or more units of coursework required) and vocational Associates Degrees are forwarded to the Central Valley Higher Education Consortium for review and then onto the State Chancellor's Office. Programs approved upon review are then sent to the California Community College Chancellor's Office for state approval. All new non-vocational Associates Degrees or those that are revised significantly are also sent to the State Chancellor's Office for approval. [Evidence # 712, 743]

The Willow International Community College Center has made significant progress in the past two years in understanding and incorporating SLOs into its basic thinking about the student learning process. General education learning outcomes have been established and individual departments have been continually refining their course- and program-level outcomes with the several goals of embedding outcome assessment in ordinary achievement assessment at the course level; coordinating outcome assessment with annual departmental self-evaluation (which is already part of the Program Review process); coordinating outcome assessment with Program Review itself (conducted by departments on a five-year cycle); and coordinating outcome assessment with the North Centers Mission and Strategic Plan. The center has embraced a

culture of evidence and is well on the way to implementing it. [Evidence # 7, 8, 79, 82, 92, 100, 101, 102, 129, 135, 145, 146, 223, 225, 226, 231, 273, 140, 279]

The work done at the Fall 2010 SLO Summit with Reedley College faculty and faculty from the other North Centers (Madera and Oakhurst) significantly increased the faculty's understanding of the role of SLOs in an institution-wide program of evaluation of instruction whose goal is a continued improvement in the number of students who succeed. The Willow faculty is well on its way to making SLOs an integral part of instructional planning and review. [Evidence # 413]

As an outcome of the summit, each department has mapped course-level student learning outcomes (SLOs) onto program learning outcomes (PLOs) and general education learning outcomes (GELOs). The SLO-PLO-GELO mapping schemas for each department will enable departments to integrate the SLO process into Program Review and the center's strategic planning. [Evidence # 273, 429]

In the Spring 2010 semester, the Willow English department assessed the English 1A outcome of a documented research paper of at least 1,000 words. The rubric they used enabled English instructors to identify the most serious weaknesses in the writing of students who failed the assignment. This has made it possible to focus instruction on areas of documented weakness. The research paper assessment included a component to evaluate efforts of English instructors to discourage plagiarism. Fewer than 1.5% of the students' research papers were failed for plagiarism, while instructors reported that nearly 8.5% of students turned in plagiarized work during the semester. Instructors concluded that instructor vigilance and emphasis on the value of academic honesty can significantly reduce plagiarism. This is encouraging news for all North Centers humanities and social science instructors. [Evidence #278]

The history department of Reedley College and the North Centers assessed outcomes for History 11 and 12 (History of the United States to 1877, History of the United States Since 1877) in Fall 2009 and analyzed the data in Spring 2010. Their analysis revealed several problems with their assessment instrument. The members of the history department then redesigned the course outcomes to address these problems and to conform their outcomes with current definitions introduced by the workshop facilitators at the January 2010 Duty Day. A number of outcomes were combined and broadened to better emphasize themes addressed in traditional history curricula. While this has reduced the overall number of course outcomes, it will allow the department to assess every outcome beginning in the Fall 2010 term. The Reedley College Curriculum Committee accepted the modifications of the course outcomes in the Spring 2010 term. [Evidence # 427]

Planning Agenda

None

- b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

Descriptive Summary

The Willow International Community College Center relies primarily on faculty expertise to determine competency levels and design measurable student learning outcomes. The discipline experts in each department design SLOs for their courses and programs. SLOs are reviewed yearly by the department as part of the process of analysis, and changes are discussed to improve the assessment process. The SLO process is also reviewed by the Program Review Committee- composed of faculty and administrators- as part of the program review process.

The Reedley College Curriculum Committee (which includes members from the Willow International Center) also plays a significant role in meeting this standard. The committee, which reports to the Academic Senate, reviews all new course outlines and modifications of existing course outlines. The Reedley College Curriculum Handbook describes the responsibilities, membership, and duties of the committee, as well as articulation agreements and other information. The Program and Course Approval Handbook identifies the criteria for developing courses. These criteria include linking the courses to the college's mission, the approval process for credit and non-credit courses, course approval procedures, and standards for course development. [Evidence # 112, 282]

Different disciplines use different methods to determine competency levels and measurable student learning outcomes. These determinations will always depend on the professional judgment of faculty in a particular discipline. Since professional judgment is indispensable to the process, faculty within a discipline discuss appropriate competency levels and measurable outcomes extensively and arrive at consensus before implementing specific SLOs and assessment instruments.

Course revision or new course proposal forms in use at the Willow International Center specifically request the proposing faculty to align course content with measurable course objectives and SLOs. In addition, these same forms recommend that the competencies listed in the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills be included as course outcomes or objectives for career technical education classes. The standard for updating courses every five years ensures timely compliance of all courses with this standard. [Evidence # 310]

Effective communication of expectations to students at Willow is a high priority of the faculty. Course outcomes are included in all course syllabi, which also provide clear information regarding assignments, grading, and other course policies. These policies are listed in the Faculty Handbook. ACT College Outcomes has revealed that the center is close to the national average in the mastery of student learning outcomes.

Self-Evaluation

The Willow International Community College Center meets this standard. Faculty expertise is at the heart of the Willow International's development of student learning outcomes. The center has been engaged in a continuous process of establishing, implementing, and evaluating learning outcomes at the course (SLOs), program (PLOs), and institutional levels (GELOs).

Collaboration on learning outcomes is ongoing and involves full-time faculty and staff from Reedley College and the North Centers, as well as adjunct faculty. Communication occurs via face-to-face meetings and workshops, as well as e-mail correspondence. In order to ensure that instruction at the course level ultimately fulfills the mission of the college, the Fall 2010 Duty and Flex Days at the Willow International Center offered individual departments an opportunity to meet to review student learning outcomes and align these with program and general education learning outcomes. Mappings of these alignments were submitted to the dean of instruction and are available on the Student Learning Outcomes and Assessment website. Subsequently, a series of SLO Summits was held to facilitate communication among faculty and staff from Willow International, Reedley College, and the other North Centers sites. Student learning outcomes were fine-tuned and faculty were trained on use of the Student Learning Outcomes and Assessment website for documenting SLOs, assessments, and reports. In addition, Willow International has utilized an Assessment Advisory Committee and a SLO Coordinator whose role includes monitoring the continued assessment, reporting, and use of student learning outcomes to improve the instructional process. [Evidence # 7, 8, 9, 33, 226, 299, 303, 409, 434, 441, 319, 408, 412, 413, 442, 479, 129, 273, 324, 291, 429, 336, 433, 432]

In order to relate student learning outcomes to the skills necessary for competence in the field, advisory committees serve to review the curriculum and make recommendations for improvement. The Child Development Advisory Committee consists of local professionals, including directors and administrators from private and state-funded child care centers, staff from First 5 of Fresno, and Clovis Unified School District Preschool & School-Age Program Coordinators. At advisory committee meetings, members provide feedback to the Child Development Center concerning current issues faced by the workforce in the area and how well community needs are being met. For example, a topic discussed at the meeting in the spring of 2010 was a concern over the retention rate of Child Development students in the general education courses, compared to their rate of retention in Child Development courses. Various means of addressing this issue were discussed. The Child Development faculty also met in Fall 2010 to review issues facing the department and discuss in depth the means of assessing student learning outcomes. The Business department also works with an Advisory Committee whose members include local-area businesses. The committee functions to keep the Business department apprised of changes in technology, business, industry and government. The Business Advisory Committee Handbook outlines procedures and responsibilities of the committee. The committee serves to review the curriculum and make recommendations for improvement. For example, at the Advisory Committee Meeting in the spring of 2008, the Office Technology program was reviewed. The committee outlined the skills they would expect of a student from the Office Technology program. [Evidence # 136, 201, 137, 408, 281]

The Reedley College Curriculum Committee oversees the development and modification of all course outlines of record and is responsible for ensuring that student learning outcomes are

clearly listed in the course syllabi. Additional review is provided by the Program Review Committee as part of the Program Review process. The 2005-2010 Program Review cycle includes the development of program level outcomes and the process for assessment. As an example, the Engineering Program Review from Fall 2008 charts which courses are designed to meet specific program level outcomes. The review also provides an example of how learning outcomes in Engineering 8 will be measured via the creation of a bank of static equilibrium problems and a rubric to guide assessment. Criterion for student success was determined to be 70% of students receiving 70% correct on the problems. The Reedley College Curriculum Handbook and Program Review Handbook provide guidelines to committee members in the course of fulfilling their duties. [Evidence # 112, 190, 300, 14, 428, 135, 116, 310]

The faculty, staff, and aforementioned committees work together to meet the goals outlined in the mission statement of the Willow International Community College Center. This is accomplished in no small part by the development of authentic student learning outcomes, high quality assessment instruments, and the use of assessment results to improve student learning. In the spring of 2010, Duty Day activities included workshops designed to help departments evaluate where they were in the development of assessment tools and where they were headed. Measurement instruments have been created by individual disciplines, as seen in examples from history, English, foreign language, philosophy, and psychology. For example, in the fall of 2010, the psychology department administered pre-test assessments of student learning outcomes in sections of Psychology 2 and Psychology 16. The results of these assessments are on file with the Institutional Researcher. Post-test assessments were administered at the end of the semester and results were documented in the Fall 2010 SLO reports. Progress towards achieving departmental goals is reviewed by individual disciplines each semester and SLO Reports are filed with the deans of instruction and the Willow International Center's student learning outcomes and assessment website. [Evidence # 324, 442, 529, 79, 145, 146, 231, 267, 278, 433, 532, 698]

Some of the progress made by the Willow International Center can be seen in the ACT College Outcomes student survey, conducted in Spring 2010 semester, to measure the intended outcomes of the institution. Results reveal that Willow International is close to, or exceeds, national norms in a number of areas, such as learning to think and reason, developing problem solving skills, and learning about the role of science and technology in society. [Evidence #142]

Progress Made toward Attaining Outcomes: Progress: Indicate how much progress you have made at this college toward attainment of that outcome (regardless of its importance to you).

	Willow International	National Norm
Learning to think and reason	3.81%	3.84%
Developing problem solving skills	3.68%	3.70%
Learning about the role of science and technology in society	3.03%	2.96%

Progress Scale: 5=Very Much, 4=Much, 3=Moderate, 2=Little, 1=None

Student responses were also similar to national norms in terms of personal growth, such as setting long-term goals, becoming academically competent, and clarifying personal values. [Evidence #142]

Personal Growth since Entering This College: Indicate the extent of your growth since entering this college (regardless of the extent of the contribution made by your experiences at this college).

	Willow International	National Norm
Setting long-term or “life” goals	4.02%	3.99%
Becoming academically competent	3.90%	3.93%
Clarifying my personal values	3.90%	3.86%

Growth Scale: 5=Very Much, 4=Much, 3=Moderate, 2=Little, 1=None

The general education learning outcomes at Willow International include the goal of making ethical personal and professional choices; students rated the college as contributing to their development of moral principles guiding actions and decisions at levels just above national norms. [Evidence # 273]

College Contribution to Personal Growth: Indicate the extent of the college’s contribution (i.e., your college experience both in and out of class) to your growth (regardless of the extent of your personal growth in a given area).

	Willow International	National Norm
Developing moral principles to guide my actions and decisions	3.02%	3.01%

Growth Scale: 5=Very Much, 4=Much, 3=Moderate, 2=Little, 1=None

Further evidence of student learning can be seen in Willow International’s retention and successful completion rates. In the Fall 2010 semester, the retention rate was 90 percent and the successful course completion rate was 67 percent, up from 87 and 62 percent, respectively, from Fall 2007 semester. [Evidence # 141 t. 10]

Table 10: Mark Analysis/GPA/Retention/Completion: Willow International Community College Center, Fall 2007-2010

	Fall 2007		Fall 2008		Fall 2009		Fall 2010	
▪ A	23%	2576	24%	3299	26%	3696	25%	3385
▪ B	21%	2349	22%	3018	23%	3311	23%	3137
▪ C	17%	1933	18%	2404	18%	2647	18%	2459
▪ CR/P	1%	111	1%	115	1%	87	1%	79
▪ D	7%	783	6%	835	7%	954	7%	961
▪ F	17%	1927	17%	2338	16%	2254	15%	1996
▪ NC/NP	1%	58	1%	77	0%	61	0%	38
▪ W	13%	1433	11%	1525	10%	1430	10%	1321
▪ GPA	2.29		2.32		2.37		2.39	
▪ Retention	87.2%		88.8%		90.1%		90.1%	
▪ Attrition	12.8%		11.2%		9.9%		9.9%	
▪ Success	62.3%		64.9%		67.3%		67.7%	

Data Source: Institutional Research Website, <http://ir.scccd.edu>

The college also has data on the number of students who transfer, documenting a total of 328 transfers to the University of California and California State University systems in 2007-08, and 221 in 2008-09. [Evidence # 141 t. 11]

Table 11: Transfer Rates: Willow International Community College Center, 2007-08 and 2008-09

	UC Transfers	CSU Transfers	Total Transfers
2007-08	30	298	328
2008-09	9	212	221

Data Source: National Student Clearinghouse (for transfer), SCCCD_ATERMS file (for Transfer ready), Transfer students include those who, after they left Willow International, subsequently enrolled in a four-year school (meaning the 07-08 students had another year to enroll compared to the 08-09 students).

Planning Agenda

None

- c. **High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

Descriptive Summary

The Willow International Community College Center demonstrates the high quality of its instruction in numerous ways. All instructors have extensive subject-matter backgrounds and many adjunct faculty are practitioners in their fields. Institutional-effectiveness outcomes such as the number of degrees awarded and the number of students transferring to four-year institutions demonstrate, indirectly but convincingly, the knowledge gained by students.

In cooperation with Reedley College, the center actively pursues articulation agreements with four-year institutions and its credits are widely accepted at public and private institutions in the state and nation. Faculty peer evaluations and classroom observations provide a formal structure which ensures that instructors benefit from each other's experience in the classroom. Observation and evaluation also promote the crucial component of informal dialogue among instructors on instructional methods and course content. Student surveys at the Center indicate overall student satisfaction with course content and instruction.

The Curriculum Committee, the College Center Council, the Program Review Committee, the Academic Senate, the Faculty Association, and the Vice Chancellor's Cabinet regularly discuss issues related to both new and existing programs. Institutional dialogue occurs at the department level and in formal and informal conversations and meetings with the academic deans and Vice President during Program Review and schedule-development meetings that take place every semester.

Faculty are responsible for the breadth, depth, rigor, sequencing of courses, and synthesis of learning necessary for certificates of achievement, occupational certificates, and associate degree programs. These issues are addressed primarily through the curriculum process. When courses are submitted for approval, an essential component of the process is demonstrating to the Curriculum Committee members that the courses are collegiate in nature, and that courses respond to an identified need, and fit within a program.

At the time a course is approved, if the submitting faculty member requests either CSU or UC transferability, a separate process, spearheaded by Reedley College's articulation officer, is started. The course outline of record is submitted to local CSU or UC articulation offices for approval. In occupational programs, the advisory committee meets yearly to review existing programs and courses and recommend new certificates and courses.

Division representatives work with academic administrators, counselors, and individual faculty members to ensure that courses needed for a certificate or a degree are scheduled so that well prepared students can complete a program in two years, if they attend full-time. Each department also tries to offer transfer-essential courses in as many terms as possible during the academic year in order to facilitate the progress of their students, even those who are "off-track."

The science departments particularly recognize the time-to-completion challenge their students are confronted with because of the high unit count of the coursework and the large number of sequential classes needed for transfer. During each scheduling period, the faculty of the chemistry, life sciences, mathematics, physics, and engineering departments consult with one another on scheduling in order to minimize any time overlap of courses commonly taken by science majors.

Self-Evaluation

Willow International Community College Center meets this standard. All faculty, full-time and adjunct, have extensive subject matter backgrounds. Faculty peer evaluations and classroom

observations are regularly used to ensure that instructors benefit from each other's experience. Anonymous student questionnaires provide feedback regarding student satisfaction with course content and instruction. [Evidence # 29]

Institutional dialogue occurs at the department level, and in Curriculum Committee meetings as well as in meetings of the College Center Council, Program Review Committee, the Academic Senate Committee, and the Vice Chancellor's Cabinet regarding issues related to both new and existing programs. Courses are evaluated to ensure that they are collegiate in nature, respond to an identified need, and fit within a program. Synthesis of learning is demonstrated indirectly but convincingly by the number of degrees awarded and the number of students transferring to four-year institutions. [Evidence #143, 190, 21, 76, 14, 47, 75, 136, 137, 141]

Planning Agenda

None

- d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

Descriptive Summary

Faculty are familiar with the research on effective methods for study, learning, and instruction. Faculty apply this research in the classroom and make students aware of the research so that they can apply it to the studying they do outside the classroom. In addition to lecturing to present important course concepts, faculty guide participatory events such as discussions, individual and team research, field work and activities, and use tools such as PowerPoint presentations and topical videos followed by extensive discussion as a class, in groups, and through Blackboard forums and short essays.

At the beginning of every semester, through campus-wide e-mail, the Disabled Students Programs and Services (DSP&S) office and the Tutorial Center inform the entire campus of the services they offer. Faculty routinely invite these specialists into their classrooms for presentations on different learning strategies, disabilities, and to explain what support services are available to students.

Faculty engage in lively discussions of learning strategies, teaching methodologies, and student performance in numerous formal settings such as department meetings, the Academic Senate, Program Review, and informally with each other. Concerning distance education in particular, a committee exists to discuss, formulate, and disseminate best practices concerning distance education teaching (Reedley College/North Centers Distance Education Committee). As an institution, the center, following AAUP guidelines, encourages each faculty member to use the best teaching methods. DSP&S is very helpful in this regard. When a student is approved for services, the instructor is provided with a list of appropriate accommodations.

Faculty members participate in conferences, workshops, Flex Day activities, and other professional development activities devoted to learning needs and pedagogical approaches. Many faculty are involved in organizations that promote quality instructional practices.

Faculty use a variety of means to assess student learning. Written exams and quizzes are typically used, and depending on the course and instructor, a variety of other assessment tools such as journals, research papers, group projects, presentations and speeches, demonstrations, projects, and portfolios. A variety of teaching methodologies appropriate to courses and disciplines also support the needs of students. These include online instruction, computer-aided instruction, tutoring, and open access labs. Regardless of the teaching methodology, the ultimate goal of each course is student learning as delineated in the student learning outcome section of each course outline of record.

Learning communities at the Willow International Center also help to facilitate the accommodation of differing student needs. In these communities instructors coordinate topics and assignments and team-teach in order to improve instruction. The last two fall semesters (2008 and 2009) English, math, and counseling have participated in learning-community instruction. In Fall 2008, the community was comprised of instructors of English 125 (Writing Skills for College), English 126 (Reading Skills for College), Math 103 (Intermediate Algebra), and Counseling 47 (Learning Strategies); in Fall 2009, English 126 and 125 instructors. In Fall 2010, English 125, 126, and Counseling 47 instructors collaborated in a learning community.

Instructors who teach multiple levels of classes within a discipline are able to see what skills and concepts need to be addressed more effectively in the lower-level courses (basic and developmental courses). This applies especially to English and math courses, where there are two or more levels of pre-collegiate courses. An instructor teaching a college-level course is able to see which lower-level skills and concepts students continue to struggle with. The instructor can then adjust instruction in pre-collegiate courses to reinforce mastery of skills that are difficult to practice but whose uses are necessary across the curricula.

Self-Evaluation

The Willow International Community College Center meets this standard. The 2010-2011 North Centers Strategic Plan calls for excellence in teaching and learning and improvement of all educational programs and services. More specifically, the Strategic Plan calls on all North Centers' campuses to "provide quality college programs that provide basic skills, transfer preparation, workforce preparation, and lifelong learning opportunities". The Basic Skills Committee, tutorial centers, and counseling staff ensure that courses and services meet the diverse needs of the Center's students. The Tutorial Center at Willow served 1,955 students during the 2008-09 academic year. The deans of instruction and student services have worked with faculty to develop improvement strategies based on assessment results of student learning outcomes. Twenty-seven course SLO Annual Reports were submitted in 2008-09. Forty-eight course SLO Semester Reports were submitted in Fall 2009. In order to improve the connection between Program Review, strategic planning, and resource allocation processes, the College Center Council received oral and written reports from all Program Reviews with the results used for resource allocation. [Evidence #128, 104]

With respect to staff development, the Strategic Plan calls for additional professional growth opportunities for all faculty and support personnel with a focus based on research- proven best practices. The Staff Development Committee organized four staff development activities in 2008-09; in addition, 17 faculty or staff attended 17 different conferences. Six staff development activities were held in 2009-10 and 106 faculty and staff attended 15 different conferences including the SLO Summit for all faculty and administrators, Oregon Rhetoric and Composition Conference, Articulation Conferences, Microsoft Office New Version Software Training, Classified Professionals Workshop Day, and English Council for Faculty of Community Colleges. [Evidence #121]

In 2010-11, 28 faculty and staff attended 19 conferences. All full-time faculty attended SLO Summits and approximately 45 part-time and full-time faculty attended an SLO assessment workshop. All classified staff were invited to attend the classified professionals' workshop. [Evidence # 757, 725]

The college offers courses that use different delivery modes and methods of instruction to meet students' needs. All courses are regularly reviewed and evaluated with respect to their delivery modes and methods of teaching. Faculty evaluation addresses delivery modes and teaching methods to ensure that they fit course content and are consistent with the latest research on effective pedagogy, including web-based instruction for students who cannot attend classes on campus. [Evidence #14, 77, 116]

On Flex Days, faculty may participate in workshops on teaching methodologies and methods. Faculty attend off-campus conferences to improve classroom instruction. Over the last few years, Willow International faculty have explored both new and revived methodologies to meet student needs. One example of this is evident in the increased number of learning communities available to students and the corresponding number of faculty teaming with other faculty to offer courses through this methodology. Another example is the work of the developmental English faculty with feeder high schools' English faculty. After several joint meetings reviewing the Title 5 course outline for college level English and the placement test, the high school English faculty modified the senior English class so that 80% of the materials in the high-school class would be non-fiction and expository writing. [Evidence # 436, 437, 444, 121]

Planning Agenda

None

- e. **The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

Descriptive Summary

The center's Program Review process is intended to improve the quality of programs, stimulate curriculum changes, and enhance current curriculum. The focus of Program Review is on

student learning outcomes, so the data collected and evaluated include student retention, persistence, and success rates. Instructional Program Review includes an analysis of the following: (1) student learning outcomes development and use; (2) curriculum sequencing and updates and instructional methodologies, and (3) annual goals and both short- and long-term visions for the program. This process is consistently followed for all college programs and disciplines, regardless of the type (collegiate, developmental, or pre-collegiate). The instructional Program Review includes a flowchart, table, or diagram showing how required courses should be taken in sequences and how prerequisites fit together. Program Review also provides examples of each department's processes for curriculum updating and renewal, including updated Course Outlines of Records, course syllabi, and validation of prerequisites and co-requisites.

Whereas Program Review provides for systematic review of programs, the Curriculum Committee ensures that course outlines and content are reviewed regularly. The committee oversees the development of new courses, as well as changes to existing courses. The Reedley College Curriculum Handbook outlines the committee's responsibilities for oversight. The Program and Course Approval Handbook guides the process by outlining the necessary criteria and standards for course development and the procedures for approval. Both Program Review and Curriculum Committee processes ensure the relevance and appropriateness of courses and programs. Ongoing identification, revision, implementation, and assessment of SLOs at course and program levels have enhanced the professional judgment of faculty in the evaluation of the quality and relevance of course topics, courses, and programs. In addition, Program Review and plans are systematically tied to college planning.

Results of program evaluation are used in institutional planning. Data from the program evaluation also inform the decisions that prioritize the hiring of new faculty, classroom renovation, and classroom allocation. Institutional planning will also incorporate the improvement needs of courses and programs based on assessment outcomes. Resource allocation as well as institutional strategic plans will thereby emerge from local program plans.

Self-Evaluation

The Willow International Center meets this standard. The center evaluates the effectiveness of its courses and programs primarily through Program Review and the Curriculum Committee. All courses and programs, whether transfer, degree applicable, vocational, or developmental/pre-collegiate, whether delivered face-to-face or via distance education, are evaluated through the Program Review process to ensure relevance, appropriateness, and achievement of student learning outcomes. A student learning outcomes assessment timeline is provided for all courses. As an example, the engineering department's Program Review from Fall 2008 identifies how its program learning outcomes are incorporated into the engineering courses offered at Willow International; a sample of the assessment process is outlined for the Engineering 8 class. Another example of a response to the Program Review is evident in the English Department, which made extensive revisions to its Course Outlines of Record and developed rubrics to promote consistency in assessment. The department regularly reviews these rubrics to ensure their continued appropriateness. Additional evidence is provided by departments that have completed the Program Review process in the Fall of 2007; following their Program Review, the

history, political science, psychology, and sociology departments submitted updates to administrative staff concerning Student Learning Outcomes assessments. [Evidence #14, 77, 116, 135, 338, 428, 182]

The Curriculum Committee also plays a crucial role in ensuring that courses and programs are relevant and appropriate; the committee monitors the development of all new courses and modifications to existing courses. The Reedley College Curriculum Handbook outlines the committee's duties and the Program and Course Approval Handbook lists the necessary criteria and standards for course development and the procedures for approval. For example, in the fall of 2010, the Curriculum Committee reviewed a wide range of courses, advising curriculum changes and approving modified courses. Following a review of proposals regarding revision of grading scales, student achievement measures, and textbooks, the committee approved modifications to Mathematics 4A, 4B, Physics 2B, and Criminology 14; other submissions were delayed and departments were advised of committee concerns. [Evidence # 112, 116, 310, 190]

In addition to Program Review and Curriculum Committee work, faculty and staff collaborate to develop student learning outcomes, systematically evaluate their progress in assessing and achieving those outcomes, and file SLO reports each semester with the deans of instruction and the Willow International SLO Assessment website. An Assessment Advisory Committee and Willow International's SLO Coordinator support the assessment process. In the fall of 2010, a series of Student Learning Outcomes Summits was held in order to facilitate communication between Willow International, Reedley College, and the other North Centers. Faculty and staff reviewed the SLO reporting process and the features of the Student Learning Outcomes and Assessment website. Each department appointed a recorder who was responsible for documenting the SLOs, the SLO assessments, and the SLO reports from each semester. [Evidence # 226, 412, 413, 429, 433, 532, 33, 303, 409, 434]

As student success is at the center of the institution's efforts, faculty and staff work together to determine how best to use the results of SLO assessments to improve future instructional programs. Course syllabi communicate expected learning outcomes to students in all courses. Furthermore, in order to aid students in their degree and transfer goals, flowcharts demonstrate course requirements. Essentially, the course and program level outcomes drive the college curricula for all departments at Willow International. In Fall 2010, faculty aligned student learning outcomes (SLOs) for individual courses with each department's overall program learning outcomes (PLOs); these were aligned with the general education learning outcomes (GELOs) that serve as a road map to guide all instruction towards achievement of Willow International's mission statement. This alignment, in concert with the assessment of student learning outcomes at the course level, helps to ensure the success of program and general education learning outcomes for the college. [Evidence # 299, 319, 112, 300, 13, 194, 308, 273, 324, 79, 103, 129, 145, 146]

Placement test results reveal that basic skills courses in English and math are highly relevant to the success of students. Willow International's Tutorial Center provides exceptional support services for students in these areas. Survey results indicate students find the assistance to be very helpful, and demonstrate the Willow International Center's commitment to systematic

review and improvement of services. [Evidence # 13 p. 15; 24; 102; 223; 297; 47; 48; 49; 50; 51; 59; 56; 57; 58]

Student success is also dependent on access to funding. Eligible students may receive financial aid in the form of grants, loans, fee waivers, and college work–study. The CalWORKS Program is geared toward helping students who are the single heads of household with dependent children; qualified individuals may receive childcare benefits and textbook vouchers. Counselors ensure student compliance with CalWORKS criteria. Other barriers to success are addressed by the Disabled Students Programs and Services (DSP&S) office which provides specialized counseling, support services, and resources to students with temporary or permanent disabilities. DSP&S offers assessments to determine if a learning disability exists and provides training, assistance, and resource information in the use adaptive computer technology and assistive software programs for students with disabilities. The Student Support Services Program (SSS) promotes the retention and transfer rates of student with disabilities. [Evidence # 64, 13, 297]

All instructional and counseling faculty develop and assess student learning outcomes on a regular basis and participate in workshops to enhance professional skills. Student learning outcomes are geared towards fulfilling the center's mission; faculty and staff have attempted to ensure the focus is on achieving the aims of the programs at the Willow International Community College Center. Ultimately, the outcome of student learning for all students can be seen in retention and successful completion rates. Reedley College, of which Willow International is a part, was identified as an institution with higher than expected transfer rates. Retention and completion rates rose from 2007 to 2009. In the fall of 2009, the retention rate was 90 percent and the successful course completion rate was 67 percent, up from 87 and 62 percent, respectively, in the fall of 2007 (see Table 10). [Evidence #100, 101, 102, 225, 226, 283, 181, 273, 324, 41, 141]

A total of 328 students transferred to the University of California and California State University systems in 2007-08, and 221 transferred in 2008-09 (see Table 11). [Evidence # 141 t. 11]

Institutional planning, in terms of funding and resource allocation, relies in part on the results of Program Review and evaluation. Action plans and expenditure plans guide this process. For example, faculty and staff must indicate how the Action Plan Funding Request relates to Program Review recommendations. [Evidence # 27, 30, 36, 78, 87]

Planning Agenda

None

- f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

Descriptive Summary

Program Review and the program planning process incorporate results of student learning outcomes assessment into the educational master planning and strategic planning processes. Other planning activities include identifying resources needed for new courses on the course outlines submitted to the Curriculum Committee and Program Review data used to make recommendations on full-time position allocations.

To apply for a portion of the campus' discretionary funds, departments must show the relevance of their request to their Program Review, Strategic Plan, or other operational plans. Departments must commit to measuring the impact of the funds on their student learning outcomes.

The College Center Council is responsible for the continuing process of strategic planning. The College Center Council also guides the center in the systematic cycle of evaluation, integrated planning, implementation, and reevaluation. The campus researcher provides necessary data and regularly attends the meetings as a resource. This process and the above examples show continuing refinement of systematic evaluation and planning at Willow International. The availability of data and documents online and in print is also useful in informing appropriate constituencies.

The Educational Master Plan will be updated periodically and disseminated to all college constituencies. Data about the center and its students are also readily available on the Institutional Research website which is open to the public, providing enrollment patterns, demographics, student educational goals, and institutional measures of success such as the number of degrees and certificates awarded and the number of students transferring to four-year colleges. The center employs an Institutional Researcher who provides the data in an understandable form for faculty to interpret in Program Reviews.

Self-Evaluation

Willow International meets this standard. Results of student learning outcomes assessments are utilized in the Program Review and the program planning process which are then woven into the educational master planning and strategic planning processes. Request for campus discretionary funds must show relevance of the request to program review and planning documents. The College Center Council is made up of representatives from all institutional factions, meets regularly, and is responsible for the continuing process of strategic planning. [Evidence # 142, 89, 91, 80, 81, 27, 30, 36, 32, 21, 76]

Willow International appointed an SLO Coordinator in Spring 2011. He assists the Vice President of Instruction and Student Services in the continued development and administration of a systematic evaluation and planning process which ensures that SLOs are current and effectively measure student achievement for courses, certificates, and programs including general and vocational education and degrees. [Evidence # 89, 91, 303]

The Reedley College Student Learning Outcomes Assessment Advisory Committee, which includes members from the North Centers, has been meeting regularly since Spring 2009 to plan the implementation of the SLO process. [Evidence # 409]

The Fall 2010 SLO Summit with Reedley College faculty and faculty from the other North Centers' sites (Madera and Oakhurst) was called primarily to establish an ongoing, systematic process to integrate evaluation and planning in order to ensure the currency of instruction and measure achievement of stated learning outcomes for courses, certificates, and programs including general and vocational education and degrees. The summit put Willow International on a sound footing to firmly establish such a process within the next two years. Willow faculty engage in regular ongoing discussions on the development, implementation, and evaluation of SLOs. [Evidence # 226, 413]

As an outcome of the summit, each department has mapped student learning outcomes (SLOs) onto program learning outcomes (PLOs) and general education learning outcomes (GELOs). The SLO-PLO-GELO mapping schemas for each department will enable departments to integrate the SLO process into Program Review and the center's strategic planning. These schemas are a first step toward an SLO-driven planning and evaluation process for certificates, vocational education programs, and degrees. [Evidence # 273, 429]

The Center has developed a timeline for SLO assessment that will enable all departments to achieve a proficiency level in the use of SLOs to improve student achievement by the Fall 2012 semester. The timeline includes the following steps in a semester-by-semester sequence: determining the assessment tool; defining the measure of success; assessing the outcome; evaluation of assessment data; recommendations for changes in instruction based on the evaluation; implementation of changes (if needed); and finally, reporting the process. Several departments have been planning and implementing SLO assessments and using them to evaluate instruction and student achievement since Spring 2008. [Evidence # 527]

The SLO Coordinators for Reedley College and the Willow International Center have created a Blackboard site where all departments place data on course and program assessment timelines, assessment instruments, communication, and mapping. This facilitates the integration planning across departments. [Evidence # 336]

Planning Agenda

All departments will achieve a proficiency level in the use of SLOs by the Fall 2012 semester.

- g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

Descriptive Summary

Departments at Willow International do not currently use departmental course or program examinations. However, as part of developing systematic SLO assessment at the course,

program, certificate, and degree levels, departments are being encouraged to explore uniform outcomes assessments. Examples include incorporating some common questions on tests, course or program portfolio reviews, and standard rubrics to assess SLOs in papers and essays. These are not departmental exams.

In general, the use of valid, non-biased measures of student learning is addressed by each academic department. During faculty tenure review, exams used by faculty in courses are submitted to and reviewed by tenure committee members. The committee members ensure that all exams are non-biased measures of student learning. Some departments participate in “norming” sessions prior to assessment of student work in order to minimize possible instructor bias or subjectivity. No course or program uses an exit exam.

Self-Evaluation

The center meets this standard. In order to ensure quality assessment of Student Learning Outcomes, departments have collaborated to explore options that will result in uniform assessment tools and procedures that are equivalent across different sections of any given course. This is accomplished by incorporating common questions on tests, course or program portfolio reviews, and standard rubrics to assess SLOs in papers and essays. For example, the North Centers philosophy instructors have coordinated with the philosophy instructor at Reedley College in an effort to embed SLO assessment in the normal evaluation instruments of their courses. The English and Foreign Language departments developed assessment rubrics in order to minimize instructor bias and subjectivity in evaluation procedures. Also, rubrics for evaluating oral proficiency and writing skills were developed in collaboration with Willow International for use in Spanish 1 and Spanish 2. Furthermore, placement tests from the English department were evaluated to ascertain the validity of the assessments in terms of students' course assignments. [Evidence # 79; 145; 146; 226 p. 27, 58; 231; 182; 267; 397; 398]

An additional measure of the quality of outcome assessment tools occurs during the tenure review process for new faculty. Tenure committee members review samples of exams used in courses to assess whether exams show evidence of being non-biased measures of student learning. [Evidence #119]

Planning Agenda

None

- h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

Descriptive Summary

Faculty teach course concepts as stated in the Course Outline of Record with the objective of accomplishing the learning outcomes defined therein. They assess student mastery of these

objectives and award credit based on student performance. The faculty evaluation process includes an assessment of whether the Course Outline of Record is adhered to in the classroom practices. The peer evaluation form calls for assessment of the standard, as do the administrative evaluation, and student questionnaires (evaluation of instructor). The evaluation forms also request information on the syllabus and testing.

Department chairs and faculty who teach classes designated as transfer-level courses look to the Intersegmental Major Preparation Articulated Curriculum Project (IMPAC)—which provides a forum for discussion between faculty at community colleges, California State University, and University of California campuses—for guidance on student learning outcomes for programs and courses. This enables Willow International faculty to understand the requirements four-year college faculty have for students who transfer and has significantly contributed to strengthening the content and designing student learning outcomes in many courses at the center.

Willow International complies with all applicable California Code of Regulations Title 5 regulations on the review and approval of Course Outlines of Record which establish robust standards of good practice and accepted norms. The Willow International Center's Office of Instruction and the Curriculum Committee, in conjunction with the SCCCD's Educational Services staff, maintain an archive of course outlines and make them available to faculty through the CurricUNET site. [Evidence # 199, 310, 356, 9, 112, 190, 198, 207]

Under Reedley College, the Willow International Center awards credit for occupational, college transfer, and basic skills classes based on norms accepted in higher education in California and by articulation with public and private colleges and universities. Units of credit are awarded consistent with the Carnegie unit. This credit is based on systematically assessed student achievement and is overseen through systematic faculty evaluation and curriculum review and articulation.

Self-Evaluation

The center meets this standard. Revised course outlines include stated learning outcomes which serve as the basis for awarding course credit. All units of credit awarded by the center are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Students are apprised of academic policies and grading information in the syllabi and in the college catalog, all of which can be found on the internet. Additional information about academic regulations can be found in the catalog, the schedule of courses, and online. [Evidence # 7, 356, 13, 297, 300, 311]

Planning Agenda

None

- i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

Descriptive Summary

Degrees and certificates are awarded when students complete a program of required coursework. Degree programs are reviewed at the center, college, district, and state-wide community college system levels while certificate programs under 18 units are approved at the center, college, and district level, with ultimate approval coming from the State Center Community College District Board of Trustees. Each course has specific learning outcomes established when the course is submitted to the Curriculum Committee for approval. Traditionally, student achievement of these learning outcomes has been demonstrated through grade achievement and thus through credit received for a particular course.

While the center has not yet fully implemented assessment of all student learning outcomes for degrees and certificates, it has established general education learning outcomes, coordinated these with student learning and program learning outcomes, developed timelines for regular assessment of all program learning outcomes, and perhaps most significantly, appointed an SLO Coordinator for the Willow International Center.

Self-Evaluation

The center meets this standard. The requirements for a degree or certificate in a particular discipline are listed in the Reedley College catalog. Course outlines of record and course syllabi include Student Learning Outcomes. Success in courses is measured through assessment instruments, which ensure that students have mastered the outcomes of a course and all program- or degree-level outcomes with which the course level outcomes are coordinated. [Evidence # 212, 300]

Self-studies produced during the 2005-2010 Program Review cycle have been required to include short- and long-term goal development, program, certificate, and degree SLOs, and the assessment process by which student achievement of those outcomes will be measured. The Reedley Program Review Committee, which includes members from the North Centers, has discussed, and will continue to discuss, how the identification and assessment of degree-level outcomes can be more adequately incorporated into the program-review process. [Evidence #14]

The Fall 2010 SLO Summit with Reedley College faculty and faculty from the other North Centers' sites (Madera and Oakhurst) clarified SLO-PLO-GELO coordination for all who attended. It has put Willow International in an excellent position to assess learning outcomes at the degree and certificate levels and articulate these with course-level and general education-level outcomes. The center is well on the way toward implementation of an assessment system at the degree and certificate levels which will ensure sustainable improvement in the quality of instruction and student achievement. [Evidence # 413]

The Reedley College Student Learning Outcomes Assessment Advisory Committee, which includes members from the North Centers, has been meeting regularly since Spring 2009 to plan the implementation of the SLO process. Part of their work is to ensure that degrees and certificates are awarded based on student achievement of a program's stated learning outcomes. [Evidence # 409]

In addition, advisory committees for career technical programs meet regularly to ensure that the programs award certificates based on student achievement of the program's SLOs. [Evidence # 136, 137]

Planning Agenda

None

- 3. The institution requires of all academic and vocation degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

Descriptive Summary

General education courses and opportunities abound for every student as he or she progresses toward their academic goals at the Willow International Community College Center. Willow International is devoted to enriching people's lives by creating an atmosphere for the practice of intellectual curiosity, personal integrity, and individual accomplishment. Its programs and activities are designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment. The Reedley College Catalog clearly states the institution's philosophy:

“We believe that people's lives are enriched in an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment. The college furnishes experiences designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment...The goal of the college is to develop each student's full potential as well as respect for self and others. To this end, the college provides comprehensive curriculum offerings, lifelong learning opportunities, counseling, and educational services.” [Evidence # 316]

The college catalog identifies the purpose of general education components of its AA/AS degree programs as “intended to complement a concentrated study in a single discipline or ‘major.’ It should provide a broad base of educational experience about aspects of the world which a major area of study may not include.” The college catalog breaks general education requirements into the following areas: natural sciences, social and behavioral sciences, humanities, language, and rationality. [Evidence # 315 p. 30]

However, general education encompasses more than just that of our catalog description or degree requirements. State Center Community College's Administrative Regulations 4025 expects general education to include the ability to “communicate clearly and effectively, use mathematics, be aware of other cultures and times, [and] develop the capacity for self-understanding.” [Evidence # 676]

Realizing that the scope of general education falls beyond that of the catalog description, the Curriculum Committee formed an ad hoc committee composed of faculty and administrators to start addressing general education and general education learning outcomes. Early during the fall semester of 2008, formal general education information was presented to the Reedley College Curriculum Committee. As a result, an ad hoc committee composed of faculty and administration from the Reedley College Curriculum Committee and Reedley College Program Review Committee met to draft the college's general education learning outcomes (GELOs). Originally referred to institutional learning outcomes (ILOs), this ad hoc committee reviewed and discussed examples of GELOs/ILOs from other colleges and the requirements stated within Title 5. Most importantly, this committee identified four main areas of general education that are central to the college's mission. These four areas are communication skills, critical thinking and information literacy, global and community literacy, and personal development. After agreement on these goals, the committee prepared general education learning outcomes statements, which were then sent to the Academic and Classified Senates for review and approval before being sent to the Reedley College Council for adoption. [Evidence # 441]

The following are Reedley College's general education learning outcomes (GELOs) and are stated on page 6 of the current 2010-2012 Reedley College Catalog:

Communication Skills

- #1: Interpret various types of written, visual, and verbal information..
- #2: Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

- #3: Analyze quantitative information and apply scientific methodologies.
- #4: Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
- #5: Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

- #6: Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
- #7: Apply historical and contemporary issues and events to civic and social responsibility.
- #8: Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

- #9: Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
- #10: Incorporate physical and emotional principles to make healthy lifestyle choices.
- #11: Make ethical personal and professional choices.

General education is a significant element in our educational philosophy. The center's approach in measuring student learning in general education is based on the course composition of the college's degrees and certificates, student surveys, and mapping of student learning outcomes (SLOs) to general education learning outcomes (GELOs). We review and employ the general education course composition of every degree, regularly survey our students, and utilize student learning outcomes to demonstrate progress and success of our eleven general education learning outcomes.

Self Evaluation

The Willow International Community College Center meets this standard. The 2010-2012 catalog, page 30, states that "General education course work is intended to complement a concentrated study in a single discipline or 'major.' It should provide a broad base of educational experience about aspects of the world, which a major area of study may not include. The student who completes the general education requirements at Reedley College will have made noteworthy progress towards becoming truly educated and prepared for a lifetime of learning." Students in both academic and vocational areas are required to complete coursework in the areas of natural sciences, social and behavioral science, humanities, and language and rationality to earn an Associate's Degree. [Evidence # 315]

Currently, all courses are created by faculty (in many cases, both full and part-time) within the discipline to be evaluated by the Curriculum Committee and the program review process. Course content is determined by consensus of instructors within a department and then forwarded on through a formal process of examination by the department chairs, division dean, and then on to final approval by the Curriculum Committee made up of faculty, students, and non-voting administrators. Whenever the faculty create and submit a new course, as the discipline experts they decide whether the course fits as a general education course in addition to being a part of a program. (In some cases the course would only be a general education course.) . This decision is further validated and improved through the ongoing program review process where the course outline of record for each course is reviewed and revised at least once every five years. [Evidence # 310, 116]

Upon each review, the relevance and integrity of a course outline is evaluated separately by full and sometimes part-time faculty members of a department, the Curriculum Committee, and the Office of Instruction. Through the ongoing process of program review and Curriculum Committee approval, courses at Reedley College are continually evaluated to determine their appropriateness within the GE curriculum. Results of the planning and formal assessment processes are published and shared extensively with internal and external constituencies. The Articulation Officer also reviews courses to ensure general education courses are meeting general education standards for four-year institutions. [Evidence # 336, 190]

Courses within the GE fields are designed by faculty and are reviewed and approved by the Reedley College Curriculum Committee to ensure that they support the philosophy of general education based on official course outlines and stated student outcomes. The Reedley College Curriculum Handbook requires that GE courses should be intellectually challenging and prepare students for participation as contributing citizens, entry into four-year colleges and universities,

and the job market. Further, courses must “enable students to gain an understanding of the methods of inquiry that characterize human thought: the natures of the questions that can be addressed, the ways questions are formulated, the ways analyses are conducted, and the validity and implications of the answers obtained. They should be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach with an historical perspective.” [Evidence # 112 p. 13]

Under the guidance of the Reedley College SLO Coordinator (a faculty member), the most popular general education courses were evaluated by Reedley College and North Centers counselors for their fit within the college’s newly developed general education learning outcomes. The courses were reviewed as to how they introduce, practice, or assess (either directly or indirectly) these outcomes. This was a first step in establishing the mapping process of SLOs to PLOs and GELOs.

During Duty Day and departmental Flex Day meetings at the beginning of the Fall 2010 semester, the faculty at both the North Centers and Reedley College attended workshops on linking course SLOs to PLOs and GELOs. This training led to a series of SLO Summit meetings later in the Fall 2010 semester. The SLO Summits were hosted by each division and were attended by the majority of faculty members from the North Centers and Reedley College. The main objective of the SLO Summits was the mapping of student learning outcomes to program learning outcomes and general education learning outcomes. This mapping process was done for every course, not just the courses established as GE courses. The mapping process established the fact that the GELOs are supported by both GE and non-GE courses. General education learning outcomes eventually will be measured by collecting data from individual course outcomes (or SLOs). [Evidence # 413, 429, 420, 677, 441]

Lastly, in the spring of 2010, an ACT (American College Testing) College Outcomes Survey was given to approximately 300 students at the Willow International Center. This survey assessed students’ perceptions of college contributions to the importance and progress of various college outcomes. It also assessed student satisfaction regarding selected aspects of our center’s programs and services. One question in this survey directly prompted students about their overarching success in general education and specifically the center’s contribution to their growth in this area. Question #36 posed the prompt, “Acquiring a well-rounded General Education” in which 89.9% of students indicated the college’s contribution to their growth in the area of general education was moderate to very great. This indicates that the majority of students feel that the center had significant contribution towards their progress in areas of general education. [Evidence # 142]

Planning Agenda

None

- a. **General education has comprehensive learning outcomes for the students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

Descriptive Summary

Students who pursue an Associate Degree at Reedley College are required to demonstrate minimum competencies in oral communication, written communication, reading, math, physical/mental health awareness, critical thinking skills, government awareness, and computer concepts. The courses a student can take for each of these areas are listed on page 31 of the 2010-2012 Reedley College Catalog. All course outlines of record for degree-applicable courses explicitly state which skills are emphasized in these courses as well as the rigor of these skills necessary for successful completion of the course. [Evidence # 315 p. 31]

General education learning outcomes (GELOs) that relate to this standard:

- #3. Analyze quantitative information and apply scientific methodologies.
- #6. Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
- #7. Apply historical and contemporary issues and events to civic and social responsibility.

In section IIA of the ACT Student Survey, students were asked about the importance of, and their progress in, specific areas related to the GELOs listed above. Some of these statements asked in this section related to these areas of general education:

- #16. Appreciating the fine arts, music, literature, and the humanities.
- #22. Applying scientific knowledge and skills.
- #23. Learning principles for conserving and improving the global environment.
- #25. Learning about the role of science and technology in society.
- #26. Understanding and applying math concepts and statistical reasoning.

In section IID of the survey, students were asked to indicate their level personal growth and the level that the college contributed to their growth in these areas. Some of these statements asked in this section related to these areas of general education:

- #10. Becoming more aware of global and international issues/events.
- #12. Becoming more aware of local and national political and social issues.
- #13. Gaining insight into human nature through the study of literature, history, and the arts.

Self Evaluation

This standard is met. As described earlier, there are many processes delineated in the Curriculum Handbook that rely on the expertise of our faculty to determine whether or not to be

included in general education. The official course outline of record of each general education course must explicitly state how the course covers the major area of knowledge, where it is situated, and reference the appropriate general education codes. The official course outline must also state the breadth of content, the rigor of the work required to be successful, the critical thinking skills required, and the relevant multicultural or global issues. In addition, every course outline must specify the SLOs students are expected to master upon completion of the course. The Program and Course Approval Handbook, 3rd Edition (March 2009), requires that the goals and objectives of general education courses must be consistent with the mission of the community colleges as established by the California Legislature in CEC §66010.4. [Evidence # 112; 678; 282 p. 3]

However, the center’s approach has been to consider more than the catalog requirements for general education. During the SLO Summits between Reedley College and the North Centers, a mapping exercise was completed for all course SLOs to program learning outcomes (PLOs) to general education learning outcomes (GELOs). These summits led to all faculty from all disciplines, including Student Services, working together to finalize a mapping of all of their courses. A mapping grid was created by the Assessment and Outcomes Committee based on an example from the engineering faculty. This template was approved by the Academic Senate in September of 2010 and is now the standardized mapping document for Reedley College and the North Centers. [Evidence # 413, 441]

Although all course SLOs were mapped and can be found on the Outcomes and Assessment Blackboard site, the table below demonstrates a sampling of courses linked to GELOs through the mapping exercise. The table includes both GE and non-GE courses. Courses are utilized to assist in demonstrating that GELOs are assessed and measured. Analysis of the SLO data for each of these courses may be found in the departmental assessment reports available on the Outcomes and Assessment Blackboard site. Results from the course SLO assessments result in course, program, and overall institutional improvement. [Evidence # 433]

CRITICAL THINKING AND INFORMATION LITERACY

GELO #3: Analyze quantitative information and apply scientific methodologies.

COURSE/AREA	SLO #	SLO
PHYS 4A	SLO 3	Apply algebra, trigonometry, and first year calculus to solve problems from several specific areas of physics.
CHDEV 39	SLO 3	Analyze children’s development based on various theoretical frameworks.
MATH 4A	SLO 3 (6)	Derive, use, and prove trigonometric properties and identities.
MATH 5A	SLO 1	Determine limits and continuity using graphical, analytical, and tabular techniques.
ENGR 8	SLO 2	Solve mechanical equilibrium application problems for trusses, frames, and machines.
ENGR 8	SLO 3	Calculate shear, normal forces, and bending moment for loaded beam problems and produce shear and bending moment diagrams.
CSCI 40	SLO 4	Solve application problems in science and engineering.

GLOBAL AND COMMUNITY LITERACY

GELO #6: Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.

COURSE/AREA	SLO #	SLO
HIST 11	SLO 2	Analyze the fundamental changes in the American economy from re-industrial times to the late 1800s.
HIST 12	SLO 2	Analyze the fundamental changes in the American economy from re-industrial times since 1877.
POLSCI 2	SLO 1	Identify the basic principles and characteristics of democracy in the United States.
SPAN 1	SLO 5	Read, identify and comprehend specific pieces of information from selected short readings and authentic, graphically-represented text such as ads or short magazine articles.
ENGL 126	SLO 2,3	Analyze college-level, academic reading materials.

GLOBAL AND COMMUNITY LITERACY

GELO #7: Apply historical and contemporary issues and events to civic and social responsibility.

COURSE	SLO #	SLO
POLSCI 2	SLO 1	Identify the basic principles and characteristics of democracy in the United States.
POLSCI 2	SLO 2	Discuss the checks and balances system and identify the key responsibilities and limitation of each branch.
HIST 11	SLO 1	Identify the origins of America’s distinctive political traditions and governmental institutions.

The following table represents the specific ACT Survey question related to this area of humanities, fine arts, natural sciences, and the social sciences of general education and the percentage of students that feel that they made moderate to significant progress in these areas.

	% Making Progress
Appreciating the fine arts, music, literature, and the humanities	76.8
Applying scientific knowledge and skills	77.3
Learning the principles for conserving and improving the global environment	66.9
Learning about the role of science and technology in society	75.1
Understanding and applying math concepts and statistical reasoning	82.2

Data Source: ACT College Outcomes Survey Results, Section IIA

	% Indicating Contribution
Becoming more aware of global and international issues/ events	77.2
Becoming more aware of local and national politics and social issues	74.3
Gaining insight into human nature through the study of literature, history, and the arts	80.5
Learning about the role of science and technology in society	86.9
Understanding and applying math concepts and statistical reasoning	76.8

Data Source: ACT College Outcomes Survey Results, Section IID

Planning Agenda

None

- b. General education has comprehensive learning outcomes for the students who complete it, including a capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

Descriptive Summary

As stated earlier, students who pursue an Associate Degree at Reedley College are required to demonstrate minimum competencies in oral communication, written communication, reading, math, physical/mental health awareness, critical thinking skills, government awareness, and computer concepts. [Evidence # 315 p. 31]

Several of stated GELOs relate to this particular standard:

- #1. Interpret various types of written, visual, and verbal information.
- #2. Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.
- #3. Analyze quantitative information and apply scientific methodologies.
- #4. Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
- #5. Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

In section IIA of the ACT Student Survey, students were asked to prioritize their progress in specific areas related to the GELOs listed above. Some of these statements asked in this section related to these areas of General Education:

- #1. Drawing conclusions after weighing evidence, facts, and ideas.
- #2. Developing problem-solving skills.
- #3. Learning to think and reason.
- #4. Locating, screening, and organizing information.

- #7. Improving my writing skills.
- #8. Reading with greater speed and better comprehension.
- #9. Speaking more effectively.
- #11. Listening to and understanding what others say.
- #17. Broadening my intellectual interests.
- #22. Applying scientific knowledge and skills.
- #24. Effectively using technology (e.g., computers, high-tech equipment).
- #25. Learning about the role of science and technology in society.
- #26. Understanding and applying math concepts and statistical reasoning.

Also, in section IID, students were asked to indicate their level personal growth and the level that the college contributed to their growth in these areas. Some of these statements asked in this section related to these areas of general education:

- #2. Becoming more willing to consider opposing points of view.
- #20. Developing a sense of purpose, values, and meaning for my life.
- #25. Becoming academically competent.
- #27. Increasing my intellectual curiosity.
- #28. Setting long-term or “life” goals.
- #32. Becoming more willing to change and learn new things.

[Evidence # 142]

Self Evaluation

This standard is met. During three joint SLO Summits between Reedley College and the North Centers, a mapping exercise was completed for all course SLOs to program learning outcomes (PLOs) to general education learning outcomes (GELOs). These summits required all faculty from all disciplines, including Student Services, to work together to finalize a mapping of all of their courses. A mapping grid was created by the Assessment and Outcomes Committee based on an example from the engineering faculty. This template was approved by the Academic Senate in September of 2010 and is now the standardized mapping document for Reedley College and the North Centers. [Evidence # 413, 441]

Although all course SLOs were mapped, the table below demonstrates a sampling of courses linked to GELOs through the mapping exercise. The sample includes both GE and non-GE courses. Courses are utilized to assist in demonstrating that GELOs are assessed and measured. Analysis of the SLO data for each of these courses may be found in the departmental assessment reports available on the Outcomes and Assessment Blackboard site. Results from the course SLO assessments result in course, program, and overall institutional improvement. [Evidence # 433]

COMMUNICATION SKILLS

#1: Interpret various types of written, visual, and verbal information.

COURSE	SLO #	SLO
ENGL 1A	SLO 1	Students will be able to complete an annotated bibliography with a passing score. (Part of Student Learning Outcome A: Write a documented research paper of at least 10000 words that includes...an annotated bibliography.
GEOG 5	SLO 2 (B)	Analyze and solve problems in physical geography, including those requiring computation. (Former SLO was to recognize simple geographic terms.)
SPAN 1	SLO 3	Read, identify and comprehend specific pieces of information from selected short readings and authentic, graphically-represented text such as ads or short magazine articles.
COUNSELING – STUDENT SERVICES	SLO 9 (PROBATION)	Students will be able to define the types and levels of probation, understand the consequences, and identify the steps needed to clear probation status.
MATH 4A	SLO 1	Provide and analyze graphs of trigonometric functions.
ENGL 126	SLO 2,3	Understand and state the topic and central message of various texts and Recognize the major details in various text.
CSCI 40	SLO 2	Demonstrate knowledge of high level language syntax, control structures, looping, arrays, files, and records.

COMMUNICATION SKILLS

GELO #2: Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

COURSE	SLO #	SLO
POLSCI 2	SLO 2	Discuss the checks and balances system and identify the key responsibilities and limitation of each branch.
COUNSELING – STUDENT SERVICES	SLO 2 (EXPRESS COUNSELING)	Students will get quick academic answers through express counseling.
CHDEV 7	SLO 3	Express main forms and aspects of communication (verbal speech, intonation, sign language, pictorial, body language, facial expressions, accurate interpretation, and timing.)
PHIL 6 Logic	SLO 2	Analyze arguments by identifying premises and conclusions, by determining whether they express deductive or inductive reasoning, and by paraphrasing and diagramming them.
MATH 5A	SLO 2	Explain and apply the techniques of differential calculus to construct derivatives graphically, numerically and analytically.
ENGR 8	SLO 3	Calculate shear, normal forces, and bending moment for loaded beam problems and produce shear and bending moment diagrams.

CRITICAL THINKING AND INFORMATION LITERACY

GELO #3: Analyze quantitative information and apply scientific methodologies.

COURSE	SLO #	SLO
PHYS 4A	SLO 3	Apply algebra, trigonometry, and first year calculus to solve problems from several specific areas of physics.
CHDEV 39	SLO 3	Analyze children's development based on various theoretical frameworks.
MATH 4A	SLO 3	Derive, use and prove trigonometric properties and identities.
MATH 5A	SLO 1	Determine limits and continuity using graphical, analytical, and tabular techniques.
ENGR 8	SLO 2	Solve mechanical equilibrium application problems for trusses, frames, and machines.
ENGR 8	SLO 3	Calculate shear, normal forces, and bending moment for loaded beam problems and produce shear and bending moment diagrams.
CSCI 40	SLO 4	Solve application problems in science and engineering.

CRITICAL THINKING AND INFORMATION LITERACY

GELO #4: Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

COURSE	SLO #	SLO
GEOG 5	SLO 2	Analyze and solve problems in physical geography, including those requiring computation.
CHDEV 33B	SLO 2	Plan, implement and evaluate developmentally appropriate activities in math, science and literacy for typically and atypically developing children.
PHIL 6	SLO 3	Evaluate deductive arguments for validity in traditional categorical logic or in contemporary symbolic logic.
MATH 5A	SLO 2	Explain and apply the techniques of differential calculus to construct derivatives graphically, numerically and analytically.
ENGR 8	SLO 4	Solve friction application problems.
PSY 2	SLO 4	Critically evaluate scientific claims within the field of psychology and beyond.
PSY 2	SLO 5	Develop insight into their own development and growth.

CRITICAL THINKING AND INFORMATION LITERACY

GELO #5: Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

COURSE/AREA	SLO #	SLO
ENGL 1A	SLO 1	Students will be able to complete an annotated bibliography with a passing score. (Part of Student Learning Outcome A: Write a documented research paper of at least 10000 words that includes...an annotated bibliography.
POLSCI 2	SLO 2	Discuss the checks and balances system and identify the key responsibilities and limitation of each branch.
PHIL 6	SLO 2	Analyze arguments by identifying premises and conclusions, by determining whether they express deductive or inductive reasoning, and by paraphrasing and diagramming them.
PHIL 6	SLO 3	Evaluate deductive arguments for validity in traditional categorical logic or in contemporary symbolic logic.
PSY 2	SLO 4	Critically evaluate scientific claims within the field of psychology and beyond.
PHIL 6 Logic	SLO 2	Analyze arguments by identifying premises and conclusions, by determining whether they express deductive or inductive reasoning, and by paraphrasing and diagramming them.

The following table represents the specific ACT Survey questions related to productive individual and life-long learning, oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis, critical and logical thinking, and the ability to acquire knowledge through various means. It also includes the percentage of students that feel that they made moderate to significant progress in these areas.

	% Making Progress
Drawing conclusions after weighing evidence, facts, and ideas	91.4
Developing problem solving skills	92.2
Learning to think and reason	93.0
Locating, screening, and organizing ideas	88.1
Improving my writing skills	83.3
Reading with greater speed and comprehension	78.4
Speaking more effectively	86.7
Listening to and understanding what others say	89.5
Broadening my intellectual interests	85.5
Applying scientific knowledge and skills	77.3
Effectively using technology (e.g. computers, high-tech equipment)	83.3
Learning about the role of science and technology in society	75.1
Understanding and applying math concepts and statistical reasoning	82.2

Data Source: ACT College Outcomes Survey Results, Section IIA

	% Indicating Contribution
Becoming more willing to consider opposing points of view	84.3
Developing a sense of purpose, values, and meaning for life	69.8
Becoming academically competent	86.9
Increasing my intellectual curiosity	88.0
Setting long-term or “life” goals	80.1
Becoming more willing to change and learn new things	81.6

Data Source: ACT College Outcomes Survey Results, Section IID

To further the development of students’ skills in computer literacy, Willow International has an open computer lab of approximately 88 computers including PC and Mac computers. The lab is open Monday – Thursday from 7:30 a.m. – 8:00 p.m., Friday from 7:30 a.m. to 3:00 p.m., and Saturdays from 8:00 a.m. to 2:00 p.m. Also, in addition to the many online courses offered, many instructors are making use of Blackboard or other websites to deliver content to students giving students even more experience with computers and technology.

Planning Agenda

None

- c. General education has comprehensive learning outcomes for the students who complete it, including a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

Descriptive Summary

In addition to course options for students, Willow International offers students extracurricular opportunities to develop lifelong learning skills. Associated Student Government clubs encourage students to pursue lifelong computer, communication, math, and critical thinking skills and give them chances to apply these skills outside of the classroom.

Many classes within the general education curriculum include multicultural materials and concepts designed into its framework. Course outlines include a section requiring a description of how the course will specifically relate global and international and multicultural materials to the content outline and readings. If a course involves global and cultural ideas, the respective department must complete this section before the Curriculum Committee will approve the course. [Evidence # 678]

In history, for example, course content cuts across all lines. SLOs are designed to measure achievement in all the major areas of general education. For instance, in the History 11 class (US History to 1877), SLO questions have dealt primarily with understanding the political, economic,

and social underpinnings of American society. This includes knowledge of the Scientific Revolution, Enlightenment, Reformation, and other events associated with America's beginnings. History covers many areas that would provide a well-rounded background to a variety of subjects including geography, philosophy, American literature, etc. For resident citizens of the United States, it provides a basic understanding of how our political & economic systems work. This would be necessary information for any productive and responsible citizen. [Evidence # 678]

Several of stated GELOs relate to this particular standard:

- #8: Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.
- #9: Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
- #10: Incorporate physical and emotional principles to make healthy lifestyle choices.
- #11: Make ethical personal and professional choices.

In section IIA of the ACT Student Survey, students were asked about the importance of and their progress in specific areas related to the GELOs listed above. Some of these statements asked in this section related to these areas of general education:

- #5. Thinking objectively about beliefs, attitudes, and values.
- #12. Learning to formulate and re-shape my lifetime goals.
- #13. Developing openness to new ideas and practices.
- #14. Acquiring knowledge and skills needed for a career.
- #15. Becoming competent in my major.
- #19. Learning principles for improving physical and mental health.
- #20. Developing effective job-seeking skills (e.g., interviewing, resume construction).
- #21. Learning about career options.

In section IID of the ACT Student Survey, students were asked to indicate their level of personal growth and the level that the college contributed to their growth in these areas. Some of these statements asked in this section related to these areas of general education:

- #1. Becoming an effective team or group member.
- #4. Improving my ability to relate to others.
- #6. Developing leadership skills.
- #7. Actively participating in volunteer work to support worthwhile causes.
- #8. Learning to be adaptable, tolerant, and willing to negotiate.
- #9. Seeking and conveying the spirit of truth.
- #11. Preparing myself to participate effectively in the electoral process.
- #14. Recognizing my rights, responsibilities, and privileges as a citizen.
- #15. Becoming sensitive to moral injustices and ways of avoiding or correcting them.

- #17. Taking responsibility for my own behavior.
- #18. Learning how to become a more responsible family member.
- #22. Dealing fairly with a wide range of people.
- #23. Developing moral principles to guide my actions and decisions.
- #24. Acquiring appropriate social skills for use in various situations.
- #26. Developing productive work relationships with both men and women.
- #35. Becoming a more effective member in a multicultural society.

[Evidence # 142]

Self Evaluation

The standard is met. As mentioned in the Self Evaluation of section II.A.3.b., Willow International offers a wide variety of courses to achieve these skills, allowing them to choose those courses that suit their interests. Their value is strong because their rigor is determined by qualified faculty members within the discipline, and their appropriateness in the GE curriculum is evaluated regularly by the program review process.

During three joint SLO Summits between Reedley College and the North Centers, a mapping exercise was completed for all course SLOs to program learning outcomes (PLOs) to general education learning outcomes (GELOs). These summits required all faculty from all disciplines working together to finalize a mapping of all of their courses. A mapping grid was created by the Assessment and Outcomes Committee based on an example from the engineering faculty. This template was approved by the Academic Senate in September of 2010 and is now the standardized mapping document for Reedley College and the North Centers. [Evidence # 413, 441]

Although all course SLOs were mapped, the table below demonstrates a sampling of courses linked to GELOs through the mapping exercise. The sample includes both GE and non-GE courses. These courses assist in demonstrating that GELOs are assessed and measured. Analysis of the SLO data for each of these courses may be found in the departmental assessment reports available on the Outcomes and Assessment Blackboard site. Results from the course SLO assessments result in course, program, and overall institutional improvement. [Evidence # 433]

GLOBAL AND COMMUNITY LITERACY

GELO #8: Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

COURSE	SLO #	SLO
SPAN 1	SLO 5	Show a greater appreciate of the diversity of Hispanic cultures and the products of these cultures.
CHDEV 7	SLO 1	Practice quality care and educate parents on the importance of continuity of care, individualized care, primary care, small groups, inclusion, and being culturally responsive.
HIST 11	SLO 5	Identify the contributions and changing roles of gender and ethnic groups in American history to 1877.

PERSONAL DEVELOPMENT

GELO #9: Assess current knowledge, skills, and abilities to further develop themselves and apply to new situations.

COURSE	SLO #	SLO
PE 12	SLO 1	Demonstrate an increase in cardiovascular endurance and speed.
CHDEV 33B	SLO 2	Plan, implement and evaluate developmentally appropriate activities in math, science and literacy for typically and atypically developing children.
PHIL 6	SLO 3	Evaluate deductive arguments for validity in traditional categorical logic or in contemporary symbolic logic.
ENGR 8	SLO 2	Solve mechanical equilibrium application problems for trusses, frames, and machines.
ENGR 8	SLO 5	Determine centroid, center of mass, and center of gravity for various objects and geometric shapes.
CSCI 40	SLO 4	Solve application problems in science and engineering.

PERSONAL DEVELOPMENT

GELO #10: Incorporate physical and emotional principles to make healthy lifestyle choices.

COURSE	SLO #	SLO
PE 12	SLO 1	Describe proper swimming technique as demonstrated in class.
COUNSELING – STUDENT SERVICES	SLO 9 (PROBATION)	Students will be able to define the types and levels of probation, understand the consequences, and identify the steps needed to clear probation status.
COUNSELING – STUDENT SERVICES	SLO 2 (EXPRESS COUNSELING)	Students will get quick academic answers through express counseling.
PSY 2	SLO 5	Develop insight into their own development and growth.
COUNSELING – STUDENT SERVICES		Students will be able to select appropriate courses in order to accomplish their educational goals

PERSONAL DEVELOPMENT

GELO #11: Make ethical personal and professional choices.

COURSE	SLO #	SLO
ENGL 1A	SLO 1	Students will be able to complete an annotated bibliography with a passing score. (Part of Student Learning Outcome A: Write a documented research paper of at least 10000 words that includes...an annotated bibliography.
COUNSELING – STUDENT SERVICES	SLO 9 (PROBATION)	Students will be able to define the types and levels of probation, understand the consequences, and identify the steps needed to clear probation status.
COUNSELING – STUDENT SERVICES		Students will be able to select appropriate courses in order to accomplish their educational goals
COUNSELING – STUDENT SERVICES	<ul style="list-style-type: none"> • Ensure that all counselors are properly coding SEP's in MATI/XCSM (including categorical programs) • Allowing for a sufficient number of scheduled appointments for SEP's • Increase the number of SEP's completed 	Students will get quick academic answers through express counseling.
PSY 2	SLO 5	Develop insight into their own development and growth.

The following table represents the specific ACT Survey questions related to what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. It also includes the percentage of students of feel that they made moderate to significant progress in these areas.

	% Making Progress
Thinking objectively about beliefs, attitudes, and values	86.6
Learning to formulate and re-shape my lifetime goals	83.7
Developing openness to new ideas and practices	85.5
Acquiring knowledge and skills needed for a career	85.5
Becoming competent in my major	86.6
Learning principles for improving physical and mental health	77.2
Developing effective job seeking skills (e.g., interviewing, resume construction)	68.5
Learning about career options	73.2

Data Source: ACT College Outcomes Survey Results, Section IIA

	% Indicating Contribution
Becoming an effective team or group member	84.3
Improving my ability to relate to others	83.8
Developing leadership skills	76.0
Actively participating in volunteer work to support worthwhile causes	62.1
Learning to be adaptable, tolerant, and willing to negotiate	74.1
Seeking and conveying the spirit of truth	68.8
Preparing myself to participate effectively in the electoral process	67.4
Recognizing my rights, responsibilities, and privileges as a citizen	75.9
Becoming sensitive to moral injustices and ways of avoiding or correcting them	72.2
Taking responsibility for my own behavior	75.3
Learning how to become a more responsible family member	62.9
Dealing fairly with a wide range of people	80.9
Developing moral principles to guide my actions and decisions	70.1
Acquiring appropriate social skills for use in various situations	78.3
Developing productive work relationships with both men and women	76.8
Becoming a more effective member in a multicultural society	74.9

Data Source: ACT College Outcomes Survey Results, Section IID

To further develop these skills, students are given opportunities to engage in many extracurricular activities. Associated Student Government (ASG) clubs, such as Alpha Gamma Sigma (AGS), Planetears, Gay Straight Alliance, Health and Fitness Club, Early Childhood

Development, The Way, and the Latter Day Saints Student Association, all allow students to develop a sense of citizenship in a diverse world. Students also have opportunities to serve as tutors on campus through the tutorial center, allowing them a chance to develop social responsibility and ethical principles as they interact with the various types of students on campus.

The College Outcomes Survey in Spring 2010 revealed that students were generally satisfied with the progress they are making toward outcomes related to the GELOs mentioned in this section's descriptive summary.

Planning Agenda

None

- 4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

Descriptive Summary

Willow International Community College Center offers 650 courses in 39 areas. Students are able to attain an Associate Degree, Certificate of Achievement, Certificate of Completion, and/or transfer to a college or university. The degree options require 60 to 64 units of work with an overall GPA of 2.0 or better in all classes applicable to the degree. Core requirements for the degree programs include a minimum of 18 units of focused inquiry in a "major" discipline or related disciplines, as well a minimum of 18 units of general education courses in the natural sciences, social sciences, humanities, and language and rationality. A complete list and description of degree programs offered at Willow International may be found on pages 60-104 of the Reedley College/North Centers Catalog. Students are encouraged to explore these options with counselors. [Evidence # 85 p. 153; 16; 297 p. 29-32]

Self Evaluation

Willow International meets this standard. Most majors lead to an Associate in Arts degree. Minimum requirements for the Associate in Science degree are the same as for the Associate in Arts degree with the exception of the major requirements. The Associate in Science degree is awarded for the completion of a required pattern of courses in any occupational curricula or in the biological sciences, the physical sciences, or engineering. As outlined in the Program Review Handbook, Cycle Two: 2005-2010, all degree programs must complete a rigorous review process established through Title 5 and appropriate policy regulations through the State Center Community College District and the college/center. During this process, faculty assess course offerings in their disciplines and, through Program Review, ensure that any given sequence of courses leading to a degree reflects either a focused area of inquiry or an interdisciplinary core. [Evidence # 297 p. 29; 609 p. 9-14]

Curriculum changes are subject to approval by the Curriculum Committee, the Educational Coordination and Planning Committee (ECPC), and the SCCC Board of Trustees. [Evidence # 207, 197, 199]

In the five academic years from 2004-2009, Reedley College awarded 3,282 Associate Degrees. Of these degrees, 798 or 24% were in focused in one area of study. A total of 2,484 degrees or 76% were awarded in interdisciplinary studies. [Evidence # 445]

A list of Associate Degrees and Certificate Programs is available on pages 58-59 of the 2010-12 Reedley College Catalog. Worksheets for programs of study for AA Degrees, AS Degrees, Certificates of Achievement, and Certificates of Completion can be found at <http://www.reedleycollege.edu/index.aspx?page=589>. Several disciplines, such as art, offer options for Associate Degrees. For example, Art, Option 1: Two Dimensional Program requires 24 minimum units of major requirements to earn an Associate in Arts Degree. Art, Option 2: Three-Dimensional Program requires a minimum of 21 units of major requirements to earn an Associate in Arts Degree. English offers an Associate in Arts Degree with 24 minimum units within the major, and a Certificate in Creative Writing with a minimum of 12 units within the major. [Evidence # 297, 194]

On September 29, 2010 Senate Bill 1440 (Padilla) was signed by the governor. This legislation specifies the composition of degrees, including a major or area emphasis of at least 18 units as defined by the CCC, that are to be available to students by the 2011-12 academic year. Preparation toward establishing this new degree is in process and was discussed at the North Centers Spring Duty Day session in January 2011. [Evidence #196]

Students are encouraged to work with a counselor to complete a Student Educational Plan (SEP), which outlines the student's individual schedule for each semester to ensure that they meet all degree or certificate requirements. [Evidence # 195]

Planning Agenda

None

- 5. Students completing vocational and occupational certificates and degrees demonstrate technical and profession competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

Descriptive Summary

The Willow International Community College Center offers occupational programs in the following disciplines: business, criminology, education, child development, computer/information systems, and multi-media/graphic arts. In alignment with the North Centers 2010-2011 Strategic Plan, the college approves vocational and occupational majors and certificates based upon input from advisory committees and labor market research. In conjunction with Program Review, these processes contribute to the standards demanded by employers and external licensing agencies. [Evidence # 200, 201, 202, 218, 128]

In order to make certain that course curriculum, degree requirements, and certificate programs meet the employment technical and professional competencies determined by an industry, all occupational programs have local advisory committees that identify the technical and workability skills necessary to be successful in the workplace, review the existing curricula for relevance and, as appropriate, provide input into the internship component of programs. An additional function of advisory committees is to analyze the respective program's performance on the occupational core indicators, which are identified by the California Community College Chancellor's Office (CCCCO). These core indicators assess a program's academic and skill performance, program completion, placement, and employment retention. Advisory Committees meet with department faculty to discuss the programs and review curricula. In this way, curricula are developed to reflect industry standards, and when necessary, are modified to keep pace with the changing needs of the industry.

Self-Evaluation

This standard is met. The vocational and occupational programs offered at the Willow International Community College Center are established and governed by industry based advisory committees and accreditation agencies (such as National Association For The Education Of Young Children) to assure that course curriculum, certificates, and program degrees are aligned with industry-based technical skills and competencies that will prepare students for success within their respective industries. Additionally, vocational programs are also working closely with those very same advisory committees and external accreditation agencies to make sure that course and program SLOs will be able to effectively gauge student performance and the program's success in preparing students for employment, external licensing, and certification. [Evidence # 446]

Business

Occupational degrees and certificates are offered in business and information systems at the Willow International Center. The Business Advisory Committee consists of business advisors, business division faculty, administrators, and coordinators. Changes in technology, business, industry, and government have increased the need for effective communication between education and industry. The committee assists in determining job market information and corresponding program curriculum, student job placement, public relations/recruitment, and Program Review evaluation. Meetings include discussion and evaluation of programs as well as evaluations of the committee itself. [Evidence # 201]

Child Development

Willow International Community College Center offers a Certificate of Completion, Certificate of Achievement, and Associate in Science Degree in the field of child development. In as few as 13 and in 18 months or less, students can earn a Certificate of Completion and be eligible for employment in the field of early childhood education. Hands-on experience working in the state-of-the-art Child Development Center at Willow International, combined with academic

requirements, provide a balanced experience and practical skills needed to compete for jobs in the field.

The Child Development Advisory Committee includes primary and secondary teachers and administrators from Clovis Unified School District and Madera Unified School District, local area family and children agency representatives from Children's Service Network, Fresno County and Madera County Head Start, Children's Service Network, Fresno County Office of Education, representatives from multiple private day care centers in Fresno County, and adjunct and full-time faculty and counselors from Reedley College, Fresno City College, and North Centers, California State University at Fresno, and student representatives from Madera Center and Willow International. This committee has been working diligently since the federal law No Child Left Behind was passed to provide local area schools with the educated and re-educated workforce necessary to meet the law's mandates. As a result, the program developed curricula that prepare students with the levels of State Department of Education certifications and permits including Child Development Teacher, Child Development Associate Teacher, Early Intervention Assistant, Teacher's Aide and Family Child Care. [Evidence # 218]

Willow International offers programs for the following Certificates of Achievement in the field of Child Development:

- **Child Care for School-Age Children/Teacher:** This Certificate requires 24 units of child development courses and provides the educational coursework that serves as the core curricula for working with school-age children in privately funded before-and-after school child care programs. Upon completion of this certificate and with appropriate documented work experience, the student is eligible to apply to the Commission on Teacher Credentialing for Associate Teacher Child Development Permit with a school age emphasis. Requirements for the Teacher level of the Child Development Permit Matrix includes the following:
 - 24 units in Child Development/Early Childhood Education, with 12 units from the core courses
 - 525 hours of work experience
 - 16 units of General Education with at least one course in each of the following areas: Humanities/Fine Arts; Social Sciences; Math/Science; English/Language Arts
- **Child Development Associate Teacher:** This certificate provides the educational coursework that serves as the core curricula for the early childhood education field and allows the student to work as a teacher in a private early care and education program. The student is also eligible to apply to the Commission on Teacher Credentialing for the Associate Teacher Child Development Permit. With an Associate Teacher Child Development Permit, an individual can work as an assistant or associate teacher in a publicly funded (Title V) early care and education program. It requires 15 units of major courses. [Evidence # 218]
- **Early Intervention Assistant:** Current legislation mandates that infants and young children with disabilities and other special needs be served in the "natural environment"

starting at birth. This certificate of achievement is designed to prepare students to work with infants, toddlers, and young children with disabilities and other special needs in early intervention settings and inclusive early care and education settings. A student who completes the certificate is qualified to work at the Early Intervention Assistant I level of the California Early Start Personnel Model, which has been recommended for the professional field of Early Intervention, by the California Interagency Coordinating Council. The Interagency Coordinating Council is the statewide advisory body for California’s Early Start Program. This program requires 29 units of major courses and recommends eight units of American Sign Language. [Evidence # 218]

Information Systems

The Information Systems program at the Willow International Center prepares students with needed courses to complete Reedley College’s Associate of Science degree in Information Systems and various certifications. The program allows students to earn certificates in information systems, database management, and basic computers. To provide greater education access to students, Information systems courses at Willow International are offered in both online and seated modes of delivery. [Evidence # 202]

Enrollment trends in vocational courses at Willow International for years 2007-08, 2008-09, and 2009-10 are reported in Table 6. Overall, the number of successful enrollments increased from 3,061 to 5,238 and the total number of completed enrollments increased from 2,685 to 4,641.

Year	S.A.M. Code “B”			S.A.M. Code “C”			Total Vocational		
	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
2007-08	374	488	579	1,687	2,197	2,482	2,061	2,685	3,061
2008-09	581	874	1,007	2,437	3,326	3,715	3,018	4,200	4,722
2009-10	697	987	1,096	2,776	3,654	4,142	3,473	4,641	5,238

S.A.M. Codes: B=Advanced Occupational, C= Clearly Occupational (but not advanced)
Data Source: SCCCD Datatel, Information System, SCCCD_ATERMS File

The majority of students who completed the ACT College Outcomes Survey listed becoming competent in their major and acquiring knowledge and skills needed for a career as the most important outcomes they wish to attain. Students expressed satisfaction with the quality of instruction at the Willow International Center and believe that the college has significantly contributed to their personal growth, becoming academically competent, and acquiring knowledge and skills needed for a career. These opinions are supported by the Overall Student Performance Data – Student Success Indicator, which shows significant increases in student GPA, course completion and retention, as well as a decrease in attrition rate. [Evidence # 204]

Willow International Center faculty and staff agree that review of programs and services is integrated into the center’s planning process, and that student learning outcomes are considered in Program Review and institutional planning. A strong majority believe that students completing vocational and occupational certificates and degrees are prepared for eternal licensure and certificates and that the center’s students completing AA/AS degrees and programs are prepared for transfer to four-year institutions. [Evidence # 217, 6, 7, 10]

Occupational programs are included in the student learning outcomes process on campus and will refocus attention from verifying curriculum relevance to assessing explicitly students' skills. Here advisory committees will be of even greater value in assessing program effectiveness using these data. The existing programs that use data for external certification will provide a model for developing course, program, and degree and certificate SLOs.

Planning Agenda

None

- 6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected Student Learning Outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

Descriptive Summary

There are many publications that have information about educational programs offered at the college. The college catalog, department brochures, and the college center website all contain educational program information. This information is reviewed periodically for correctness.

Syllabi must be distributed by instructors to students at the first class meeting of the semester according to college policy. Faculty are encouraged to post syllabi on Blackboard as well. Both full-time and adjunct faculty are required to submit copies of their class syllabi to administration.

Willow International ensures that information about its programs is clear and accurate through Curriculum Committee reviews of courses and programs. Degrees and certificates are clearly described in the Reedley College/North Centers Catalog. Also, student learning outcomes are included in the course curricula which are available on the Willow International Center's CurriUNET website, as well as on course syllabi which are housed in the deans' area. [Evidence # 300]

The institution verifies that students understand the student learning outcomes for each course that they take because they are included in the course syllabi. To ensure that all course syllabi include these student learning outcomes, all syllabi are collected by the college and filed and reviewed by administration and department heads to make sure they contain the appropriate information. Also, during the faculty evaluation process, syllabi are collected to determine their effectiveness, and student questionnaires ensure their dispersal.

Willow International Center/North Centers verifies that individual sections of courses adhere to the course objectives and learning outcomes through the faculty review process, in which individual courses are scrutinized to ensure they adhere to course objectives and learning

outcomes. Also, SLO assessment and data analysis reports are produced and submitted to the college's SLO Coordinator, the Institutional Researcher, and the deans.

Finally, the college counseling department regularly meets with current and prospective students to provide clear and accurate information about educational courses and programs and transfer policies.

Self Evaluation

This standard is met. The Reedley College/North Centers Catalog contains information about educational courses, as well as information on transfer policies in a section titled "Transfer Information and Requirements". Students can also learn about associate degree and certificate programs for all programs offered in the college catalog. Finally, they can find course description information for all courses offered. [Evidence # 297 p. 29-32; 208 p. 33-43; 315 p. 60-105; 212 p. 106-208]

The counseling department also provides students with information about educational courses and transfer policies. Students are advised on which courses they must complete in order to transfer, and which courses they should take to meet degree requirements.

Students can also obtain information on educational courses in course syllabi, which specifies learning objectives and outcomes consistent with those in the institution's officially approved course outline. Syllabi are collected and stored by administration at the beginning of every semester. Syllabi are also reviewed during the faculty tenure review process. Records on faculty tenure review are also kept by administration. [Evidence # 300]

The Curriculum Committee reviews course curriculum to ensure that information about its programs is clear and accurate. Learning objectives, outcomes, course descriptions, and course content are listed in the COR for each course. The Curriculum Committee page under the faculty and staff tab on the Willow International Center website (www.willowinternationalcenter.com) contains Curriculum Committee meetings and a link to CurricUNET where faculty can access course curriculum. [Evidence # 207]

Planning Agenda

None

- a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

Descriptive Summary

There are several resources such as the college catalog, class schedules, the college website, and the course syllabi which include information on student learning outcomes, all of which allow students and faculty to understand the transfer-or-credit policies in order to facilitate the mobility of students without penalty. Additionally, the college counseling department and online counseling resources assist students and faculty to help them understand if a course credit can be transferred to other institutions.

The Articulation Officer is responsible for the development, implementation, and evaluation of articulation agreements. The Articulation Officer develops articulation agreements between Reedley College (of which Willow International is a part) and other colleges and universities. The college also has a Curriculum Committee which evaluates courses to ensure they are transferable. During the evaluations, student learning outcomes are evaluated to eliminate uncertainties about transferability.

Self Evaluation

This standard is met. The college has clearly stated transfer-of-credit policies in the Reedley College/North Centers Catalog under the “Transfer Information and Requirements” section on pages 33-43. There are sections addressing transfer to California State Universities, University of California schools, and private/independent and out-of-state colleges and universities. Class schedules as well as college websites also indicate which courses transfer to California colleges and universities. [Evidence # 208]

It is mandatory that all course syllabi at Willow International include Student Learning Outcomes. All incoming transfer credits must have comparable student learning outcomes to Willow International’s. The counseling department communicates to the students which courses transfer. [Evidence # 300]

This information is obtained from articulation agreements between Reedley College, Willow International, and other colleges and universities. The Curriculum Committee constantly evaluates courses and their student learning outcomes to ensure transferability. The Curriculum Committee meeting minutes are found on the Willow International Community College Center website under the “Faculty and Staff” tab. [Evidence # 207]

Planning Agenda

None

- b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

Descriptive Summary

The Curriculum Committee, under the authority of the Academic Senate, makes sure that if or when programs are eliminated or program requirements are significantly changed, students are able to complete their education with minimal disruption or delay. This information is communicated to students via the college catalog or by the counseling department. The Curriculum Committee regularly meets and votes on the proposed elimination or changes to programs. The counseling department advises students on how to complete educational requirements when programs are eliminated or modified.

Self Evaluation

This standard is met. When programs are eliminated or requirements are significantly changed counselors advise students individually. The Curriculum Committee makes every effort to ensure that there is minimum disruption or delay. When courses are deleted, the Curriculum Committee makes sure that there are other courses available for students to take to meet the same requirements. Students maintain catalog rights as long as there is not a break in attendance of more than one year. This ensures that when a program is eliminated or changed significantly, students will still be able to complete degree requirements. Changes may also be made to the courses themselves in order to meet articulation requirements. The Curriculum Committee also investigates whether courses are transferrable to University of California or California State University colleges any time a new course is created or anytime there are changes to existing courses. The Curriculum Committee meeting minutes are found on the Willow International website under the "Faculty and Staff" tab. [Evidence # 207]

Planning Agenda

None

- c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

Descriptive Summary

The college produces a catalog every two years in both printed and electronic form, which describes academic regulations, degrees, certificates, courses, student support services, and student activities. An addendum is generated every other year.

Information including the catalog is made available on the Willow International website at www.willowinternationalcenter.com. Publications used by students, such as catalogs and schedules of classes, are updated both in print and online. The college accurately presents itself and is mindful in its representation of all college related activities and functions.

The Curriculum Committee regularly reviews institutional policies and practices related to courses to ensure their integrity. Additionally, electronic representations of the institution such as online classes are regularly reviewed by the Curriculum Committee.

The institution provides much information on student achievement that is accurate and current. For example, graduation ceremonies are advertised and made available to the public.

Self Evaluation

This standard is met. Willow International represents itself clearly and consistently to the public, present and future students and its personnel in the Reedley College/North Centers Catalog. Academic regulations are listed in the catalog, as well as information on certificates, courses, student support services, and student activities. The catalog and other pertinent information are available at the Willow International website at www.willowinternationalcenter.com. [Evidence # 297 p. 20-28, 29-32, 106-111, 49-55; 211; 209; 212; 696]

The Curriculum Committee ensures that institutional policies and practices related to courses are accurate and correct. Curriculum Committee meeting minutes and agendas are found on the RC Curriculum website link on the Willow International Community College Center website. [Evidence # 207]

The institution provides information on student success by informing the public and students through the calendar of events on the SCCCDC website and the Front and Center newsletter at <http://frontandcenter.cc/>. [Evidence # 210]

Planning Agenda

None

- 7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

Descriptive Summary

Board-approved policies on academic freedom exist and are made public in the Faculty Handbook. The institution makes public governing board adopted policies in the Faculty Handbook. In the pursuit of truth, Board Policy 4030 states that faculty members have the right to investigate, discuss, and objectively interpret any material which relates to the course being taught. Additionally, students have the right to question the instructor's interpretation of material without fear of reprisal. The class schedule also informs students of Board Policy concerning intellectual freedom and responsibility.

Additionally, board-approved policies on student academic honesty exist and are made public in course syllabi and the college catalogs. Willow International has a student academic dishonesty statement on page 44 of The Reedley College/North Centers Catalog. The college considers cheating, plagiarism, and collusion in dishonest activities to be academic dishonesty. The statement further details what constitutes cheating and plagiarism. [Evidence # 297]

This college does not promote any specific beliefs or world views because this is not a private religious institution.

Self Evaluation

This standard is met. Board-approved policy 4030 on academic freedom is located in the Faculty Handbook on page 53-54 under the “Intellectual Freedom and Responsibility” section which states that “For a faculty member, intellectual freedom is both a right and a responsibility. As a right, it guarantees the instructor freedom to interpret personal findings and to communicate the conclusions without being subject to interference, molestation, or penalty because the conclusions are at variance with those of other persons.” This section also describes how intellectual freedom is a responsibility. It states that “As a responsibility, it carries the obligation to study, to investigate, to present, to discuss, and to interpret fairly and objectively facts and ideas related to the instructor’s assignments and to avoid teaching material which has no relation to the subject”.

The Reedley College/North Centers Catalog states the policy on academic dishonesty on page 44. The catalog states that “cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college” and that “each student is expected to exert an entirely honest effort in all academic endeavors.” The catalog then explains that there will be serious consequences to students involved in academic dishonesty and defines what activities are considered to be cheating and plagiarism. Instructors often also include statements on academic dishonesty in their syllabi which are collected and kept by the college administration. [Evidence # 297]

Regarding policies on beliefs and world views, as stated above, this college does not promote any specific beliefs or world views because this is not a private or religious institution.

Planning Agenda

None

- a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

Descriptive Summary

While the institution allows the free pursuit and dissemination of knowledge, it is also understood that faculty should distinguish between personal conviction and professionally accepted views in their disciplines. Faculty mentor programs and the faculty evaluation process require class observation of full- and part-time faculty, which allows more experienced faculty

and administrators to communicate what is acceptable to teach and what is inappropriate. Also, Duty Day and Flex Day workshops provide opportunity for faculty to communicate what is acceptable and what is not to their peers.

Board policy dictates that a faculty member should always be accurate, interpret facts fairly, avoid bias, and avoid teaching material not related to the subject. Additionally, faculty must respect other viewpoints and should not claim to speak for the college.

Self Evaluation

This standard is met. Willow International ensures that faculty members distinguish between personal conviction and professionally accepted views through faculty mentoring, tenure review, and classroom observation of full- and part-time faculty. Administrative files contain evidence of faculty mentoring, classroom observation reports, and student evaluations. [Evidence # 274, 275, 697, 247]

Also, full-time faculty meet at the individual department level on Duty Day and Flex Day during which programs are discussed. There may be discussions among faculty concerning professionally accepted views vs. personal conviction. [Evidence # 2]

Additionally, Board Policy 4030, shown on pages 53-54 of the Faculty Handbook dictates that intellectual freedom carries with it the responsibility “to study, to investigate, to present, to discuss, and to interpret fairly and objectively facts and ideas related to the instructor’s assignments and to avoid teaching material which has no relation to the subject.” [Evidence # 214]

Planning Agenda

None

- b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

Descriptive Summary

This institution informs students and faculty about academic honesty through the Student Code of Conduct which is printed in The Reedley College/North Centers Catalog. Students receive additional information about college academic honesty in required course syllabi. Faculty are informed of the college policies during the faculty mentoring process, Duty Day and Flex Day workshops, and the tenure review process.

The Faculty Handbook contains information concerning student academic honesty and consequences for dishonesty. Also, the schedule of classes identifies the meaning of cheating or plagiarism so that students can understand which actions are considered to be cheating or plagiarism.

The college center subscribes to the plagiarism detecting service “turnitin.com” for use in courses requiring writing to ensure that a student’s work is his or her own. Concerning academic honesty specifically in distance education courses, a Blackboard website is used in conjunction with each course that requires students to provide an individual secure username and password for course participation. Some departments (mathematics and communication) in addition require proctored testing with valid ID for all distance education courses.

Self Evaluation

This standard is met. This institution establishes and publishes clear expectations on academic honesty and consequences of dishonesty in the college catalog, the Faculty Handbook, the Schedule of Classes, and course syllabi. The Reedley College/North Centers Catalog contains a code of conduct that informs students and faculty about academic dishonesty. [Evidence # 314 p. 44; 311; 300]

The Faculty Handbook contains a section on academic dishonesty as well. The handbook states that the student has a responsibility for seeing that his or her education is honestly attained. This information is also listed in board policy 5410(c). The Willow International Community College Center Class Schedule also contains campus policies on cheating and plagiarism. Finally, instructors specify the consequences of academic dishonesty including plagiarism and cheating in their syllabi. Practical processes like the use of www.turnitin.com are in place to ensure academic honesty. [Evidence # 313 p. 39; 311 p. 109; 300]

Planning Agenda

None

- c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

Descriptive Summary

This college does not promote any specific beliefs or world views because this is not a private or religious institution. Student codes of conduct are listed in the college catalog in the “Administrative Policies” section. Codes of conduct for faculty, staff, and administrators are listed in the Faculty Handbook.

In addition, faculty are informed and taught how to conform to codes of conduct during the faculty mentoring program and the faculty tenure review process that includes a segment referencing ethical behavior. This includes a reviewing of the Statement of Ethics by the American Association of University Professors (AAUP). Administrator evaluations ensure that administrators follow the codes of conduct. Students are informed of the requirements of conformity to codes of conduct through required course syllabi, course schedules, and the college catalog.

Self Evaluation

This standard is met. As stated above, this college does not promote any specific beliefs or world views because this is not a private or religious institution. Therefore, there are no statements regarding beliefs or world views in the college catalogs or handbooks.

The Reedley College/North Centers Catalog describes the student codes of conduct under the “Administrative Policies” section. This section mentions Board Policy 5520 which has specific rules and regulations. Copies of this Board Policy can be found in the college library, the Admissions Office, the office of the Vice President of Student Services, the Student Activities Office, and the Office of Instruction. The Faculty Handbook also contains information on how to deal with students who exhibit disruptive behavior. [Evidence # 312 p. 44; 220; 313 p. 66]

The Faculty Handbook contains codes of conduct for faculty, staff, and administrators in several categories. These include a non-discrimination statement on which states that “we do not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, or age”. There are also codes of conduct under the intellectual freedom and responsibility section, and under the sexual harassment policy. [Evidence # 313 p. 56, 53, 60]

Faculty may also be informed on the codes of conduct during the faculty tenure review process and the faculty mentoring program. Tenure review and faculty mentoring documents are kept by administration. Faculty are informed of the Statement of Ethics by the American Association of University of Professors (AAUP). This can be found online at www.aaup.org. [Evidence # 247, 215]

Periodically, staff and faculty evaluate administrators; these evaluations help to ensure that codes of conduct are followed. These are kept in administrative files.

Planning Agenda

None

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This section does not apply to the Willow International Community College Center.

Evidence for Standard IIA

Doc. #	Document Title
2	Duty Day Agenda FA08
6	North Centers Events Schedule FA08
7	Student Learning Outcomes Duty Day Presentation FA08- Instructional
8	Student Learning Outcomes Duty Day Presentation FA08- Student Services
9	General Education Student Learning Outcomes Presentation to Reedley College Curriculum Committee
10	North Centers Budget Development Calendar 2009-2010
13	Reedley College Catalog 2008-2010
14	Program Review (all)
15	North Centers Strategic Plan 2008-2009 Overview w/ History
16	North Centers Strategic Plan 2008-2009 Overview w/o History
18	Summary of EO Actions for March 2008
21	IOBC Minutes 4-11-08
24	Transfer Activities 08-09
25	North Centers Strategic Plan 2008-2009
27	Action Plan Funding Request Form 2009-2010
29	North Centers Faculty Handbook 2008-2009
30	Action Plan and Expenditure Plan Information
32	North Centers Technology Plan 2008-2009
33	North Centers Student Learning Outcomes Coordinator Job Description
35	North Centers Technology Plan 2009-2010
36	Action Plan Requests for Lottery Funds for 2010-2011 E-mail
41	Transfer Practices at Reedley College
43	Commencement Ceremony Program 5-21-2010
47	Willow International Tutorial Center Title V Report 9-28-09
48	Student Served by Willow International Tutorial Center 2006-2010
49	Tutorial Center Retention FA07 - FA08
50	Tutorial Center Math Lab Unduplicated Student Count
51	Tutorial Center 2005-2009 Accomplishments
53	North Centers Strategic Plan 2009-2010
56	Tutorial Center Feedback
57	Tutorial Center Survey FA06
58	Tutorial Center 15 Week Survey
59	Tutorial Center Grammar & Punctuation Handouts
64	CalWORKS Student Intake Forms
75	Vice Chancellor's Cabinet Planning Workshop Agenda & Handouts 6-15-10
76	College Center Council Operating Policies & Procedures 2009-2010
77	Program Review Summary Sheet 12-3-09
79	SLO Update Report- History, FA08
80	Strategic Plan 2008 One-Year Status Report to Board of Trustees
81	Strategic Plan Update PowerPoint 1-8-09
82	Non-Instructional SLO Workshop Agenda 1-8-09

85	College Center Council Handbook 2009-2010
87	Action Plan Funding Request Form 2010-2011
89	Educational Master Plan E-mail 11-4-09
91	North Centers Educational Master Plan 2009 Draft 12-7-09
92	Reedley College SLO Assessment Workbook
93	Reedley College Assessment Timeline
94	Program Assessment Status Form
95	Poster Session Rubric Instructions
96	Poster Session Evaluation
97	Poster Session Rubric
98	Assessment Sharing- Child Development 37B E-mail
100	Student Services Flex Day SLO Workshop Sign-in Sheet 2-5-10
101	Counseling Flex Day SP10 SLO Workshop Agenda
102	Student Services SLOs SP10
103	North Centers Counseling Department Flex-Out Request SP10
104	North Centers Strategic Plan 2009-2010 Mid-Year Report
112	Reedley College Curriculum Handbook
116	Program Review Handbook Cycle Three April 2009
118	Part-time Faculty Contract 2006-2009
119	Full-time Faculty Contract 2006-2009
121	Faculty Staff Development Reports
122	Duty Day Agendas (all)
126	Faculty Handbook 2010-2011
128	North Centers Strategic Plan 2010-2011
129	Duty Day Agenda FA10
135	Engineering Program Review FA08 SLOs
136	Child Development Advisory Committee 2009-2010 Letter
137	North Centers Child Development Advisory Committee Minutes 3-26-10
140	E-mails Regarding GELOs Meetings
141	Student Demographics, Achievement Data, & Enrollment Trends
142	ACT College Outcomes Survey Results
143	Division Reps Minutes 9-17-10
145	Psych 2 SLO Pre-test Assessment
146	Psych 16 SLO Pre-test Assessment
165	Employee Safety Training Process
181	Duty Day FA10 Planning Activity
182	English Department Rubrics
184	Classified Staff Evaluation Form
190	Curriculum Committee Minutes 9-16-10
194	Reedley College Majors- Degrees & Certificates
195	Student Educational Plan (SEP) Sample
196	SB1440- Requirements to Earn Associate Degree for Transfer
197	Educational Coordinating & Planning Committee (ECPC) Minutes 11-9-10
198	AR 4020- Program & Curriculum Development
199	Board of Trustees Agenda 6-1-10 Consideration to Approve Curriculum Proposals
200	Occupational Education Programs Offered at Willow International

201	North Centers Business Advisory Committee Handbook & Agenda
202	Information Systems Program Information
203	Enrollment Trends in Vocational Courses at Willow International 2007-2010
204	ACT College Outcomes Survey Vocational Statistics
205	Reedley College Associate Degree Worksheet 2009-2010
206	Distance Education vs. Traditional Headcount, Retention, Success FA08-SP10
207	Reedley College Curriculum Website
208	Transfer Information & Requirements
209	Certificate & Degree Requirements
210	Front & Center Website
211	Academic Regulations
212	Course Description Information 2010-2012 Catalog
213	Student Activities Information (Catalog)
214	BP 4030- Academic Freedom
215	AAUP Professional Ethics
216	Sexual Harassment Policy
217	Vocational & Occupational Education Effectiveness- Accreditation Survey Results
218	Child Development Program Information
219	CSAR Reports FA10-SP11
220	Students with Disruptive Behavior
221	Nondiscrimination Statement
223	SLOs for Counseling
225	SLO Summary Report SP09
226	Email Samples of Department Collaboration on SLO-PLO-GELO & Assessment
230	Link to Fact book on Website
231	Assessment Instrument for SLOs in Philosophy 1
233	Tenure Evaluation Checklist 2010-2011
234	Adjunct Faculty Evaluation List
235	Administrator Evaluation Form
241	Procedures for Recruitment & Employment of College Faculty AR 7120
246	Tenure Review Professional Activities Evaluation
247	Tenure Review Self Evaluation
249	Tenured Evaluation Report
258	Educational Master Plan 2010
267	Foreign Language Assessment Rubric
268	North Centers Technology Plan Summary 10-12-10
269	North Centers Committees List
273	Sample of SLO-PLO-GELO Mapping of as FA10
274	Student Questionnaires for Faculty Evaluation
275	Faculty Evaluation Summary of Classroom Observation
278	SLO Assessment Report for English 1A
279	Philosophy Department SLOs, PLOs, GELOs Coordination 9-3-10
280	Reading Instructor Job Description
281	North Centers Business Advisory Committee Minutes 4-22-08
282	California Community Colleges Program & Course Approval Handbook March 2009
283	Flex Day Agenda FA10

291	Flex Day Forms FA10
292	Flex Day Workshop Attendance FA10
297	Reedley College Catalog 2010-2012
299	Standard IIA Flex Day Planning Agenda Presentation & Discussion Notes 1-7-11
300	Link to Syllabi
301	Manic Mondays Flyer
303	SLO Coordinator Job Announcement
304	Cal-Pass Meeting Agenda 10-4-10
305	Cal-Pass Meeting Agenda 12-7-10
306	Cal-Pass Meeting Report 2-1-11
307	Cal-Pass Meeting Report 11-2-10
308	Information On Associate Degree & Certificate Programs, 2010-2012 Catalog
309	General Education for the AA-AS Degree, 2010-2012 Catalog
310	New Course & Course Modification Proposals, Reedley College Curriculum Handbook
311	Cheating & Plagiarism, SP11 Schedule
312	Student Conduct Standards AR 5520
313	Cheating & Plagiarism, 2010-2011 Faculty Handbook
314	Academic Dishonesty, 2010-2012 Catalog
315	AA-AS Degree Requirements, 2010-2012 Catalog
316	Reedley College Philosophy, 2010-2012 Catalog
319	Duty Day SP11 Adjunct SLO Workshop Agenda
324	North Centers Mission Statement
329	Course Schedule FA10
330	Course Schedule SP11
336	Blackboard SLO Website
338	Blackboard Program Review Website
356	LIBSKL 1 Course Outline
397	Assessment Pilot Project Clovis High School
398	Consequential Validity: Reedley College Assessment Tests SP03
399	DSP&S Accommodation Forms
400	Placement Score Chart 2010
401	Placement Test Exemption Criteria 2011
406	DSP&S Brochure
408	Child Development Center Advisory Committee Meeting Information FA10
409	SLO Advisory Committee Meeting Information 5-18-09
410	E-mail to Faculty from Deans of Instruction re: SLO Assessment Sharing
411	Emails to Faculty re: Submission of SLO Reports
412	SLO Summit Slide FA10
413	SLO Summits E-mails, Agenda, & Handouts FA10
414	Counseling Probation Data & SLOs
415	Duty Day SLO Presentation FA08
416	Duty Day SLO Presentation SP11
417	Duty Day SLO Presentation FA09
418	Duty Day SLO Status Reports SP09
419	Duty Day Social Science Division Meeting SLO Presentation SP09
420	Duty Day SLO Presentation FA10

421	Duty Day Student Success-SLO Presentation SP08
422	Central Region Consortium's SLO Training
423	Norena Badway Presentation- SLO Training
425	Deans' Meeting 2-22-10 SLO Forms
426	SLO Information Distributed at Vice Chancellor's Cabinet 9-9-08
427	History Department SLO Timelines
428	Social Science Division SLO Update E-mail 3-28-08
429	SLO Summits FA10 Mapping Homework
431	SLO Coordinator Position- Faculty Concerns E-mail 8-26-08
432	New SLO Coordinator Announcement E-mail 1-8-11
433	SLO & Assessment Blackboard Website
434	Reedley College Assessment Advisory Committee Meeting Information FA09
436	Learning Community Class Schedule FA08
437	Learning Community Class Schedule FA09
441	GELO Documentation
442	Duty Day Reedley College & North Centers SLO Information SP10
443	Early Assessment Program Multiple Measures Discussion E-mail
444	Learning Communities FA11 Class Schedule & Correspondence
445	California Community College Chancellor's Office Approved AA & AS Degrees
446	National Association for the Education of Young Children (NAEYC) Website
479	Adjunct Faculty SLO Documentation
518	SLO Forums Information Discussed in Division Reps Meetings FA10
527	Reedley College-North Centers SLOs Timeline 2005-2011
529	Reedley College-North Centers Duty Day Agenda SP10
532	Student Services SLO Reports FA10
572	Staff Development Short Form
573	Staff Development Long Form
574	Staff Development Request Checklist
576	Faculty Evaluation Form
609	Program Review Handbook Cycle Two
610	NCCAP Meeting Agendas
630	Cal-PASS Meeting Agenda 3-1-11
655	Adjunct Faculty SLO Workshop SP11 Attendees
658	E-mails re: Collaboration with Clovis West High School
660	NCES National Center for Education Statistics Report February 2011
674	California Community Colleges Minimum Qualifications Handbook 2010
675	AR 4025 Philosophy & Criteria for Associate Degree & General Education
676	Title V Defining Associate Degrees
677	Flex Day SP10 History Department SLO Meeting Information
678	History 11 Course Outline
696	Willow International Center Website
697	Faculty Mentor Report
698	Psychology SLO Reports FA10
699	Enrollment Management Plan 2009-2010
712	Curriculum Committee Minutes (all)
725	Classified Professionals Mega-Conference Materials

743	ECPC Agenda 5-17-11
757	Staff Development Blackboard Site
799	SLO Assessment Reports
813	SLO Workshop by the RP Group 3-21-03
816	Fact Books 2000-2009
819	ECPC Minutes 5-17-11

Standard II.B - Student Support Services



Willow International Community College Center Mission Statement:

The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

STANDARD IIB

Student Learning Programs and Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

The Willow International Community College Center provides the full range of student support services as tools to directly support the many goals of a mission that includes student access, student learning, and success in achieving educational goals. A comprehensive list of support services and programs is listed in the college catalog. Willow International's website contains the locations, phone numbers, and hours of operation of support services. In addition, most student support services programs distribute brochures and other written materials specific to their programs while maintaining their individual webpages. The matriculation process at the Willow International Center provides a comprehensive assessment of students' needs, including the application for admission, orientation, assessment, financial assistance, academic counseling/student educational planning, registration, and follow-up activities.

Application/Admissions

The application is the primary source of student information, providing Willow International the necessary data to inform and direct students to services and programs from which they can benefit. The application is available electronically and in paper form and includes sections which ask for general student information, high school information (i.e., diploma, certificate, General Education Development (G.E.D.)), educational goal (i.e., associate degree, transfer, career preparation), and special services needed (i.e., student athletics, displaced homemaker, English as a second language, disabled students programs and services, on-campus residence, tutoring, veteran's status). Requested services are entered into Datatel as a permanent record. Additionally, after the application is processed, the college communicates with students via the Scheduling and Reporting System (SARS) Call, e-mail alerts, and mail notification from Admissions and Records. The Scheduling and Reporting System (SARS) Call program is an automated messaging system. It is used to send appointment reminders, announcements, registration notices and other student related messages. [Evidence # 277, 276, 272, 596, 598, 597]

Orientation

Students are encouraged to complete a Willow International Community College Center new student orientation prior to registering for courses. The orientation contains information pertinent to a student successfully managing college policies and procedures and accessing programs and

services. The orientation may be completed online or in person and includes a quiz portion to encourage students to focus on the information provided. All completed orientations are electronically documented and managed. [Evidence # 662, 642, 661, 641, 373, 375, 374, 666, 664]

Assessment

Willow International Community College Center primarily uses the Accuplacer Computerized Placement Test (CPT) that provides the student with appropriate recommendations for English (reading/writing) and math course levels. The assessment assists students with the selection of initial coursework to encourage academic success in college. Since all our feeder high schools also have students that attend Fresno City College, a chart has been developed to use the FCC placement test results that correlate to CPT. In addition, Willow International also assesses a student's course placement using multi-criteria that includes academic, vocational, personal, and disability related counseling. Disabled Students Programs and Services (DSP&S) provide test accommodations to students with verified disabilities for the college placement test. Some of the accommodations include extra testing time, enlarged font, and a reader service. The accommodations are based upon the limitations imposed by the disability. Counselors assess students based on prior academic history (i.e., high school transcripts, other college transcripts, veteran transcripts) and stated academic/vocational/personal/career goals, interests, and disability verification. [Evidence # 399, 400, 401, 395, 398]

Financial Assistance

All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) application which will determine candidacy and if applicable, what kind of financial support Willow International can provide for a student's education. The financial aid office assists students with completing the FAFSA and answering financial aid questions. Computers are available on campus for student use and staff is available to assist in completing the FAFSA. In addition to addressing general financial aid needs, the financial aid office assists in the identification of student eligibility for other programs such as Federal Work Study, Cal Grants, student loans, and scholarships. The office staff assists students in completing in-school loan deferments, default prevention, and regaining eligibility for student aid after defaulting on student loans. Those who are not high school graduates are given the opportunity to take the Ability to Benefit (ATB) placement exam to gain eligibility for federal financial aid. [Evidence # 451, 452, 449, 450, 453, 454]

Academic Counseling/Student Educational Planning

Willow International Community College Center strongly encourages and assists students in creating a Student Educational Plan (SEP). The SEP states the student's educational goal, outlines the courses the student needs to complete each semester, and provides visual documentation of when a student will complete his/her designated goal. The SEP provides the student with a clear pathway to meeting the desired goal at Willow International. Counseling services are offered to all general students and also through special programs such as Disabled Students Programs and Services (DSP&S) and California Work Opportunity and Responsibility to Kids (CalWORKs). These programs also provide specialized workshops, counseling sessions, and orientations for student participants. [Evidence # 531, 587]

Registration

Willow International Community College Center has established procedures, services, and programs that improve access to student registration and assist students in making appropriate course selections. Outreach, Counseling, and Admissions and Records are the primary providers of registration services; they coordinate with other student services to conduct activities and programs promoting and assisting the registration of students, including registration-to-go for high school applicants, express registration, educational enrichment programs, express counseling, and walk-in counseling. In addition to general registration, specific populations have their special needs met with priority registration, enabling students participating in the California Work Opportunity and Responsibility to Kids program, students with disabilities, veterans, and other populations to register for courses early. This approach decreases barriers which may prevent these students from successfully completing their academic goals. [Evidence # 506, 627, 669, 663, 594, 435]

Follow-up

Willow International Community College Center has established and conducts regular follow-up services for continued identification of beneficial services to students. Initially, Admissions and Records monitor student academic progress after the completion of each semester and counseling participates in monitoring student progress. Willow International has also purchased the SARS Alert Program which provides an online system to identify students early in the semester and provide these students with appropriate services. These processes assist in monitoring all students' current progress in classes during the course of a semester. Students on academic and/or progress probation are provided with an intervention either in person or online to address their specific needs in areas that are deficient. The results of monitoring leads to the coordination and implementation of workshops and individual counseling sessions where students are advised of their current academic status, informed of their options for improving their status, and encouraged and referred to support services (i.e., disabled students programs and services, veterans, health services, personal counseling services, tutorial, math/writing center, and basic skills course options). [Evidence # 588, 589, 379, 591, 649, 548, 503, 633, 654, 668, 667, 670, 671]

The Willow International Center follows the California Community Colleges matriculation process to determine the services and programs that benefit admitted students. Matriculation information is applied to admissions policies and procedures and is documented in the college catalog. Using the 2005 Reedley College/North Centers Matriculation Plan, the Willow International Center has updated the plan to include information on all North Centers' matriculation components. [Evidence # 635, 636, 646, 187, 665]

College-Wide Collaboration/Discussion

Based on the center's commitment to shared governance, administrators, faculty, staff, and students participate in college and district committees. An increased effort is made to share information in a timely manner among the planning groups or to present information at various campus meetings. There is continuous collaboration at the administrative, faculty, and staff levels that facilitates discussion on issues relative to student access, progress, learning, and success.

Through the organizational structure, an integrated planning approach is undertaken at the administrative level, working hand in hand with the various student services programs. The College Center Vice Chancellor, Vice President of Instruction and Student Services, Deans, and student services managers, along with faculty and staff representatives from the various constituent groups, serve on committees that address how the center is serving students in meeting their educational goals. An example of collaboration is the North Centers College Center Council that, through the Strategic Plan objectives, is charged with responsibilities that include formulating plans and reviewing practices or procedures on how to maintain and improve services for students. The various constituent groups on the committee participate in dialogue and may provide input in the decision-making processes involving programs and services. This includes reviewing the program review process for the various student services areas to assure that programs are evaluating their functions and service to ensure students' needs are being served as best possible. Other areas of discussion include dialogue on budgetary issues that involve maintaining specific levels of services for instructional and student services areas. Similar discussions occur at the North Centers Vice Chancellor's Cabinet meetings. The Vice President of Instruction and Student Services and the Deans are committed to collaborative efforts between student support services and instructional services to integrate services that link the classroom with support services to improve institutional effectiveness.

College wide discussions occur during the following:

- Accreditation Planning
- Augmented Vice Chancellor's Cabinet
- Basic Skills Committee
- Cal-PASS (California Partnership for Achieving Student Success)
- College Center Council
- Datatel Users Group
- Distance Education Committee
- Enrollment Management
- Faculty Duty Day
- Matriculation Advisory Committee
- Matriculation Coordinating Committee
- Program Review Committee
- Registration-to-Go (RTG) Committee
- Technology Coordination Committee
- Vice Chancellor's Cabinet

There is also center-wide collaboration at the management, faculty, and staff levels that facilitates discussion on issues relative to student access, progress, learning, and success. The Vice President of Instruction and Student Services, deans, program managers, faculty, and staff members meet on various committees to discuss short-term and long-term program goals and objectives related to maintaining the highest levels of quality student support services. There is continuous dialogue and discussion that focuses on how well students are being served and how to make improvements where needed. For example, the Willow International Community College Center holds weekly meetings with all of the deans under the direction of the Vice President of Instruction and Student Services. Also, there are Division Representatives meetings

that are scheduled bi-monthly throughout the semester. As the service areas work together to meet student needs, the committee members maintain continuous dialogue that allows the student support services areas to remain current on how each area is serving students. This ensures that there are open lines of communication between the various support service areas to address any issues that may affect how well students are served. This forum allows for collaborative efforts in planning and problem-solving in the best interest of students. Discussion can cover issues that include service hours, student registration procedures, financial aid disbursements, counseling services, retention efforts, and outreach.

Department discussions occur throughout the various student services departments and faculty committees, including:

- California Work Opportunity and Responsibility to Kids - CalWORKs
- College Outreach and Recruitment Planning Meetings
- Counseling Faculty Meetings & Flex Day Activities
- Curriculum Meetings
- Department Chair/Division Representative Meetings
- Faculty Council Meetings
- Financial Aid Staff Meetings (Scholarships)
- Special Support Programs: (Disabled Student Programs & Services – DSP&S, Honors)
- Student Success/Basic Skills Committee Meetings
- Technology Advisory Committee Meetings
- Veterans
- Educational Enrichment - North Centers College Advantage Program - NCCAP

In addition, discussions occur in various committees, support teams, and department meetings in which staff actively participate as standing members, presenters, and guests. At Willow International, the student services areas have initiated programming that is focused on integrated planning within student services. This process targets all administrators, faculty, and staff to be knowledgeable and actively involved in the planning process and implementation of student services.

Distance Education

Students are able to benefit from online student services in that the majority of the matriculation components can be completed electronically without students having to be on campus. These online processes include completing the college admission application on California Community College Apply (CCCApply), Online Orientation, assessment testing via Accuplacer, course registration utilizing WebAdvisor, and access to financial aid information on FAFSA.edu and WebAdvisor. Students can avoid standing in long lines during peak registration periods, and the online services also allow students who attend off-campus sites to have access to these services. Students can also conduct degree audits on WebAdvisor to determine what courses have been completed or needed to earn their Associates degree. Student follow up activities utilize web-based technology with the Scheduling and Reporting System (SARS) Alert process that allows instructors to identify students having difficulty in the classroom.

College-wide discussions have occurred throughout the various campus committees: Distance Education Committee, Technology Advisory Committee, Datatel Users Group Committee (DUG), and the district Technology Coordinating Committee. The committee memberships have representatives from all levels of administration and faculty. Members engage in continuous dialogue in support of these services to ensure that these services are meeting student needs. The discussions focus on how to maintain and improve the quality and effectiveness of technology-based programs and services. Given the evolving and rapid change in technology, upgrades and improvements are continuously implemented. College-wide discussions also occurred during a State Center Community College District (SCCCD) Title V Collaborative that consisted of an advisory committee to assist in the development of online counseling services. One online counseling service includes a “Live Help” component whereby students can have questions answered in a “live chat” environment. In addition, many of these services have student satisfaction surveys to allow students to contribute to any dialogue by evaluating how well they feel the online services contributed to meeting their needs. [Evidence # 387, 388, 389, 392, 393, 553, 756]

Planning Agenda:

None

- 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

Descriptive Summary

The Willow International Community College Center addresses the criteria for this standard through the college’s program review process, annual student satisfaction surveys, student learning outcomes, state and federal mandated program compliance audits for categorical programs, and the strategic planning process.

Each department in Student Services participates in the college’s program review process every five years. The Program Review Committee coordinates the scheduling of program reviews and assesses the formal program review report. The evaluation process for program review includes analysis and self-assessment by department members, program coordinators, division representatives, the Vice President of Instruction and Student Services, and Dean of Student. Student satisfaction surveys, faculty surveys, graduating student survey, student health surveys, and other data collections are facilitated by the Institutional Researcher working in conjunction with various campus staff, committees, programs, or disciplines in order to obtain meaningful, useful data for evaluating services. A written program review report is prepared, reviewed, and discussed by program members, program coordinators, division representatives, the Vice President of Instruction and Student Services, Dean of Students, and the Program Review Committee. Each Program Review is also presented to the North Centers College Center Council. Results are used to maintain or improve programs and may be used in the development of future budget allocation and strategic planning. [Evidence # 14]

Student Learning Outcomes (SLOs) are defined as the specific observable or measureable results that are expected subsequent to a learning experience. SLOs have been developed for all student service areas. SLOs have been designed to identify outcomes in each program area and an assessment component to measure the effectiveness of services provided. [Evidence # 380, 517]

Categorical programs are required to undergo rigorous review and are evaluated by a committee of their peers (usually directors from other California community college programs) regarding compliance to legal requirements, state laws (e.g., Title 5), and performance. Results of the committee's findings are compiled into a report that is submitted to the Vice President of Instruction and Student Services and the Vice Chancellor. State and federal mandated reports are required annually and are initially submitted to the Vice Chancellor and the State Center Community College District office for review. Once reports are approved by the district office, state mandated reports are sent to the Chancellor's Office for final submission. Federally funded programs' reports are submitted to the U.S. Department of Education to meet grant program objectives and outcomes, expenditure goals, and annual report requirements.

The Willow International Community College Center Strategic Plan and the State Center Community College District Strategic Plan are developed through a collaborative process with faculty, staff, and administration. The plans are then distributed to all campus constituent groups and are available to the community in print and online at www.willowinternationalcenter.com and www.scccd.edu. [Evidence # 332, 128, 706]

Comprehensive Student Support Programs and Services are available and delivered through various means (i.e., in-person, phone, email, online, and paper form) at Willow International, including:

Admissions & Records

Alpha Gamma Sigma (AGS)

Assessment

California High School Exit Exam Preparation (CAHSEE)

California Work Opportunity and Responsibility to Kids (CalWORKs)

Career Planning Services

Career Advancement Academy (CAA)

Child Development Careers Program WORKs! (CDC WORKs!)

Child Development Center

College Relations - Outreach and Recruitment

Counseling (Walk-ins, Appointments, Express)

Disabled Student Program and Services (DSP&S), including Student Support Services (TRIO-SSS)

Educational Enrichment, including North Center College Advantage Program (NCCAP)

Financial Aid & Scholarships

Health Services

Honors Program

Online Student Services

Personal Counseling Services

Retention Programs (Early Alert and Probation Workshops)

Science Technology Engineering and Math (TRIO-STEM)
Student Activities - Associated Student Government (ASG)
Student Support Services (TRIO-SSS) Grant Funded Program
Transfer Center Services
Tutorial/Writing and Math Centers
Veterans

These programs are described in Section 3 of Standard IIB.

Distance Education

Willow International Community College Center students complete an online application (or hard copy) containing a section that allows students to identify support needs. The admissions application has 15 areas where students can identify specific services they may need to become a successful student. This includes financial aid information, academic counseling, services for disabled students, career counseling, and other support services. These requests may be used by the college and centers to contact students and provide them with the appropriate information about the services requested. The Willow International Center can also identify support needs by tracking the number and types of online student services utilized by students. WebAdvisor interfaces with Datatel (student records management system) and can track the number of users and types of transactions students make during registration cycles. When WebAdvisor was first implemented, heavy use by students and faculty slowed the effectiveness of the system. In order to meet student demand and needs, new hardware and software were purchased to upgrade the system. This allowed the district to make improvements in the registration process that included increasing the number of licenses for access to WebAdvisor. [Evidence # 381, 276, 277, 371, 370, 382]

The Willow International Center supports student learning with various technology based media. As previously noted, online resources for financial aid, degree audits, student education plans (SEP), SARS Alert, and Online Counseling are tools available to support student learning. The online orientation provides students with the necessary information to prepare for a successful college experience. The online probation workshop provides valuable information and intervention(s) that assists students in understanding what they need to do to succeed in the classroom. Students enrolled at off-campus sites or in distance education courses can readily access these services. In addition, Student Learning Outcomes (SLOs) have been developed for many of the online counseling services that will evaluate how well these services support student learning. [Evidence # 377, 526, 376, 380, 517, 373, 375, 374, 372, 379]

Self Evaluation

This standard is met. In addition to federal and state mandated reviews, Willow International Student Services has developed surveys to evaluate the effectiveness of student services. These surveys are used to evaluate current practices and implement modification and/or revisions of programs and services, depending on analysis of data. The following are the current surveys we are using for analysis:

The Accreditation Survey was administered to faculty, staff, and administration. The purpose of this survey was to assess the ability of the institution to effectively address the institutional mission, student learning services and programs, resources, and leadership and governance. In regards to quality of student services, the survey results indicated a high percentage of faculty, staff, and administration agreed that student services are meeting their stated goals and objectives. Of the six satisfaction statements being measured, an average of 85% of the participants reported agreement. With an overall high score of 92% and low score of 71%, a majority of faculty, staff, and administration responded positively to student support services statements. The following points are significant and address specific examples of how student services supports student learning and enhances achievement of the mission of the institution:

- 88% of the faculty agreed academic counseling services provided are helpful to the overall success of our students (Question 19)
- 70% of the faculty agreed Early Alert referral categories on WebAdvisor provide them with sufficient options to assess their student performance concerns. (Question 21)

[Evidence # 127]

The ACT College Outcomes Survey was administered to students. The purpose of this survey was to measure the institution’s ability to support college outcomes (i.e., setting, supporting, and attaining) and assess overall student satisfaction with the institution. In regards to quality of student services, results documented that students are highly satisfied with financial aid services, student health and wellness services, and other various support services to instruction (i.e., tutorial, writing/math centers). The following data table shows the percentage of students satisfied with specific areas within student services.

Survey Statement	%Satisfied/Neutral	% Dissatisfied
Quality of academic services	80%	20%
Veteran’s Services	90%	10%
College response to students with special needs	97%	3%
The college in general	94%	6%

Data Source: ACT College Outcomes Survey Results, Section III

[Evidence # 142]

In addition to the Accreditation Survey, the counselors developed a student satisfaction survey to assess Express Counseling Services. A survey was conducted online through Class Climate to assess the students who participated in Express Counseling in August 2010. According to the SARS report, of the 867 student contacts, we received a very small sample of completed surveys (N=19). According to the results, 68% received their services at Willow International. Of these, 78.9% learned how to use express counseling to take care of their academic questions. Also, 78.9% felt that their academic questions were answered. The three top strengths of Express Counseling were rated as follows: short wait time (78.9%), questions answered quickly (63.2%), and resources were available and/or provided (63.2%). Overall, 88.9% stated that they would utilize Express Counseling services again.

Also, the Willow International Center provided Express Counseling services during the months of October and November 2010 for spring semester 2011 registration. During the two weeks of Express Counseling, all Willow International counselors were available in the lobby providing express services for students. The goal was to provide students with counseling services to meet their immediate academic needs for spring semester 2011 enrollment through an Express Counseling model. Because this was express counseling and students were in a hurry, the sample size is small but nonetheless, the results were positive. The results show that we had 1,857 student contacts during this time.

Table: Percent Affirmative after Express Counseling Services

Question	% Yes
Did you learn how to use express counseling to take care of your academic questions?	96%
Were your academic questions answered?	96%
Would you utilize Express Counseling Services Again?	96%

[Evidence # 369]

In response to an identified need to measure student self-reported gain in knowledge and skills, as well as positive behavioral changes brought about by the college experience, the Academic Senate has developed a survey targeting graduating students. In addition to capturing useful information regarding academic improvement, this survey will also capture information on student satisfaction with various student support services as well as data regarding how often the students utilized these services. This data may be used to help evaluate how student services activities correlates to student success. [Evidence # 790]

Planning Agenda

None

- 2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: (a) General Information; (b) Requirements; (c) Major Policies Affecting Students; (d) Locations or publications where other policies may be found.**

Descriptive Summary

a. General Information

The 2010–2012 Reedley College/North Centers two-year catalog is a comprehensive publication that contains current information for its students. The catalog is published every two years with an addendum every other year in an effort to update information. The 2010-2012 catalog is available in three formats: hard copy, CD, and online. Within the catalog, Reedley College, including the Willow International Center, is identified as a public two-year community college accredited by the Western Association of Schools and Colleges. General information about the Willow International Center and the mission statement are located in the introduction section of the catalog. [Evidence # 297]

The 2010-2012 Catalog provides information on the matriculation process (page 15) and the various student support services available for students to assist them in achieving their educational goals. The primary matriculation components include application for admissions, new student orientation, assessment, counseling and advising, student educational plans, and student follow up (page 16). [Evidence # 297, 635, 636]

The Willow International Community College Center offers general education courses and degree requirement courses so that students attending Willow International can complete the requirements needed for graduation, certificate(s), and/or transfer to a four-year university; which can be found in the catalog on pages 29-41. The college catalog (pages 58-59) outlines all of the degree and certificate programs available to students. [Evidence # 297]

The Willow International Center College Bookstore offers the catalog for a nominal fee; it is available at no cost online. Hard copies are available for viewing in the Library, Counseling Center, Transfer Center, Admissions and Records, and the Student Services Center. The catalog is also given to students either at Registration-to-Go (RTG) orientation, registration, or New Student Welcome. It is also available online on College Source.

b. Requirements

The catalog includes detailed information on the following: admissions requirements, student fees, catalog rights, graduation requirements, articulation and transfer to baccalaureate level institutions, associate degree and certificate programs, and course descriptions. Accuracy of information is ensured by a thorough review process which includes the collaboration of department chairs/division representatives, Deans of Students and Instruction, Vice President of Instruction and Student Services, Articulation Officer, and individuals who coordinate specific programs or services on campus. In addition, the district strives for common catalog language regarding district policies among the campuses through meetings of the campus Vice Presidents called by the District Associate Vice Chancellor of Workforce Development and Educational Services. [Evidence # 197, 743]

c. Major Policies Affecting Students

Major policies affecting students are also included in the catalog under three sections including Admissions and Registration (pages 13-19), Academic Regulations (pages 20-28), and Administrative Policies (pages 42-48).

The offices of the deans and the Vice President of Instruction and Student Services handle and maintain all of the student complaints/grievances (catalog pages 44-45). Due to confidentiality and privacy laws, minimal information of a student's complaint/grievance can be made available to the public. All records are held for seven years including student complaints/grievances. [Evidence # 297]

d. Location or Publications Where Other Policies May be Found

In addition to the catalog, the Willow International Community College Center assisted in the development of a Student Conduct Standards and Procedures manual that has detailed information regarding student conduct policies. This manual can be accessed online and in hard

copy. The college also publishes two schedules of classes each year with similar information as that in the catalog, as well as updated information such as CSU GE Breadth requirements and flow charts showing sequencing of courses in particular subject areas. Although not available in the catalog, the Academic Freedom Statement based on Board Policy 4118.3 is published in the student handbook. Furthermore, technology provides online media for students to access policies, updates, and college announcements. Some of these include WebAdvisor, college websites, Blackboard, plasma screens in the college lobbies, e-mails, and phone calls. [Evidence # 383, 330, 390]

The State Center Community College District Board of Trustees Policies and Administrative Regulations manual contains policies and procedures affecting academic regulations. This manual is available in administration offices and on the website at www.scccd.edu. [Evidence # 124, 125]

All publications can also be converted to Braille.

Distance Education

- a. All policies, student services, and learning resources for distance education students and traditional education are equally accessible and applied. There is current discussion by the Distance Education Committee, Technology Advisory Committee, and the Technology Coordination Committee to develop and provide information in the catalog relative to online instructional delivery. However, the Willow International website provides information on how to become a successful online student. Blackboard is also utilized by instructors as a means for continuous interaction between faculty and students. This platform serves as an access point for the majority of online instruction. The course syllabus and outlines, course assignments, along with instructor contact information is provided for students. Access to Blackboard is password protected and the platform also features a discussion board and email communications module to maintain fluid interaction between instructor and student. The Reedley College catalog can be accessed online and is provided in both printed and electronic format. [Evidence # 385, 387, 388, 392, 268, 393, 389]
- b. Admission policies and requirements for students enrolling in distance education courses are the same as enrolling in traditional programs. Course fees are the same and students do not incur any additional costs when taking distance education courses. All information regarding fees and/or financial obligations is clearly provided to all distance education students. Fee information is listed on the Willow International Center website, college catalog, schedule of courses, and on all registration materials.
- c. All major policies affecting students apply equally to distance education students as they would apply to traditional students.
- d. The Willow International Center website ensures that all relevant college-related information is accessible to students in electronic format. Students who cannot physically be on-campus can access the College Catalog online to learn about its programs and services that include its policies and procedures (page 44). All complaints

and grievances are handled in the same fashion as they would be for traditional students. [Evidence # 391, 297]

Self Evaluation

The Willow International Community College Center meets this standard through the combination of its catalog review process, producing the catalog every two years, and providing an addendum in alternate years. Participation in the production of the catalog and schedule of classes involves many individuals and several review stages to make sure that the information in these publications is accurate. A district-wide Common Catalog Committee, including individuals from various positions at the Willow International Center, was organized to provide ongoing discussions in an effort to create a more user-friendly and district-wide common catalog content and language. Improvements in the language have been made over several years through this Common Catalog Committee. As a result, catalogs and the language in the catalogs have become more consistent district-wide. [Evidence # 386]

The catalog is routinely reviewed and updated every two years with the current calendar outlining the academic year and the length of semesters. The catalog is reviewed by division representatives, administration, Vice President of Instruction and Student Services, deans, and individuals who coordinate particular programs/services on campus. Changes are then incorporated into the revised catalog. The catalog is reviewed by the Office of Instruction and edits are conducted by the Public Information Office. The Curriculum committee also plays a large role in reviewing course description accuracy. Additionally, Admissions & Records and Counseling work closely to review degree and transfer requirements for accuracy.

The ACT College Outcomes Survey was administered to students. The purpose of this survey was to measure the institution's ability to support college outcomes (i.e., how to set, support, and attain them) and assess overall student satisfaction with the institution. In regards to "the institution providing a catalog for its constituencies with precise, accurate, and current information", 83% of the students at the Willow International Center who participated in the survey indicated they were very satisfied, satisfied, or neutral with the rules governing student conduct and only 7% were dissatisfied (Question III-21). [Evidence # 142]

Planning Agenda

Develop a college catalog for the new Clovis Community College.

- 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

Descriptive Summary

The Willow International Community College Center utilizes several methods and processes to determine the learning support needs of its students. The first point for identifying student needs is on the initial online or hard copy application that has a section that allows students to identify

support needs. The application for admission has 15 areas where students can specify special services they may need to become successful. This includes financial aid information, academic counseling, services for disabled students, career counseling, and/or other support services. These requests are used by student support services to contact students and provide information about the available services. The Willow International Center also determines and addresses the support needs of its students through the program review process. It is an ongoing process, used to assess and improve student learning and achievement. The results of the reviews assist in refining and improving program practices resulting in appropriate improvements of services provided. Additionally, the development and assessment of Student Learning Outcomes (SLOs) are ongoing and used for continuous quality improvement. The use of student surveys and assessments provide for decision-making processes which include dialogue on the results of assessment that are purposefully directed toward improving student learning. These methods, including data from the Office of Institutional Research, are utilized to help identify the educational support needs of our students. [Evidence # 14, 380, 517]

The Willow International Center's administration is involved in advisory committees with the local feeder high schools to discuss student needs. Additionally, the Willow International Center's administration and counseling faculty meet regularly with the Clovis North High School principal, vice principal, and counselors to discuss their students' needs and the development of programs to better serve their students. An example is the North Centers College Advantage Program (NCCAP) which allows a select group of students to take courses at Willow International during the day along with their regular high school coursework. These students are given dual credit for both college and high school for college courses completed. The purpose of these meetings is to open dialogue regarding student preparedness and college success. These meetings allow for open communication and sharing of ideas and information. This includes discussion on how well the college can serve its students, what areas might need improving, and how the college can continue to be of service. [Evidence # 641, 610, 521]

The Willow International Community College Center identifies students with special needs through various student services programs dedicated to serving these populations. These programs provide specialized services for their students that generally include a much more personalized relationship with program staff to monitor student progress and develop student education plans to help bring about academic success. The following programs support student learning needs and provide services and resources that fit students' interests and needs.

Specialized Programs

CalWORKs – Child Development Careers-WORKs

- The California Work Opportunities and Responsibility to Kids (CalWORKs) program at the Willow International Center is designed to help recipients of cash aid complete short-term training programs.
- The Child Development Careers-WORKs program at the Willow International Center is designed to recruit students who are current or former cash aid recipients, and who wish to pursue a career in the field of Early Childhood Education (ECE).

These programs provide academic counseling, career counseling, employment training, mentoring, and job placement through its work study program. Other specialized services include assistance with child care, allowance for textbooks, school supplies and gas cards, teacher permit processing services, and work experience opportunities. [Evidence # 666, 486, 582]

Career Advancement Academy (CAA)

The Career Advancement Academy (CAA) programs were designed to establish pipelines for under-prepared, underemployed, young adults to careers and additional higher education opportunities. The Career Advancement Academy programs addressed foundational skills in reading, writing, and mathematics in the context of particular career pathways of importance to the regional economy. The programs provided one-on-one attention, small class size (cohorts), counseling, skills assessments, hands-on-learning projects, instruction in the language and math required on the job, job shadowing or on-the-job training, internships, industry tours, links to workforce partners, and placement assistance upon successful completion of the chosen program. The certificate programs offered at Willow International are Maintenance Mechanic and Pre-Health Careers Bridge. This program was the recipient of another CAA grant and will expand course offerings in Water Technology and computer repair. [Evidence # 628, 634, 643]

Disabled Students Programs and Services (DSP&S)

Disabled Students Programs & Services (DSP&S) is designed to provide specialized services and accommodations that assist students with documented temporary or permanent physical, psychological, and/or learning disabilities to reach their maximum potential while achieving their educational goals. DSP&S services and accommodations are designed to meet each student's specific needs for educational access and success. Staff specialists interact with all areas of the campus to eliminate physical, academic, and attitudinal barriers. This program offers alternate media as a service, in which printed materials such as textbooks and printed instructional materials are converted into another medium such as Braille, large print, CDs, and audio text. The Disabled Students Program and the campus open computer lab offer access for students with disabilities to computers with adaptive technology to aid in their progress to success. The Disabled Students Programs & Services features several special programs including:

- Transition to College (TTC): A program designed to assist students with disabilities to successfully transition from high school to college. Developmental service courses, academic counseling, and other various services are directly provided to students in the Willow International Community College Center service area.
- Student Support Services (SSS) TRIO Program: A United States Department of Education funded program provides services to students who aspire to successfully transfer to a four-year university and/or complete an associate degree at the Willow International Community College Center.

[Evidence # 406]

Educational Enrichment (NCCAP)

Current high school students in the 11th and 12th grades within the Willow International Community College service areas who can benefit from advanced scholastic or vocational work can enroll in college courses and receive college credit through the Educational Enrichment Programs.

In addition to our general Educational Enrichment program, the Willow International Center has partnered with Clovis North High School (CNHS) in the development of the North Centers College Advantage Program (NCCAP). The program began in the Fall 2010 semester with 19 juniors at CNHS. These students are enrolled in two college level courses for the fall and spring terms and received both college and high school credit. [Evidence # 641]

Financial Aid and Scholarships

The Willow International Center financial aid functions are directed by a Financial Aid Manager in conjunction with Reedley College. The Financial Aid Offices process applications for several types of financial aid and monitor federal, state, and local financial aid programs, including grants, loans, scholarships, and student work study opportunities. Willow International's Financial Aid Office aims to increase accessibility to higher education through assisting students in applying for and receiving federal, state, and local sources of financial aid.

The Willow International Center offers multiple scholarship opportunities. Additionally, Reedley College offers two separate scholarship programs: (1) the Reedley College Financial Aid Scholarship Program, in conjunction with the State Center Community College Foundation, and (2) the Reedley College Foundation Scholarship Program. Students attending or planning to attend the Willow International Center are strongly encouraged to apply for both. [Evidence # 454, 650]

Retention Programs

Early Alert

Willow International Community College Center is committed to student success and utilizes an Early Alert/Progress Monitoring program to identify students with potential academic and performance difficulties in the classroom. The goal is to identify and contact at-risk students early in the semester and encourage these students to access campus support services. The Willow International Center has recently purchased the Scheduling and Reporting System (SARS) Alert program to streamline the Early Alert process for instructors, students, and counselors. [Evidence # 588]

Probation Workshops

Probation workshops are provided and required for all students on Level 1 probation. The purpose of the probation workshop is to provide students with information on probation, strategies to succeed, and information on services and resources that can assist in completing their educational goal(s). Students can participate in the probation workshop online and/or one-on-one with a counselor at Willow International. [Evidence # 379]

Student Services Programs

In addition to the aforementioned, the following programs and services at the Willow International Center are provided to support the full range of student needs.

Admissions and Records

The Admissions and Records office provides services by processing admissions applications for individuals interested in attending Willow International Community College Center. Upon completion of applicable admission requirements, registration materials are processed through the district's centralized Admissions and Records functions. The Admissions and Records Department at Reedley College's main campus is also responsible for recording student grades, transcripts, and other processes dealing with student academic history. [Evidence # 276, 107, 594, 277]

Alpha Gamma Sigma

Outstanding student scholars are eligible for membership in the Sigma Gamma Chapter of Alpha Gamma Sigma (AGS), the honor society for California Community Colleges. Students meeting eligibility criteria can join the Willow International chapter of Alpha Gamma Sigma known as Sigma Gamma. Students who earn at least a B average (3.0) for 12 units of college work (with no D or F grade) are eligible to join Alpha Gamma Sigma. AGS members meet to hear speakers, raise funds for scholarships and attend conferences, participate in college activities, educational excursions, and in special community projects. [Evidence # 480, 481, 483, 482]

Assessment Services

Assessment Services provide placement testing that measures a student's reading, writing, and math skills for appropriate placement in English and math. Placement testing is provided at the Willow International Center on a "first come first served" basis on designated days and times. The assessment test is accessible and is available in alternate format such as Braille. The assessment results guide counselors and students in determining the best choice of classes to start their academic careers. [Evidence # 400]

California Partnership for Achieving Student Success (CalPASS)

Cal-PASS (Fresno East), a Professional Learning Community, includes Willow International Center, Madera Center, Reedley College, Fresno City College, and Fresno State, along with many Fresno County high schools. The Cal-PASS project collects, analyzes, and shares student data in order to track student success from elementary school through university. The Cal-PASS project provides data about how well prepared the students are, how many students received degrees, what their degrees are in, and how long it took them to obtain those degrees. [Evidence # 631, 630]

Career Planning and Job Opportunities

The Willow International Community College Center Career Services include occupational information, computer-based job search information, and computer-based career assessments: Eureka, SIGI Plus, and other career-based internet media. Counselors are available to provide career assessment interpretation, career counseling, and to teach career awareness courses. At this point, the Willow International Center does not offer comprehensive job placement services.

Currently, Willow International Center offers job opportunities through the following: Work Study Programs through financial aid, job placement services through CalWORKs, and a job reference binder at our front desk in student services. [Evidence # 653, 559]

Child Development Center (CDC)

Willow International Community College Center is committed to providing high quality early childhood care and education programs to ensure students and local families have access to care for children. The Child Development Center (CDC) was developed in partnership with the Clovis Unified School District, providing opportunities for children and adults to interact with the environment and each other in a setting supportive of the individual development rate. The Willow International Child Development Center is located in state-of-the-art facilities on the campus, providing both toddler and pre-school appropriate educational and developmental activities. [Evidence # 632]

College Relations - Outreach and Recruitment

This program endeavors to create a college-going culture for high school students and the community at large by providing information and outreach services to encourage individuals to further their education. College outreach specialists promote education as a means to upward mobility by regularly conducting high school presentations. Outreach specialists are assigned to designated feeder high schools within the Willow International Center service area and are actively involved in the Registration-to-Go (RTG) program. The RTG program includes assisting students with the college admissions process by leading application workshops, providing assessment testing, orientation, counseling/advising, and registration services. In addition, outreach specialists participate in community events and are in regular contact with community organizations. The College Relations Office provides campus tours introducing prospective college students and their parents to the programs and services available at the Center. [Evidence # 627, 642, 626]

Counseling

The Counseling Department provides comprehensive counseling services to assist students towards a successful college experience. Counselors help promote student development and success by coordinating quality services and programs that are focused on students' needs. The programs are designed to provide each student with individualized help in assessing personal interests and abilities. Counselors assist students by developing Student Education Plans (SEPs) that guide students towards earning a certificate, Associates degree and/or transfer to a four-year university. New Student Welcome sessions are provided each fall semester for new students. Student orientations are also available online. The Counseling Department also offers counseling courses that are geared toward enhancing students' personal responsibility as well as intellectual and personal development.

Currently, the Willow International Community College Center has three full-time general academic counselors, one of whom is split between two centers and is only at Willow International three days a week. Due to the current budget situation, the number of adjunct counselors at Willow International have been reduced. In order to serve the students enrolled at Willow International, counselors have implemented an Express Counseling model to better meet the students' needs during peak registration times. With this model, counselors are available in

the lobby and/or at the front desk with a laptop and counseling materials to provide information to students quickly. Academic Counseling services are also available online. [Evidence # 506, 109, 369]

Health Services – Personal Counseling Services

The Willow International Community College Center Health Services program began in Fall 2006 with the implementation of the student health fee and the hiring of a college nurse to establish the campus health services program. Health Services at Willow International is funded entirely out of the student health fee and services continue to grow and expand with the growth of the new campus. Currently, the health office is located in the Academic Center Two building and is staffed three days a week by one registered nurse (RN) and one part-time department secretary. It is expected that RN coverage and secretarial support will be expanded as health fee funds allow. The office is currently open Tuesdays, Wednesdays, and Fridays from 8:30 a.m. to 3:30 p.m. Services provided to students include nursing consultation for any health related issue, first aid and emergency care, illness evaluation and referral, health promotion and outreach, tuberculosis (TB) skin testing, vision & hearing screening, blood pressure screening, blood glucose screening, height, weight, BMI, body fat and waist-height ratio screening, flu immunizations, Cardiopulmonary Resuscitation (CPR) classes, coordination of the campus Automated External Defibrillator (AED) program, coordination of staff training regarding CPR and AED, student insurance and student injury procedures, and coordination of claims for campus-related student injuries.

The learning support needs of the general student population in regards to health issues are identified by Health Services in a variety of ways, the most extensive and comprehensive of which is through participation in the American College Health Association National College Health Survey (ACHA NCHA). In Spring 2007, the ACHA NCHA was first used at the Clovis site, the previous location for the Willow International Community College Center, to assess student health needs, especially those that impacted student learning, in order to best prioritize health services activities to meet those needs.

Data results from the ACHA NCHA, as well as input from faculty and academic counselors, clarified the need for personal counseling services for students. As a result, Willow International began to offer personal counseling services on campus. Personal Counseling Services offers assistance in a number of areas, including personal growth, crisis resolution, daily living problems, relationship and family issues, and as a support network for students with more serious emotional disorders. The Willow International personal counseling services program began with a part-time licensed Marriage and Family Therapist (MFT) offering services two days a week. Recently, service has been expanded through the acquisition of a doctoral psychological intern one day a week on campus in addition to the part-time MFT. If additional services are needed, referrals are made. [Evidence # 555, 554, 644, 647, 625]

Honors Program

The Honors Program is designed to challenge students with a customized curriculum and reward their efforts through priority registration, scholarships, field trips, and opportunities to apply for a transfer admission guarantee to a University of California school. Honors Program students will receive a \$150 JoNell Beal Scholarship each semester for their first year of the honors program.

Students who have demonstrated exceptional academic achievement in high school or at Willow International are provided the opportunity to apply to Willow International's Honors Program. They begin a two-year sequence of classes and activities that prepare them for transfer to a four-year university. [Evidence # 492, 567, 638, 639]

Online Student Services

The State Center Community College District, including the Willow International Center, has developed and implemented online educational services under the guidelines of the five-year Title V Cooperative Grant. Counselors at each campus/center in the district have collaboratively developed three new online educational services: Frequently Asked Questions (FAQs), Live Help, and Online Orientation. All three programs provide students with information with a district focus, regardless of where they take their classes. Additionally, the counseling department developed a State Center Community College District Online Probation Workshop. These programs provide students and faculty with a variety of online student services to meet their needs on and off campus. [Evidence # 109, 379, 372]

Science, Technology, Engineering & Math (STEM) TRIO Program

The Science, Technology, Engineering, and Mathematics (STEM) Program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their post-secondary education. In addition, the program mentors and assists students to successfully transfer to the University of California (UC) and California State University (CSU) into STEM majors. [Evidence # 502]

Student Activities - Associated Student Government (ASG)

The Associated Student Government (ASG) is comprised of six elected officers and a body of student senators. They are governed by a Constitution and By-Laws and are guided by the Student Senate Advisor (ASG Advisor). Many of the elected officers are enrolled in Leadership Development (COUN 263) taught by an ASG Advisor. A weekly general meeting is held in which elected ASG officers as well as student club representatives meet to discuss issues pertinent to student directed events and campus wide committee reports. The Associated Student Government works in conjunction with the Student Activities Office to coordinate student directed extra-curricular activities at Willow International Center. These activities are financed primarily from the student body card sales and fundraisers throughout the year. Some of the annual activities include Club Rush, Student Government Elections, Fall Harvest Festival, Kids' Day Paper Sales, and the ASG Spring Awards Banquet. There are various other activities held monthly through the academic year. Students are able to enjoy a wide variety of clubs including scholastic, social, athletic, and honors groups. Information about the various clubs is readily available upon request from the Student Activities Office, or by accessing the Student Life site on our website at www.northcenters.com. [Evidence # 487, 546, 494, 132, 497, 539, 484, 535, 540, 548, 542, 534, 537, 507, 261, 322]

Student Support Services (SSS) TRIO Program

The Student Support Services (SSS) Program provides opportunities for academic development, assists students with basic college requirements and serves to motivate students towards the successful completion of their post-secondary education. [Evidence # 502]

Transfer Center Services

The Willow International Community College Center's Transfer Services provides a variety of resources and services to help students transfer to other colleges and universities for completion of their educational goals. These resources include major sheets, transfer counseling, articulation agreements, college catalogs, college CD ROMS and videos, and guarantee transfer agreements. A Blackboard site has been developed providing detailed transfer information for students. Students are also provided with transfer application workshops and individual assistance with the completion of their California State University (CSU) and/or University of California (UC) admissions application. [Evidence # 440, 549, 559, 558, 552, 538, 623]

Tutorial Services

The Willow International Community College Tutorial Center houses tutorial services. Tutorial Services provide individual (one-on-one) and small-group tutoring in a variety of academic subjects to any student who needs and wants to improve his or her class performance. Students improve subject understanding, study skills, and test preparation to become strong independent learners. Tutoring is provided by appointment or on a drop-in basis for selected courses. Online tutoring is available to Willow International students through the Fresno City College online tutoring portal. All tutors and students receiving tutoring are tracked through the Tutor Trac system. The Willow International Tutorial Center assists students with writing assignments for any course in which they are enrolled. The Writing Center offers students the opportunity to enroll in English 272, a lab class designed to improve their performance on class writing assignments. The Tutorial Center helps students become stronger writers, readers, and provides assistance with math assignments through one-on-one and small group tutoring. Peer tutors, the center coordinator, and other assigned faculty are available to assist students. Through the Willow International Center Science, Technology, Engineering and Math (STEM) Grant, additional tutoring is available in these subject areas. Also, the Tutorial Center provides a quiet room where students with disabilities can more easily receive tutoring without the distractions of the group tutoring setting. [Evidence # 503, 649, 648, 654, 633]

Veterans

The Willow International Community College Center has designated two full time counselors to serve the needs of the Veterans. Each full time counselor dedicates three to four hours a week to meet with veteran students by appointment. There is constant communication between Willow International and Reedley College's Veterans/Financial Aid Office. The official Veteran Benefit Certifier is located in the Financial Aid office at Reedley College. Willow International Academic Counselors provide veterans with the necessary services to achieve their educational goal, including academic and personal counseling, developing the veteran's student educational plan, providing appropriate veteran chapter application forms, and working as the liaison between Willow International and Reedley College. Counselors are also encouraged to attend local veteran trainings and workshops. As a result of the Reedley College Veterans Advisory Committee, Reedley College's Website provides a link to Veterans Benefits and Services.

We are currently working closely with Veteran Resource Agencies to bring more services on to campus. The Veteran Center has implemented a Mobile Veteran Bus unit that travels to college campuses and community agencies providing personal counseling and support for veterans. We

are working with the Veteran Center to set up a schedule to provide these services to our students at Willow International. In an effort to reach out to more veteran students and to provide information on the resources available to them, Willow International coordinated a Veteran Resource Day with representatives from Cal Vet (California Department of Veterans Affairs), State of California Department of Rehabilitation, Fresno County Veterans Service Office, and University of Phoenix. [Evidence # 640, 645, 505, 652, 651, 791]

Distance Education

The Willow International Community College Center determines learning support needs of students enrolled in distance education as they would for traditional students. The college application allows students to identify what special support services they might be interested in. Students can access various services online that include college orientation, counseling and advising, career/transfer information, and library resources. Students utilizing the online counseling services are given the opportunity to complete an online survey to determine how well we are addressing their needs relative to counseling. The Online Academic Counseling services can be accessed at <http://counseling.scccd.edu>. The orientation covers a broad range of information including admissions requirements, policies and procedures, and general information on programs and degree requirements. The online orientation has a satisfaction survey that allows students to indicate if the orientation has provided them with the necessary information to enroll in college. There is also a quiz students complete after the orientation to demonstrate that they retained and understood the information provided. Students utilizing online counseling services are also given the opportunity to complete an online survey to determine how well we are addressing their needs relative to counseling. [Evidence # 375, 373, 374, 109, 372]

Self Evaluation

The Willow International Community College Center meets this Standard. The center provides the appropriate support services for students that include various processes conducive to creating and enhancing a supportive learning environment. Through campus-wide discussion and planning with administration, instruction, and student services departments, Willow International Center provides a large array of comprehensive support services for students. In order to meet the diverse needs of its student population, Willow International Center's open access policy is designed to effectively matriculate students for a successful college experience. The Willow International Center identifies student learning needs and provides appropriate programs and services that support student learning, student persistence, and promote student success. The Reedley College and North Centers' matriculation plan as set forth by Title 5 guides students through the appropriate steps to ensure a successful transition into the college campus community. Key components to this process include assistance with the application process, assessment for English and math skills, counseling and advising, providing financial aid information, development of student education plans, academic monitoring, and follow-up. [Evidence # 187, 646, 635, 636]

The Accreditation Survey was administered to faculty, staff, and administration. The purpose of this survey was to assess the ability of the institution to effectively address the institutional mission, student learning services and programs, resources, and leadership and governance. In regards to the researching, identifying, and providing appropriate services to address learning

support needs of students within student services, the survey results indicated 87% of the faculty agreed they are satisfied with the efforts by the Student Services division to address the needs of our basic skills students. [Evidence # 127 q. 19]

The ACT College Outcomes Survey was administered to students. The purpose of this survey was to measure the institution’s ability to support college outcomes (i.e., how to set, support, and attain them) and assess overall student satisfaction with the institution. In regards to researching, identifying, and providing appropriate services to address learning support needs of students within student services, researching and identifying the learning support needs and the provision of appropriate services, the survey results indicated 95% of the students who participated marked an agreement/neutral response to “this college helped me meet the goals I came here to achieve” and 92% marked an agreement/neutral response to “this college welcomes and uses feedback from students to improve the college”. [Evidence # 142, q. IIC-1, 9]

In addition to general statements of satisfaction, the ACT College Outcomes Survey also allowed students to identify specific topics of importance and satisfaction. The following tables identify several topics specifically related to student services at the Willow International Community College Center.

	% Important	% Progress
Learning to formulate and reshape their lifetime goals	95%	84%
Acquiring knowledge and skills needed for a career	99%	86%
Becoming competent in their major	99%	87%
Learning about career options	99%	73%

Data Source: ACT College Outcomes Survey Results, Section IIA

	% Satisfied/Neutral	% Dissatisfied
Quality of academic services	80%	20%
Career planning services	84%	16%
Developmental, remedial, and tutorial services, including writing and math labs	96%	4%
The transfer course credits from other colleges to this college	94%	6%

Data Source: ACT College Outcomes Survey Results, Section III

[Evidence # 127, 142]

Planning Agenda

The proposed staffing plan will be followed to provide additional student services support once the Willow International Center becomes Clovis Community College.

- a. **The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

Descriptive Summary

Willow International Community College Center provides equitable access to all of its students regardless of service location or delivery method. Student support services are provided throughout the day, during selective evening hours, and on Saturdays during peak registration periods. There are several delivery methods for students to access services which include face-to-face, online, and web-based media.

The Willow International Community College Center identifies educational support services for its students through extensive dialogue with all student services personnel. A variety of activities include outreach activities such as senior presentations, application admissions workshops, individual and group counseling, and financial aid presentations and workshops are provided. Technology is at the forefront and plays a major role in providing access to information regarding Willow International to students via the website regardless of where students reside or which campus they attend. The Willow International Center utilizes WebAdvisor as a means to provide online accessibility to students. The system can assist students in completing various processes that include but are not limited to enrolling for courses, reviewing academic transcripts, degree audit, adding or dropping courses, and/or updating student information. Additionally, the State Center Community College District utilizes the Datatel interface to access student information and academic records across the district. Contact reporting screens allow for district-wide communication for student services personnel. We are currently utilizing the Scheduling and Reporting System (SARS) program to schedule student appointments that includes a tracking and reporting system. For registration purposes, the TouchTone telephone registration system also provides equitable access regardless of location. Other media for accessibility include online orientation, online counseling (Live Help), Frequently Asked Questions (FAQs) database, an online college application California Community Colleges (CCC) Apply, online probation workshop, transfer and career services, veterans services, online counseling forms, an Early Alert system for students having difficulty in the classroom, and access to various online forms that assist students with college-related processes. The Counseling Center currently provides comprehensive face-to-face and interactive online counseling services for students utilizing the Blackboard platform. Financial aid also provides services in person and online. Examples include online Free Application for Federal Student Aid (FAFSA) application and utilizing WebAdvisor to inform students of needed documents and award status.

The Willow International Center website provides students with a variety of online resources, announcements and tools to assist in the matriculation process. Many of these services have evaluation surveys that allow for student feedback and satisfaction ratings. The following services provide a means to equitable access of reliable and appropriate services for students regardless of location.

Admissions

Students have access to applying online for admissions through the www.willowinternationalcenter.com website. Once they apply online, a function of the district's centralized admission and records is to send the student confirmation of their application as well as their student identification number. [Evidence # 277, 276]

Orientation

The Online Orientation is based in Blackboard and is a four-step process. New students go through an interactive voice recorded (Tegrity) district introduction, a home campus presentation, quiz, and satisfaction survey. Data are continuously collected on each of these new online programs. [Evidence # 373, 375, 374]

Assessment

We are currently providing students with an English and math placement assessment through Accuplacer. We have implemented the Computerized Placement Test (CPT) for our on-campus students and local high school graduates. Through our main campus assessment center, we have the capability of providing off campus students with access to take the Computerized Placement Test (CPT) if they are not able to make it to the college or center. We also ensure that the assessments that we offer are approved assessments by the Chancellor's office. Disabled Students Programs and Services (DSP&S) provides test accommodations to students with verified disabilities for the college placement test. Some of the accommodations include extra time, enlarged font, and reader service. The accommodations are based upon the limitations imposed by the disability. [Evidence # 395, 398, 400, 399]

Counseling

Live Help - Online live academic counseling sessions provide "real-time" academic assistance for students unable to come on campus for counseling services. This service is available throughout the district during designated days and times. All sessions are live and recorded. The Live Help system is evaluated by each student on a five-point rating scale and also allows for the student to type in user comments. The data collected so far (both from user comments and on a five-point rating scale) indicate that students are very satisfied with the online services.

Frequently Asked Questions - The FAQ service is available 24 hours a day, 7 days a week. Students can search the FAQ database for common questions and answers. The FAQ system has a rating system and evaluation component.

Counseling Forms – Counseling has a Blackboard site that provides counselors and students access to forms utilized when counseling students. This has proven to be effective for counselors who work at multiple campus sites. Blackboard allows for tracking the number of users who access the site. [Evidence # 372, 109]

Transfer/Career

The Counseling Department has developed a Blackboard site that provides students with transfer and career information online. This site includes information on California State University (CSU), University of California (UC) and private university admissions, Transfer Admission Guarantees (TAGs), online admission application workshops, career information, and a variety

of other links to guide students along their transfer and career paths. Blackboard allows for tracking the number of users who access the site. [Evidence # 549, 440, 559, 558, 552, 538, 623]

Student Education Plans

Currently, we are developing Student Educational Plans (SEPs) manually with the use of a Student Educational Planning Form. This form is available in hard copy as well as electronically.

We have purchased the E-Advising program which is a supplemental tool and not a replacement for face-to-face counseling/advising sessions. E-Advising documents advisor/student goals, student educational plans, and notes related to the student's plan. This program also can be used as an enrollment management tool and can assist in satisfying the matriculation process. Additionally, E-Advising can assist in determining the number of students planning to enroll in particular courses; which can help with course planning. We are in the process of implementing the E-Advising program. [Evidence # 531, 587]

Financial Aid

Students can access a variety of financial aid forms online. Students can apply for financial aid via the FAFSA.ed.gov website, sign their promissory notes for student loans online, renew their student loan online, and access a scholarship application electronically. Additionally, we provide students with an online workshop on how to complete the FAFSA on the Web. They can also apply for the Board of Governors Fee Waiver through www.cccapply.org or any of our district websites including www.willowinternationalcenter.com. [Evidence # 451, 556]

Registration

Datatel is the student information system used by State Center Community College District to track all student records. The Datatel system has a registration module, accessed by counselors and staff to register students in person, an online registration module (WebAdvisor) which can be accessed directly by students, and lastly, a Touchtone Registration module to allow students to register by telephone. [Evidence # 586]

WebAdvisor provides online accessibility to students throughout the district and addresses various student needs. Services available through Web Advisor include graduation applications, transcript review, adding/dropping classes, degree evaluation, searches for open/closed sections, identifying student identification number, updating address, registering for classes, financial aid status, academic standing, assessment/placement test results, and online payments. [Evidence # 107, 371, 370, 382, 381, 594]

Touchtone registration was implemented in the fall semester 1998 when the Datatel registration module was put into effect in our district. Students can add and drop classes, check their student schedules, and check grades using the Touchtone system. [Evidence # 594]

Probation Workshop

The Willow International Center counselors assisted in the development of the online probation workshop for students on Level 1 probation, academic and/or progress. The online probation

workshop consists of three steps:

- A district probation presentation with quiz questions which is voice recorded using Captivate;
- A six-question probation quiz; and
- A five-question satisfaction survey

The State Center Community College District is a multi-campus/center district and students are often concurrently enrolled at multiple sites during the semester. Once the student satisfies all three steps, a counselor at the student's home campus receives an e-mail notification to remove the probation hold within 48 hours (Monday–Friday). A data set is currently being collected on student responses to the satisfaction survey. [Evidence # 379, 526, 376, 591]

SARS (Scheduling and Reporting System)

Willow International has implemented two of the three components of the SARS (Scheduling and Reporting System) software, including SARS Call, SARS Grid, and SARS Alert. We plan to implement the SARS Alert in the Fall 2011 semester. [Evidence # 596, 597, 598]

Early Alert/SARS Alert

The Willow International Community College Center has purchased the SARS (Scheduling and Reporting System) Alert system. The SARS Alert model identifies students who are having difficulty in the classroom. This online tool will allow instructors and counselors to work together in assisting students and providing them with the appropriate intervention and services as needed. SARS Alert has a reporting tool that will allow us to access data on the students that are referred through this process and to track their progress. [Evidence # 588, 589]

Health Services & Personal Counseling Services

Currently all online students are able to contact the nurse via e-mail in order to ask questions and/or obtain health information or referral for personal counseling services as needed. Free online reputable college student mental health resources have been identified. These resources allow students to assess risk for depression, stress, and other mental health issues. Advice, self-help information, and information on how students can obtain assistance from campus and community mental health resources are also provided. [Evidence # 554]

Online Courses

The Willow International Center provides students with a variety of online courses to meet their associate degree and/or transfer educational requirements. [Evidence # 330]

Veterans Resources

The Reedley College website has been updated to provide veterans with the resources necessary to begin the process to receive their benefits. The Willow International Community College Center has developed a Veterans Forms page for counselors to ensure that students are provided with the appropriate chapter packet to begin the process, which can be found at www.northcenters.com on Blackboard. [Evidence # 505]

Web Site

The Willow International Center website provides students with a variety of online resources, announcements, and tools to assist in the matriculation process at www.northcenters.com.

[Evidence # 561]

Distance Education

The Willow International Center provides access to college-related materials and forms by making them available in electronic form. This includes applications, petitions and procedural forms, program major sheets, student education plans, and registration materials. Students can access these materials on the college webpage or on the Blackboard platform. The online counseling service of Frequently Asked Questions (FAQ) has a tracking mechanism that lists the time and dates of student inquiries and can track response times. The Live Help component for online counseling records a transcript of all live asynchronous communications. It also has a reporting module that assists counselors in identifying periods of high demand for counseling services. It can separate information by campus site and allows counselors to adjust their schedules to meet student needs. The online counseling services also have a rating system and student satisfaction survey that reports if students feel their needs are being met. [Evidence # 595, 372]

Self-Evaluation

The Willow International Community College Center meets this standard by providing students with a variety of online student services to meet their needs on and off campus. Regardless of location, students are provided access to student support services. The Willow International Center has developed and implemented online educational services under the guidelines of the five-year Title V Cooperative Grant. Counselors at each campus/center in the district have collaboratively developed three new online educational services: Frequently Asked Questions (FAQs), Live Help, and Online Orientation. All three programs provide students with information with a district focus, regardless of where they take their classes. Additionally, the online student services team worked collaboratively in the development of a district online probation workshop. The dataset below shows the number of students who have utilized these services at the North Centers:

	2007	2008	2009	2010
Live Help	223	410	288	276
Orientation	NA	165	173	279
Probation	NA	NA	NA	2687

Many of these services include an evaluation component and a student satisfaction survey. In order to assess student satisfaction, the Willow International Center has conducted several assessments and surveys.

The Accreditation Survey (administered to faculty, staff, and administration in Spring 2010) assessed the ability of the institution to effectively address the institutional mission, student learning services, programs, resources, leadership and governance. In regards to equitable access within student services, the survey results revealed the following:

- The faculty survey results revealed that 70% of the faculty who participated in the survey strongly agree or agree that the Early Alert referral categories on WebAdvisor provide them with sufficient options to assess their student performance concerns. (Question 21)
- Nearly 88% of the faculty strongly agree or agree that the student support services at Willow International ensure equitable access to all students by providing appropriate, comprehensive, and reliable services. (Question 23)

[Evidence # 127]

The ACT College Outcomes Survey (administered to students) measured the institution’s ability to support college outcomes (i.e., how to set, support, and attain them) and assess overall student satisfaction with the institution. In regards to equitable access within student services, the satisfaction survey results revealed "student access to computer facilities and services" was the top rated aspect for the college with an institutional average of 4.09 (satisfied) on the satisfaction scale (1-5). The following data table shows the percentage of students who were generally satisfied versus dissatisfied with student services.

	% Satisfied/Neutral	% Dissatisfied
New student orientation services	90%	10%
Financial Aid services	87%	13%
Student access to computer facilities and services	97%	3%

Data Source: ACT College Outcomes Survey Results, Section III

Additional results from the ACT College Outcomes Survey revealed that 93% of the students who participated felt that the importance of effectively using technology (e.g., computers, high-tech equipment) was very great, great or moderate; while 83% of students felt that they had made progress in this area.

[Evidence # 142 q.2]

Financial Aid Student Satisfaction Survey

Reedley College’s Financial Aid Office conducted a computerized student survey to collect student opinions about various financial aid issues. Overall, the responses were positive about the quality of service received. The survey did not ask the location of the Financial Aid Office that the student contacted so the results were not as valuable as they could have been. On our next survey we will list the Financial Aid Offices and have students identify the location(s) where they have sought help. This will assist us in responding to any identified problems. Also, in the next survey we intend to ask students to volunteer their student IDs. Then we could use this information to track these students over time to assess long term Student Learning Outcomes. [Evidence # 585]

Online Student Services Satisfaction Surveys

Live Help Satisfaction Data

In reviewing the last 120 days of data as of January 27, 2011, the Live Help Sessions are averaging a four-star rating based on a five-star scale. Also, students provided several user

comments in support of the Live Help Online Counseling sessions. Here are some of these comments:

- “Very convenient, and quick responses”
- “Awesome feature, quick and easy, had my questions answered in less than 5 minutes without driving or waiting in line”
- “Very great and useful”
- “Makes things much easier will definitely use this again”
- “Every time I contact a counselor online they are so helpful and answer all my questions. Thanks.”
- “I thought it was great. It’s easy and helpful!”

Probation Satisfaction Data

The Online Probation Workshop began in January 2010. As of January 31, 2011, the data set shows that nearly 5,000 students have utilized the online probation workshop (RC – 2,090 and NC – 2,869). In comparing the number of students who completed the online probation workshop on and off campus, the data shows that the majority of students completed the workshop off campus. Also, the data shows students were able to easily hear and navigate through the student online probation workshop and indicated that the online probation workshop prepared students to successfully continue their college education with the SCCCD. Furthermore, the results support that students understand why they are on probation and also how to get off probation after completing the workshop. Lastly, students indicated that they would recommend the online probation workshop to other students. [Evidence # 526, 376]

Through the narrative responses students indicated the following:

Which information on the online probation workshop was most useful to you?

- Learning about the two types of probation
- How to reach my goals; learned strategies to succeed
- Ability to repeat a class
- About the different levels of probation
- All of it was useful
- Calculating my GPA

Please provide any suggestions that you might have that will help us improve the online probation workshop.

- None because the system is great and easy to get around
- A bit faster...thank you
- A quick link to the student catalog to look over rules and regulations
- At the end of the quiz show questions you got wrong but don’t provide the correct answer
- Everything was user friendly and accessible
- Everything was great and was real easy

Student Health Needs Assessment

The health services program supports the mission of the college by utilizing a comprehensive,

well documented, national student health survey tool in order to regularly assess student health needs. Results from the survey are used to prioritize health services activities in order to address the top health issues that directly impact student academic success. Issues prioritized for improvement efforts are incorporated into program review and are measured using student learning outcomes.

In Spring 2010, Willow International was one of 14 California Community College Consortium members to participate in the American College Health Association National Student Health Survey (ACHA NCHA). This survey effort included five supplemental survey questions specific to California community colleges which included student awareness of the campus student health center. This combined effort became the largest study of the health status of community college students ever completed in the USA. This combined CCC health data allow specific campuses to compare results against aggregated data to better assess the unique health needs of our students. [Evidence # 555, 625]

Department survey results as well as the campus-wide student satisfaction survey results show high student satisfaction with health services and psychological services; although, there remains a significant portion of the student population who is unaware that these services exist on campus. Obstacles to student awareness of Willow International Health Services may be due to the fact that the services have only been in existence for five years and are currently available only a few days per week. [Evidence # 624, 590]

Planning Agenda:

Increase awareness of the Willow International Community College Center's Health Services.

- b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

Descriptive Summary

In an effort to provide additional information on specific programs and services that contribute to the Willow International Community College Center's positive learning environment, details on the following programs are provided:

- Student Government
- Learning Communities
- Student Activities
- Student Clubs
- Transfer Activities & Honors Program
- Tutorial Center Activities and Publications

Student Government

The Associated Student Government (ASG) at the Willow International Community College Center provides representation for the student population. The executive senate, comprised of

members elected by the student body, is responsible for serving on campus-wide committees, representing the student population in the shared governance of developing college policies, and managing the Associated Student Government budget. The Associated Student Government sponsors a variety of programs and events for students, which include multi-cultural events (performances, speaker forums, and films) and personal awareness activities (alcohol awareness and depression screening). A schedule of activities is easily accessible at www.willowinternationalcenter.com. Also, in order to promote student leadership, Counseling 263 – Leadership and Development course is offered. [Evidence # 539, 484, 535, 540, 548, 542, 534, 537]

Learning Communities

Learning communities, two or more classes linked together by a common theme or purpose, allow students to build connections through the curricula. Participation in learning communities allows students to build camaraderie, increase their involvement in campus activities, and enhance intellectual development.

The Willow International Center has implemented learning communities to provide students with linked curriculum to increase student success and has implemented learning communities with a variety of courses (art, history, counseling and sociology) reinforcing the material of the subject matter class with the reading, writing, and organizational skills gained in English.

There are several learning communities offered through the Willow International Center:

- A Basic Skills cohort was initiated which allowed a single cohort of 34 students to complete all of their basic skills classes (English 125, 126, Math 103) along with a Counseling 47 (Learning Strategies) to encourage good study skills. The purpose of this cohort was to increase student success.
- A learning community has been created linking English 125 (College Writing) and Information Systems 15 (Computer Concepts) emphasizing writing and technology in the workplace. A similar learning community has also been created for English and Information Systems. This learning community includes a 9-week English 252 (Writing Improvement), a second 9-week English 125 (College Writing Skills), and links to a full semester Information Systems 15 (Computer Concepts) course.
- The psychology and English departments have developed a learning community for Fall 2011 which will coordinate instruction in Psychology 16 (Abnormal Psychology), English 126 (Reading Skills for College), and English 125 (Writing Skills for College). English 126 will focus on reading memoirs written by individuals who have suffered from mental disorders themselves, or who have grown up with an afflicted family member (e.g., *An Unquiet Mind* by Kay Jamison, *The Glass Castle* by Jeannette Walls). The topics will align with the disorders covered in Psychology 16. The psychology component will focus on analyzing the symptoms, criteria, and risk factors of the disorders, as described in the memoirs, as well as those presented in a standard abnormal psychology textbook. We would also like to include English 125 in the community so that students will gain experience writing personal narrative and analyzing rhetorical strategies using memoirs as examples. Students may also research and write about topics related to mental health.

- Economics 1A will be linked with Information Systems 202 providing students a week-long tutorial on online instruction prior to beginning the online economics course.

[Evidence # 444]

Student Activities

Student Activities sponsors multicultural activities such as Hispanic Heritage Month, African American History Month and Women’s History Month in a variety of formats such as cultural performances, speaker forums, and films. Associated Student Government (ASG) student clubs are open to all students providing social, intellectual, cultural, and service experiences. An active list of clubs is available in the Student Activities Office. Various academic programs also promote student involvement in the community and an awareness of public issues (e.g. biology instructors have sought to address “green” issues in class and have sponsored Green Day activities; business classes have helped local charitable organizations develop marketing and business plans). Additionally, music and art departments offer public performances and exhibits.

[Evidence # 261]

Many activities that contribute specifically to the development of a student’s civic responsibility are conducted throughout the year as well as those that contribute specifically to the development of a student’s intellectual, aesthetic, and personal development. [Evidence # 485, 543, 544, 251, 490, 252, 541, 545, 495, 551, 547, 44, 499, 508, 509, 255]

Student Clubs

Student involvement in clubs provides a means for students to gain leadership skills, offers opportunities for personal development, and enriches their college lives through social, intellectual, cultural, and service experiences. Student clubs include service organizations, religious affiliations, professional interests, athletics, and other special interest clubs.

At the Willow International Community College Center, the following clubs are active:

Alpha Gamma Sigma
 Associated Student Government (ASG)
 Early Childhood Education Club
 Gay/Straight Alliance Club
 Health & Fitness Club
 Latter-Day Saints Student Association (LDSSA)
 Philosophy Club
 Planetears Club
 Student Information Technology Squad (SITS)
 The WAY

Willow Art Collective

[Evidence # 322, 487, 546, 494, 132, 497, 507]

Several of these clubs have participated in activities that encourage personal and civic responsibility. Some examples include:

- The Green Club members volunteered supporting the Spano River Ranch re-vegetation effort
- The Green Club members volunteered at the Poverello House and received an award for volunteerism
- The Green Club maintains recycling containers on campus and recycles the collected material
- The Planeteer Club volunteered at several events in the community
- The Planeteer Club also raised money to start a scholarship for \$200 that will benefit a Willow International student

Transfer Activities & Honors Program

The Transfer Services at the Willow International Community College Center provide students with the opportunity to participate in field trips to the various California State University (CSU), University of California (UC), and private four-year transfer institutions. Additionally, the Honors Program is designed to motivate new and continuing students to excel in an intellectually stimulating environment. Specialized honors courses and scholarships ensure these students have the preparation and needed courses/requirements to transfer to a four-year school.

[Evidence # 254, 538, 550, 552, 549, 440]

Tutorial Center & Publications

The tutorial centers help students achieve academic excellence through free tutoring services. Under supervision, students are tutored by fellow college students who have demonstrated academic expertise in their specific subject area. This program promotes independence in learning, facilitates insight into the learning process, and provides students with the necessary tools to achieve academic success. At the Willow International Center, tutors are recruited via recommendations from faculty, counselors, and staff. Tutors are paid for their service or may receive course credit for their tutoring service hours.

In conjunction with the art and English departments at the Willow International Center, the tutorial center publishes an annual journal, “The North Centers Review”, featuring exceptional student writing from all English course levels and representing a variety of ethnicities and ages. Student publications allow students to establish and maintain an atmosphere of free and responsible discussion and intellectual exploration. Through involvement in the production of student publications, students are provided with enhanced writing skills, instruction in journalism, and publishing experience. The “Write Now” newsletter, written by tutors, promotes the tutorial center, writing, and study strategies. Also, “The Review” provided a creative outlet for students. [Evidence # 45, 73, 584]

Services/Programs and Activities

The Willow International Community College Center encourages and supports personal and civic responsibility, as well as promotes opportunities for intellectual, aesthetic, and personal development through a variety of programs, services, and activities. The following programs and services contribute to the college’s positive learning environment:

Alpha Gamma Sigma
Career Advancement Academy (CAA)
Career Planning and Job Opportunities
Child Development Career-WORKs (CalWORKs)
Child Development Center
Counseling Services – Instruction (Tutoring Practicum, Student Leadership & Career Awareness)
Disabled Student Programs and Services (DSP&S)/TRIO/Student Support Services (SSS)
Educational Enrichment (NCCAP – North Centers College Advantage Program)
Financial Aid and Scholarships
Health Services
Honors Program
Learning Communities
Online Student Services
Personal Counseling Services
Retention Programs (Early Alert, Probation Workshops)
Student Activities – Associated Student Government (ASG)
Student Support Services (SSS) & Science, Technology, Engineering & Math (STEM) TRIO
Transfer Center Services
Tutorial Center
Veteran Services

Distance Education

Opportunities for students to develop personal and intellectual attributes are available for distance education students as they are for traditional students. These opportunities also exist in their virtual classroom and are inherent in the student's learning experience. There are several campus committees that contribute to the dialogue that promote student involvement and encourage a positive learning environment. The Distance Education Committee, Technology Coordinating Committee (district), and the Technology Advisory Committee engage in continuous dialogue to determine what Reedley College and the Willow International Center can do to promote a positive learning environment for distance education students. Some examples of the dialogues that occur include communication regarding on campus meetings for online courses, online instructional workshops, standard statements for online and hybrid courses in the schedule and on Web Advisor, student e-mail accounts, distance education accessibility guidelines, student tutorial for online courses, reviewing and updating the technology plan, and Blackboard upgrades. [Evidence # 387, 388, 392, 268, 393, 389]

Self Evaluation

The college center meets this standard. The Willow International Community College Center endorses the many on-site programs and activities available to students that promote personal and civic responsibility as well as intellectual, aesthetic, and personal development. There are several campus committees that contribute to the dialogue to promote student involvement and encourage a positive learning environment. The Student Activities Coordinator is actively involved in discussions with all constituent groups relative to student development and participation. The Associated Student Government (ASG), through shared governance, allows

for student input toward program planning and activities. In addition to student involvement, the Willow International Center has established committees to focus on campus safety and maintenance of grounds and facilities. Also, Willow International has established several committees, some of which include Environmental Health and Safety Committee, Facilities Committee, Student Success/Basic Skills Committee, Enrollment Management Committee, Literary Art Journal, Scholarship Committee, Speakers Forum, and College Center Council. [Evidence # 288, 456, 74, 384, 266, 699, 38, 45,454, 327]

The Willow International Community College Center continues to upgrade the facilities to meet students' needs and enhance the learning environment. The Academic Center 2 building opened in the Fall 2010 semester providing students with state-of-the-art facilities that include a comprehensive student services center, computer labs, fitness center, science laboratories, green house, and library.

In addition to the academic and social climate, the Willow International Center grounds and facilities are well maintained to provide students with an aesthetically pleasing learning environment. The grounds crew and maintenance departments keep the grounds and facilities in good, clean condition. The college center provides students with a safe learning environment, essential for productive learning.

All programs and services have developed Student Learning Outcomes to assess if student needs are being met. Measurements to assess program effectiveness are an integral part of the Student Learning Outcomes process. As data are collected, each program or service will modify and make improvements to address student needs. The ACT College Outcomes Survey conducted in Spring 2010 collected student responses to questions regarding their personal growth since entering college and the extent of the college's contribution to their personal growth. The results are shown in the following chart:

	% of students who felt “moderate to very much” growth since entering college	% of students who felt the college’s contribution to growth was “moderate to very great”
Preparing to cope with changes as they occur (e.g. in career, relationships, lifestyle)	88%	77%
Developing leadership skills	90%	76%
Actively participating in volunteer work to support worthwhile causes	72%	63%
Becoming more aware of local and national political and social issues	82%	75%
Recognizing my rights, responsibilities, and privileges as a citizen	89%	75%
Taking responsibility for my own behavior	93%	76%
Clarifying my personal values	93%	68%
Developing more principles to guide my actions and decisions	89%	71%
Acquiring appropriate social skills for use in various situations	90%	79%
Increasing my intellectual curiosity	87%	88%
Setting long-term or “life” goals	94%	80%
Becoming a more effective member in a multi-cultural society	84%	74%

Data Source: ACT College Outcomes Survey Results

The ACT College Outcomes Survey also collected information regarding students' feelings on the impact their educational experience on the campus contributed to their growth and preparation in intellectual, personal, and social areas. The results are shown in the following chart:

	% Positive Student response	% Very Great, Great, or Moderate Responses
Intellectual growth (Acquiring knowledge, skills, ideas, concepts, analytical thinking)	96%	
Personal growth (Developing self-understanding, self-discipline, mature attitudes, values, and goals)	87%	
Social Growth (Understanding others and their values, adapting successfully to a variety of social situations)	89%	
How large of a contribution a student’s educational experience at the college has made to their growth and preparation for further study		94%
How large of a contribution a student’s educational experience at this college has made to their growth and preparation for career		84%

Data Source: ACT College Outcomes Survey Results

Another portion of the ACT College Outcomes Survey asked students to rate the importance of attaining outcomes while in college and how much progress they had made at the college toward attaining that outcome. The results are shown in the following chart:

	% “Moderately to Very Important”	% Reporting “Moderate to Very Much” Progress
Developing problem solving skills	99%	92%
Thinking objectively about beliefs, attitudes, and values	96%	85%
Developing openness to new ideas and practices	96%	85%
Broadening my intellectual interests	95%	86%
Learning principles for improving physical and mental health	92%	77%

[Evidence # 142]

Planning Agenda

None

- c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

Descriptive Summary

The Willow International Community College Center develops and implements counseling and academic advising to ensure student success. It is a priority to support each student in achieving a goal, whether it is to transfer, to earn a certificate, license, or credential, to earn an associate degree, or to seek enrichment.

The Counseling Center provides comprehensive counseling services, both in person and online, to assist students towards achieving their educational goals. Counselors are available for academic, career, and personal counseling for the general population as well as special and categorically funded programs. Some of these special programs include Veterans, Transfer, Honors, Educational Enrichment- North Centers College Advantage Program (NCCAP), California Work Opportunity and Responsibility to Kids (CalWORKs), Disabled Students Programs and Services (DSP&S), Science, Technology, Engineering, and Math (STEM), Student Support Services (SSS) and personal counseling services. Counselors help promote student development and success by providing programs and services that are focused on student needs. Counselors assist students with program planning through the development of Student Education Plans (SEP) that list coursework required for specific programs of study that include Associate Degrees, certificates, and/or transfer to four-year universities.

Considerable effort has been devoted to the design, maintenance, and evaluation of counseling services. As part of the district’s counseling discipline, Willow International counselors are

involved in the development of Reedley College's program review for counseling, which includes a separate section for Willow International. Counselors have also participated and continue to participate in the development of the student learning outcomes for the counseling services. The counseling department developed assessment strategies for the SLOs and use the results to make program improvements. Additionally, counselors play an active role in the development and implementation of the strategic plan. Counselors are also provided the opportunity to participate in activities that support professional growth such as California State University (CSU) and University of California (UC) Counselor conferences, Ensuring Transfer Success (ETS) conferences, Flex Day activities, Transfer Admission Guarantees (TAGs) trainings, Student Learning Outcomes (SLOs), Datatel, online services, probation, and counseling meetings. Additionally, counselors participate on the Student Success and Enrollment Management Committees. [Evidence # 510, 514, 511, 522, 516, 506, 523, 626]

All counselors at the Willow International Center meet the minimum qualifications for their positions: a master's degree in counseling or a related field. Permanent, full-time, tenure track counselors are evaluated every year for four years, and every three years thereafter by their peers, students, and administrators. As part of the process, full-time tenure track counselors are required to provide a self-evaluation along with goals set to accomplish before the next evaluation. Adjunct counselors are evaluated by their peers, students, and administrators as outlined by the agreement between State Center Community College District and the faculty association. [Evidence # 515, 519, 14, 520, 119, 246]

In addition to the standard evaluation procedure for counselors, we have utilized student satisfaction surveys across the counseling discipline to evaluate our services and determine how we can improve to better meet the students' needs. [Evidence # 369, 223]

The tenure review evaluation process ensures that students have access to the most knowledgeable, talented, and student-oriented counseling faculty. All counselors must complete a four-year probationary period that provides sufficient time for counselors to understand the job expectations to earn tenure as a certificated counselor. During this process, counselors develop the skills and knowledge to effectively assist students in an educational setting. Counselors gain valuable counseling experience that in turn contributes to student development and success. The tenure evaluation review process allows for professional development and growth and evaluates contract employees with defined performance expectations to continue their employment as a counselor at the Willow International Center. [Evidence # 119 p. 16, 27]

Counselors utilize all available resources provided by the State Center Community College District (SCCCD) for professional growth. Counselors must demonstrate evidence of appropriate counseling techniques as designated by the development and review of Student Educational Plans (SEP). Counselors must make effective use of counseling methods appropriate to student needs that include accurate interpretation of placement tests and career assessments. Counselors must record student contacts and maintain confidentiality of counseling information in accordance with district policies. Counselors must be aware of current developments and research in the counseling arena that can contribute to student development and success. Importantly, counselors must demonstrate effective communication skills and respect for all students through the development of a warm and accepting environment.

Counselors must be familiar with technology and able to demonstrate computer proficiencies with educational software applications.

Adjunct counselors are also monitored and evaluated on a regular basis. The full time counselors are assigned as mentors for each adjunct counselor. Mentors provide adjunct counselors with the appropriate training and resources to successfully support the students. A training/resource binder has been created for all counselors at Willow International. [Evidence # 513, 512, 576, 519, 515, 792]

The overall intent of the evaluation process is to improve services provided by counseling for students' personal and academic success. Also, students participate in the evaluation process of counselors by completing student satisfaction surveys, allowing expression of their opinion on the services received.

Student learning outcomes have been developed for all student service areas including Counseling. The Willow International counselors have been involved in the development and implementation of SLOs since 2006. Several SLO trainings and workshops have been provided to keep faculty involved and informed of the SLO process. SLOs have been designed to identify outcomes in each program area and an assessment component to measure the effectiveness of services provided. The SLO process provides the counseling department with information on what students are taking away from the counseling services. Once the data is collected from the student surveys, the counseling department can make the necessary improvements to enhance student development and success. Implementing the SLO cycle is a continuous process and has been a learning experience. In Fall 2008, the North Center counselors began the process by identifying two areas: Early Alert and Assessment. In collaboration with Reedley College, the Willow International Center counselors developed a SLO chart identifying all areas in counseling that would be included in the SLO process. With this new information and timeline, in Fall 2009 the SLO focus turned to students on probation and express counseling services. At this time, we have completed one cycle in which SLOs were created, implemented, and assessed. Cycle one for the following SLOs in counseling are completed: express counseling, counseling, probation, and educational enrichment. [Evidence # 380, 517, 528, 527, 529, 525, 524, 532, 369, 533, 413, 430]

In addition to the evaluation process, counselors are provided with multiple opportunities for professional development activities and meetings. This ensures that the counselors remain current in their field along with maintaining their skill levels and improving their knowledge base. [Evidence # 100, 101, 510, 514, 550, 792, 757, 121, 513, 626, 618, 619, 753]

The counselors are serving students throughout the State Center Community College District and work collaboratively to stay current with each campus' and center's specific programs, policies, and services. This is necessary to provide our students with a seamless transition among sites within our district as well as to their transfer institution.

Willow International counselors are scheduled for one meeting per month to discuss any ongoing academic changes and to collaborate with other counselors working with specific programs: California Work Opportunity and Responsibility to Kids (CalWORKs), Student Support Services

(SSS), Science, Technology, Engineering, and Math (STEM), Honors, Transfer Center, Educational Enrichment, Veterans, Disabled Student Program and Services, and vocational programs. Each semester the counseling department is scheduled for a Flex Day to discuss current counseling strategies and techniques. The intent of the Flex Day process is to improve counseling services that contribute to the personal and academic success of our students. All counselors regularly receive notices of training opportunities available both within and outside of the college. As technology is an ever changing entity, trainings are established to address these changes. For instance, training was provided for the conversion from Datatel's CASM to XCSM screens to accurately document matriculation information for the Management Information System (MIS) report. Also, counselors were provided with training on the new Scheduling and Reporting System (SARS).

The counseling program has maintained the full-time to part-time counselor mentoring system, assuring that all part-time counselors are kept up-to-date with counseling issues and information to best serve students. All counselors are currently tenured and under a three-year cycle for evaluation of performance and establishment of goals.

Distance Education

The Willow International Center counselors participated in the Title V State Center Community College District Collaborative that facilitated the development and implementation of online counseling services. These online services included a Frequently Asked Questions (FAQ) database, online orientation, and a Live Help forum whereby counselor can assist students with counseling questions in a "live chat" environment. These online counseling services have a built-in evaluation component to determine if the services provided are meeting student needs. A satisfaction survey allows for students to indicate if their needs were effectively addressed. Counselors have participated in distance education training through a national training organization "Ready Minds", and received a Distance Credentialed Counselor Training certificate, along with meeting the Distance Counselor Training and Accountability Requirement (TARS). Counselors have also participated in other training activities via Webinar workshops on distance education. These counselors have led efforts in training additional counselors on how to provide counseling services online. Counselors have also developed an Online Probation Workshop. The online workshop is designed for students who are on academic and/or progress probation. The goal of the workshop is to help students understand why they are on probation and to provide information that can assist them with their development and success. [Evidence # 530, 793]

Self-Evaluation

The standard is met. According to the faculty contract, the Willow International counselors must follow the evaluation procedures of tenured faculty in order to enhance the quality of education and to recognize outstanding performance. The goal is to enhance counselor performance and to further the growth and development of each counseling faculty member. It also can identify areas of performance needing improvement, to assist faculty members in achieving improvement, and to maintain the educational quality and standards of the college district.

Through the evaluation process, counselors must be professionally adept at demonstrating particular skills and knowledge. There needs to be evidence of appropriate counseling techniques as designated by review of the following: Student Educational Plans (SEPs), career test interpretations, maintenance of counseling session records, effective use of counseling methods appropriate to student need, knowledge of subject matter, awareness of current developments and research in the field, demonstration of effective communication with students, demonstration of respect for all students through the development of a warm and accepting environment, and maintaining confidentiality of the counseling session.

The following methods are utilized in assessing the effectiveness of counseling faculty and services provided: online counseling, professional development, student satisfaction surveys, and the tenure review evaluation process.

Data are provided below for the following assessments: ACT College Outcomes Survey, SLO data for express counseling, probation, educational enrichment, and counseling.

ACT College Outcomes Survey

The ACT College Outcomes Survey (administered to students) measured the institution's ability to support college outcomes (i.e., how to set, support, and attain them) and to assess overall student satisfaction with the institution. As stated before, 80% of the students who participated in the survey indicated that they were very satisfied, satisfied, or neutral with the quality of academic advising, and only 20% were dissatisfied. [Evidence # 142]

SLO Data for Express Counseling, Probation, Educational Enrichment and Counseling

Fall 2010 SLO Cycle One results for express counseling, probation, educational enrichment and counseling:

Express Counseling

SLO: Students will get their quick academic answers through express counseling.

GOAL: The goal was to provide students with counseling services to meet their immediate academic needs for spring semester 2011 enrollment through an express counseling model:

- #2.1: Did you learn how to use express counseling to take care of your academic questions? – GOAL: Minimum 60% yes
- #2.2: Were your academic questions answered? - GOAL: Minimum 60% yes
- #2.5: Would you utilize Express Counseling Services again? - GOAL – Minimum 60% yes

Assessment Results

A survey was conducted online through Class Climate to assess the students who participated during the August 2010 express counseling time frames. Although we had a substantial number of student contacts at Willow International (867), we received a very small sample of completed surveys (N=19). According to the results, 68.4% received their services at Willow International. Of these, 78.9% learned how to use express counseling to take care of their academic questions. Also, 78.9% felt that their academic questions were answered. The three top strengths of express counseling were rated as follows: short wait time (78.9%), questions answered quickly (63.2%),

and resources were available and/or provided (63.2%). Overall, 88.9% stated that they would utilize express counseling services again. [Evidence # 369]

Also, the Willow International Community College Center provided express counseling services during the months of October and November 2010 for spring 2011 registration. During the two weeks of express counseling, all Willow International counselors were available in the lobby providing express services for students. The results show that we had 1,857 student contacts during this time.

Question	% Yes
Did you learn how to use express counseling to take care of your academic questions?	96%
Were your academic questions answered?	96%
Would you utilize Express Counseling Services Again?	96%

The number of days of express counseling and number of counselors available varied at each site. Fifty students were selected as a random sample at each campus/center. Student comments are also available on the SLO Report Form for Express Counseling. [Evidence # 532]

PLAN FOR IMPROVEMENT:

- Recording of student contacts
- Additional counseling faculty
- Advertising express counseling services
- Define express counseling clearly
- Request assistance from College Relations and/or student assistants to screen the queue of students and answer quick questions

[Evidence # 335]

Probation

SLO: Students will be able to define the types and levels of probation, understand the consequences, and identify the steps needed to clear probation status.

GOAL: The student must pass the quiz to clear the probation hold. The goal is to increase the number of students who complete the online probation workshop for Level 1 probation.

ASSESSMENT RESULTS: At the North Centers, including Willow International, students are required to satisfy an online probation workshop (OPW) after being placed on Level 1 Academic and/or Progress Probation. The online probation workshops began during the Spring 2010 semester. The following chart shows the number of students who participated and completed the online workshop during the 2010 academic year and the number of students who are on Level 1 probation:

	OPW-2010	#of Level 1 - SP10	# of Level 1 - FA10
North Centers	2687	696	484
Reedley College	2086	683	411

The results show that students on various levels of probation complete the workshop, but only Level 1 students are cleared for registration based on OPW results. More students are utilizing the online probation workshop than are actually on Level 1 probation. The workshop is providing important information for students on all levels of probation.

PLAN FOR IMPROVEMENT: The plans for improvement include improving the online probation workshop for Level 1 students and discussing the possibility of developing an online version for Level 2 probation students. Lastly, it is recommended to hire additional counselors, once the budget is available, to provide probation workshops face-to-face and student success workshop strategies for students on probation. [Evidence # 532, 533, 376, 526]

Educational Enrichment

SLO: Students will identify the appropriate courses to meet their individual needs.

GOAL: To ensure that all educational enrichment students are receiving the appropriate services and guidance in selecting courses to extend their educational opportunities.

ASSESSMENT RESULTS: Number of approved Educational Enrichment Applications for Spring 2010.

Campus/ Center	Spring 2010
Willow International Center	97

PLAN FOR IMPROVEMENT: Improved collaboration with high schools and outreach staff to provide students with the educational enrichment process and requirements. [Evidence # 521, 532]

Counseling

SLO: Students will be able to select appropriate courses in order to accomplish their educational goals.

GOAL: Establish a baseline for SEPs to include 30% of the student population at each campus/center.

ASSESSMENT RESULTS: Number of students with “SEP” code in Datatel System for Fall 2009 and Spring 2010.

Campus/ Center	Fall09/Spring10 SEPs	Spring 10 Enrollment
Willow International Center	585	8671

PLAN FOR IMPROVEMENT:

- Ensure that all counselors are properly coding SEPs in the Datatel System
- Allow for a sufficient number of scheduled appointments for SEPs
- Increase the number of SEPs completed

[Evidence # 531, 532]

Planning Agenda

The proposed staffing plan will be followed to provide additional student services support once Willow International becomes Clovis Community College.

- d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

Descriptive Summary

The Willow International Community College Center maintains a commitment to diversity. The college supports its diverse student population through student organizations, activities, and clubs, and supports programs that emphasize and celebrate diversity, student recruitment, and outreach activities.

Student Organizations, Activities and Clubs

At the Willow International Center, Student Activities, the Associated Student Government, and individual departments provide support for campus-wide events and for annual activities and celebrations such as Mexican Independence Day, African American History Month, Cinco de Mayo, Women's History Month, and other multicultural activities. Guest speakers and performers at these various events provide students an opportunity to interact with and gain an appreciation for people of different cultures. The Student Activities Office and student organizations collaborate on raising funds for student-sponsored activities and events. Primary funding for school-sponsored activities is currently provided by lottery decision package monies.

The Student Activities Office at the Willow International Center has greatly improved in this area and has provided a number of culturally diverse activities for the student body and staff, including

Asian Heritage Month Events (Guest Speakers, Film)
Black History Month Events (Guest Speakers, Film)
Cesar Chavez Day of Service
Cinco de Mayo
Hispanic Heritage Month Events (Film)
International Holiday Festival
Latino and French Film Festivals
Mexican Independence Day
Mexican American (Reading)
Speakers Series
Veterans Day
Women's History Month (Reading, Film)
[Evidence # 485, 251, 490, 252, 495, 250, 504]

As mentioned earlier, student involvement in clubs provides a means for students to gain a better understanding and appreciation of diversity. Student clubs include services organizations, religious affiliations, professional interests, athletics, as well as other special interest clubs. [Evidence # 487, 480, 482, 481, 483, 546, 494, 132, 497, 507]

As previously noted, the Associated Student Government sponsors a variety of programs and events for students, which include multi-cultural events and personal awareness activities. A schedule of activities is easily accessible at www.willowinternationalcenter.com.

Student Support Services and Programs

Student programs that support the college's diverse population include the following: Counseling, Disabled Student Program and Services (DSP&S), Student Support Services (SSS-DSP&S) TRIO program, Transition to College (TTC), Student Support Services (SSS) TRIO program, Science, Technology, Engineering & Math (STEM) TRIO program, Honors, Veterans, and California Work Opportunity and Responsibility to Kids (CalWORKs). Reedley College, including the Willow International Center, provides support for Disabled Student Programs and Services (DSP&S) that serve a diverse student population. Programs and events are well planned and are used to attract and introduce students to accommodations and adaptive services, culturally diverse activities, and exposure to new experiences for populations coming from low socio-economic backgrounds. A high level of participation by students and staff in many of the activities indicates the high interest in promoting diversity at the college level. During the Spring Extravaganza event here at the Willow International Center, the health services department, Disabled Student Programs and Services (DSP&S), and personal counseling services provided information at a booth to increase student awareness of stress, learning disability awareness, and stress reduction techniques.

With increases in enrollment and various diverse populations, the center acknowledges a need to improve awareness of services and programs. With the opening of new facilities at the Willow International Center, the center will utilize the facilities to improve awareness of clubs, activities, and special student support programs. The Associated Student Government has a dedicated office to support their mission in Academic Center 1.

The Tutorial Center works in conjunction with the student service programs to provide students with in-service training on students with disabilities and learning strategies when working with students with learning disabilities. As previously discussed, the tutorial center participates in the development of an annual journal, The North Centers Review, which features exceptional student writings from English courses and represents students from a variety of ethnic backgrounds. [Evidence # 255, 406, 45, 506, 500, 501, 502, 492, 505, 486, 484, 503, 499, 508, 509]

The list of student activities for the semester is reviewed at Duty Day and disseminated to all faculty and staff per the recommendation from faculty. Faculty indicated that knowing when various diversity events will occur would allow them to plan appropriate activities to reinforce the events.

Student Recruitment and Outreach Activities

In recruitment and outreach, the Willow International Community College Center demonstrates sensitivity to the needs of all ethnic, racial, and underrepresented populations.

The College Relations Specialist provides college outreach services to all local feeder schools, primarily as part of Registration-to-Go activities. The local feeder schools not only include public schools but also adult education and alternative education, such as private schools and home school programs.

Additionally, the College Relations Specialist has participated in the College Black Men activity in collaboration with Clovis North High School and serves on the committee in charge of the Native American College Information Day. There have also been several presentations made to the Native American Rancherias, Fresno County Foster Youth, Hispanic Youth Symposium at California State University Fresno, Asian Student Club, Latino Success Club with Clovis High School, Latino Success Conference at Clovis West High School, and Fresno County Office of Education Juvenile Justice Center regarding college access. [Evidence # 496, 758, 498, 706, 742, 488, 493]

There are campus publications and recruitment materials available that contain information in Spanish and other languages. The Board of Governors (BOG) application, Free Application for Federal Student Aid (FAFSA), and EdFund marketing materials are provided in Spanish language print. The Non-Discrimination Statement in the Reedley College/North Centers Catalog 2010-2012, financial aid information, and a flow chart for English as a second language are provided in Spanish. Additionally, presentations in Hmong have been provided to the Fresno Center for New Americans' clients regarding the vocational training programs available. [Evidence # 491]

Distance Education

Students who are enrolled in online courses or participate in an "online environment" have the same opportunities as traditional students to develop an understanding and appreciation for diversity. Many courses offered at Reedley College and the Willow International Center cover topics on diversity and multicultural concepts. When courses are developed and presented to the Curriculum Committee, the course outlines have a section where instructors delineate topics related to global diversity.

Self-Evaluation

The Willow International Community College Center demonstrates that this standard is currently being met by the implementation of programs, activities, and special events dedicated to diversity. There is continued collaboration between Student Activities and Student Services to ensure that the diversity needs of students are being addressed. The following are the current surveys results with regards to student understanding and appreciation for diversity used for evaluation:

The Accreditation Survey was administered to faculty, staff, and administration. The purpose of this survey was to assess the ability of the institution to effectively address the institutional

mission, student learning programs and services, resources, and leadership and governance. In regards to student services addressing diversity, it was found that 82% of the faculty indicated on the Accreditation Survey that they strongly agree or agree that the Student Activities office is effective in organizing activities to promote awareness of the different cultural backgrounds of our student population. [Evidence # 127 q. 20]

The ACT College Outcomes Survey was administered to students. The purpose of this survey was to measure the institution’s ability to support college outcomes (i.e., how to set, support, and attain them) and assess overall student satisfaction with the institution. As for student services and diversity, the survey revealed the following:

- In looking at the required courses outside of a student’s area of specialization and how these courses have helped, the Willow International Student Survey showed that 88% indicated that they strongly agree, agree, or are neutral with the relationship of these courses and broadening their awareness of diversity among people, their values, and culture.
- 99% indicated that they strongly agree, agree, or are neutral that this college is equally supportive of women and men.
- 99% indicated that they strongly agree, agree, or are neutral that this college is equally supportive of all racial/ethnic groups.

[Evidence # 142]

In addition to having a high number of students agree with the previous statements, when comparing averages based on the Agreement Scale, the Willow International Center showed a comparable average versus national norms, as demonstrated by the following results:

	Willow International	National Norm
This college is equally supportive of women and men	4.22	4.13
This college is equally supportive of all racial/ ethnic groups	4.09	4.16

Based on an Agreement Scale: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

Planning Agenda

None

- e. **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Descriptive Summary

The Willow International Community College Center provides open-access and admission for any eligible student interested in attending college. There is no admission practice that would

prevent any eligible student from enrolling in courses. Students are asked to participate in a matriculation process that includes completing an admissions application and taking a placement test to receive counseling and advising for appropriate placement into English and math courses. This includes identifying skill levels for English and math to address course advisories to begin a successful college experience.

The Willow International Center utilizes the Office of Institutional Research and instructional staff in order to evaluate the validity and reliability of the placement instruments it uses. The Willow International Center utilizes a California Community College Chancellor's Office state-approved standardized placement test to assess students. Appropriate assessments are in place to measure educational levels, disability, interest, and performance levels in reading, writing, and mathematics. At this time, Willow International utilizes the same assessment instrument as Reedley College. The validation study is conducted to obtain congruence of opinion between faculty and students on placement decisions. This study is called a "consequential-related validity study" where the student responds to "satisfaction with course placement", and the instructor responds to "appropriateness of student placement" survey questions. The threshold for acceptable satisfaction is 75% for each part of the study (student and instructor). This is considered the acceptable minimum standard in the validity study arena.

In terms of addressing cultural and linguistic bias, the placement test is offered in English via two formats, paper and pencil, and a Computer Placement Test (CPT) with Accuplacer. The test publisher conducts a disproportionate impact study every three years to prevent cultural and linguistic bias before being approved by the California Community College Chancellor's Office (CCCCO). Test publishers must show minimum bias when seeking admission to the approved California Community College Chancellor's Office list. The College Board publisher of Accuplacer, the current placement test, is also concerned about minimizing bias and is constantly re-evaluating test items for bias through validity studies of its own. If disproportionate impact is found during the study, it must address the source of that impact and attempt to rectify or minimize the impact, if possible.

Special testing accommodations are provided for students with disabilities. The test is untimed and accommodations are offered to all students with or without disability. The test is on a computer whereby visual accommodations can involve text enlargement and/or it can be read to visually impaired students using text reader software. The paper and pencil version of the placement test is also available in Braille. [Evidence # 394, 395, 398, 400, 401, 399]

Distance Education

Students who apply for admission to Willow International Community College Center are required to complete an online application (and students can complete a hard copy if needed). There is no discernable difference in the admissions process for distance education students that differ from traditional students. The same processes exist in evaluating practices and tools for admission for distance education programs and traditional programs. The same is true in the evaluation of the placement process to ensure consistency and effectiveness and includes the evaluation process of minimizing cultural and linguistic bias in the placement process.

Self-Evaluation

The college center meets this standard. All students who are 18 years of age or a high school graduate are admitted to the colleges and centers of State Center Community College District (SCCCD) including the Willow International Center. More than 97% of students apply online using CCC Apply; students who apply online indicate the online application is easy to use and can be completed in a reasonable amount of time. Special populations of students (educational enrichment students, international students, and students with disabilities) can complete a paper admissions application. [Evidence # 380, 517]

Assessment tests are available to students in both electronic and paper format. Students can take assessment tests on campus during scheduled assessment dates as posted on the Willow International website; scheduled dates are also available in the Student Services office. Assessment testing also occurs in our local high schools for current high school seniors as one component of the Registration-to-Go (RTG) Program. Traditionally, RTG students take the paper version of the assessment test. For the 2010-2011 RTG cycle, a pilot project was being conducted at Clovis High School allowing students to take the electronic Accuplacer version of our assessment tests. The results of this pilot program will assist in identifying the method of testing in the future. [Evidence # 396, 397]

The ACT student survey indicates 47% of students are satisfied or very satisfied with placement into reading/writing and math courses, with an additional 34% of students indicating a neutral response on this topic; 9% of students are dissatisfied or very dissatisfied with the placement process; with 10% responding as not applicable. [Evidence # 142]

All assessment instruments are evaluated for validity and reliability in accordance with the rules and regulations of California Title 5 and the California Education Code. As a center of Reedley College, assessment instruments used by the Willow International Center are validated every six years as part of Reedley College's validation studies.

Planning Agenda

None

- f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Descriptive Summary

In conjunction with Reedley College, the Willow International Center maintains student records as required by the California Education Code and secures these records in compliance with the Family Educational Rights and Privacy Act (FERPA) regulations as described in the college catalog. Also, the center abides by the Family Educational Rights and Privacy Act regulations in the release of student records. [Evidence # 403]

Institutional Policies

The Willow International Center complies with the rules and regulations of California Title 5 and the California Education Code on the retention and destruction of records. The Reedley College Admissions and Records Office and Willow International make provisions for the permanency and security of student records (admission applications and transcripts). Both online and paper admissions application forms are available. Hard copy admission applications dating back to three years are housed in the Admissions and Records Office in Reedley. All student information is inputted into the Datatel student record system. Datatel access is restricted to specific users and is password protected. User access is restricted to those Datatel elements which the user requires in performance of his or her job. Students have the option of denying the release of directory information. A privacy statement then appears on every computer screen in the software program. Student information on online application is also restricted to specific users and is password protected.

Security of Records

The Willow International Community College Center utilizes the Hershey STARRS system implemented by Reedley College. This system has allowed Reedley College's Admissions and Records Office to scan and digitize all student records. All new records received in a digital format or received on paper are then digitized within a week. All paper records are destroyed by shredding. Access to the Hershey system data is restricted by password with users only having access to that data required for their jobs. In case of a disaster, recovery of student records is possible. All computer-based data regarding student records are backed up by Information Systems at the District Office. Each night District Information Systems completes two full backups of the Datatel system. One backup stays in the tape library at the District and the second backup is on an external tape drive. Each morning (M-F) the tape from the external drive is taken across the street to the Health Science building. In addition there is a second Datatel server for disaster recovery that is housed at the Fresno City College Learning Resource Center. The district plans to add a third nightly backup to place all of the Datatel data on this server as well. This backup would then be used in case there was a major fire in the District Office data center, then this server would allow us to continue operations. All student information gathered prior to 1985 is maintained on microfiche and housed in the Admissions and Records Office at Reedley College.

All other offices within student services (including California Work Opportunity and Responsibility to Kids (CalWORKs), Counseling, Disabled Students Programs and Services (DSP&S), Financial Aid, Health Services/Personal Counseling Services) maintain departmental records in a similarly secure manner. The Disabled Students Programs and Services Office, in addition to complying with FERPA requirements, fully complies with applicable provisions of the American Disabilities Act with regard to records. The Health Services Office complies with all provisions of Health Insurance Portability and Accountability Act (HIPPA). The Financial Aid Office is in the process of digitizing all student records using the Hershey system. All student services records are kept in a secure, locked cabinet or office and are not released without a student's signed approval based on the Family Educational Rights and Privacy Act regulations. All staff computers are password protected. Some of the student services' records

have been digitized, including student transcripts from high school and/or other colleges; however, other student service areas are still moving toward digitizing their student records. [Evidence # 402, 404]

Release of Student Records

Release of students' records is restricted based on the Family Educational Rights and Privacy Act (FERPA). The center adheres to its policy for release of student records which is published in its catalog, application for admission, schedule of classes, and all district websites. Student workers in all student services areas are required to sign the "Student Worker Confidentiality Agreement" prior to being granted access to secure areas, documents, or Datatel. [Evidence # 405, 795]

Self-Evaluation

The college center meets this standard. Admissions and Records functions are centralized within State Center Community College District; Willow International adheres to established policies and procedures regarding the safeguarding of student records in accordance with California Title 5, the California Education Code, and the Family Educational Rights and Privacy Act (FERPA). Access to student records is limited to district personnel and the student unless a signed waiver is on file; online access is secured through encrypted passwords. District personnel are granted access to student records' information on a need-to-know basis, requiring approval of a dean or higher level administrator for any access to specific areas of the student database (Datatel). Access to Disabled Student records is strictly limited to Disabled Student Program staff only. [Evidence # 796]

Continued expansion of the district's Datatel system allows for student records, such as grades and the application for admission, to be captured directly into the Datatel system with appropriate backup. In addition, the scanning of other records using the Hershey STARRS system also increases accuracy and provides a digital record, again with appropriate backup of information. All records are securely backed up and duplicated in two separate buildings in the district.

Confidentiality of student records is maintained by granting access to Datatel records to those with a need to know, as directed by the District Vice President of Admissions and Records. Student workers are not allowed access to student information unless the vice president determines it is necessary, and all student workers must sign a Student Worker Confidentiality Agreement.

Planning Agenda

None

- 4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary

Program Review

The program review process is conducted every five years by each department within the student services division. This intra-department self study involves extensive dialogue assessing and evaluating how well services are being provided to students. Faculty and student surveys are utilized to determine awareness and satisfaction levels of student support services provided. Data are collected and analyzed by the Office of Institutional Research. The report is reviewed by the Program Review Committee and the College Council which consists of representatives from all college constituent groups including administration, faculty, classified staff, and students. Program review recommendations are shared in annual program review reports and updates are provided discussing progress on program recommendations and student learning outcomes. The recommendations made as a consequence of this process are reviewed at specified intervals to ensure that appropriate action is occurring. Results are used to maintain and improve programs and may be used to drive future budget allocations and planning.

[Evidence # 14]

Student Learning Outcomes

Through the program review process for all student support services, each program is required to establish Student Learning Outcomes (SLOs) that are measurable. Student Learning Outcomes can be defined as the specific observable or measureable results that are expected subsequent to a learning experience. Student Learning Outcomes (SLOs) have been developed for all student service areas. SLOs have been designed to identify outcomes in each program area and an assessment component to measure the effectiveness of services provided. Evaluation results of assessments are analyzed to determine if our efforts contribute to student success and if student learning outcomes are achieved. Through discussion and feedback at the department level, results may lead to decisions as to where to focus on strengthening services and how to allocate resources. Once data is collected from the student surveys, student services can make the necessary improvements to enhance student development and success. There are three different levels of SLOs that include general education, program, and course outcomes. The Willow International Center shares an institutional researcher with Reedley College who reviews the data collected for the Student Learning Outcomes assessments to ultimately provide for necessary improvements. [Evidence # 380, 517]

Employee Evaluations

Employees, including certificated, classified, and administrators, go through a periodic evaluation. The purpose of evaluations is to provide faculty, staff and administrators with feedback from students, peers, and supervisors to improve our services to students. [Evidence # 119, 117, 519, 520, 246, 515, 576]

Surveys & Assessments

In order to assess the student satisfaction with services, the college utilizes student satisfaction surveys including the ACT College Student Outcomes Survey (2010). Additionally, the Financial Aid Student Satisfaction Survey, program review, Student Learning Outcomes, Student Health Needs Assessment, faculty and staff evaluations, online satisfaction assessments, express

counseling surveys, and Registration-to-Go surveys have been administered. The SARS (Scheduling and Reporting System) calendaring system allows for the student services departments to track the number of student services which can be used to assess the student/staff ratio.

Distance Education

The Willow International Community College Center regularly reviews online programs and services to determine if these services are meeting student needs. The systematic review is similar to the traditional program review process undertaken for all support services and programs. However, given the constant change and improvements in technology, there is continuous discussion (district-wide) in the various campus committees. The Distance Education Committee, Technology Coordinating Committee (district), Technology Advisory Committee, and the Datatel Users Group engage in continuous dialogue to ensure that technology based media are supporting the various student support programs. Additionally, these groups review and discuss how well student support services are being provided and what improvements can be made. These discussions include the various programs that provide online services for students.

The Willow International Center has developed evaluation tools to assess how online services contribute to achieving Student Learning Outcomes. All student services support programs are in the process of developing Student Learning Outcomes (SLOs) to address student achievement. Student satisfaction surveys, along with the establishment of SLOs, will allow for continuous evaluation of online services for programs providing those services. Through the various campus committees, the program review process, and with the use of student surveys, results from these processes will guide recommendations and action plans for improvement.

Self Evaluation

This standard is met. The student services staff at Willow International is committed to our mission statement, in which student success will be measured through a continuous improvement process with an emphasis on student learning outcomes. Willow International continuously evaluates its student support services to ensure program quality. Each program area undergoes a systematic Program Review every five years with annual review of recommendations. Each program area has well documented, data- driven Student Learning Outcomes (SLOs) which are linked to both Program Learning Outcomes (PLOs) and General Education Learning Outcomes (GELOs). Student service programs continuously survey students on service delivery including express counseling, Registration-To-Go, New Student Welcome, CCC Apply application process, live help counseling, online probation workshops, and health services. Services are well documented within Datatel, SARS, and online counseling programs which provides data used in decision making processes. Assessment information is used in the planning processes (strategic plan, staffing patterns, and budget allocations) and to continuously improve services to our student population.

The accreditation faculty/staff survey reflects agreement with our commitment to student services:

- 87% of faculty/staff are satisfied with the efforts by the student services division to address the needs of our basic skills students
- 88% of faculty/staff believe the academic counseling services provided at the college center are helpful to the overall success of our students
- 92% of faculty/staff make students aware of the services and resources available to students from the student services division

[Evidence # 127 q. 18, 19, 22]

The faculty/staff survey results are also supported by increased successful completion and retention rates as is shown in the Student Achievement Data Report for the period Fall 2007 through Fall 2009. Overall Student Performance:

- Student success indicators show an increase in GPA from 2.29 to 2.37
- The success rate of students increased 5% over the three-year period
- There was a steady increase in the percentage of students who remained in class until the end of the term (retention rate)
- The percentage of students receiving a “W” mark (attrition rate) decreased from 13% to 10%

[Evidence # 800]

The student survey yielded similar results with respect to quality student services:

- Only 2% of students surveyed are dissatisfied with the college’s response to students with special needs
- 50% of students are satisfied or very satisfied with the quality of academic advising, with an additional 29% reflecting a Neutral response
- Only 4% of students surveyed are dissatisfied with the student mental health services provided while only 4% are dissatisfied with student health/wellness services

All assessment information collected in addition to these surveys reflects our commitment to continuous improvement in providing quality services to our students, with a focus on student success. [Evidence # 142, 204, 217]

Planning Agenda

None

Evidence for Standard IIB

Doc. #	Document Title
1	Health Services Yearly Report 2007-2008
6	North Centers Events Schedule FA08
8	Student Learning Outcomes Duty Day Presentation FA08- Student Services
13	Reedley College Catalog 2008-2010
14	Program Review (all)
24	Transfer Activities 08-09
30	Action Plan and Expenditure Plan Information
38	Enrollment Management Plan 2008-2009
44	The Pirates of Penzance Concert Program
45	The Review Journal of Student Literature & Art 2010
46	E&TA Meeting 4-9-10
47	Willow International Tutorial Center Title V Report 9-28-09
48	Student Served by Willow International Tutorial Center 2006-2010
49	Tutorial Center Retention FA07 - FA08
50	Tutorial Center Math Lab Unduplicated Student Count
51	Tutorial Center 2005-2009 Accomplishments
52	Tutorial Center FA09 20+ Hours Report
53	North Centers Strategic Plan 2009-2010
54	Tutorial Grant & Certification E-mail
55	Loaning Out Tutors E-mail
56	Tutorial Center Feedback
57	Tutorial Center Survey FA06
58	Tutorial Center 15 Week Survey
59	Tutorial Center Grammar & Punctuation Handouts
60	www.northcenters.com Instructions
61	Tutorial Center Entry Documents
62	7th Annual Oxford Debate Flyer
63	Learn Organization & Time Management Skills Workshop Flyer
64	CalWORKS Student Intake Forms
65	Willow International Student Services Hours
66	Health Care Services Directory
67	TANF Cohort Meeting Agenda 4-7-10
68	Sunshine Day Flyer
69	2nd Annual Early Care & Education Parent Conference Flyer
70	Child Development Center Workshop: Learned Organization & Time Management Sign-in Sheet
71	Child Development Center Workshop: Learned Organization & Time Management Evaluation Form
72	North Centers Literary Review Submission Form
73	Write Now Volume 6 Issue 2
74	Student Success Committee Agenda 4-21-10
100	Student Services Flex Day SLO Workshop Sign-in Sheet 2-5-10

101	Counseling Flex Day SP10 SLO Workshop Agenda
102	Student Services SLOs SP10
103	North Centers Counseling Department Flex-Out Request SP10
105	Probation Workshops Available On-line E-mail to Students
106	North Centers Basic Skills Assessment Survey
107	North Centers Payment Options
108	Free Student E-mail Flyer
109	Online Counseling Services Flyer
110	Open Computer Lab Hours SP10
116	Program Review Handbook Cycle Three April 2009
117	Classified Staff Contract 2006-2009
119	Full-time Faculty Contract 2006-2009
128	North Centers Strategic Plan 2010-2011
134	Summer Connection 2010 E-mail
142	ACT College Outcomes Survey Results
187	North Centers Matriculation Plan 2010
197	Educational Coordinating & Planning Committee (ECPC) Minutes 11-9-10
204	ACT College Outcomes Survey Vocational Statistics
217	Vocational & Occupational Education Effectiveness- Accreditation Survey Results
223	SLOs for Counseling
246	Tenure Review Professional Activities Evaluation
250	Cesar Chavez Day of Service & Learning
251	Cinco de Mayo
252	International Holiday Festival Flyers
253	University Outreach Day Postcard
254	University Outreach Day Poster
255	Spring Extravaganza 2009 Brochure
256	William Saroyan Centennial Celebration
258	Educational Master Plan 2010
259	Online Probation Workshop Data Jan 2010 - Jan 2011
261	Student Activities Calendar SP11
262	Student Activities Calendar FA10
263	Student Activities Calendar SP10
266	Enrollment Management Plan 2010-2011
268	North Centers Technology Plan Summary 10-12-10
271	Student Communication E-mail Samples
272	Student Communication Log 3/10-2/11
276	Admissions Application On-line Version
277	Admissions Application Paper Version
288	Environmental Health & Safety Committee Meeting Notes
295	American College Health Association- National College Health Assessment Institutional Data Report SP10
296	National College Health Association 2010 Supplemental Survey Report
297	Reedley College Catalog 2010-2012
327	College Center Council Agendas (all)
332	SCCCD Strategic Plan 2008

335	Transition Staffing Plan
369	Express Counseling Survey FA10
370	WebAdvisor Search for Sections Instructions
371	WebAdvisor Instructions for Students
372	AOC Online Counseling Report 2009
373	North Centers New Student Online Orientation PowerPoint 7-15-10
374	Online Orientation Quiz
375	SCCCD Online Orientation Introduction
376	Online Probation Workshop Additional Data 2010
377	Online Probation Workshops Data Charts 2010
378	Online Probation Workshops Satisfaction Data Charts
379	SCCCD Online Probation Workshop PowerPoint 2011
380	SLOs for Reedley College-North Center Student Services FA10
381	WebAdvisor Registration Instructions PowerPoint
382	WebAdvisor Basic Instructions PowerPoint
383	Reedley College Student Conduct Standards & Procedures 2010
384	Student Success Plan 2009-2010
385	Blackboard Student Manual
386	Common Catalog Language Committee Issues 2006-2008
387	Distance Education Committee Agendas 10-28-10 & 1-27-11
388	Distance Education Committee Minutes January 2011
389	Guide to Evaluating Distance Education & Correspondence Education 2010
390	North Centers Student Handbook Draft 2011
391	Student Complaint Form FA10
392	North Centers Technology Advisory Committee Agenda & Minutes 9-16-10
393	SCCCD Technology Coordination Committee Agenda & Minutes 9-24-10
394	Accuplacer Reporting for Counselors
395	Accuplacer Student Guide
396	Assessment Pilot Results Clovis High School
397	Assessment Pilot Project Clovis High School
398	Consequential Validity: Reedley College Assessment Tests SP03
399	DSP&S Accommodation Forms
400	Placement Score Chart 2010
401	Placement Test Exemption Criteria 2011
402	Hershey Login Instructions
403	SCCCD FERPA Release Form 2011
404	SCCCD Server Backup & Retention Reporting
405	DSP&S Student Confidentiality Agreement
406	DSP&S Brochure
413	SLO Summits E-mails, Agenda, & Handouts FA10
430	SLO Summit Non-Instructional Programs & Services Agenda
435	Registration Express Flyer SP11
440	Transfer Services Brochure
444	Learning Communities FA11 Class Schedule & Correspondence
448	North Centers Financial Aid Website
449	High School FAFSA Workshops 2011-2012

450	Cash for College Workshops February 2011
451	FAFSA Website
452	FAFSA Application
453	Ability to Benefit Form
454	Scholarship Information
456	North Centers Facilities Committee Minutes 4-30-10
480	Alpha Gamma Sigma Checklist
481	Alpha Gamma Sigma Food Drive Flyer
482	Alpha Gamma Sigma Information Sheet
483	Alpha Gamma Sigma Minutes 3-20-09
484	Associated Student Government Election Results 2010-2011
485	Black History Month Events
486	CDC-Works Brochure
487	Club Roster
488	Fresno County Foster Youth Access to Higher Education
489	Letter of Support for the American Indian Center Grant
490	Hispanic Heritage Month Events
491	Hmong Fresno Center Presentation Summary
492	North Centers Honors Program Brochure
493	Juvenile Justice Program
494	Latter-Day Saints Student Association Information
495	Mexican Independence Day 2008
496	Native American College Information Day 2008
497	Petition to Organize a New Club
498	Chukchansi Education Committee
499	Spring Extravaganza 2009 Save the Date Flyer
500	Reedley College Student Support Services Brochure
501	Transition to College Brochure
502	TRIO Student Support Services Brochure
503	Tutorial Center Flyer
504	Veterans Day Observance Flyer 2008
505	Veterans Academic Counseling Services Flyer
506	Willow International Academic Counseling Website
507	Willow International Student Organizations
508	Spring Extravaganza 2009
509	Spring Extravaganza 2010
510	Counseling Flex Day Agenda SP10
511	Counseling Meeting Agenda 1-25-11
512	Counselor Alert- Petition to Repeat a Course 2008
513	Counselor Training March 2006
514	Counselor Flex Day Agenda FA10
515	Counseling Student Satisfaction Survey
516	Standards of Practice for California Community College Counseling Faculty & Programs
517	Student Services SLOs 2011
519	Counseling Session Observation Form
520	Counselor Self-Evaluation Form

521	High School Enrichment Application
522	North Centers Counseling Meeting Agenda 1-20-11
523	North Centers Counseling Team Process Improvement Team Meeting 2-19-09
524	North Centers Student Services SLOs 2008-2009 Assessment
525	North Centers Student Services SLOs 2008-2009 Early Alert
526	Online Probation Workshop Satisfaction Data Charts
527	Reedley College-North Centers SLOs Timeline 2005-2011
528	Reedley College-North Centers Counseling SLOs SP10 Timeline Chart
529	Reedley College-North Centers Duty Day Agenda SP10
530	Ready Minds Training Notes
531	Student Educational Plan (SEP) Blank Form
532	Student Services SLO Reports FA10
533	Online Probation Quiz Questions
534	Associated Student Government Leadership Course Syllabus SP11
535	Associated Student Government Meeting Minutes FA10
536	Patriot Day 2008
537	Counseling 263- Leadership Development Class Flyer FA10
538	Transfer Admission Guarantee FA11
539	Associated Student Government Coupon Book Flyer
540	Associated Student Government Movie Night
541	African American Read-In
542	Associated Student Government Banquet Flyer 2010
543	Baroque Basics Program SP09
544	Broadway and More Concert SP09
545	Lynette Woodard Promo Poster
546	Constitution of the Latter-day Saints Student Association
547	Women's History Month Movie Flyer
548	Reedley College Student Senate Meeting Minutes 10-14-10
549	University Outreach Dates SP11
550	UC Merced Field Trip SP10
551	Concert Choir Programs SP08-FA08
552	North Centers Transfer Data 2009-2010
553	North Centers Technology Advisory Committee Agenda & Minutes 9-16-10
554	Health Services Flyer
555	American College Health Association National College Health Assessment Executive Summary 2010
556	Online FAFSA Workshop 2011-2012
557	SCCCD Online Educational Services Report 9-14-09
558	ASSIST Instructions
559	Transfer-Career Information on Blackboard
560	CCC Apply Website
567	Honors Program Certificate 2011
568	Vice Chancellor Meetings with Vice Presidents to Review Common Catalog Language
576	Faculty Evaluation Form
582	CalWORKS Opportunities Flyer
584	Write Now February 2011

585	Financial Aid Customer Service Survey 2008-2009
586	Datatel Manual
587	E-Advising Suite
588	Introduction to SARS Alert
589	Early Alert Letter
590	Health Services Student Satisfaction Results October 2006
591	Online Probation Workshop Blackboard Instructions
592	Reedley College & North Centers Placement Score Advisory Chart 2-8-10
593	Probation Satisfaction Data Charts 2010
594	Registration Options
595	Sample Online Counseling Session
596	SARS Grid Manual
597	SARS Software Products
598	SARS Grid Information Sheet
599	North Centers Strategic Plan 2010-2011 Mid-Year Update
610	NCCAP Meeting Agendas
618	CCLASS Community College Leadership Academic Seminar Series 2005-2010
619	CCLASS Community College Leadership Academic Seminar Series Program Description
623	Transfer Students SP10-FA10
624	Health Services Survey FA08
625	NCHA 2010 Supplemental Survey
626	Counselor Conference 2010 Information
627	Reg-To-Go Master Calendar 2011
628	Career Advancement Academy Information
629	CAHSEE Assistance Flyer
630	Cal-PASS Meeting Agenda 3-1-11
631	Cal-PASS Presentation June 2008
632	Child Development Center Flyer
633	Group Tutoring Flyer
634	Maintenance Mechanic Flyer
635	Matriculation Checklist
636	Matriculation Exemption Worksheet
637	Vet Center Services
638	Honors Program Application
639	Honors Program Cover Letter
640	Veterans Resource Fair Student Survey
641	NCCAP Orientation Information
642	New Student Welcome FA10 Powerpoint
643	Pre-Health Careers Flyer
644	Psychological Services Flyer
645	Veterans Student Educational Plan
646	Reedley College Matriculation Plan 2002
647	Request for Psychological Services
648	Tutor Recommendation Letter SP11
649	Application to Tutor SP11
650	Financial Aid Flyer

651	Waves Handbook
652	Veterans Resource Fair SP10 Flyer
653	Undecided Major Flyer
654	Tutor-Trac
661	New Student Welcome FA10 Survey Results
662	New Student Orientation Reg-To-Go 2011 Powerpoint
663	Registration & Payment of Fees Schedule SU11-FA11
664	DSP&S Online Orientation
665	Matriculation Coordinating Group Agendas & Notes SP11
666	CalWORKS Orientation Presentation
667	North Centers Retention Agreement
668	Work in Progress Form
669	Reg-To-Go E-mail to Students
670	Student Retention Handbook SP09
671	Probation Notices SP11
672	Program Review Committee Meeting Notes 2-19-10
699	Enrollment Management Plan 2009-2010
706	SCCCD Strategic Plan 2008 Update
741	College Informational Night
742	Education Committee Information
743	ECPC Agenda 5-17-11
753	Leadership Clovis Program Information
756	Technology Advisory Committee Operating Procedures & Policies
757	Staff Development Blackboard Site
758	American Indian Center Grant
790	Graduate Survey
791	Veterans Mobile Bus Unit
792	Adjunct Counselor Resource Binder
793	Title V Coop Grant with Updates
795	HIPPA Regulations
796	Datatel User Authorization Form
800	Student Achievement Data Report
812	North Centers Student Handbook 2005-2006
819	ECPC Minutes 5-17-11
820	SCCCD Strategic Plan 2011 Update PowerPoint Presentation

Standard II.C - Library & Learning Support Services



Willow International Community College Center Mission Statement:
The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

STANDARD IIC

Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

- 1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

The Willow International Community College Center campus has a Library, a Tutorial Center which houses Tutorial Services, the Writing Center and Math lab, an open computer lab, and four enhanced computer labs. In addition, there are two wireless laptop carts each holding 33 computers that can be rolled to any room in the center for student use. Free wireless internet access is available on campus and free computer internet access is provided through library and classroom computers.

- a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

Descriptive Summary

The Willow International Center Library plays an indispensable role in the college center's mission by providing broad and in-depth library print, multimedia and electronic resources, accessible on campus and remotely, that support the provision of comprehensive educational opportunities to a diverse population of students and offering facilities with equipment and space conducive to lifelong learning activities [cited from campus mission statement]. The Library moved into a new dedicated library facility in Fall 2010. It offers 7,723 assignable square feet with seating for 186. Included are a reading/study area; a books and media shelving section; 20 computer work stations enabled for Microsoft Office, the online library catalog and Internet and two OPAC (Online Public Access Catalog) computers; a Reserve books room, and three study rooms. These study rooms are equipped with flat screens with media players and Whiteboards. One photocopier, a self-check-out station and a laser printer round out the library's public service features. In addition, there are two offices for library staff, and a technical processing room located across the hall from the library.

As of Fall 2010 the library holdings were 9,062 circulating and reference print sources, 33 print periodical subscriptions, five newspapers, and 394 DVDs and audio books. Over 25,000 full-text fiction and nonfiction e-books and 18 subscription databases including general periodical, reference, and subject specific resources are available through shared subscriptions with Reedley College. The databases and e-books support the information needs of on-campus and distance education students as they are available at all hours of the day from any location. In addition, the library's online library catalog can be accessed on campus or remotely at any time as it is a consolidated district-wide catalog that provides access to the holdings of approximately 125,000 print, e-book, and media materials among the campus libraries including Fresno City College, Reedley College, Madera Center, and Willow International Center. Items can be requested and sent to a selected campus within one to two days, and checked – out materials can be renewed remotely. The library's website provides access to the district wide online library catalog, the subscription databases, a collection of selected and evaluated websites, tutorials, and guides to finding and using information, forms for requesting books, media, and library instruction sessions, and general information about library resources and services. [Evidence # 334, 367]

The Willow International library is staffed by a full-time librarian who divides her time (17.5 hours each) between the Willow International and Madera Center libraries, one full-time library services assistant, one part-time instructional aide, and a varying number of student assistants. Library operations function under the Willow International Dean of Instruction and Technology. [Evidence # 346]

To ensure that the Library's collection effectively meets student learning needs a number of methods are implemented. Principal among them is the presence of a Library Liaison committee comprised of faculty representing all curricular divisions, college center staff, and a student body representative, all of whom work closely with the Library staff to ensure that relevant curriculum related materials are identified and acquired for the collection. Moreover, faculty members draw from their courses to recommend a foundation of primary texts for the library collection. [Evidence # 358, 357, 85]

All faculty members, staff, and students are encouraged to recommend library resources. Recommendations can be made in person or online at any time through the easily accessible Books/Media request form available in the library and on its website. The library currently observes the guidelines of the Reedley College Collection Development Policy. A collection development policy specific to Willow International will be developed in preparation for college status. The librarian currently serves on the Reedley College Curriculum Committee and in this capacity is able to keep abreast of new courses and programs that may need instructional support materials. In addition, professional and popular review sources, academic library collection guides, publishers' catalogs, and vendor-supplied collection development resources are used to ensure the quality and appropriateness of the Library's collection. The librarian and library services assistant select, catalog and process, and maintain all library materials. A base materials budget of \$20,000 is allocated to the library each year, which is used for the purchase of print periodicals subscriptions, circulating print and media, and reference items. In addition, the library has sought and received additional funding through action plan and mini-grant applications. Specifically, the library budget was augmented LT5 (lottery) funds of \$45,000 and \$100,000 respectively in the 2009-10 fiscal year to develop an adequate college center library

collection. This impact increased library holdings by 101%. The library has also been approved for an additional \$75,000 over the base funding bond measure funds to purchase additional books for the Willow International library during the same period. [Evidence # 348, 349, 345, 361, 334, 343]

In collaboration with the English faculty, the library has sponsored Banned Books readings in the library during the last week of September in 2009 and 2010. Faculty, staff, and students eagerly signed up to read during a designated time slot and the event was attended by entire classes, some of whom received extra credit, and other interested individuals. The event was promoted throughout the campus with flyers, email announcements, and the campus student events calendar. Additionally, displays of library print and media materials are continuously created in the library and display units on campus which address events, cultures, and topics of interest. Just some of these displays included global customs and cultures, vampire literature, media to support an Honors Colloquium topic, and materials that coincided with holidays and national celebrations such as Hispanic Heritage Month, Black History Month, and Women's History Month. [Evidence # 342]

The Tutorial Center was originally started with a Title V Strengthening Institutions Cooperative grant in Fall 2004. The Willow International Community College Center institutionalized the Tutorial Center in Fall 2009 when the grant funds ended. The Tutorial Center offers free individual and small group tutoring to all students who wish to improve their class performance in a variety of subject areas. Services are provided by appointment or on a drop-in basis. Through assistance in subject understanding, study skills, and test preparation student performance can be improved. Students are tutored by faculty and college students who have demonstrated academic expertise in their specific subject area. At Willow International, tutors are recruited via recommendations from faculty, counselors, and staff. Tutors are paid for their service or may receive course credit for their tutoring service hours. In addition to group study space, the center includes a quiet room for undistracted tutoring and a computer lab with word processing and internet access. A Math Lab is available for drop-in tutoring or small group study. During specific hours, a math instructor is available for tutoring. The center receives funding from the center's general budget as well as some Basic Skills and Student Support Services/Science, Technology, Engineering, and Math grant monies. One-on-one and small group tutoring is provided primarily by peer tutors. The center's coordinator and assigned faculty offer their services as needed. Online assistance is available through Fresno City College. In addition, the center offers English 272, a course designed to help students tutor other students to improve their writing. Students are surveyed about which writing skills they'd like to improve, and faculty and tutors assess students' progress. Instructors can request a Tutorial Center presentation to be given to their classes on a number of different topics. The Tutorial Center surveys faculty about student writing needs and then offers workshops to address needs. Workshop topics include MLA and APA documentation, prewriting, revising, and grammar. [Evidence # 363]

Computer Labs

There is one computer lab open to students on campus with 84 PCs and four Mac workstations. Computers are available on a first-come, first-served basis and are equipped with course specific software, Microsoft Office Suite, and internet access. There are also 21 computers in the library

available for student use on a first-come, first-served basis. Staffing of the lab includes one full-time Microcomputer Resource Technician, three part-time Instructional Technicians and a varying number of student aides. All classrooms have Smart Panels enabling DVD/VCR, laptop, and computer projection. All classrooms are outfitted with a special whiteboards called “Walltalkers” that allow for projection onto the board without the flashback and can also be used as a regular whiteboard.

Self Evaluation

This standard is met. The combined library and learning support resources of Willow International Community College Center are currently adequate to support student learning needs. Through inter-district loan Willow students have access to approximately 125,000 circulating print resources among the four State Center Community College District libraries. Requests can be made on any computer with internet access and materials are delivered within one to two days. An e-book collection of 25,000 fiction and nonfiction titles also enhances access to full-text comprehensive resources for students on and off campus.

The accreditation survey of faculty and staff conducted in Spring 2010 reflected an 87% favorable rating regarding available learning support services. Library services are prominently located and can only grow as faculty, staff and students become aware of the library’s strengths. [Evidence # 127 q. 24]

The Willow International Center librarian, library staff, and Library Liaison Committee engage the campus-wide community in selecting materials to support student learning and the mission of the campus. The Library Liaison Committee was instrumental in soliciting the participation of faculty, staff, and students campus-wide in the selection of resources surrounding an allocation of significant LT5 funds designated for the Willow International Center print collection in Spring 2010. Selection resources including subject core lists provided by the library’s academic libraries vendor, review sources from professional journals print and online, and discipline-specific sources from faculty were effectively distributed and acquisitions made. Informal feedback from committee members and faculty has been positive. In particular, the art disciplines acquired a significant number of print titles which contribute to the instructional content of virtually all art related courses from graphic design to studio drawing to art history. The art faculty, one of whom serves as a current member of the Library Liaison committee, encourages their students to use the library’s resources, to make new requests for library instruction sessions; faculty are also distributing a subject guide created by the librarian to assist students and faculty in all art courses in locating relevant, credible print and online resources. [Evidence # 358, 341]

Child development instructors have commented that the recent acquisition of curriculum-related resources and picture books have greatly enhanced the instructional support materials for their students and enriched the early literacy experiences for the children in the lab school. The English department increasingly utilizes the expanded DVD selection of plays and novels for students to analyze in their courses/classrooms. The recently introduced audio book collection is appreciated (as the spoken texts) and benefits the particular needs of oral learners.

The Spring 2010 faculty/staff accreditation survey response to faculty participation in the selection and maintenance of library materials showed a 91% favorable response. When queried in this same survey regarding whether the library's print, media, and electronic resources were adequate, 73.2% strongly agreed or agreed that this was true. This will only improve with the addition of the new library which opened after this survey was taken, and with the active and enthusiastic Library Liaison Committee. The collection will continue to build in breadth, depth, scope, and type of resources. This is clearly recognized and articulated in the Library Program Review, in other planning processes including the North Centers Strategic Plan and in the Planning Agenda for this standard. [Evidence # 14; 127 q. 25, 27; 359]

The ACT survey of students at Willow International conducted in Spring 2010 revealed a 55% favorable response to Library/learning resources services. Another 32% were neutral regarding these services while 9% were dissatisfied. The survey was taken when the library was located in a temporary space the size of a large classroom. We anticipate that students would respond more favorably at this time with the opening of the new library space. Moreover, the college center recognizes the continued need to illustrate to students the integral role library resources and services have in contributing to academic success and lifelong learning. [Evidence # 142]

Moreover, when Willow International achieves college status, it is anticipated that the library will continue building the collection of undergraduate resources and assume full responsibility for the purchase of their electronic resources including subscription databases and e-books. The additional allocations of over \$175,000 for the 2009-2011 years has substantially increased the collection and proved that the faculty, staff, and administration understand the importance of the library function towards improving student learning. The college center realizes that a stable and adequate budget will allow the library to keep pace with the expanding instructional support needs of a college center campus. College Center Council approves these additional allocations and as indicated earlier, the council is the primary decision-making body on the campus for budget allocation.

Planning Agenda

The library will work with the administration to support the growth of the library and increase the collection as we move towards college status and additional revenue becomes available.

A collection development policy specific to Willow International Community College Center will be developed in preparation for college status.

- b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

Descriptive Summary

The Willow International Center Library supports the college center's mission to provide opportunities for basic skills development and the achievement of associate degrees, certificates, and transfer opportunities through classroom and one-on-one library instruction and research

support which impart valuable information competency skills. The Library is dedicated to increasing and improving its pivotal role in fostering information competency standards across the curriculum. As part of the campus-wide commitment to developing Student Learning Outcomes, the Library has identified Student Learning Outcomes in three instructional roles which reflect their integral position in teaching information competency skills. [Evidence # 352]

Currently information competency skills instruction is implemented in the following ways:

1) Point of service reference transactions, which are student initiated, allow for the opportunity to instruct how to determine the information need and possible locations, how to evaluate relevant resources and how to retrieve information sources. Point of service reference currently includes face-to-face, email, and telephone reference and research assistance. The librarian and library services assistants provide assistance and on-demand instruction to students with immediate informational and research needs, including the clarification of their topic assignment, location of materials, construction of effective search strategies, instruction in the access of print and electronic resources, and assistance in citing sources.

2) Course - integrated classroom instruction executed by the librarian working in collaboration with classroom faculty. These sessions provide bibliographic and research methods instruction to students and faculty on campus which encompass essential information competency skills. The librarian works with faculty to design and deliver hands-on instruction with a focus on the content and assignments of the individual course. Students become familiar with, and in most instances, have hands-on experience with the library's resources. The librarian introduces the breadth and scope of library resources available to all students, instructs them in basic search techniques, and in the evaluation of information sources. All faculty are invited to submit a request for library instruction session at the beginning of each semester; forms for requesting these sessions are always available in the library and from the library's website.

The Assessment Center is a 45-station computer lab that is not scheduled for regular classes. It is used to offer placement testing and is also used by the library to provide library instruction for entire classes. A mobile laptop cart is dedicated to bringing library instruction to the classrooms. In addition, room AC1-114 is a computer lab that is also set up for the librarian to use for teaching information competency classes. [Evidence # 83, 354]

3) Information competency is enhanced by the provision of guides and workshops offered by the Library and Tutorial Center. With respect to the library, a variety of instructional guides are created and shared by all our district libraries and made available to students in the library and on its website. These guides address such topics as how to identify and develop a research topic; definitions of scholarly journal, peer-reviewed, and general interest magazines; tips on avoiding plagiarism; criteria to apply in evaluating websites; and assistance in citing information according to the most commonly used citation styles. [Evidence # 250]

Tutorial and Writing Services assist students in fostering information competency skills through one-on-one and small group bibliography and in-text citation assistance and basic search strategies using the databases, as well as class presentations on MLA and APA documentation, writing, and revising.

Self Evaluation

This standard is met. Both formal and informal methods of information competency instruction are provided to students. According to the faculty/staff survey in Spring 2010, 86.5% responded favorably to the opportunities for ongoing information competency development.

Course-integrated library instruction sessions have steadily increased at Willow since the arrival of the librarian in Fall 2007. Faculty are made aware of the value of a library instruction session each semester through email and print invitations initiated by the librarian; a request form is easily accessible both on the library's website and in the library. In particular, the librarian has collaborated in two separate semesters with English faculty in English Basic Skills Learning Community courses to provide extended instruction over the course of the semester on identifying credible sources, developing search strategies, and evaluating print and web-based resources. [Evidence # 127 q. 26; 353; 347; 362]

Initially a laptop cart was reserved by the librarian for course-integrated library instruction sessions and delivered to individual classrooms. In Fall 2010, a computer lab classroom was designated by the administration for use by the librarian in order to conduct these library instruction sessions for classes. Although a laptop cart is still available for library use, the continued availability of space and computers for these sessions provides optimal conditions for information competency instructional sessions.

The 2009 Library Program Review identified a priority in developing more venues for imparting information competency instruction. To this end, a Library Skills 1 unit course has been submitted to the curriculum committee with plans to offer it in the Fall 2011 semester. This transferable Library Skills course will be available to on-campus and distance learning students. [Evidence # 356]

Additionally, the Program Review highlighted both an asynchronous and synchronous "Ask a Librarian" service, as well as self-paced online tutorials to address specific stages of the information literacy process, such as how to effectively locate, evaluate, synthesize, and communicate information.

Willow's librarian is responsible for the development and integration of information competency skills instruction in the Library program. In order to sustain and expand both formal and informal instruction venues it will be necessary to recruit additional librarians.

Planning Agenda

The proposed staffing plan will be followed to provide additional library support once Willow International becomes Clovis Community College.

- c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

Descriptive Summary

Willow International Community College Center campus is dedicated to providing resources, services, and programs to all students and faculty regardless of location, special need or type of program.

The Library is open 56 hours a week in the fall and spring semesters and 39 hours a week during the summer session: Mondays through Thursdays from 8:00 a.m. - 8:00 p.m. and Fridays from 8:00 a.m. - 3:00 p.m. Summer session hours are Mondays through Thursdays from 8:00 a.m. - 4:00 p.m. and Fridays from 8:00 a.m. - 3:00 p.m. There are no evening or Friday classes during the summer session.

The Library's website offers access to resources and services on and off campus at any hour. From the site, students, faculty, and staff can locate, request, and renew items in the online library catalog which displays book and media holdings in all four district libraries as well as the collection of e-books; they can access the 18 databases, email the librarian for reference assistance, refer to recommended websites, review and download citation assistance guides, recommend new materials for the library collection, and request a library instruction session. Remote access to the e-books and databases is provided through an EZproxy platform that requests the student/faculty id# as username and password. [Evidence # 367]

Two computer workstations in the library are equipped with Kurzweil 3000 text reading and e-book adaptable software. There are six Kurzweil 3000 stations in the open computer laboratory and one in the hi-tech office for students to use for test taking. The Kurzweil 3000 text reading software orally reads the text to students who are visually impaired or have a learning disability. Also available are two height adjustable tables.

The Tutorial Center is open for 20 hours a week: 9:00 a.m. - 2:00 p.m. on Mondays and Wednesdays, and 10:00 a.m. - 3:00 p.m. on Tuesdays and Thursdays. Math and English tutors are always available during regular hours of operation. Tutors in physics, Spanish, history, political science, sociology, and chemistry are available on a more limited basis. Students can meet with tutors one-on-one or in small groups. There are quiet rooms for students who need to study with limited distractions. Online tutoring is available by the district through the services of Fresno City College. [Evidence # 368]

The open computer lab is available to students generally when the campus is open: Mondays through Thursdays from 8:00 a.m. - 8:00 p.m. and Fridays from 8:00 a.m. - 3:00 p.m. A full-time or part-time technician or student aide is available during these hours. Two computer workstations are equipped with Kurzweil 3000 text reading and e-book adaptable software, Dragon Naturally Speaking software, and a free downloadable Read Please rudimentary text reading program. Additionally, four computers offer Kurzweil software with scanning capability and one height adjustable table completes the special services for students in the computer lab.

Self Evaluation

This standard is met. Students have access to a variety of resources and learning support services on and off campus. The Library's commitment is evidenced by the onsite and off-campus access to the online library catalog which allows one to locate, request, and renew books, DVDs, and audio books from the Willow International and Madera Center library collections, and additionally approximately 125,000 circulating print titles from the Reedley and Fresno City College libraries. E-books are accessible from both the online library catalog and separately through the NetLibrary database. Currently the database subscriptions are paid primarily by Reedley College, but as the Willow International campus prepares for college status, these and other electronic resources will become the sole selection and fiscal responsibility of our campus.

Library instructional and reference services available to students remotely and in distance education courses are underdeveloped due to insufficient professional level staffing necessary to create and execute these services. Planning for specific staffing requirements was articulated in the 2009 Library Program Review. With the professional contributions provided by increased library staff, face-to-face, asynchronous, and synchronous reference service, online information competency teaching tools, a prominent library presence in resource accessibility, and instruction through distance education courses, library services are expanded.

Planning Agenda

The proposed staffing plan will be followed to provide additional library support once Willow International becomes Clovis Community College.

- d. The institution provides effective maintenance and security for its library and other learning support services.**

Descriptive Summary

A Radio Frequency Identification security system (RFID) was installed in the new library facility in summer 2010 and security gates are in place at all four entries/exits to the library. All print and media resources are tagged. RFID hardware and material tagging provides a high level of security and functionality for the library and its users, including immediate alert of items removed without being checked out, and ease of use with one self check-out station available in the Library.

The printers and copy machine in the library are on maintenance contracts and the campus computer technicians maintain staff and student computers (hardware and software) and update all the software and security packages.

The district libraries installed Innovative's Millennium Integrated Library System in Fall 2009. This up-to-date system provides location and availability information for all print, media, and e-book materials in all four libraries. Its cataloging and statistics functions are useful for efficient processing of materials as well as ongoing monitoring of the age, growth, subject ratio/balance, and use of collections.

District police provide security for the library and other learning support services. In addition, the Tutorial Center has cameras in each of its tutoring rooms. The cameras allow the center coordinator to supervise all tutoring taking place at all times through a web-based system.

Self Evaluation

This standard is met. The new RFID security system provides adequate protection of library resources. Local maintenance and IT computer services regularly service all library and learning resources needs. District police services provide quick and effective response to security issues.

Planning Agenda

None

- e. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

Descriptive Summary

The library does not outsource any of its functions or services. It does have an inter-district loan arrangement and consolidated District online library catalog which allows students, staff, and faculty to borrow circulating materials from all four libraries district-wide. Agreements also exist for maintenance of the library's security equipment and related software.

The Online Computer Library Center (OCLC) contracts with Reedley College for cataloging support, and they in turn share their access with the Willow International library. Also through Reedley College, our campus shares in the Council of Chief Librarians, California Community Colleges Electronic Access & Resources Committee's (CCL-EAR) contractual agreements with electronic database vendors who provide subscriptions to a vast array of resources at negotiated prices.

The Tutorial Center does not rely on other institutions for its instructional programs. However, students from every campus in the district have access to the Tutorial Center services at all SCCC sites.

Self Evaluation

This standard is met. All library services are provided in-house. Contractual agreements for library equipment are recorded and maintained, and the program and services of the library are evaluated systematically through the program review process. The California Community

College's Library Consortium regularly reviews and evaluates vendors and electronic sources and negotiates pricing for California Community College libraries. Their minutes and evaluations are available online. [Evidence # 366]

Planning Agenda

None

- 2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary

The Library and other learning support services undertake ongoing evaluation processes in order to assure ourselves that student learning needs are being adequately met and that all services, programs, and resources are relevant and timely.

In Fall 2009, the Library completed its program review which occurs every five years with annual updates. This process thoroughly assesses the effectiveness of library collections, services, equipment, and facilities. At the same time, student learning outcomes for the Library program began development and to date, the Library has completed its assessment of program level outcomes and three student learning outcomes pertinent to the instructional role of the Library. All are aligned to the general education learning outcomes of Reedley College. In the development of these outcomes, Association College Research Libraries Information Competency standards were considered and student learning outcomes training was provided for district librarians by the author of the definitive resource on student learning outcomes for academic libraries, who is also a librarian at City College of San Francisco, as well as the training sessions through the Reedley College. [Evidence # 352]

Two campus-wide surveys were issued to Faculty/Staff and Students the results of which were described in II.C.1.a and II.C.1.b These conclusions will be considered in future library planning. In Spring 2011, the Library will begin to formally and methodically assess its student learning outcomes. To begin, a survey created with the assistance of the Office of Institutional Research will be provided to students in library instruction sessions. [Evidence # 361]

Usage data is collected throughout the year and includes circulation statistics, new materials acquisitions, number of reference questions received, library instructional activities, reserve book use, and computer use. The results help shape collection development practices and the modes of service the library provides. [Evidence # 334]

The Library Liaison Committee, formed in 2008, provides a forum for campus dialogue and input on library resources and services. With faculty, staff, student, and library staff representatives, this committee has the potential to influence all facets of library services, to

measure their impact on student learning, and continue to improve the library's contribution to student success. [Evidence # 357]

The Tutorial Center is assessed under the English program review. This process ensures that students are provided with the appropriate guidance for their courses. Students who utilize the Tutorial Center are enrolled in 0 unit (Interdisciplinary Studies 301 or 300) or 0.5 unit (English 272) courses, and the student learning outcomes of those courses assess students' progress and satisfaction with tutorial services. Assessment of student learning outcomes takes place each semester for group tutoring, one-on-one tutoring, and of the tutors' practices. [Evidence # 14, 58]

Student learning outcomes for Tutorial Center courses (INTDS 301, ENGL 272, and ENGL 72A) are aligned with program learning outcomes and general education learning outcomes established by Reedley College. [Evidence # 352, 364]

Usage data is collected throughout the year and includes the number of students served, the courses in which they are enrolled, the classes in which presentations are given, and the topics addressed with students. In addition, qualitative data are collected for students in small group tutoring. The results from data collection are used to shape hours of operation, services offered, and tutor training. [Evidence # 355]

A Tutorial Center Advisory Committee has been established to provide a forum for discussion of Tutorial Center services. By having representatives from English, math, counseling, and administration, the advisory committee ensures that the interests of those faculty and students most concerned with tutorial services are considered. [Evidence # 85]

Self Evaluation

The college center meets this standard. The institutional commitment to the program review process benefits the Library and learning support services. These reviews provide information essential for the continued progress and improvement of library resources and services. In the Library program review, both short and long term goals were described and a synopsis of the review presented to the College Center Council. The recommendations in program reviews are considered in the campus' planning and budgeting processes.

Planning Agenda

None

Evidence for Standard IIC

Doc. #	Document Title
5	Library Services Highlights
14	Program Review (all)
17	Accreditation Progress Report 3-15-07
58	Tutorial Center 15 Week Survey
83	Library Information E-mail to Faculty 1-16-09
85	College Center Council Handbook 2009-2010
127	Accreditation Survey Results
142	ACT College Outcomes Survey Results
250	Cesar Chavez Day of Service & Learning
297	Reedley College Catalog 2010-2012
334	Library Statistics 2009-2010
341	Art Resources at the SCCC Libraries
342	Banned Book Week Flyer 2009
343	Book & Media Purchases Fiscal Year 2010
344	Faculty Invitation for Library Instruction Session
345	Library Budget 2008-2011
346	Librarian Job Description-Announcement
347	How to Evaluate Periodicals Handout
348	Library Collection Development Policy
349	Library Book-Media Request Form
350	Library Database Handout
351	Library Mini-Grant 2009 Multi-Cultural Media, Spanish Language, Latino Culture
352	Library Services SLO-PLO-GELO Mapping
353	Library Bibliographic Instruction Session Chart 2007-2010
354	Library Research Instruction Request Form
355	Tutorial Center Annual Usage Report FA09-SP10
356	LIBSKL 1 Course Outline
357	Library Liaison Committee Operating Policies & Procedures 2010-2011
358	Library Liaison Committee Minutes 12-4-09
359	North Centers Strategic Plan 2009-2010 Objective 2.4 Final Status Report
360	Post-test Survey for Library SLO Evaluation 2011
361	Pre-test Survey for Library SLO Evaluation 2011
362	Web Page Evaluation Handout
363	Tutorial Center Handbook FA10
364	Tutorial Center SLO-PLO Timeline
365	Library & Learning Resources Program Review FA09
366	California Community College Library Consortium Website
367	Willow International Library Website
368	Online Tutoring Website
680	Tutorial Center SLO Mapping Grid

Standard III - Resources



Willow International Community College Center Mission Statement:
The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

Standard III.A - Human Resources



Willow International Community College Center Mission Statement:

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STANDARD IIIA

Human Resources

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

- 1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**
 - a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Descriptive Summary

State Center Community College District (SCCCD) Board Policies, Personnel Commission Rules, and Administrative Regulations provide the basis for the hiring processes involved in the hiring of the three types of personnel: faculty, classified professionals, and management. Criteria used for the selection of personnel depend upon the type of position being filled. [Evidence # 124, 125, 683]

The hiring of staff is coordinated by the SCCC Human Resources Office which is overseen by the Associate Vice Chancellor, Human Resources. As part of the recruitment process for faculty positions, discipline experts draft the initial job description requirements for approval by administrators. Classified job descriptions are developed by the Personnel Commission. The district, in collaboration with the college and center sites, develops job announcements that clearly and publicly state the criteria, qualifications, and procedures for selection of personnel. In terms of marketing, the job announcements are widely distributed through a variety of means including the internet (<http://www.sccd.edu/employment>), newspaper and journal

advertisements, and the use of a number of specialty publications to solicit job applications from minority communities.

All employees meet or exceed the minimum qualifications for the positions they hold. All part-time and full-time faculty as well as academic administrators meet or exceed the minimum qualifications established by the Board of Governors of the California Community Colleges. The Board of Governors relies primarily on the advice of the Academic Senate for the California Community Colleges in establishing these requirements. These educational requirements are published by the California Community Colleges Chancellor's Office in the document titled "Minimum Qualifications for Faculty and Administrators in California Community Colleges". (<http://www.cccco.edu/Portals/4/AA/Minimum%20Qualifications%20Handbook%20for%202010-2012.pdf>) [Evidence # 674]

The State Center Community College District's Administrative Regulations specifically describe the procedures for recruitment and employment of full-time college faculty, first-time part-time faculty, classified employees, and administrators. The procedures for hiring full time faculty are detailed in a document entitled "Procedures for Recruitment and Employment of College Faculty". [Evidence # 125 ar. 7120, 7215, 7220, 7223; 723]

During the Fall 2010 semester, Willow International employed 38 full-time faculty members and 163 part-time faculty members. The center also employed 27 full-time classified professionals, 14 part-time classified professionals, and nine administrators.

In regards to the determination of certificated instructional staffing positions due to retirement, transfer, or resignation, a process has been initiated in which the division representative from the instructional area in which there is a vacancy has the opportunity to ask for a replacement position by completing the Certificated Staffing Request form, validating the need to replace the position if applicable. The division representatives discuss the proposal for replacement and recommend to the Vice Chancellor to either support or deny the replacement position. The division representatives discuss the proposals for replacement(s) and recommend in priority order the positions to the Vice Chancellor, who in turn makes the final recommendation to the Chancellor for approval prior to the hiring by the Board of Trustees. [Evidence # 659]

The number of new full-time faculty positions is determined through an analysis of the budget and campus needs at the district level each fall for the subsequent academic year utilizing the Chancellor's Cabinet. The process in determining the priority for new and vacant positions involves the faculty completing the Certificated Staffing Request form indicating the description and rationale for the position which is aligned to the various planning documents such as the Staffing Plan, Program Review, Educational Master Plan, Student Services Plan, etc. The requests are next reviewed and prioritized by the Division Representatives at one of their bi-monthly meetings held during fall semester. The priority list is then forwarded to the Vice Chancellor for consideration by the cabinet with the Vice Chancellor making the final recommendation to the Chancellor. These positions are identified by the Academic Hiring Requisition form, which is signed by the Dean of Instruction or the Dean of Student Services, Associate College Business Manager, Vice President of Instruction and Student Services, and

Vice Chancellor. Upon approval by the district Associate Vice Chancellor of Human Resources, the recruitment process commences. [Evidence # 787; 659; 186; 125 ar. 7120]

As per Administrative Regulation #7120, the hiring process for college faculty begins with a section on philosophy describing the goal of hiring qualified experts who are skilled in serving the needs of the student population served by the district. The subsequent sections deal with equal employment opportunity training, a job description and hiring criteria, search procedures, screening, selection and interview processes, notification of applicants, and equivalencies. [Evidence # 125 ar. 7120]

SCCCD is a Merit System District. Therefore, the hiring of classified professionals is coordinated by a classified personnel director who reports to the SCCC Personnel Commission. The Personnel Commission is composed of three individuals who must be registered voters, reside within the State Center Community College District, and be “known adherents to the principle of the Merit System”. One member of the commission is appointed by the SCCC Board of Trustees; one member, nominated by the classified employees, is also appointed by the Board of Trustees, and the third member is appointed by the other two members. As per Board Policy #7230, the Personnel Commission follows the Education Code guidelines for a Merit District per Education Code sections §88080 and §88081, and other provisions of the Merit System Act found in Education Code §88060-§88139 which are outlined in the district’s website at (<http://www.sccd.edu/index.aspx?page=139>). New and revised job classifications are first approved by the Personnel Commission and then by the SCCC Board of Trustees and are maintained by the Personnel Commission (<http://www.sccd.edu/index.aspx?page=357>). The Personnel Commission also maintains the eligibility list, the status of all classified positions, and the recruitment summary report (<http://www.sccd.com/employment/>). An annual Personnel Commission report is presented to the Board of Trustees (<http://www.sccd.edu/index.aspx?page=139>). [Evidence # 124 bp. 8210, 7230; 447]

Policies and procedures for hiring of classified professionals are documented in SCCC Board Policy and Administrative Regulations, BP #7120, 7230 and AR #7230, and SCCC Personnel Commission Rules. The Personnel Commission receives application materials from candidates and verifies degrees, certificates, and minimum qualifications, conducts tests as required by specific job descriptions, and screens and interviews candidates in order to establish an eligibility pool. In-house employees are given an opportunity to request lateral transfers and are also granted interviews for promotional opportunities for which they are qualified. The Director of Classified Personnel forwards candidates from the eligibility pool for interview to the position’s supervisor and other interview panel members as determined by the program area. Experience and references are verified by the program area that interviews the candidates. Employment is approved by the Board of Trustees. The formal offer of employment is extended by the office of the Personnel Commission. [Evidence # 124 bp. 7230; 125 ar. 7230; 285]

As part of the recruitment process, the district, in collaboration with the college and center sites, develops job announcements that clearly and publicly state the criteria, minimum qualifications, and procedures for selection of personnel. The job announcements are widely distributed and posted on the internet (<http://www.sccd.edu/employment>). Classified professional and

classified management job announcements are posted on a variety of web sites of colleges, community groups, agencies, and associations as appropriate. For administrators, recruitment announcements are placed in the Chronicle of Higher Education as well as several other publications and recruitment websites. Full-time faculty job announcements are posted on a variety of websites and in some publications including, but not limited to: EdJoin, HigherEdJobs and InsideHigherEd. Full-time faculty job announcements are also posted on a number of diversity sites such as Asian-jobs.com, disabledperson.com, blacksinihighered.com, hispanicsinihighered.com, wihe.com, and tribalcollegejournal.org. All positions are posted on the California Community Colleges Registry's website.

The process by which new classified professional positions are requested and filled at the site level begins with the completion of the Classified Hiring Requisition form by the manager of that department to include a description and rationale of the position. The rationale has various categories including relationship to the SCCC Master Plan, recognized Willow International planning document, (e.g., Education Master Plan, Strategic Plan, Program Review recommendations, Facilities Plan) and new program/service or growth opportunity. This form is signed by the area manager, the Vice President of Instruction and Student Services, and the Vice Chancellor. The Vice Chancellor makes the final recommendation to the Chancellor and the Board of Trustees. [Evidence # 323]

The process in filling vacant classified staff positions is identical to those of new classified staff using a Classified Hiring Requisition form that is completed by the manager and used as the basis for discussion at the Vice Chancellor's Cabinet for consideration for replacement based upon the current and future support services and facility needs.

The hiring of certificated and classified administrative positions is also coordinated by the district Human Resources office with significant input from the college community in terms of minimum qualifications, selection criteria, and duties and responsibilities. The Chancellor approves all requests to fill administrative vacancies. The application process is described on the district web site (http://www.sccd.com/employment/process_administrative.html). Board Policies #7250 and 7260 and Administrative Regulations #7220 delineate procedures and processes used in the recruitment and hiring of administrators. The job descriptions include the minimum qualifications for educational administrators as established and adopted by the Board of Governors of the California Community Colleges (Title V Section §53420). However, qualifications are allowed to be set that exceed the minimum qualifications established by the Board of Governors. [Evidence # 124 bp. 7250, 7260; 125 ar. 7220]

In terms of hiring criteria for classified employees, the Personnel Commission works closely with the administration in determining the criteria for hiring the employees, with hiring criteria and job descriptions for certificated employees developed jointly by faculty and administration per Administrative Regulation #7120. Administrative hiring criteria are determined by the senior level administrator of the site in conjunction with the Chancellor per Administrative Regulation #7220. Employment of confidential employees is pursuant to Personnel Commission rules (chapter 5), with student hiring criteria determined by the faculty and administration. [Evidence # 125 ar. 7120, 7220, 7240]

Self Evaluation

By complying with the stated hiring standards, the district and the center meet this standard element. The district hires qualified faculty, administrators, and staff who are selected according to Board Policies, Administrative Regulations, and the Personnel Commission Rules, all of which comply with the Education Code and Title 5 hiring requirements.

In terms of personnel supporting the Willow International Center once initial accreditation is established, a comprehensive Staffing Plan has been developed in collaboration with faculty, staff, and College Center Council (CCC) which supports the additional operations and services necessary to become a fully accredited institution. The staffing plan contains a certificated full-time faculty staffing plan that reflects the future growth of the instructional programs based upon the Educational Master Plan. Also, a description of the current staffing areas for the student and business services support at the Willow International Center has been completed, along with a detailed Administrative-Management-Classified Staffing Plan which lists the existing staff and additional staff needed through the transition of initial accreditation. [Evidence # 335, 258]

As part of the future staffing plan, a priority system will be established which identifies the positions considered high, medium, and low relative to the support of Willow International Center once initial accreditation status is achieved. The process to determine the priority system will include dialogue through the Vice Chancellor's Cabinet, Augmented Vice Chancellor's Cabinet, Division Representatives, and the College Center Council, who will recommend the final staffing plan for approval by the Vice Chancellor. [Evidence # 123]

Regarding the adequacy of resources and the district's level of support for the staffing levels at the Willow International Community College Center once initial accreditation is granted, an initial staffing plan and a letter from the SCCCD District Chancellor was sent to the ACCJC, (Western Association of Schools and Colleges) in response to a question regarding the level of resources needed to support the Accreditation Eligibility Application for the Willow International Community College Center. This letter clearly states the district's full support for the conversion of the Willow International Center to Clovis Community College. [Evidence # 335, 789]

An accreditation survey conducted in Spring 2010 included a question relative to the criteria, qualifications, and procedures for selection of personnel. In response to the question "The criteria, qualifications, and procedures for hiring employees are clearly stated and followed"; 88.2% of the responders indicated that they strongly agreed or agreed with the statement. [Evidence # 127 q. 28]

Planning Agenda

None

- b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Descriptive Summary

For the types of personnel employed by SCCCD, Board Policies, Administrative Regulations, and contract language have been crafted to describe the evaluation protocols for each of the groups:

“The Board recognizes the importance of regular, constructive and honest evaluations of all employees... Accordingly, each employee will be regularly evaluated by his or her immediate supervisor in accordance with any applicable Education Code, collective bargaining agreement provisions, and Personnel Commission rules.” [Evidence # 124 bp. 7125]

The evaluation processes of full-time (contract and tenured) and adjunct faculty are described in the agreements between the State Center Federation of Teachers and SCCCD. [Evidence # 119; 709; 118; 708; 125 ar. 7122]

Board Policy references the contract agreements in the human resources section of the board policies and administrative regulations. All of the forms used in the evaluation process are based on the evaluation procedures and criteria contained in the faculty agreements. Modifications to the forms are approved by both the Academic Senate and the State Center Federation of Teachers. Records are kept in the Vice Chancellor’s office. [Evidence # 233; 246; 247; 249; 124 bp. 7125]

Contract faculty have a four-year probationary period for tenure review to “ensure that students have access to the most knowledgeable, talented, creative and student-oriented faculty available.” A (faculty) contract employee’s evaluation committee consists of three members, including two tenured faculty members from the department (from the contract employee’s discipline whenever possible) and the immediate supervisor or his/her representative). Faculty are evaluated in five primary areas: Duties and Responsibilities evaluation conducted by the immediate supervisor as outlined in AR #7122; Records evaluation including review of classroom records, syllabi, grading criteria, etc.; Professional Activities evaluation completed by the contract employee; Self-Evaluation completed by the contract employee; and relevant input from outside the formal evaluation process such as signed student complaint forms. In addition, the evaluation process has established evaluation criteria that must include student evaluation remarks, professional responsibilities, and classroom teaching observations. The classroom evaluation process is outlined in the Reedley College Faculty Evaluation Form. [Evidence # 709; 125 ar. 7122]

The evaluation of tenured faculty is also outlined in the bargaining agreement between the union and the district as mentioned above. Tenured faculty members are evaluated every three years and the tenure evaluation team consists of one peer reviewer and the immediate supervisor. The tenured faculty member meets with the evaluation team to determine an evaluation plan. The plan must consist of a classroom evaluation including student questionnaires administered in two different courses or two different sections of the same course at a minimum. The classroom evaluation utilizes the Reedley College Faculty Evaluation Observation Form. It also includes a peer written review, student evaluations, unit member self-evaluation, and the immediate supervisor's evaluation, as well as suggestions for improving the performance of the unit member. The summary written evaluation report shall be prepared by the immediate supervisor. The summary evaluation shall take into account the peer reviewer's written report as well as the results of each of the evaluation elements. [Evidence # 709, 576, 275]

The process and criteria for part-time faculty evaluation can be found in the collective bargaining contract between AFT and the district for 2009-2011. Part-time faculty are evaluated using the same faculty evaluation forms (completed by students) and classroom observation forms (completed by a faculty peer and/or administrator) that are used in the evaluation of full-time faculty. [Evidence # 709, 576, 275]

The evaluation process for classified bargaining unit employees is described in the agreement between SCCC and the California School Employees Association (CSEA) Chapter #379 [July 1, 2006 – June 30, 2012, Article 21]. The evaluation process for classified bargaining unit employees is initiated by the Human Resources office which distributes, collects, and monitors the evaluation forms for classified personnel. Classified professionals are rated on at least 23 factors relating to the employee's performance of the duties and responsibilities described in the board-approved job description. The evaluation also includes written identification of strengths, deficiencies, areas needing improvement, progress achieved since the last evaluation, and goals. Probationary classified professionals are evaluated at the end of their second and fifth months of service. Permanent classified professionals are evaluated at least once a year. The records are maintained by the district's Human Resources offices. The evaluation form is determined by the District as indicated in the CSEA contract Article 21.B.2.

Confidential employees are evaluated three times during their first year of employment and then once a year for the next three years. Subsequent evaluations may occur at any time deemed appropriate by the immediate supervisor, but not less than every two years. [Evidence # 285]

The evaluation process for classified managers is described in the Personnel Commission rules 13-3(b). Historically, classified managers have been evaluated on the same form used for classified non-managers plus additional factors such as direction of personnel, scheduling and coordinating, and leadership. These records are also maintained by the district's Human Resources office. Classified managers are evaluated during the third, eighth, and eleventh months of the first probationary year, and once a year for the following three years. Thereafter, evaluations are conducted no fewer than every two years.

The evaluation process for academic management is described in Board Policy. The policy describes the frequency of evaluations based on how well the employee is performing the duties

and responsibilities contained in the board-approved job description. The evaluation of administrators has three components- performance evaluation, self-evaluation, and a summary report (memo). Administrators are evaluated annually for the first two years of employment and after that at least once every two years. All full-time faculty and classified staff supervised by the academic administrator complete a performance evaluation survey. The self-evaluation includes comments on any major accomplishments since the last evaluation or since hired; strengths and challenges in the areas covered in the performance evaluation survey and in the duties and responsibilities of the position (course scheduling, monitoring enrollments, program/department leadership and coordination, faculty and staff evaluation, budget development and monitoring, etc.); and goals for the upcoming year(s). The intent is to highlight accomplishments, strengths, and areas where improvement is possible. The summary report is written by the Vice President of Instruction and Student Services using the Administrators Evaluation Form and includes an analysis of the summarized survey findings and comments, the self-evaluation, and his/her own performance appraisal. These evaluations are completed every two years. All evaluations are kept in the Vice Chancellor's Office. [Evidence # 124 bp. 7125; 125 ar. 7125; 235; 788]

Self Evaluation

The college meets this standard element. At the beginning of each fall semester, the Vice President coordinates a workshop for all contract faculty and their evaluation committee members to review the contract employee evaluation process. Full-time and adjunct faculty members are evaluated in accordance with contract language. The administration at the Willow International Center has devised spreadsheets to monitor this process, and with the assistance of full-time discipline faculty, has managed to evaluate all of the adjunct faculty members in a timely manner. This tracking mechanism has helped the college evaluate faculty within contract parameters. This tracking mechanism "flags" those tenured and adjunct faculty members who have not been evaluated according to their respective contract timelines. [Evidence # 249, 234]

The district is responsible for sending out the Classified Employee Evaluation form. The evaluations are sent to managers in adherence to the bargaining unit agreement. [Evidence # 117, 184]

The vast majority (over 89% percent) of the respondents to the center's Accreditation Survey answered "agree" or "strongly agree" to the statement: "Job performances are evaluated regularly and systematically". Over 92 percent answered "agree" or "strongly agree" to the statement "Job performance evaluations are conducted in an equitable and constructive manner". [Evidence # 127 q. 37, 38]

Planning agenda

None

- c. Faculty and others directly responsible for student progress toward achieving stated Student Learning Outcomes have, as a component of their evaluation, effectiveness in producing those outcomes.**

Descriptive Summary

The Willow International Center faculty are involved in creating and assessing student learning outcomes as a part of the ongoing process to improve the education of our students. As each department has completed the first cycle of Program Review, it has been required to put into place SLOs as part of its curriculum, program descriptions, and course outlines. The second cycle of Program Review added the development of program learning outcomes (PLOs) to each program. Previously identified course-level student learning outcomes were mapped to these newly developed PLOs. The third cycle of Program Review adds a required assessment of the PLOs developed in Cycle Two. Standard forms are filled out as part of the Program Review report to describe the results of PLO assessment. This is followed in the report by a summary of changes and planned changes in program pedagogy, curriculum, student learning outcomes, and facilities that have resulted from this assessment.

The full-time faculty contract addresses Student Learning Outcomes. According to the contract, the evaluation of faculty includes, “Responsive to the educational needs of students by exhibiting sensitivity to student goals and aspirations” and “Evaluation of student progress in keeping with the course objectives and institutionally adopted course outlines.” The classroom observation form includes the question “Teaches course in compliance with syllabus and course outline” and the student questionnaire of faculty evaluation includes the question, “The instructor met the stated objectives of the course.” [Evidence # 119, 275, 274]

Article XIII of the full-time faculty contract for 2009-2011 addresses “Duties and Responsibilities Evaluation”. This section states in part, “Immediate supervisor conducts a ‘duties and responsibilities evaluation’ in accordance with District Policy.” The contract language is the same as the previous contract for 2006-2009. However, the Board Policies and Administrative Regulations were revised in 2008. The new Administrative Regulation #7122, number 13, states “Make systematic evaluations of student progress consistent with established Student Learning Outcomes.” [Evidence # 125 ar. 7122]

The process and criteria for part-time faculty evaluation can be found in the collective bargaining contract between AFT and the district for 2009-2011. Article XII.1.B.5.a states that classroom teachers will be evaluated based on “evaluation of student progress in keeping with course objectives and adopted course outlines”. [Evidence # 242, 575]

Self Evaluation

The standard is met. The faculty evaluation process includes a written summary by the supervisor that incorporates all the elements of the process—classroom visitations, student questionnaires, self-evaluation, review of prior evaluation recommendations, and anything else relative to the evaluation process. Each course has a course outline of record, which identifies specific course objectives and outcomes, as well as provides information concerning assignments, grading, and appropriate textbooks/resources. Student learning outcomes assessments are conducted on an ongoing basis to meet the needs of students. In addition, faculty tenure review process allows in-class observations and analysis of course materials by discipline experts to ensure that instruction is in compliance with the course curriculum and

district policies. The appropriate faculty administrator is responsible for conducting a Duties and Responsibilities Evaluation to include determination of AR #7122 requirements. One of those requirements is “13. Make systematic evaluations of student progress consistent with established Student Learning Outcomes”. [Evidence # 119; 576; 275; 274; 125 ar. 7122; 575; 242]

The second cycle of Program Review incorporates the identification and assessment of program learning outcomes. This is adding to the requirements of the first cycle of Program Review, which included the analysis of enrollment and demographic trends, retention, success and persistence rates; and the grade/mark analysis report. The process of rewriting course outlines and program descriptions through the mechanism of Program Review has afforded and will continue to afford the college the opportunity to develop and assess student learning outcomes. During the Spring of 2010, faculty have been revising their course outlines on CurricUNET. The Title 5 course outlines include student learning outcomes. These stipulate both what expectations are required from the students upon completing the course, as well as what methods will be used to measure the desired results. These courses are going through the approval process of our curriculum committee, and will continue doing so in the fall of 2011. [Evidence # 116]

For the past three years, the Duty Day meetings held prior to the opening of each semester have been partly used to provide training on student learning outcomes. For example, in the spring of 2010 the faculty spent their Duty Day working on course and department student learning outcomes. Part of the session included presentations on SLOs from faculty experts. After hearing the presentations, the faculty met in groups to discuss how they could apply these concepts to their individual areas of expertise. The faculty has subsequently used Flex Days to develop SLOs at the department level. The faculty members not only agree on what the outcomes should be, but also on what tools will be used to measure them. They have also used Flex Days to summarize and discuss the results of the SLO surveys completed during the previous semester. [Evidence # 122]

Course delivery methods are evaluated for their effectiveness in meeting student needs through SLO assessments, through faculty evaluations (including adjunct faculty), and the tenure review process. Students are also given opportunities to evaluate faculty through the student class surveys. The Program Review process is also an ongoing process where methods are regularly evaluated.

The institution, faculty, and administrators commit significant resources to curriculum review, course and instructor review, and SLOs. Evaluation and refinement of courses and programs will ensure that the changing student needs are met. Appropriate delivery methods are analyzed through the Program Review process, instructor evaluations, data from the Institutional Researcher revealing course completion rates, SLO assessment results, degree and certificate award rates, and transfer rates.

As a final indication that the standard is being met, the Accreditation Survey given to Willow/International faculty and staff in Spring 2010 includes the following results pertaining to student learning outcomes:

- 95% of the faculty either Strongly Agree or Agree that “The College Center facilitates an ongoing dialogue about improving student learning and institutional processes...” [Question 3]
- 94% of the faculty either Strongly Agree or Agree that “Student Learning Outcomes are considered in Program Review and institutional planning”. [Question 10]
- 92% of the faculty either Strongly Agree or Agree that “The College Center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.” [Question 12]
- 90% of the faculty either Strongly Agree or Agree that “Student learning needs are central to the planning, development, and design of new facilities.” [Question 16]
- 92% of the faculty either Strongly Agree or Agree that “Appropriate information pertaining to coursework (i.e. course content, requirements, Student Learning Outcomes) is widely available to students.” [Question 17]
- 87% of the faculty either Strongly Agree or Agree that “Effectiveness in producing Student Learning Outcomes is considered in the evaluation of faculty/staff responsible for student success.” [Question 29]
- 81% of the faculty either Strongly Agree or Agree that “The technology planning process is clearly connected to teaching and learning outcomes.” [Question 53]

[Evidence # 127]

Planning Agenda

None

- d. The institution upholds a written code of professional ethics for all of its personnel.**

Descriptive Summary

The Willow International Community College Center and the State Center Community College District uphold the written codes of professional ethics for all its personnel- faculty, classified professionals, and administrators – and for those working on behalf of the district- the Board of Trustees and the Personnel Commission. The Board of Trustees Code of Ethics/Standards of Practice is found in Board Policy #2715. It is the continuous diligence of all of these factions, from the top to the bottom, which fosters the ethical behavior across the entire district.

The State Center Community College District (SCCCD) has “Integrity” listed as one of its core values in its Board Policy. [Evidence # 124 bp. 1200]

Board Policy #3150, “Code of Ethics- Administrators” defines ethics, includes a statement on the importance of ethics, and describes the expectations for ethical behavior of managers. Administrative Regulation #3150 outlines the responsibilities of administrators, with guidelines relative to ethics including respect for the Governing board, profession, faculty and staff, students, and the community. [Evidence # 124 bp. 3150; 125 ar. 3150]

The district does not have a written code of professional ethics for classified professionals; however, the CSEA contract Article 35D.2 does outline personal conduct which would be cause for disciplinary action. Also, the Education Code sections §88080, §88081, and §88087, covering classified employees in a merit system, as well as the California School Personnel Commissioners Association (www.meritsystem.org) contain the philosophy and purpose of the merit system which includes ethical practices. [Evidence # 117]

The full-time faculty agreement which governs both faculty and counselors between SCCCD and the State Center Federation of Teachers (SCFT) for the years 2009-2011 includes under “Evaluation Criteria-Professional Responsibilities,” (a) Maintenance of ethical standards in accordance with American Association of University Professors (AAUP) ethical standards statement and (b) Demonstrates commitment to the profession (code of ethics). [Evidence # 119, 215]

The part-time faculty agreement between SCCCD and the State Center Federation of Teachers (SCFT) for the years 2009-2011 includes under Article XII, Faculty Conditions, Evaluation of Faculty, that a part-time employee will be evaluated based on a criteria that includes Maintenance of Ethical Standards. [Evidence # 118]

Self Evaluation

The Willow International Community College Center and SCCCD meet this standard by upholding the written codes of professional ethics for all its personnel- faculty, classified professionals, and administrators, and for those working on behalf of the district- the Board of Trustees and the Personnel Commission.

The majority (91.5%) of the respondents responded to the Willow International Accreditation Survey that they either strongly agreed or agreed with the statement, “The College Center promotes high ethical standards for faculty, staff, and students”. [Evidence # 127 q. 36]

Planning Agenda

None

- 2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

Descriptive Summary

Faculty

The Willow International Community College Center employs both instructional and non-instructional certificated staff, with 38 full-time faculty, including three and one-half full-time counselors, one librarian, and one nurse, both of which are shared with the Madera Center. All

full-time certificated faculty meet or exceed the minimum qualifications as determined by the Chancellors Office of California Community Colleges or by a college-based equivalency committee. Currently 21% of the full-time faculty hold a doctorate degree and 100% hold master's degrees. [Evidence # 611]

In terms of future certificated staffing, the Academic Center Two complex that opened in fall semester 2010 houses a state-of-the art allied health lecture and laboratory center. Due to budget constraints, faculty have not been hired to develop allied health programs, but external grant funding is being pursued in order to support the development of a new allied health program. As mentioned earlier, a Certificated Staffing Plan addressing the present and future growth needs through the initial accreditation of Willow International was developed as part of a response to the WASC Eligibility Committee upon reviewing the application for eligibility for candidacy. Future hiring decisions regarding full-time faculty beyond 2014 will be based upon future growth forecasts as outlined in the Educational Master Plan's "Future Program of Instruction 2015-2025" data which are based upon current and projected class sections, weekly student contact hours (WSCH), and full-time equivalent students (FTES). Also included in the Educational Master Plan is the section entitled "Determination of Future Space Needs" for the academic program of instruction for the benchmark year 2025. Presented are key elements that define future programs of instruction and identify the assignable (usable) square feet that will be required to meet the academic space demands (lecture and laboratory space). Also, a future facilities plan will be completed in 2012 that addresses the future space needs for programs of instruction as well as student services and career technical programs that will be used in determining facilities to be included in a future local bond measure. [Evidence # 722, 258, 687, 335]

The Willow International Center currently employs 131 part-time faculty, who represent approximately 76 % of the total faculty. This is typical while a center is growing towards becoming a fully accredited college, with the priority of hiring more full-time faculty based upon the staffing plan mentioned above once initial accreditation is granted.

Administration

The Willow International Center currently has the following administrative positions:

- Vice Chancellor
- Vice President of Instruction and Student Services
- Dean of Instruction
- Dean of Students
- Director of Disabled Students Programs & Services (DSP&S)
- Director of Technology (40%).
- Associate College Business Manager
- Financial Aid Manager
- Public Information Officer (20%)

Administrators at all levels of the center are required to attend regularly scheduled training which updates them on various personnel and legal issues, new bargaining agreements, sexual

harassment, discrimination, employment practices, and evaluation of employees. [Evidence # 183, 238]

Support Staff

Willow International currently employs 36 full-time classified professionals and seven part-time support staff who support all areas of the campus. In terms of future support staffing needs, the ACCJC- Western Association of Schools and Colleges (WASC) Commission Eligibility Committee also asked that we address the adequacy of resources relative to support services. A detailed study comparing the number of position levels at the center presently compared to Reedley College was conducted in 2007-2008, along with projected additional future staffing needs. The plan lists the existing administration and classified staff at the center, along with the titles and number of additional staff who will be needed in order to reach the level desired. The staffing plan was reviewed by the SCCC Board of Trustees in March, 2009. In addition, a letter to the WASC Commission Eligibility Committee was written by the SCCC Chancellor outlining the support of the district towards reaching this goal. [Evidence # 687, 789]

It should be noted that some services provided to the students attending the Willow International Center are now being provided in collaboration with Reedley College. Once Willow International receives initial accreditation as Clovis Community College, the transition in providing these services totally at the new college will occur as a result of the additional state funding due to the Willow Center receiving college status as well as the categorical funding allocated by the California Community College Chancellor's Office (CCCCO). A transition plan outlining this staffing level has been developed. [Evidence # 335]

As stated in section III.A.1, the process to establish priorities and recommendations for vacant and new certificated staffing positions is conducted in a collaborative manner involving division representatives and administration. This process uses data included in the Educational Master Plan, Program Review recommendations, Staffing Plan, and Future Facilities Plan (to be completed in 2012).

In terms of the evaluation of the effectiveness of the personnel employed at the Willow International Community College Center, evaluations are conducted on full-time and part-time faculty, staff, and administration per the respective contractual agreements of each unit and in the case of administrators, administrative regulations (see section III.A.1.b. above for specifics).

Self Evaluation

The College Center meets this standard element. The Willow International Community College Center employs a sufficient number of qualified faculty, staff, and administrators with the appropriate credentials and experience to provide the high quality programs and services needed to support the center's mission. Furthermore, a staffing plan, based upon current and future data, has been developed to guide the institution as it moves forward towards the initial accreditation status as Clovis Community College. This prioritized staffing plan reflects the need to increase the support services for the center as it transitions to college status, as well as certificated positions supporting existing and new programs. Administrative positions listed in the plan also reflect the need to support the expansion of academic, career technical, and student support

programs and services. The Educational Master Plan for the Willow International Center growth model calls for an annual growth of 4.8% through the year 2025. It notes that the growth will not occur in a linear fashion but, due to the current recession, in cycles of growth and contraction.

**Willow International Community College Center
Growth Forecast 2008-2025**

	Headcount	SEC	WSCH	FTES (SEM)
Growth Rate	4.8%	4.8%	4.8%	4.8%
2008	5,531	387	50,684	1,689
2015	7,659	536	70,185	2,339
2020	9,664	676	88,556	2,952
2025	12,193	853	111,737	3,725

Data Source: NC Educational Master Plan

Also listed in the Educational Master Plan is the “Profile of Future Program of Instruction”, which provides a perspective on what the current curriculum would look like if extended forward, absent new program development. This data set was used in the development of the Staffing Plan along with new program needs and Program Review recommendations.

Future facility space needs are also projected in the Educational Master Plan, for the center will require additional space in all five of the key space categories as it continues to grow. [Evidence # 258]

The accreditation survey conducted in Spring 2010 by the Willow International faculty, staff, and administration, validated assumptions that have been identified relative to adequate staff.

In terms of student support services, the following survey questions validated the high quality of student support services provided by the center:

- 87.2% strongly agreed or agreed with the statement “I am satisfied with the efforts by the Student Services Division to address the needs of our basic skills students” [Question 18].
- 87.8% strongly agreed or agreed to the statement “I believe the academic counseling services provided at the college center are helpful to the overall success of our students” [Question 19].
- 88% strongly agreed or agreed that “Student support services at this college center ensure equitable access to all students by providing appropriate, comprehensive, and reliable services” [Question 23].

[Evidence # 127]

An area for concern and action relative to staffing is the need to hire more full-time faculty to better the ratio of full-time to part-time faculty. In response to the statement “The current ratio of

full-time to part-time faculty provides for optimum student learning” only 37.3% strongly agreed or agreed, with 31.3% disagreeing and 22.4% strongly disagreeing. Our intent is to hire additional full-time faculty based upon the Staffing Plan once the budgetary situation improves and additional funding becomes available when Willow International becomes Clovis Community College. [Evidence # 127 q. 40]

Another area for concern relative to classified staffing is that of additional technology support. In response to the statement “The number of technical support staff is sufficient to provide effective service for faculty/staff”, only 55.6% responded strongly agree or agree, with 40.7% disagreeing or strongly disagreeing. This support need has been addressed as part of the Staffing Plan for the center, but of course is also dependent upon additional funding in the future. [Evidence # 127 q. 58]

Planning Agenda

Once Willow International Community College Center is accredited as Clovis Community College and additional funding becomes available, the staffing plan will be utilized to identify positions that need to be filled.

- 3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**
 - a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

Descriptive Summary

The State Center Community College District Board of Trustees has the ultimate responsibility for developing and establishing written personnel policies and procedures that are equitably and consistently administered to ensure fairness in all employment procedures. As noted in Board Policy #2419, the SCCCD Board of Trustees has the ultimate responsibility for adopting policies that “are authorized by law or determined by the Board to be necessary for the efficient operation of the District.” Willow International’s input in developing policies and administrative regulations is through the Vice Chancellor of the North Centers, who serves on the Chancellor’s Cabinet, and through the Academic Senate as mandated by AB #1725 (1989). These policies are in accordance with Title 5 of the California Education Code and other applicable laws. These personnel policies and procedures may be found in written form both in Board Policies and accompanying Administrative Regulations, as well as collective bargaining agreements. These documents are available on the district website. The district Associate Vice Chancellor of Human Resources is responsible for ensuring consistent interpretation and application of these policies, regulations, and agreements. Personnel procedures are outlined in the appropriate bargaining agreements for each bargaining unit. Open dialogue between employee labor groups helps to ensure that personnel policies and procedures are equitably and consistently administered. The district publishes and distributes copies of the faculty and classified contracts to all unit members. The Board Policy Manual and Administrative Regulations are located in the

administration office and the library. Board Policies and Administrative Regulations are also available via the district website (<http://www.scccd.edu/index.aspx?page=374>). [Evidence # 124 bp. 2419 & 7000; 125 ar. 7000; 117; 118; 119]

The Willow International Community College Center maintains and follows SCCCD polices regarding employment procedures. Furthermore, the college adheres to the district's policy on nondiscrimination, consistent with the federal and state mandates and guidelines on equal employment opportunity. Each respective administrator, dean, and supervisor is responsible for knowing and adhering to personnel policies as they relate to hiring, evaluation, tenure, promotion, and dismissal. As previously mentioned, all administrators are required to attend training sessions on personnel policies to ensure that the policies are administered equitably and consistently. [Evidence # 124 bp. 3410; 125 ar. 3410; 183]

All bargaining units consistently monitor and intervene in cases where the institution may be violating fair labor practices and/or the negotiated contract. A complaint procedure is outlined in Administrative Regulation 3435. [Evidence # 125 ar. 3450]

The North Centers (including Willow International) produces a Faculty Handbook that contains information related to the policies and procedures of the centers. These handbooks are updated and distributed each fall semester and distributed to both full-time and part-time faculty. These handbooks contain information on academic regulations, instructional procedures, student services, general college policies and procedures, as well as information on handling emergency situations. [Evidence # 126]

Self Evaluation

The Willow International Community College Center meets this standard. The district ensures consistent and equitable application of personnel policies and procedures through regular communication with leaders of the unions and academic senates. Board Policies and Administrative Regulations related to human resources are available to all employees and the public through the district website, along with collective bargaining agreements.

Administrators at all levels of the college center are required to attend regularly scheduled training sessions lead by the district Human Resources Office that keeps them up-to-date on various personnel issues, legal issues, the new bargaining agreements, sexual harassment, discrimination, employment practices, and evaluation of employees. In addition, the district Human Resources Office distributes via e-mail to all administrators and managers a monthly news publication from the legal firm of Liebert, Cassidy and Whitmore that addresses current and pertinent education matters from the legal perspective. [Evidence # 183, 439]

All faculty, administrators, and managers receive training from the district Associate Vice Chancellor of Human Resources prior to serving on a faculty screening committee. The Associate Vice Chancellor covers topics such as federal and state laws that prohibit discrimination, sensitivity to diverse backgrounds, board policies regarding equal employment opportunities, how to construct interview questions, and confidentiality in order to ensure ethical, fair and consistent hiring practices. [Evidence # 614]

The faculty handbooks are useful resources as they outline appropriate procedures and forms. The handbooks are updated annually and distributed at the fall semester Duty Day and are posted on the center's website. [Evidence # 126]

The accreditation survey conducted in Spring 2010 listed a question relative to fairness of employment procedures, with the following results: 88.2% of the survey respondents strongly agreed or agreed that "The criteria, qualifications, and procedures for hiring employees are clearly stated and followed". [Evidence # 127 q. 28]

Planning Agenda

None

- b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

Descriptive Summary

The official personnel records of all full-time and part-time academic staff are housed in the office of the Vice Chancellor of the North Centers in locked filing cabinets. These files contain official evaluations, job performance-related data, directives, and any other personnel communications. The district Office of Human Resources houses initial employment records, salary schedule and advancement information, and other documentation originating at the district.

The district Office of Human Resources houses all official personnel records for full-time and part-time classified professionals, confidential employees, and academic and classified management. These files contain initial employment records, job performance evaluations, and any written communication. All of the offices noted above are secure in that they may not be accessed by employees other than the appropriate confidential or human resource staff.

In accordance with their respective contracts and board policies and administrative regulations, faculty and classified professionals have the right to examine their individual personnel file at any time mutually convenient to the employee and the district. The unit member may be accompanied by a union representative, if desired, or a union representative may inspect such materials individually with the written consent of the employee. Unit members may request pertinent information or material that bears upon their position be added to their file, if applicable. They may also request copies of any material from their file. [Evidence # 124 bp. 7145; 125 ar. 7145; 117, 118, 119]

Also, in accordance with Education Code §87031, Administrative Regulation #7145, and applicable bargaining union contracts, information of a derogatory nature may not be placed in an employee's personnel records until the employee has been given notice and an opportunity to review and comment in writing to that information. Any response by the employee to the

derogatory materials must be placed in the official personnel file. [Evidence # 616; 125 ar. 7145]

Self Evaluation

We meet this standard. Personnel files are kept secure and confidential through the housing process identified above. In addition, employees have access to their personnel records in accordance with applicable laws and regulations. In order to ensure that all supervisors understand the nature of personnel files, the district Office of Human Resources has conducted training sessions for all managers in the district. The sessions include topics such as: the information that may or may not be placed in personnel files, the procedure for placing information in personnel files, and employee rights regarding their individual personnel files. A sample of the training sessions are “Managing Performance Through Evaluation”, “Checking References: The Most Important Part of the Hiring Process”, “Handling Grievances”, “Community College District Human Resources Academy I” and “II”. [Evidence # 183]

Planning Agenda

None

- 4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**
 - a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

Descriptive Summary

An understanding and concern for issues of equity and diversity is embedded in the mission of the district, colleges, and centers as evidenced by the policies and practices that lead to the creation and maintenance of programs, practices, and services that support our diverse personnel. In order to attract a diverse faculty, we continuously strive to enhance equity and diversity through Board Policies, Administrative Regulations and college center practices. Board Policy #3410 (Nondiscrimination) states that the district “is committed to equal opportunity in educational programs employment and all access to institutional programs and activities.” BP #3420 (Equal Employment Opportunity) indicates the Board of Trustees’ intent is in line with 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, and provides suitable role models for all students.” Furthermore, Board Policy #3430 (Prohibition of Harassment) reflects the district’s commitment to its diverse personnel by stating “All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated”. [Evidence # 124 bp. 3410, 3420, 3430]

Administrative Regulations outlining practices which support the board policies above are implemented and enforced by the district and colleges/centers. [Evidence # 125 ar. 3410, 3420, 3430]

The Willow International Community College Center provides an environment within which Associated Student Government clubs such as Students with Disabilities and Gay Straight Alliance can flourish. The college center encourages administrative, faculty, and staff participation in activities that celebrate Cinco de Mayo, Women's History Month, Asian American Week, African American History Month, and others to enhance the appreciation of the diverse cultures that make up Willow International Center. [Evidence # 261, 262]

Self Evaluation

This standard is met. Proposition 209, passed by California voters in 1996, prohibits public institutions from discriminating against, or granting preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin. The broad interpretation given Prop. 209 by the California Supreme Court effectively outlawed the use of affirmative action plans in California community colleges. At the time, the Board of Governors directed staff to develop new regulations that would comply with the law and maintain the maximum effort to achieve diversity in hiring. The California Community College Chancellor's Office responded with amended regulations in August 12, 2002, replacing affirmative action with equal employment opportunity (EEO) planning and hiring requirements. Thus, the revised Title 5 EEO regulations retained certain proscribed pre-Proposition 209 approaches and practices.

These approaches have raised two concerns for community college human resource (HR) and EEO professionals. First, they have become dated. For nearly ten years the system has been without valid and accurate availability data, which are necessary to comply with the certification process of initial applicant pools required in the current regulations. Despite numerous efforts and the expenditure of tens of thousands of dollars, it has not been possible to develop valid and reliable data. Nor does the development of such data appear probable within the context of today's demographics and mobile society. Second, this process has also raised significant concern among district human resources directors that stopping a recruitment for lack of diversity could constitute a Proposition 209 violation. Therefore, the current revision process aims to modernize the regulations in terms of legal constraints, methods, and a focus on districts' practices, while retaining the commitment to increasing the inclusion of traditionally underrepresented groups in employment in California's community college system.

Community college HR and EEO professionals brought their concerns to the Chancellor's Office about the outdated terminology, methodologies, and potential for legal liability in the current regulations. Together, the field and Chancellor's Office developed a collaborative effort to share information and gather statewide feedback on the law and current regulations, best practices for promoting, and accurate measurements and assessments of employee diversity, and how to design regulations that would best serve California's dynamic and growing community college student population.

The statewide EEO and Diversity Advisory Committee (led by the California Community College Chancellor’s Office and comprised of representatives from constituent groups including HR/EEO, faculty, and classified staff) formed a task force to draft new regulatory language. The Task Force, like the Advisory Committee, included the Chancellor’s Office and constituent groups. After extensive consultation with professionals in the field, the Task Force established broad goals and principles for Title 5 revisions. The primary goals charged to the writing team were to develop new EEO strategies that would:

- better align with the current legal and social context;
- provide HR and EEO professionals with better tools which are legal and methodologically sound, and practice-oriented; and
- continue to demonstrate and expect meaningful and effective efforts to maximize diversity and identify and eliminate barriers to the employment opportunities for underrepresented groups.

These proposed revisions to Title 5 were presented in the Consultation Council on November 18, 2010. When approved by the Board of Governors, one hopes in the Spring of 2011, community college districts’ diversity committees will use these new regulations to complete their Model Equal Employment Opportunity Plan.

Regarding the validation of support to the issues of equity and diversity, 91.1% of the respondents of the accreditation survey conducted in Spring 2010 indicated that they strongly agreed or agreed that “Policies and practices of the College Center demonstrate commitment to issues of equity and diversity”. [Evidence # 127 q. 30]

Below are tables showing the breakdown of staff and faculty demographics at the Willow International Center, student ethnicity for the Willow International Center, and U. S. Census data for Clovis, CA.

Employee Demographics

Willow International	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Certificated				
• Full-time Male	22	24	22	22
• Full-time female	14	16	16	16
• Part-time Male	66	67	71	74
• Part-time Female	63	75	83	89
<i>Sub Total</i>	165	182	192	201
Classified				
• Full-time Male	8	10	9	11
• Full-time female	11	14	15	16
• Part-time Male	4	4	3	3
• Part-time Female	3	10	11	11
<i>Sub Total</i>	26	38	38	41
<i>Grand Total</i>	191	220	230	242

WILLOW INTERNATIONAL	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Full-time Certificated				
▪ African-American/non-Hispanic	0	1	1	1
▪ American Indian/ Alaskan Native	0	1	1	1
▪ Asian/Pacific Islander	0	0	0	0
▪ Hispanic	3	3	3	3
▪ Race/ ethnicity unknown	8	7	7	7
▪ White/ non-Hispanic	25	28	26	26
<i>Sub-Total</i>	36	40	38	38
Part-time Certificated				
▪ African-American/non-Hispanic	2	1	1	1
▪ American Indian/ Alaskan Native	0	1	1	1
▪ Asian/ Pacific islander	0	1	1	1
▪ Hispanic	8	8	11	13
▪ Race/ ethnicity unknown	12	11	14	16
▪ White/ non-Hispanic	95	107	112	115
<i>Sub-Total</i>	129	142	154	163

Full-time Classified				
▪ African-American/non-Hispanic	0	0	1	1
▪ American Indian/ Alaskan Native	0	0	0	0
▪ Asian/ Pacific islander	2	2	2	2
▪ Hispanic	4	6	6	6
▪ Race/ ethnicity unknown	1	0	0	1
▪ White/ non-Hispanic	12	16	15	17
<i>Sub-Total</i>	19	24	24	27
Part-time Classified				
▪ African-American/non-Hispanic	0	0	0	0
▪ American Indian/ Alaskan Native	0	0	0	0
▪ Asian/ Pacific islander	2	2	2	1
▪ Hispanic	1	4	3	2
▪ Race/ ethnicity unknown	1	1	2	4
▪ White/ non-Hispanic	3	7	7	7
<i>Sub-Total</i>	7	14	14	14
<i>Grand Total</i>	191	220	230	242

Ethnic Group	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Overall
African-American/non-Hispanic	3%	3%	3%	4%	3%
American Indian/Alaskan Native	2%	2%	1%	2%	1%
Asian/Pacific Islander	9%	8%	10%	11%	9%
Hispanic	25%	24%	25%	28%	26%
Race/ethnicity unknown	11%	12%	10%	8%	10%
White/non-Hispanic	50%	51%	51%	48%	50%
<i>Totals</i>	100%	100%	100%	100%	100%

Data Source: Institutional Research Website, ir.sccd.com

ACS Demographic	Estimates	%	U.S.
White	62,107	70.0	74.3
Black or African American	2,281	2.6	12.3
American Indian and Alaskan Native	1,228	1.4	0.8
Asian	7,389	8.4	4.4
Native Hawaiian and Other Pacific Islander	321	0.4	0.1
Some Other Race	11,374	12.9	5.8
Hispanic or Latino (of any Race)	22,145	25.1	15.1

The tables above show that our students fairly represent the ethnicity of the community that we serve: Clovis, California. The ethnicity of our classified staff is also quite similar to both our students and our community. However, the ethnic makeup of our faculty and administration is not so closely in line with either our students or our community.

Planning Agenda

Increase the awareness, importance, and commitment to the recruitment and retention of a diverse workforce.

- b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

Descriptive Summary

The mission statement of the Willow International Community College Center is “to provide affordable and comprehensive educational opportunities to a diverse population of students, who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities”. In addition, Willow International’s vision statement includes a commitment to “... provide access to people from diverse economic, demographic, intellectual, and technological communities.” [Evidence # 257, 612]

Additionally, Willow International has set specific expectations relative to embracing diversity as indicated in the North Center’s Educational Master Plan. The North Center’s Educational Master Plan, Strategic Area Two, specifically addresses the issue of equity and diversity and states part of the mission of the center is “...Creating an environment that supports awareness and understanding of diversity for all students who can benefit from the Center’s programs and services.” [Evidence # 257, 258]

The district regularly collects data related to achieving employment equity objectives, and shares the data with the Board of Trustees and college community. This includes data related to the recruitment, selection, retention, promotion, resignation, and retirement of college staff. These data are also reported to the federal and state agencies requesting such information, and are used as part of the assessment of impacts relative to the hiring process based upon gender and race/ethnicity throughout the district.

All certificated applicant pools are assessed in terms of diversity, including race/ethnicity, gender and disability, with annual reports produced which identify the racial/ethnic composition of the faculty and staff at the center. The goal is to increase the diversity in applicant pools as well as hires.

As previously stated, all employees serving on a hiring screening committee must participate in Equal Employment Opportunity (EEO) training within one year of serving on the screening committee. Topics covered in this mandatory training include: Federal Laws that Prohibit Discrimination, State Laws that Prohibit Discrimination, California Constitution Article 1 Section 31 prohibiting discrimination and preferential treatment, Sensitivity to the Diverse Backgrounds of Community College Students. [Evidence # 183, 614]

Self Evaluation

The center meets this standard. The present makeup of the full-time faculty, administration, and staff from the Willow International Community College Center will become the baseline data from which we can measure the increase in diversity of new hires. The college center will continue to explore strategies to increase the diversity of the applicant pool, by marketing new positions and ultimately hiring a workforce reflective of the students and communities we serve.

In terms of marketing, the district has made considerable progress in expanding the number and types of publications in which it advertises towards the goal of increasing applicant diversity. In addition to advertising in local newspapers, the district advertises in the California Community College Registry's website, The Chronicle of Higher Education, as well as other publications and recruitment websites. In addition, faculty announcements are posted on a variety of websites (e.g., EdJoin, HigherEdJobs, InsideHigherEd). Specifically addressing cultural ethnic groups, the district also posts job announcements on sites such as Asian-jobs.com, disabledperson.com, blacksinihighered.com, hispanicsinihighered.com, wihe.com, and tribalcollegejournal.org to name a few.

The full-time faculty tenure review Self Evaluation document asks faculty to evaluate their performance on the three following statements: (1) Responsiveness to the educational needs of students by exhibiting awareness of and sensitivity to the following: (a) diversity of cultural backgrounds, gender, age, and lifestyles; (b) variety of learning styles; (c) students goals and aspirations; (2) Concern for student rights and welfare; and (3) Respect for the opinions and concerns of students. [Evidence # 233, 246, 249, 247]

Planning Agenda

Increase the awareness, importance, and commitment to the recruitment and retention of a diverse workforce.

- c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

Descriptive Summary

Chapter Three of the SCCC Board Policies outlines a series of policies which deal directly with the appropriate treatment of its administration, faculty, staff, and students including nondiscrimination policies, equal employment opportunity, prohibition of harassment, campus safety, workplace violence plan, reporting of crimes, child abuse reporting, local law enforcement, weapons on campus, reporting of and responses to sexual and other assaults on campus, policies for a drug-free environment, and drug prevention programs. [Evidence # 124 bp. 3410-3550]

The district also has administrative regulations reflecting the above board policies which provide for prompt and fair investigation of any allegation of discrimination by a student, employee, or an applicant. Administrative Regulation #3459 includes the complaint procedure for alleged violations of statutes, state regulations, Board Policies, or Administrative Regulations. [Evidence # 125 ar. 3435, 3459]

An example of the emphasis on integrity throughout the district is contained in the Board Policy #3150 (Code of Ethics-Administrators) which defines ethics, describes the importance of ethics, and expectations of administrators for ethical behavior. In defining ethics, the policy reads that “The ethical person must be conspicuously consistent in the exercise of integrity to sustain the credibility that is an expectation of office”. [Evidence # 124 bp. 3150]

Students also have rights that are protected by federal and state laws as well as policies of the district. As stated in the college catalog, “Students have a right to an oral or written notice (reasons for disciplinary action), an opportunity for a review, and a decision given orally or in writing. This process is coordinated under the Office of Student Services. [Evidence # 297]

In addition, as mentioned above, training is provided through the Human Resource Office of State Center Community College District to ensure equal treatment of its staff, students, and the communities it serves. Training topics are varied and include awareness and understanding of the nondiscrimination policy, the process for investigating complaints, how to prevent sexual harassment, and access issues.

Self Evaluation

The center meets this standard and is diligent in applying the policies and regulations noted above in a fair and consistent manner. For example, student complaints and grievances can be filed either in the Dean of Students’ office or the Dean of Instruction's office; the staff in those areas ensures that the steps outlined in the policy and procedures are followed. That procedure requires that the student attempt to resolve the issue at the informal level prior to making a formal complaint. This generally means that the student meets with the faculty or staff member against whom he/she is making the complaint. An attempt is made to resolve the matter simply and expeditiously, prior to proceeding to a formal complaint level. Staff and faculty receive information on this process to ensure consistency of its application. [Evidence # 391]

In regards to unlawful discrimination, Administrative Regulation #3435 describes the filing and oversight of the complaint procedure with the responsible officer at the college center level being the Vice President of Instruction and Student Services. [Evidence # 125 ar. 3435]

In addition, in an effort to prevent unlawful discrimination, and to ensure equal treatment of its staff, students, and the communities it serves, the district provides training to all management and staff who have supervisory authority and lead responsibility on such topics as: sexual harassment policy, nondiscrimination policy, investigating complaints, Family and Medical Leave Act, California Family Rights Act, Pregnancy Disability Leave Act, evaluations and progressive discipline, and access issues. [Evidence # 184]

Planning Agenda

None

- 5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**
 - a. The institution plans professional development activities to meet the needs of its personnel.**
 - b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

Descriptive Summary

The Willow International Community College Center provides all personnel with significant opportunities and avenues for professional development. The center's commitment to training of staff is evident through its dedication to travel and conference funding and the many organized training sessions offered to staff in the midst of challenging budgetary times. The establishment of a Staff Development Committee, participation in the district-wide Classified Professionals Staff Development Committee, as well as the Classified Professionals events, Flex Day activities, and participation by managers in the district management training sessions represent the center's commitment to training and professional development opportunities.

The institution plans professional development activities to meet the needs of its personnel. Plans are based on needs identified by individual faculty, programs, departments, faculty surveys, Staff Development forms (both short and long), the Strategic Plan, and by Program Review recommendations. [Evidence # 128, 572, 573, 574, 116, 283, 677]

The full-time faculty contract states that one flexible schedule day shall be provided each semester (Flex Day). The first is at the beginning of the fall semester, historically, the Friday prior to fall classes starting, and the second is traditionally on the Friday before classes start in the spring semester. Individual faculty members or groups of faculty members may request to

schedule “flex day” activities at times other than the traditional ones. Faculty have several options – select/develop an individual activity, participate in a department scheduled/developed activity, or participate in a campus scheduled activity which may include Reedley College and Fresno City College activities. The Reedley College Academic Senate Vice President is also responsible for identification of staff development and Flex Day activities. [Evidence # 119, 291]

Each fall semester there is an orientation meeting for adjunct faculty. This orientation is hosted by the Deans of Instruction on the evening of Duty Day. [Evidence # 319]

Full-time faculty members are eligible to apply for a sabbatical leave upon satisfactory completion of at least six consecutive years of service in the district. The district allocates funds annually for a maximum of twelve eligible staff per year, which is divided among the colleges within the district. Consideration is given to applicants based on appropriate research, travel, or programs of organized study. [Evidence # 119, 617]

Classified staff members are eligible for a leave of absence for study after completing five consecutive years of service in regular status with the district. The study leave can be for any period of time not to exceed one year. The employee is paid one-half of what his/her salary or wage would have been had he/she not been on leave. To qualify, the employee must use all accumulated vacation prior to being eligible for pay. [Evidence # 117]

The Classified Professionals Staff Development Committee organizes the Classified Professionals’ Mega Conference each year with funds provided by the district. In 2010, 208 classified professionals attended the conference “Year of the Classified Professional; A Decade of Excellence.” The opening session was an interactive icebreaker that gave the participants the opportunity to meet one another, discover new communication skills, and improve teamwork. There were six break-out sessions dealing with various topics such as creating change in your community, emerging technologies, district benefits, health and wellness, leadership training, and supplementing your retirement income. Evaluations are solicited from attendees as well as suggestions for future conferences. [Evidence # 725]

The Leadership State Center class each year is comprised of nominated classified staff district-wide who possess leadership potential. The goal of the program is to prepare each class for future leadership roles within the district and to familiarize the class with district policies and practices. Different management topics are discussed at each of the six monthly workshops and breakfast is provided for the participants and guest speakers. Evaluations are requested from participants as well as suggestions for improvements. Some of the topics include performance management and evaluations, planning and implementation, and creating a learning organization. [Evidence # 191, 192]

The district offers a two-year educational leadership program for district administration and faculty called the Community College Academic Leadership Seminar Series (CCLASS). This program is in conjunction with California State University, Fresno and the Central Valley Educational Leadership Institute. It is an opportunity for participants to develop their leadership

skills with the support and guidance of successful experienced leaders. The focus of this series is on practical applications in the real world. [Evidence # 618, 619, 222]

SCCCD Classified Professionals Technology Training Series offers on-site classes in various subjects such as word processing, grant writing, database-access, time management, scanning, spreadsheets, Excel, photography, and PowerPoint. Qualified instructors offer training at various levels from novice to advanced. For the 2008-09 academic year, 219 staff members district-wide attended one of sessions offered. Evaluations from attendees identify any areas for improvement as well as subjects for additional training. Changes in technology and the need to upgrade skills is a constant. [Evidence # 571]

The district has also provided a series of workshops for all administrative and management staff. These workshops cover personnel topics such as Fair Labor Standards Act, the disability interactive dialog process, disciplinary and harassment investigations, preventing harassment, discrimination and retaliation in the academic setting, embracing diversity, following the Equal Employment Opportunity guidelines when hiring staff; privacy issues, leave laws such as Family and Medical Leave Act, California Family Rights Act, Pregnancy Disability Leave Act, generational diversity, legally compliant strategies for diversity enhancement, and creating a culture of respect. All of the aforementioned topics have been addressed within the past four years, from 2006 through June 2011. Evaluations are collected after each workshop as well as suggestions for future training subjects. [Evidence # 183]

Self Evaluation

The center meets this standard element. The center has a comprehensive program of staff development for all employees. These programs and activities include on-campus workshops, training sessions, conference travel budgets, and faculty sabbaticals and classified staff leaves of absence for study. The college uses a portion of the lottery funds annually to support the expenses associated with staff development. This fund is managed by the Staff Development Committee composed of faculty, management, and classified representatives. The committee reviews and recommends requests for employee development and training which are forwarded to the Vice Chancellor for approval. [Evidence # 438, 757]

In 2009-10, 106 faculty and staff attended 15 different conferences, including the SLO Summit for all faculty and administrators, Oregon Rhetoric and Composition Conference, articulation conferences, Microsoft Office New Version Software Training, classified professionals workshops, and English Council for Faculty of Community Colleges. In 2010-11, 28 faculty and staff attended 19 conferences. In addition, all full-time faculty attended SLO Summits with Reedley College. Forty-five adjunct and full-time faculty attended the SLO assessment workshop with the express purpose of in-servicing adjunct faculty on the SLO assessment process. [Evidence #757, 725]

The Accreditation Survey conducted in Spring 2010 includes the following statement: “The College Center provides opportunities for continued professional and staff development”. The results indicated that 80% of the respondents strongly agreed or agreed that the college does provide opportunities for professional and staff development. Considering the recent budget

constraints, this percentage indicates that the center and the district are making a concerted effort to provide sufficient staff development opportunities for the majority of interested staff. [Evidence # 127 q. 3]

In response to the statement: “Professional development programs offered to employees reflect work-related needs and interests”, 77 percent of the respondents strongly agreed or agreed with the statement. [Evidence # 127 q. 41]

Even though the above percentage is not particularly high, staff and faculty feel that they stay current in their fields, which indicates that the level of staff development opportunities is sufficient to maintain expertise and effectiveness. This is demonstrated by the response to the statement, “As a group, the members of my department stay current in their fields of expertise”. Ninety four percent (94%) of the respondents strongly agreed or agreed with the statement. Additionally, in response to the statement, “The administration provides leadership and encouragement to staff in improving job effectiveness”, 89% agreed or strongly agreed with the statement. This indicates that staff members feel the administration is doing what it can in these difficult budget times to provide any necessary training. [Evidence # 127 q. 32, 34]

Regarding areas for improvement, there is currently no Classified Employees Handbook which should include the materials given to newly hired employees by the district, along with pertinent information about the center. A collaborative effort involving administrators from Fresno City College, Reedley College, and the North Centers is underway with the goal of developing a Classified Employee Handbook. Also, we do not currently have in place a formal orientation process for new full-time employees.

Planning Agenda

The Willow International Community College Center, in cooperation with Reedley College and Fresno City College, will develop a Classified Employee Handbook.

Increase staff development opportunities and develop and implement a new full-time employee orientation process.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The Willow International Center, as part of the Continuous Improvement-Collaborative Decision Making Process described in Standard One, integrates human resource planning with institutional planning. As mentioned earlier, certificated, classified support staff, and administrative staffing needs are a reflection of the Program Review recommendations and planning documents (e.g., Educational Master Plan, Strategic Plan, Staffing Plan, Facilities Plan, and Technology Plan). The staffing plans developed for the transition from the center to college address present and future needs in the areas of instructional, student services, business services,

and administrative services. In terms of prioritizing the staffing needs as part of the resource allocation process, once the number of positions has been determined at the district level, dialogue and discussion occurs at the site including division representatives, College Center Council, and the Vice Chancellor's Cabinet levels, with the final decision being that of the Vice Chancellor. The recruitment and employment process for full time faculty is described above as per the Administrative Regulation #7120. Part-time faculty are also hired based upon collaboration with the deans and division representatives utilizing criteria including full-time equivalent students (FTES), enrollment trends, program needs, and facilities. Regarding part-time counselors, similar criteria are used in determining the number and hours of employment based upon student service needs throughout the academic year. Generally speaking, additional counselors are hired for the beginning of the fall semester, during registration for the spring semester, and during the high school and new student registration period for the subsequent summer session and fall semester. [Evidence # 125 ar. 7120]

Classified support staff are also hired based upon the staffing plan described earlier, with the prioritization of the positions based upon budget and need. The College Center Council reviews the staffing plans annually and if new positions receive funding at the district level, the CCC will make a recommendation to the Vice Chancellor who will determine the final priority consideration to the Chancellor and Board of Trustees.

Administrative positions have also been identified as part of the Staffing Plan for Willow International Community College Center and ultimately Clovis Community College. [Evidence # 335]

Self Evaluation

The center meets this standard through a variety of means. The existing Staffing Plan, Future Facilities Plan, and priorities developed through the Continuous Improvement-Collaborative Decision Making Process reflect the current and future programs, facilities, and student services that support the center. Data generated through an assessment of Program Review recommendations and the Educational Master Plan projections, Strategic Plan analysis, Technology Plan objectives, surveys, ARCC reports, advisory committee recommendations, and community-based needs are used to integrate human resource planning with institutional planning. For example, the Master Facilities Plan, which is being developed, will be based upon the future instructional programs and student support services for the hiring of individuals who work within the various departments and divisions of the center. Another example is the recent completion of the Academic Center Two facility which required the addition of a custodian to maintain the facility, and the priority to hire allied health faculty to implement future nursing programs to be taught in the state-of-the art facilities. To support the allied health programs, biology, chemistry, and microbiology facilities were included in the 80,000 square foot building, with additional faculty and support staff planned in order to increase the numbers of sections offered to support the nursing degree requirements.

Staffing of additional and replacement faculty positions is also addressed annually through a process involving the division representatives coming to consensus on priorities of recommendations to the Vice Chancellor. When a position becomes vacant, the position is not

automatically replaced but rather is reviewed by the division representatives and administration to determine if a replacement is warranted. New certificated positions are also considered by the division representatives based upon the Staffing Plan driven by current and future growth projections and emerging career technical training needs.

When additional funding is received, new classified positions will be considered for funding based upon the prioritized Staffing Plan which will be used in the transition of the center to full college status. As mentioned above, capital projects will be driven by the Master Facility Plan which is tied directly to the Staffing Plan. [Evidence # 702, 335]

Planning Agenda

None

Evidence for Standard IIIA

Doc. #	Document Title
29	North Centers Faculty Handbook 2008-2009
88	Student Injury Resources Flyer
116	Program Review Handbook Cycle Three April 2009
117	Classified Staff Contract 2006-2009
118	Part-time Faculty Contract 2006-2009
119	Full-time Faculty Contract 2006-2009
120	Part-time Faculty Orientation PowerPoint
121	Faculty Staff Development Reports
122	Duty Day Agendas (all)
123	College Center Council Minutes (all)
124	Board Policies (all)
125	Administrative Regulations (all)
126	Faculty Handbook 2010-2011
127	Accreditation Survey Results
128	North Centers Strategic Plan 2010-2011
139	Oath or Affirmation of Allegiance
166	Financial Audit Report 2008-2009
167	Financial Audit Report 2007-2008
168	Financial Audit Report 2006-2007
169	SCCCD Final Budget 2009-2010
170	SCCCD Final Budget 2008-2009
171	Actuarial Study of Post-Employment Benefits July 2008
172	Actuarial Study of Post-Employment Benefits July 2007
173	Actuarial Study of Post-Employment benefits July 2005
174	SCCCD Foundation Financial Statement 6-30-09
175	SCCCD Foundation Financial Statement 6-30-08
176	SCCCD Foundation Financial Statement 6-30-07
177	Measure E Compliance & Performance Reports 6-30-09
178	Measure E Compliance & Performance Reports 6-30-08
179	Measure E Compliance & Performance Reports 6-30-07
183	Central 14 Workshop Trainings 2005-2010
184	Classified Staff Evaluation Form
185	Form 700 Statement of Economic Interests
186	Academic Hiring Requisition
188	Employee Assistance Program Brochure
191	Leadership State Center Agendas 2005-2010
192	Leadership State Center Evaluations 2005-2010
215	AAUP Professional Ethics
222	CCLASS Leadership Seminar on Evaluation Process
227	Evaluation Process Training- Leadership State Center 2005-2010
232	Employee Statistics FA10
233	Tenure Evaluation Checklist 2010-2011

234	Adjunct Faculty Evaluation List
235	Administrator Evaluation Form
236	Faculty Conditions from Full-Time Faculty Contract
237	HR Trainings-Workshops
238	HR Trainings-Workshops by Central 14
239	Administrative Recruitment & Hiring Procedures AR 7220
240	Administrative Recruitment & Hiring Procedures BP 4130
241	Procedures for Recruitment & Employment of College Faculty AR 7120
242	Duties & Responsibilities of Instructors AR 7122
243	Conflict of Interest AR 2710
244	Conflict of Interest AR 2712
245	Conflict of Interest BP 2710
246	Tenure Review Professional Activities Evaluation
247	Tenure Review Self Evaluation
248	Tenure Review Self Evaluation for Nurse
249	Tenured Evaluation Report
257	Mission Statement Approved by Board Of Trustees- Minutes 2-2-10
258	Educational Master Plan 2010
261	Student Activities Calendar SP11
262	Student Activities Calendar FA10
263	Student Activities Calendar SP10
274	Student Questionnaires for Faculty Evaluation
275	Faculty Evaluation Summary of Classroom Observation
283	Flex Day Agenda FA10
284	Title V Regs 53420, Minimum Quals for Educational Administrators
285	Personnel Commission Rules
291	Flex Day Forms FA10
293	State of the North Centers Report for Adjunct Faculty FA10 Duty Day
297	Reedley College Catalog 2010-2012
302	ACCJC-WASC Letter Granting Eligibility to the Willow International Center 1-29-10
319	Duty Day SP11 Adjunct SLO Workshop Agenda
323	Classified Hiring Requisition Form
324	North Centers Mission Statement
326	Board of Trustees Retreat Agendas 2007-2010
328	Board of Trustees Meeting Minutes (all)
329	Course Schedule FA10
330	Course Schedule SP11
335	Transition Staffing Plan
391	Student Complaint Form FA10
438	Staff Development Committee Roster 2010-2011
439	Liebert Cassidy Whitmore Newsletter February 2011
447	California Ed Code 88080, 88081, 88087
569	Management Training Survey November 2010
570	Classified Training Needs Analysis Report 2011
571	Technology Training Schedule for Classified Professionals 2010-2011
572	Staff Development Short Form

573	Staff Development Long Form
574	Staff Development Request Checklist
575	Duties & Responsibilities Evaluation of Contract Employee by Administration
576	Faculty Evaluation Form
577	Memo from Vice President re: Administrator Evaluations
578	Administrative Evaluation Form
611	Equivalency Committee Operating Agreement
612	North Centers Vision Statement
613	Equal Employment Opportunity Training Dates for 2009-2010
614	Full-time Faculty Equal Employment Opportunity Training
615	Academic Administrator Equal Employment Opportunity Training
616	California Ed Code 87031
617	Sabbatical Leave Reports
618	CCLASS Community College Leadership Academic Seminar Series 2005-2010
619	CCLASS Community College Leadership Academic Seminar Series Program Description
659	Faculty Positions Ranking Memo 12-6-10
674	California Community Colleges Minimum Qualifications Handbook 2010
677	Flex Day SP10 History Department SLO Meeting Information
683	Goals Matrix 2011-2012
687	Facilities Planning Presentation Board Retreat March 2009
702	Facilities Committee Operating Agreement
708	Part-time Faculty Contract 2010-2011
709	Full-time Faculty Contract 2010-2011
722	Willow International Eligibility for Candidacy Application
725	Classified Professionals Mega-Conference Materials
757	Staff Development Blackboard Site
787	Certificated Staffing Request Form
788	Certificated Personnel Evaluation Report
789	Letter from Chancellor Crow to ACCJC Supporting Willow's Eligibility Application

Standard III.B - Physical Resources



Willow International Community College Center Mission Statement:

The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

STANDARD IIIB

Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

- 1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**
 - a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

Descriptive Summary

The Willow International Community College Center first opened in fall semester 2007 after completion of the first 80,000 square foot Academic Center building (AC-1). A child development center, cafeteria, bookstore, and maintenance plant became operational between Fall 2007 and Spring 2008. The campus doubled in size with the opening of a new 80,000 square foot Academic Center building (AC-2) in fall semester 2010. As in the initial planning stages for the new campus, current planning for campus physical resources focuses on actions that best support the college mission and are consistent with the college Strategic Plan and Educational Master Plan. Faculty and staff at all levels participated in collaborative planning for these new campus facilities. The campus utilized the strategic plan and program review processes as well as participation on important oversight committees including the College Center Council, in order to ensure that safe and sufficient physical resources are available to support and assist in the continuous improvement of college programs and services. Willow International does not have off-campus facilities; all classes are held on site with the exception of the rental of the Clovis North High School's swimming complex that is located directly across the street from the Willow International Center. The pool is rented for Willow International physical education classes.

Tremendous growth has occurred at the Willow International Community College Center since the Fall 2007 semester. Over 5,600 students now attend the center, accounting for 3,346 full-time equivalent students (FTES) annually. The Willow International Center offers over 696 courses annually in 45 areas of study and gives students a choice of transfer, Associate Degrees, Certificates of Achievement, and Certificates of Completion through The Reedley College Catalog and curriculum. [Evidence # 329, 330]

The North Centers, including Willow International, has a Facilities Committee that is comprised of the Vice Chancellor, Vice President of Instruction and Student Services, Dean of Instruction, Dean of Students, Associate College Business Manager, Associate Vice Chancellor of District Operations, Faculty Association Officer, faculty representatives appointed by the

Faculty Association (two from Willow International, two from the Madera Center, and one from the Oakhurst Center), Classified representatives appointed by Classified Senate (one from Willow International and one from the Madera Center), Counselors (one from Willow International and one from the Madera Center), student representative appointed by the ASG, DSP&S Director, Director of Technology, Director Maintenance and Operations, Grounds Manager, Director of Environmental Health and Safety, and Construction Services Manager (as needed). The committee develops, monitors, and has implementation oversight of facilities. The Facilities Committee evaluates and recommends revisions of plans and standards. The planning process and subsequent Facilities Master Plan (which will be completed in 2012) and goals guide budget priorities. Recommendations made by the committee reflect the values of SCCCD, Reedley College, and the North Centers (including Willow International) and support the mission of the North Centers, with the ultimate goal of improving student success, fulfilling student learning outcomes, and serving the community as a whole. The committee develops, implements, evaluates, and revises (if necessary), the facility plans, projects, and initiatives, both long and short term, within the continuous strategic planning process of the North Centers and the district. In addition, the committee reviews scheduled maintenance plans and projects, on-going maintenance, grounds, and building services plans and schedules. The committee addresses diversity in all planning and implementation processes as appropriate. Diversity issues include but are not limited to access, use, learning experience, and indoor/outdoor environment. [Evidence # 702]

In addition, the College Center Council is the Willow International governance council, whose purpose is to assess and improve upon the existing process of evaluation, planning, and improvement for the Willow International Community College Center, including facilities, with an emphasis on strategic planning and implementation processes. The College Center Council is instrumental in identifying future programs and facilities. Action items to be addressed by the College Center Council for the 2011-2012 academic period include the Willow International Center Educational Master Plan (facilities and staffing). [Evidence # 327]

At the Willow International Community College Center, the institutional planning and collaborative decision-making processes help to establish priorities among competing needs. Each fall, the process for financial planning and budget development begins with a collaborative effort by administrators, faculty, and staff. In building the discretionary budget, all members of the campus community are invited and encouraged to submit a request for funding using the Action Plan Funding Request form for specific program needs to their representative on the College Center Council. In addition, each division may request additional resources for program needs as identified through Program Review recommendations. The Action Plan Funding Request process is used to identify program and department equipment replacement and maintenance needs as well as emerging space and facilities needs. Through the collaborative decision-making process, this broad based body of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements. [Evidence # 27, 87]

The College Center Council prioritizes and addresses both instructional and non-instructional requests. Equipment repair is justified through the budget process, using support from the Action Plan Funding Request process documentation. Facility space needs are discussed at the

College Center Council, Vice Chancellor's Cabinet, and Facilities Committee meetings.
[Evidence # 173, 455, 456]

Facilities

In response to the tremendous growth in the northeast area of Clovis and Fresno, the State Center Community College District Board of Trustees, in 2003, completed the acquisition of approximately 110 acres for a permanent site located at Willow and International Avenues.

The district passed a local bond (Measure E) in November 2002, which provided \$161 million dollars for district-wide building projects. Funding for the Willow International 80,000-square-foot Academic Center One facility in the amount of \$50 million was provided through state funds and from the Measure E bond. The facility that opened in fall semester 2007 includes an open computer lab, computer laboratory classrooms, a multi-media studio, art studio, physics laboratory, forum hall, distance learning and traditional classrooms, tutorial center, Associated Student Government and College Center Activities office, administration, and offices. The initial phase also included in separate facilities a bookstore, internet café, and utility/maintenance facility.

The Willow International campus also includes the 80,000-square-foot Academic Center Phase Two facility that opened in fall semester 2010. Funding for Phase Two (AC-2) in the amount of \$38.5 million was provided through a 50-50 split between state funds and the Measure E bond. The facility is located north of the existing Academic Center and includes allied health and science laboratories, a fitness center, dance studio, library/learning resource center, student services, business services, classrooms and offices.

The campus also includes a central plant and yard that houses the district operations, grounds and maintenance staff, boilers and chillers, and technology. This facility was completed with AC-1. In addition, the bookstore and cafe facility were completed in Spring 2008. Funding for this facility was provided through the local Measure E Bond.

Child Development Center (CDC)

Through AB-16 California Joint Use Facilities legislation, the Willow International Center was awarded funding to construct a state-of-the-art Early Childhood Education Center in collaboration with the Clovis Unified School District (CUSD) and State Center Community College District. The 12,000 square foot facility was completed for Fall 2007 semester and serves as a licensed childcare center/laboratory for high school and college students taking child development and pre-teaching courses. The \$6 million dollar facility was funded by approximately \$2 million dollars each from SCCC and CUSD; the state allocated an additional \$1.8 million dollars to complete the Child Development Center. The playground for the CDC was funded primarily through a \$280,000 grant from the Fresno County First Five agency.

The CDC includes two-lecture classrooms, office space for four faculty, two observation rooms, a staff workroom, and four adult restrooms. There are four classrooms that provide care for 10 toddlers and 36 preschoolers. Observation rooms offer students, caregivers, teachers, program managers, community members, and parents the opportunity to unobtrusively observe examples of high quality programming.

Self Evaluation

The institution meets this standard. The district's and center's Mission Statement, Strategic Plan, Educational Master Plan, Program Review, Facilities Committee, and College Center Council recommendations, along with faculty, staff, and students' input, are utilized in planning for physical resources for the Willow International Community College Center. [Evidence # 128, 128, 460, 258, 14]

In addition, the Willow International Community College Center is included in the North Centers' Educational Master Plan that was completed in March 2010. The Educational Master Plan was developed in response to the 2008-2009 North Centers Strategic Plan, including the 2009-2010 North Centers goals in order to provide specific direction and parameters for the implementation of programs and activities relating to the educational and support service programs of the centers. The objective of the plan is to bring together educational components of Willow International into a long-range plan that will support decision making for the future. The plan is a dynamic document, flexible enough to adjust to new issues and needs that may arise, and assists with guiding decision-making at the Willow International Center. [Evidence # 258, 128]

The CDC at Willow International is one of five accredited centers in Fresno through the National Association for the Education of Young Children (NAEYC) and serves as a demonstration site modeling best practices. The NAEYC accreditation is a voluntary system that measures the quality of child care centers and preschools. It is dedicated to helping programs offer high-quality learning environments for children. [Evidence # 461]

According to the Spring 2010 staff survey, 88.1 percent of staff strongly agree or agree that "Systematic assessment of effective use of physical resources is integrated in institutional planning " and 92.5 percent strongly agree or agree that "The college systematically maintains and upgrades its physical resources to support its programs and services." [Evidence # 127 q. 43, 44]

The center encourages and supports faculty, staff, and student involvement in assessing, evaluating, and improving selection, allocation, and use of physical resources through shared governance, including the College Center Council, Strategic Plan, Educational Master Plan, Program Review, Technology Plan, and as well as the Facilities Committee. Planning for physical resources is a collaborative process utilized by the center and demonstrates a commitment to improving educational effectiveness and student learning.

Planning Agenda

None

- b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Descriptive Summary

The Willow International Center is designed and constructed according to all applicable state and local building codes, including the Americans with Disabilities Act (ADA) which requires compliance with regulations regarding accessibility and safety for the handicapped.

Construction and remodeling are reviewed by the California Division of the State Architect (DSA) to ensure compliance with access and safety requirements. Facilities are also maintained and operated in accordance with the California Occupational Health and Safety Act (Cal/OSHA). Input from faculty as well as staff at all levels is also considered in the planning and design of the campus in order to assure access, safety, security, and a healthful and effective learning and working environment.

Access

Custodial, maintenance, and grounds services are provided by district and center employees in order to ensure that paths, hallways, classrooms, and offices are kept clean and accessible. There is access to campus parking from two separate entrances and the number of parking stalls meets the current need. Bike lanes are well marked on both major streets that border the campus, and a new bike/walking path has been completed that further facilitates access to campus by bicycles and pedestrians. Both the bike lanes and the bike path connect the college with the downtown Clovis/Fresno area for safe commuting between the college and many Clovis/Fresno city sites and residences. Pedestrian crosswalks are well marked at all intersections. Additional crosswalks are located at convenient locations between the Willow International campus and the Clovis North High School campus located across the street from the center. There are multiple bicycle racks established on campus. Handicap accessible parking, curb cuts, and electric entrance doors are in place for physically challenged individuals.

Custodial, Maintenance, & Grounds

The building services staff (custodial) are a center-managed department reporting to the Associate College Business Manager. These staff members are responsible for providing a clean, safe environment and campus-wide event facilities management for students, faculty, staff, and visitors. The staff consists of one Lead Custodian, one General Utility Worker, and five Custodians. Student workers are utilized as limited funding allows. In addition, the Willow International Center is involved in a partnership with the Fresno Local Workforce Investment Board to provide custodial training for eligible participants. These trainees are at no cost to the center and are able to assist under direct supervision with basic custodial duties. The building services staff utilize a “zone” process for cleaning. Absentee coverage, project work, and event management is provided by the entire building services team with leadership from the Lead Custodian.

Maintenance and grounds staff at Willow International are organized and managed via the District Operations department. The Director of Maintenance & Operations and the Grounds Services Manager report directly to the district Associate Vice Chancellor of Operations. These managers have authority throughout the district at all sites including Willow International. We utilize Maintenance Service Request (MSR) forms and Custodian Service Request (CSR) forms to allow any center employee, via their supervisor, to request routine maintenance or repairs to

buildings or equipment and to track the progress of those requests. MSRs and CSRs are processed and maintained in the Associate College Business Manager's office. [Evidence # 457, 459]

Scheduled maintenance lists are developed in conjunction with District Operations to ensure heating and cooling systems, fire suppression systems, and similar safety equipment are monitored and replaced or upgraded in a timely manner. [Evidence # 229]

The Willow International Associate College Business Manager is the liaison between the District Operations department and the center. In addition, the Director of Maintenance & Operations, the Ground Services Manager, and the Associate Vice Chancellor of District Operations serve on the Willow International Facilities Committee. This structure serves the center well and ensures that communication and cooperation takes place between the center and the district regarding maintenance and grounds in support of the Willow International Community College Center's goals.

Police Services

Safety and security is a shared responsibility among the custodial, maintenance, and grounds departments; however, the SCCCD Police Department has overall responsibility for safety and security on the campus to ensure safe learning and working environments, and to protect persons and property. District police officers provide professional services and safety assistance to students, faculty, and staff and adhere to the training and hiring standards of the California Department of Justice Commission on Police Officer Standards and Training. Campus assignments and schedules of police officers are determined at the district level. Currently, there is a police officer assigned to the Willow International Center part-time during day and evening hours. There is also a district-wide, 24-hour emergency police dispatch system that can be used by all students, faculty, and staff to more effectively connect to needed services from the nearest police department or other 911 emergency system providers. The District Police Department also monitors the automated door security system and camera systems throughout the campus.

As a part of its Emergency Response Program, the college also participates in an emergency employee notification system that operates via text messaging, email, and an emergency status update call-in telephone number. The Academic Center One (AC1) and Academic Center Two (AC2) have an automatic lock-down system that is activated by an emergency call box in the Administration suite in AC1 and the Admissions and Records office in AC2. Upon activation, this system automatically calls the District Police Department, the City of Fresno Police Department, and locks down all exterior doors in AC1, AC2, and the CDC. In addition, an exterior audible alarm/notification system is in the process of being installed. The system consists of loudspeakers placed strategically throughout the campus and has tone and intelligible voice capabilities. Employees and students will receive training on the systems use and operation. Three emergency call box/telephones have been installed throughout the center that will allow direct access to the District Police Dispatcher in order to request immediate police assistance in case of emergency. [Evidence # 476]

In the event of total system power failure, including the Willow International back-up generator, Willow International has installed a short wave radio battery back- up system that provides approximately six hours of power for the police channel and facilities staff. These radios are carried by police, custodial, maintenance, grounds, and selective administrative offices. This additional power source assures communication will be maintained in the event of a campus-wide emergency. In addition, a radio signal repeater to boost the communication signal between the campus radios has also been installed in order to ensure radio coverage for the entire site.

The District Police Department handles all reports of crimes, emergencies, and coordinates the assistance, if required, of outside agencies on the campus. The Police Department is also responsible for coordinating emergency/crisis management and as such has established procedures for faculty, staff, and students to follow in the event of an emergency. A flip chart displaying emergency procedures is posted in each classroom and in offices throughout the campus.

The Associate College Business Manager is the Willow International liaison between the District Police Department and the center.

Disabled Students Programs & Services

The Disabled Students Programs & Services (DSP&S) provides specialized services and accommodations to aid students with temporary and permanent disabilities. Students are assisted in achieving maximum independence while pursuing educational goals. Staff specialists interact with all areas of the center to eliminate physical, academic, and attitudinal barriers. Adaptive computer equipment is available in the library, open computer lab, and DSP&S offices. Training, assistance, and resource information in the use of adaptive computer technology and assistive software programs for students with disabilities are available. [Evidence # 406 p. 52-53, 13]

Health Services

The Health Services office is staffed by one College Nurse (RN) and one Department Secretary three days a week. First aid, nursing consultation and referral, as well as other health services are provided to students in the Health Services Office. Health Services also oversees the Automated External Defibrillator (AED) program for the campus, which includes monthly inspections and upkeep of the devices. Two AEDs are maintained on campus--one in each of the Academic Center buildings. Health Services provides and stocks first aid kits kept at various locations throughout campus including each of the laboratory areas. The College Nurse offers CPR and AED certification for staff as well as annual training regarding the handling of student, staff, and visitor injuries on campus. Student and visitor injuries are reported to the College Nurse and an accident report form is completed. The College Nurse handles any paperwork required for student insurance coverage for injuries that occur on campus; procedures are in place and training is provided annually to office staff to ensure that injured students receive safe, timely, and appropriate care of injuries whether or not the College Nurse is on campus. Aggregated student and visitor injury reports are reviewed by the College Nurse, a standing member of the Environmental Health and Safety Committee. [Evidence # 288, 462]

Environmental Health and Safety

The District Director of Environmental Health and Safety updated the district's health and safety training programs as of January 2010. The training is available via the district's website and includes: Injury and Illness Prevention Plan (IIPP), Hazard Communication, Chemical Hygiene, Blood-borne Pathogen, Heat Illness Prevention, Respiratory Protection, Hearing Conservation, and Emergency Response. These programs have been established with the primary purpose of ensuring the safety and health of students and employees by providing a safe and healthful work and study environment. They were also designed to train all employees in safe and healthy work practices. Employees received fundamental safety training in an online safety training program implemented in the spring of 2010. Online training modules include: IIPP, Chemical Hygiene, Blood-borne Pathogen, and Safe Lifting Practices. Future modules include Utility Cart Safety and Ergonomics. [Evidence # 470, 474]

The center's Environmental Health and Safety Committee is chaired by the Associate College Business Manager and convenes once per quarter or more often as need dictates. This committee is charged with promoting health, safety, and emergency preparedness on campus. The committee reviews and investigates employee injuries, student and visitor injuries, routine facility safety inspections, as well as other identified campus health and safety issues. The committee makes recommendations to the administration to provide for continuous improvement of campus safety. Safety hazards receive the highest priority in terms of finance allocations and response time. In order to best support honest and timely reporting of safety issues, a "safety" mailbox is available in the mailroom in AC1 to allow for anonymous reporting of concerns. [Evidence # 85]

The center has an automated fire notification system and testing of the system is performed annually. The automatic sprinkler system is tested once every five (5) years. In addition, all fire extinguishers and science lab eye wash stations are inspected on a monthly basis. Records of inspection are maintained in the Associate College Business Manager's office. In addition, completed scheduled maintenance reports for the eyewash stations, emergency lighting, generator testing, and elevator permits are housed in the Central Plant office. Per regulation, fire drills are performed at the Child Development Center on a monthly basis. Any issues identified during the fire drills are forwarded to the Environmental Health and Safety Committee for review and recommendations for improvement as appropriate. [Evidence # 467, 468]

Material Safety Data Sheets (MSDS) binders for grounds, maintenance, and labs are kept up-to-date. The binders are specific to the area of use and are housed within these areas. The district is currently considering the use of an online, comprehensive MSDS reference that will allow electronic access to MSDS information by all staff in order to ensure appropriate handling of any actual or potential chemical spill or exposure despite the location of the exposure. In addition, the district Director of Environmental Health and Safety conducts periodic inspections of the center to insure the center is storing and handling hazardous waste properly. Hazardous waste products are stored in a locked storage unit located in the plant facility yard. These waste products are picked up monthly and transported by an outside waste management firm. [Evidence # 469]

Employee injuries and Worker's Compensation claims are processed through and managed by Alliance of Schools for Cooperative Programs (ASCIP), a joint-powers agency. This agency also provides safety programs and reviews ways and means of minimizing district and center liability loss.

Employees have access to a 24-hour “Company Nurse” hotline for triage by a nurse and facilitation of referral to healthcare providers for on-the-job injuries. All employee accident reports are completed by the “Company Nurse” and reports are forwarded to the Environmental Health and Safety Committee for review. In addition, services available through ASCIP include management of student accident and injury.

Self Evaluation

The institution meets this standard. The Willow International Community College Center provides a healthful environment at its campus by maintaining grounds and pleasant, attractive landscaping. Multiple indoor and outdoor seating areas are available for individual or group study, rest and relaxation or social interactions. There are ample, readily available, easily accessible, and well-maintained restroom facilities. The café offers comfortable seating as well as many healthy/nutritious snack and meal options. Hand sanitizers are located in all high traffic offices and TV monitors displaying campus information include health tips such as seasonal flu information or stress management techniques. Attractive display cases also provide students with helpful and interesting learning opportunities including information on health issues, campus club activities, and various student support services. As a courtesy to others, smoking students are encouraged by signage to limit smoking to specific designated areas on campus. [Evidence # 465, 466, 474]

The Child Development Center complies with Title 22 Community Care Licensing Regulations which regulate the physical indoor and outdoor space of the facility as well as the health and safety of all staff members and children at the site. In addition, the CDC was awarded National Association for the Education of Young Children (NEAYC) Accreditation in July 2010 for having met their early childhood program standards. [Evidence # 461, 471]

To increase safety, the Willow International campus has emergency lighting and exit signs that are regularly maintained by maintenance staff, a generator to power lights during power outage events, regular maintenance of the heating and cooling system provided by the full time maintenance staff, evacuation chairs at the top of each stairwell to assist non-ambulatory students and staff in the event of loss of elevator power (training for use of the evacuation chairs has been provided to custodial staff and is open to all staff), and a district contract for the safe handling and disposal of hazardous materials. In addition, oral and written safety instructions are given out to students by PE, biology, and chemistry instructors at the beginning of each semester; weekly inspections of the Child Development Center for unsafe conditions are conducted as well as scheduled inspections of facilities by members of Environmental Health and Safety Committee. [Evidence # 472, 473]

Biannually, the permanent staff members in the Child Development Center are certified in CPR and first aid. In addition, CPR training is regularly scheduled by the Willow International Health Services office for faculty and staff. CPR trained faculty and staff are also instructed in the use of the Automated External Defibrillator (AED) devices that have been installed in both AC1 and AC2 buildings. The AED log maintained by the Health Services office demonstrates that the AEDs on campus are monitored on a monthly basis and maintained in good working order by the Health Services staff. Replacement AED supplies are stored in the Health Services office to

allow for quick replacement of outdated pads and batteries as needed. CPR training logs demonstrate that CPR and AED certified staff are available on campus to assist with emergencies. [Evidence # 462, 475, 407, 704]

In order to ensure timely and appropriate care of injured students, the College Nurse provides training annually to designated administrative staff. Staff members are also trained on completion of student insurance documents for times when the nurse is not available. Health Services staff maintain and annually update the Student Injury Guidelines and Forms binders that are provided to designated administrative staff. The binders contain the information and all the forms needed to safely handle campus injuries and the student insurance paperwork. [Evidence # 463, 464]

The district, colleges, and centers have an Emergency Preparedness Plan. The plan identifies the critical response team members and related duties. In addition, the Willow International Center has crisis intervention information posted in each classroom/office to address issues such as active shooter, fire, injury or illness, crimes in progress/civil disturbance, bomb threat/suspicious objects, hazardous materials leaks/spills, earthquakes, evacuation of disabled, and campus emergency evacuation maps. [Evidence # 4, 476, 700]

In the event of a gross power outage, a generator in the central plant is available to provide backup power to the center through a diesel fuel engine. The center emergency lighting is also provided by the generator. An uninterrupted power source (UPS) for the facility network system, including phones, is provided through batteries as a secondary source of power should the generator fail.

The District Director of Environmental Health and Safety provides online training modules, including safety training, for specific employee groups that can be monitored by the various department managers. Training is also provided to staff involved with hazardous materials both in storing, handling, and disposal of hazardous materials/waste. [Evidence # 165]

The district also provides all employees with an Employee Assistance Program (EAP), a service which provides faculty, staff, and their family members with personal assistance, counseling, and advice on health and welfare issues. In addition, regular safety emails from the Holman Group are sent to staff on topics ranging from diet and nutrition, exercise, money management, and stress management. Frequent information is relayed through emails and newsletters. Health posters are displayed throughout the campus.

The Willow International campus does not have a history of claims alleging problems with access, dangerous facilities, or inadequate security. The center is committed to maintaining services to ensure that this record will continue as the campus continues to grow.

According to the Spring 2010 Staff Survey, over 95 percent of the staff agree or strongly agree that “The College Center systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment.” In addition, 84.1 percent of survey respondents agree or strongly agree that “The exterior lighting of the College Center is adequate and kept in working order.” [Evidence # 127 q. 45, 49]

Question # 47 in the Willow International Accreditation Survey addresses the physical appearance of the campus with 95.2 percent of respondents in agreement that “The exterior features of the campus buildings are well maintained.” In addition, question # 48 addresses “The interior of the classrooms, offices, and restrooms are adequately maintained” with a response of 96 percent of respondents agreeing or strongly agreeing. Question # 46 had a respondent result of 95 percent agreement to “The grounds are pleasing and adequately maintained.” [Evidence # 127 q. 47, 48, 46]

Currently there are 1,662 total parking stalls on the Willow International campus. Over 85 percent of staff surveyed in Spring 2010 agree or strongly agree that “Parking facilities at my primary work site are adequate for my needs.” [Evidence # 127 q. 51]

Planning Agenda

None

- 2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**
 - a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Descriptive Summary

As part of its institutional planning process, the Willow International Community College Center is committed to a systematic approach for all planning and budgeting activities. This approach includes the assessment of all current functions and activities and the development of a district-wide process for the ongoing assessment of future programs, services, and facilities.

The district develops annual and long-range plans for capital expenditures directly linked to the center’s needs and are congruent with both short- and long-range planning processes. The district and center’s Mission Statements and Strategic Plans provide the outline for the development of the five-year Willow International Construction Plan. In addition, the Willow International College Center Council, in conjunction with the North Center’s Facilities Committee (comprised of faculty, administrators, classified staff, and students), utilizes many sources, including the Educational Master Plan and program review documents, in order to identify facilities and the associated cost of ownership necessary to address institutional improvement goals.

The district and center use a broad definition of “cost of ownership” including staffing, equipment maintenance and replacement, utilities, and supplies. In 2000-2001, the district contracted the services of an outside consultant to address maintenance staffing needs and establish a guideline to assist in assigning the appropriate number of building custodial staff in

relation to facility square footage. As a result, the Willow International Center received an additional district-funded custodian when the AC2 facility was completed.

Responsibility for equipment is dependent on the function of the equipment. “Fixed” classroom equipment and equipment pertinent to the physical plant are the responsibility of the Maintenance Services Department (in conjunction with the district-level Operations Department). The district’s Information Services (IS) Department is responsible for the Datatel MIS, network systems, and telephone systems. The center’s Technology Services department is responsible for implementation and maintenance of all other technology; once network systems and services arrive on campus, technology services takes over all responsibility for the system’s operation.

The Willow International Center’s Director of Technology is a 40% shared position with Reedley College. The Director sits on the Technology Advisory Committee at Reedley College, the Willow International Vice Chancellor’s Augmented Cabinet, and chairs the North Centers Technology Advisory Committee. The Technology Services department procures and maintains audiovisual and computer equipment used for student learning, including video conferencing, with assistance from the district’s IS Department. The Director of Technology manages a staff of one permanent, full-time Microcomputer Resource Technician, three permanent part-time Instructional Technicians, and varying numbers of student aides.

Distance Education

The center maintains BlackBoard as its primary course management software tool. Courses in all formats (online, face-to-face, and hybrid) use this software to disseminate course material, post grades, communicate with students, and hold live discussions. The software is especially indispensable for courses taught in the distance education mode.

Also facilitating distance education courses are the Camtasia and Tegrity software tools. These programs allow instructors to record live presentations for viewing by their remote students. Many instructors who teach in the distance education mode are also provided with tablet PC’s that enable “live” help with homework as well as facilitate the production of recorded lectures. Students taking online courses who do not have their own computer equipment may use computers on campus in the open lab to complete their coursework.

There are classrooms with remote video conferencing capability in each academic center building at Willow International. These classrooms are available for synchronous distance education instruction between district sites.

Selection, maintenance, inventory, and replacement of equipment have not been an issue for the Willow International Center. The majority of equipment for the center was purchased through state Building Capital Project funds as well as Measure E local bond monies, and as a result, is generally fewer than three years old. However, the recent elimination of Scheduled Maintenance Funds and Block Grants due to the California state economy presents a challenge in planning for future selection and replacement of equipment.

While state funding has been uncertain, the lottery funds for the district and center have remained relatively stable and are available for capital expenditure projects. The district and center's decision package process consists of restricting the annual lottery (LTO) revenue to one-time funding, on a "one year delayed basis." The one year delayed basis reserves a full year of lottery funds and positions the center and district to make annual or shorter notice funding decisions for needs not included or funded by the other capital expenditure sources. For example, the college has upgraded equipment (computers, printers, etc.), facilities (signage, high speed buffers, custodial utility carts, etc.), and provided instructional support (autoclave, science models, etc.) as appropriate. [Evidence # 36]

As described in Standard I.B., the College Center Council receives input from the various groups represented on the council in order to prioritize requests for the lottery funds. In building the lottery funds discretionary budget, all members of the campus community are invited and encouraged to submit a request for funding on an Action Plan Funding Request form. The Action Plan Funding Request process is used to identify program and department needs as well as emerging space and facilities needs which are directly tied to integrated planning. Through the collaborative decision-making process, the College Center Council evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans as well as accreditation requirements. The College Center Council prioritizes and addresses both instructional and non-instructional requests and forwards their recommendations to the Vice Chancellor. [Evidence # 27, 36, 87]

The Willow International Educational Master Plan and Strategic Plan tie directly to the District Strategic Plan and strategic issues. The Willow International Vice President of Instruction and Student Services, the Associate College Business Manager, and a faculty representative are standing members of the Strategic Planning for District-wide Facilities Committee, which was established in May 2007. The purpose of the committee is to assist in planning for facilities, personnel, utilities, insurance, supplies, and other operational expenses. Each committee member is able to provide pertinent information as to the unique needs of each of the colleges and centers during the planning process. The committee functions as an information liaison between the district and the colleges and centers regarding information on the development and planning of new facilities. In addition, updates are given on the progress of district facilities projects. Representation on this committee includes certificated, classified, and management staff district-wide. Each member has the responsibility to communicate information back to his or her constituency groups. This committee systematically assesses the effective use of new physical resources and uses the results of the evaluation as the basis for future planning. [Evidence # 703]

The center's capital expenditures are closely tied with the district plans. The documents that are used for planning include: Five-Year Construction Plan, Scheduled Maintenance Plan, various block grant funding, and lottery revenue decision Action Plan Funding requests. All of the above tie strategic academic planning, The Educational Master Plan, Program Review, and student success initiatives to capital expenditures. Additionally, the district recently hired a local architectural firm to coordinate the development of a comprehensive Master Facilities Plan for the colleges and centers in Spring 2012. [Evidence # 703]

Self Evaluation

The institution meets this standard. Long-range capital planning, relying on the Future Facilities Master Plan, annual Five-Year Plan updates, and Action Plan Funding Requests allow for informed decision making and results in facilities that meet the institutional goals of the Willow International Community College Center.

Energy efficiency is a priority design criterion. Heating and cooling at the Willow International Center are provided by a closed loop system utilizing hot water boilers and chillers. The hot water boilers at the central plant provide heating while conserving natural gas consumption. The central plant chiller saves utility costs by chilling water and running the water throughout the facility to cool buildings during the day.

A building Energy Management System (EMS) is controlled through a computerized process that provides for system control and centralized monitoring. Lighting for the center is also controlled through the EMS. Windows throughout the facility are insulated glass with a performance level of VS8-08.

The landscape at Willow International is state of the art for efficiency. The grounds' irrigation is controlled by the Rainbird Maxicom system that uses an on-site weather station which provides information on the watering needs on a daily basis. This type of system typically saves 30-50 percent of water usage as compared to a traditional irrigation clock system. The weather station is also used for monitoring other Rainbird irrigation system clocks within a 50-mile radius throughout the Fresno and Clovis area. In addition, the center uses surface water from the Fresno Irrigation District as it does not have a ground water well on site. Drought resistant plants and landscape design have resulted in a beautiful yet ecologically-friendly environment.

Custodial and grounds service levels are adequate for the center. However, additional staff will be added per the approved Willow International Staffing Plan when budget allows.

The center plans, builds, maintains, and upgrades or replaces its physical resources in a manner that supports its commitment to students, faculty, and staff, and to achieving student learning outcomes. The five-year construction plan is filed annually with the state. It helps determine the level of state funding received for capital projects. It also lists planned future projects and how projected facilities will be used. [Evidence # 477]

The Willow International Accreditation Survey reflects 92.7 percent of staff agree or strongly agree that "The College Center systematically maintains and upgrades its physical resources (i.e., facilities, equipment, etc.) to support its programs and services." [Evidence # 127 q. 44]

Planning Agenda

None

- b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

Descriptive Summary

There is an emphasis on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives coming out of the center's Mission Statement, Strategic Plan, Educational Master Plan, Matriculation Plan, Technology Plan, Program Review recommendations, and annual goals and objectives. The district's comprehensive strategic plan is also an integral factor in the center's planning processes. In addition, the district is in the process of developing a comprehensive Facilities Master Plan with collaboration from all district sites. The Facilities Master Plan will be updated as necessary to reflect changes in the curricula and programs.

Physical resource planning and evaluation support the mission of the center and are linked to the center's specific educational goals and objectives. Constituency groups, administration, the Facilities Committee, the College Center Council, and the Board of Trustees collaborate to ensure that facilities support the strategic and educational plans and goals. Center-wide forums are held to gather input and to discuss priority planning of projects. Program planning, design, review of design drawings, and implementation of construction involve all stakeholders, including end-users and building occupants. Furnishings and equipment selection processes have been open to end-user for input and selection. [Evidence # 455, 456]

Staff, faculty, and managers determine the needs for equipment in various instructional and student service programs. During budget preparation, all programs and services evaluate the sufficiency of both instructional and non-instructional equipment. The division representatives collaborate with faculty to review their requests. Managers monitor budget and work with their respective staff to determine what equipment may be needed. In addition, the program review process allows faculty and staff to evaluate their programs in an objective manner to determine needs and to update curriculum, programs, and services as needed, including physical resources. Following the evaluation, faculty and staff develop Action Plan Funding Requests for justification for additional resources to support the identified needs. All Action Plan Funding Requests are then submitted to the College Center Council (CCC). All requests must tie back to one or more of the institutional or district plans: Strategic Plan, Educational Master Plan, Enrollment Management Plan, Technology Plan, Facilities Master Plan, Student Success/Basic Skills Plan, Program Review, Matriculation Plan, or student learning outcomes. The CCC prioritizes requests and makes recommendations that are forwarded to the Vice Chancellor.

Decisions to purchase equipment are based on need and the budget available. Many equipment needs are funded through college general fund budget, the Perkins Grant budget, decision packages, and available bond funds. A three-year technology equipment replacement plan to address technology needs has been developed with the Technology Advisory Committee (TAC) making recommendations of priorities. The TAC developed this plan in conjunction with district-wide strategic planning to include computer standardization and technical support personnel recommendations. [Evidence # 32, 35, 268]

The purchase and maintenance of hardware and software are jointly coordinated by the district-level Information Systems department and by the center's Director of Technology. The Director of Technology also prepares and submits Action Plan Funding Requests to support identified technology and software needs. State-of-the-art computer equipment and software are currently the standard at the Willow International Center due to the recent completion of the building projects and associated equipment budgets from both the state funding and local Measure E bonds. [Evidence # 458]

Physical resources planning is integrated with institutional planning. The Strategic Plan, the Educational Master Plan, and the Future Facilities Master Plan, along with the Five-Year Construction Plan, serve as guiding documents for facilities planning. The ultimate goal of the process is to provide facilities that support campus programs and services and operate at a high level of integrity and quality.

Physical resources planning and evaluation support the mission of the center and are linked to the center's specific educational goals and objectives. As the district and center continues to develop its Facilities Master Plan, the relationships between educational planning, staffing, and facilities planning should become clearer and more evident in the center's integrated planning, assessment, and evaluation programs. [Evidence # 601]

Self Evaluation

The institution meets this standard. The shared governance process through the College Center Council ensures that resources are tied back to the institutional plans. Resource allocation through the College Center Council Action Plan Funding Request process directly links requests for funds to the Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Matriculation Plan, Student Success/Basic Skills Plan, and student learning outcomes. Program review recommendations are also a consideration during the budgeting process as physical resources are assessed through the program review process which includes review and evaluation of data relating to facilities use. Changes are made based on program needs and this information is used to evaluate, plan, and improve facilities to meet student learning needs. [Evidence # 185]

Through effective use of state and bond funds, the Willow International Community College Center has completed construction of both major facilities on campus: Academic Center One and Academic Center Two. These facilities include classrooms, science laboratories, computer labs, library/learning resources facilities, tutorial center, distance education classrooms, student services, and all administrative offices.

Through the College Center Council annual planning and budget process, the center's facility needs are evaluated and incorporated in plans and budget requests. The CCC prioritizes the list of needs and passes the information on to the Vice Chancellor of the North Centers. [Evidence # 701]

Sufficiency of equipment is evaluated using the same processes. Individual departments and programs identify specific needs, both short- and long-range for consideration of funding. The district and the Willow International Center have been successful in writing grant applications and Willow International was recently awarded grant money for the following: a national Department of Education Title V grant to promote basic skills education through the establishment of a tutorial center, a Student Support Services Science, Technology, Engineering, and Math (STEM) grant, and a Student Support Services (SSS) Grant that provides for counseling and advising for high-risk transfer students. Willow International also received American Restoration and Recovery Act funds for two networking cohorts.

Question # 43 on the Accreditation survey validates that 88.1 percent of staff agree or strongly agree that “Systematic assessment of effective use of physical resources is integrated in institutional planning.” [Evidence # 127 q. 43]

Planning Agenda

None

Evidence for Standard IIIB

Doc. #	Document Title
4	Emergency Procedures
12	Safety Program Presentation to Board of Trustees, Sept. 2008
13	Reedley College Catalog 2008-2010
14	Program Review (all)
27	Action Plan Funding Request Form 2009-2010
32	North Centers Technology Plan 2008-2009
35	North Centers Technology Plan 2009-2010
36	Action Plan Requests for Lottery Funds for 2010-2011 E-mail
85	College Center Council Handbook 2009-2010
87	Action Plan Funding Request Form 2010-2011
123	College Center Council Minutes (all)
127	Accreditation Survey Results
128	North Centers Strategic Plan 2010-2011
158	SCCCD Construction Projects Cost Summaries 6-30-10
159	SCCCD Maintenance & Repair Projects 6-30-10
165	Employee Safety Training Process
166	Financial Audit Report 2008-2009
167	Financial Audit Report 2007-2008
168	Financial Audit Report 2006-2007
169	SCCCD Final Budget 2009-2010
170	SCCCD Final Budget 2008-2009
171	Actuarial Study of Post-Employment Benefits July 2008
172	Actuarial Study of Post-Employment Benefits July 2007
173	Actuarial Study of Post-Employment benefits July 2005
174	SCCCD Foundation Financial Statement 6-30-09
175	SCCCD Foundation Financial Statement 6-30-08
176	SCCCD Foundation Financial Statement 6-30-07
177	Measure E Compliance & Performance Reports 6-30-09
178	Measure E Compliance & Performance Reports 6-30-08
179	Measure E Compliance & Performance Reports 6-30-07
229	Scheduled Maintenance 5 Year Plan
258	Educational Master Plan 2010
264	Parking Stalls Map
268	North Centers Technology Plan Summary 10-12-10
288	Environmental Health & Safety Committee Meeting Notes
327	College Center Council Agendas (all)
329	Course Schedule FA10
330	Course Schedule SP11
332	SCCCD Strategic Plan 2008
406	DSP&S Brochure
407	CPR Certification for Employees
455	North Centers Vice Chancellor's Cabinet Minutes 11-16-10

456	North Centers Facilities Committee Minutes 4-30-10
457	Maintenance Service Request Form
458	Computer Services Request Online Form
459	Custodian Service Request Form
460	SCCCD Mission Statement
461	NAEYC Accreditation Award
462	AED Monthly Inspection Report
463	First Aid Kit Information
464	Student Injury Guidelines & Forms
465	Hazardous Materials & Smoke Free Environment AR6850
466	Smoke Free Environment BP6850
467	Fire Extinguisher Inspection Reports
468	Child Development Center Fire Drill Log
469	Material Safety Data Sheets Samples
470	Safety Information AR6800
471	Child Development Center Title 22 Licensing Regulations
472	Child Development Center Safety First Checklist & Annual Inspection
473	Chemistry Laboratory Safety Sheet
474	Child Development Center Cleaning Schedule-Checklist
475	Child Development Center Employees CPR Certification
476	SCCCD Emergency Alert Messaging System
477	5 Year Construction Plan
478	DSP&S Information Reedley College Catalog 2010-2012
579	Citizens' Bond Oversight Committee Roles
580	Citizens' Bond Oversight Committee Bylaws
581	Bond Oversight Committee Measure E Project Status Report 1-20-11
601	SCCCD Facilities Planning Presentations Board Retreats March 2009 & March 2010
622	Willow International AC1 & AC2 Maps
700	Emergency Response Plan
701	Budget Summary 2011-2012
702	Facilities Committee Operating Agreement
703	Strategic Planning for Districtwide Facilities Committee Operating Agreement
704	AED Training Logs
814	SCCCD 5 Year Construction Plan 2008-2012
815	SCCCD 5 Year Construction plan 2010-2014
820	SCCCD Strategic Plan 2011 Update PowerPoint Presentation

Standard III.C - Technology Resources



Willow International Community College Center Mission Statement:

The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

STANDARD IIIC

Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

- 1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

The State Center Community College District provides the primary support for district-wide networking and administrative systems, such as Datatel. The Willow International Community College Center has a dedicated staff who support the campus technology environment for students, faculty, and staff. They work closely together to provide support for all the educational and administrative needs of the campus.

The Technology Advisory Committee (TAC), comprised of campus users, advises the Director of Technology on the technology needs for the campus. Technology planning is integrated with institutional planning. The Willow International Center utilizes the Action Plan Funding Request process to evaluate and allocate funds for the next year. The action plans are evaluated based upon how they support both the Educational Master Plan and the North Centers Strategic Plan. Program review recommendations and student learning outcomes assessments play an important part in the technology planning process. The TAC submits Action Plans for items that are identified in the North Centers Technology Plan. [Evidence # 87]

- a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

Descriptive Summary

Technology services are critical to produce the high level of student learning that is a hallmark of the Willow International Center. It requires the integration of several streams of constantly evolving needs from several different constituencies to ensure that every population is able to achieve the level of excellence that we expect. Technology resources fall broadly into district-level services and campus-level services. Within each of these levels, technological resource management employs collaborative decision-making models to make certain that all constituencies are involved in using technology to support student learning and institutional effectiveness.

District Level Resources

The State Center Community College District provides enterprise level leadership, implementation, and support for the many needs of our campuses. The district manages hardware and software that is used daily by students, staff, administration, and faculty to create an environment that maximizes the effectiveness of the institution and the instruction that is delivered to our students.

The district has deployed and maintains Datatel (Colleague and WebAdvisor), the enterprise administrative system that manages student information, human resources, and financials. Colleague is a comprehensive academic management system used by Admissions and Records, Student Services, and Administrative Services to facilitate record keeping and the reporting of student, faculty, and staff activities and transactions. [Evidence # 804]

WebAdvisor, a web application for both faculty and students, allows faculty to access current class rosters, to submit census reports and grades, and to monitor attendance. Students can access class schedules, add and drop courses, check grades, review financial aid and student account balances, and make electronic payments. WebAdvisor also provides web-based student services such as registration, transcript requests, degree audit evaluations, and grade reports. SCCCD is on the most current release of Datatel R18 and runs on HP servers that are upgraded on a scheduled basis. [Evidence # 806]

In addition to Datatel, Willow International uses many of the SARS (Scheduling and Reporting System) suite of products within student services, including SARSGRID, an online appointment system used to schedule appointments and to track data which are used for matriculation and decision-making processes; SARS Call, an automated messaging system for appointment reminders, announcements, registration notices and other student-related messages; and SARS Alert, which will provide an online system to identify students who are struggling early in the semester and offer these students appropriate services. SARS allows the students to schedule online counseling appointments. [Evidence # 805, 810]

The district maintains a Voice Over Internet Protocol (VOIP) phone system by Cisco. The Willow International Campus has full deployment of the Cisco's VOIP offering. Information Services (IS) manages the inbound/outbound telephone circuits and negotiates for the entire district to take advantage of volume pricing and other discounts. They are also responsible for the Microsoft Exchange environment that is tightly integrated with the Cisco VOIP system. It allows voicemail to be stored in a user's Outlook mailbox so it can be retrieved from a PC that has access to the Internet. [Evidence # 803]

Information Systems provides and ensures the proper operation of the district's connection to the Internet. In 2009, internet access was upgraded from a DS3 (45 megabits per second) connection to a 1 gigabyte connection speed. The physical connection to the internet is at the District Office; the wide area network (WAN) distributes the access to all the campuses. Information Systems is also responsible for the firewall, remote access (VPN and dial-up), CENIC data and video gateways for videoconferencing, and e-mail handling.

The district network group is responsible for planning, implementing, maintaining, and troubleshooting the wide area network (WAN) that connects all the locations. The WAN is a combination of DS3 and T1 connections to the campuses. The Willow International Center has been recently (in 2010) migrated to AT&T's OPT-E-MAN, which provides increased speeds (100MB) with reduced network overhead at a lower cost.

Video conferencing is supported by the district staff. Distance learning classes and meetings via video conference between multiple locations are examples of everyday technological use by Willow International personnel and students. The district staff provides training and support for the equipment and operation of our distance learning classes and conference rooms. [Evidence # 811]

The district helpdesk primarily supports Datatel, WebAdvisor, and telephone problems/issues. Campus personnel are responsible for PC/network issues.

There are district level committees that work to ensure that the support needed for campuses to maximize student learning is available to all the constituencies served by the district. The self-evaluation process will detail district level committees that are part of the integrated decision-making model.

Willow International Community College Center

The goal of Willow International is maximizing student learning. Achieving this goal and having the fluidity to engage in sustainable continuous quality improvement requires effective use of technology resources.

At the campus level, the district's contribution is augmented with staff, faculty, and administration who utilize technology to best serve the needs of the students and to support student learning.

The Willow International Center has a computer services staff who is responsible for local computers, servers, and printers. Computer services staff are also responsible for Local Area Network, software deployment, classroom technology support, distance learning equipment, and open lab resources.

Currently there is one Microcomputer Resource Technician, three part-time Instructional Technicians, and several student aides assigned to the Willow International campus. The Director of Technology for Reedley College is responsible for overseeing the department and is on-site two days a week. The Reedley College Network Coordinator is responsible for maintaining the network and server environment. The Future Staffing Plan for Clovis Community College incorporated a dedicated network coordinator and additional technicians to support the campus as it grows. The computer services staff utilize an online form for requesting support for any technology needs, as well as being onsite to support technology issues that immediately impact the classroom (online, distance learning, and traditional). The computer services staff prioritize the issues that need resolving in an order outlined by the Technology Advisory Committee. [Evidence # 682]

The Willow International campus opened in 2007; the second phase opened to students in fall semester 2010. This new building brought the number of computer labs on campus to six. A robust open computer lab with 84 PCs and 4 Macs (for students utilizing digital art production software) is located in Academic Center One and is used extensively by our students. A state-of-the-art graphics art lab of 33 Apple Mac Pro computers, graphic tablets, and large format printers is housed in AC1-145, and promotes interdisciplinary collaboration between computer

graphics and art. All campus classrooms are “smart rooms” equipped with an instructor computer station, projector, sound, and DVD/VCR player. Three classrooms (one of which is an Apple lab) have dedicated PCs for each of the students. Three mobile carts have classroom sets of Wi-Fi-enabled laptops for student use. There is an assessment center with dedicated desktop computers so assessments and career planning workshops can be accommodated at any time; no classes are scheduled in this room. A faculty workroom, available to all full- and part-time faculty, is equipped with computers, printers, internet access, and equipment for ParScore and Scantron. The Associated Student Government (ASG) office is equipped with computers with internet access for students. Three video conferencing classrooms and three conference rooms allow increased efficiency by eliminating travel for intra-district meetings. [Evidence # 755]

The network resources that operate the LAN and Wi-Fi access use the latest network design using Cisco's flagship 3750 series network switches. The switches are connected together in a stack in each of the MDF (main distribution frame) and IDFs (intermediate distribution frame) rooms. The Local Area Network (LAN) connects all computers, printers, servers, and telephones at gigabyte speeds. Each of the rooms has a UPS (uninterruptible power supply) and they are connected to the backup power generator which ensures up-time during power outages. The MDF is where the Dell server farm resides and supports all the local academic and administrative needs. A Bluesocket wireless controller is used to manage our wireless environment. This allows us to have complete wireless coverage for the entire campus, including all classrooms and offices. The campus maintains service agreements for all of its mission critical equipment, which minimizes outages due to failures.

Distance Education

The center maintains BlackBoard as its primary course management software tool. Courses in all formats (online, face-to-face, hybrid) use this software to disseminate course material, post grades, communicate with students, and hold live discussions. The software is especially indispensable for courses taught in the distance education mode. [Evidence # 337]

Also facilitating distance education courses are the Camtasia and Tegrity software tools. These programs allow instructors to record live presentations for viewing by their remote students. Many instructors who teach in the distance education mode are also provided with tablet PC's that enable “live” help with homework as well as facilitate the production of recorded lectures.

Students taking online courses who do not have their own computer equipment may use computers on campus in the open lab to complete their coursework.

There are classrooms with remote video conferencing capability in each academic center building at Willow International. These classrooms are available for synchronous distance education instruction between district sites. [Evidence # 755]

Self Evaluation

The college center meets this standard. The campus and district recognize the importance of technology in the delivery and support of student learning. Under the technology goal of the Strategic Plan are objectives to “increase the level of independent trouble-shooting by end users,

increase the efficiency of tech support, and to increase professional development opportunities,” for all constituents of the Willow International Community College Center. We have moved closer to our objectives by utilizing Flex Days to hold workshops for faculty, staff, and administration on a variety of technology programs including but not limited to:

1. Blackboard- For improving classroom and online resource management and distribution of class materials, lessons, notes, and communication. This software solution is also a valuable link to augment measures to decrease the wasteful use of paper and other print materials. Blackboard is supported by Presidium to give 24-hour help to instructors and students. Blackboard organizations are used extensively for collaborating by non-classroom committees like Accreditation, Instruction, Technology Advisory Committee, etc. [Evidence # 338, 336]
2. WebAdvisor- Allows continuous access for instructors to rosters and schedules, as well as abilities to drop students. WebAdvisor also allows instructors to turn in midterm and final grades along with attendance rosters. Students are also heavy users of WebAdvisor as it is the primary method for registering for classes and enrolling in school. [Evidence # 371]
3. Classroom solutions such as PowerPoint, Camtasia, and Tegrity. These allow faculty, staff, and administrators to learn how to integrate technology into presentation of materials and concepts for classroom, program review presentations, and Duty Day presentations themselves. The “smart classroom” allows faculty to either insert a flash drive into the classroom computer or quickly connect their laptop to use the presentation equipment. They can also log onto the classroom computer and access their presentations stored on the shared folders.

There are also additional opportunities for technology training offered by Reedley College and Fresno City College over a range of topics from scanning documents to building web pages and more. Willow International is dedicated to improving student learning and the effectiveness of the institution through the use of technological resources.

Results from the faculty/staff survey are quite supportive of the technological resources available at Willow International:

- 90.5% of faculty/staff agree or strongly agree that the available computer hardware, software, multimedia, and other technologies are sufficient to help them effectively perform their required duties.
- 81.9% of faculty/staff agree or strongly agree that technology training is available when needed; while 77.4% agree or strongly agree that technology training has been effective and of high quality .

[Evidence # 127 q. 52, 56]

The ACT College Outcomes student survey provides similar findings:

- 92.6% of students indicated a moderate, great, or very great response to the importance of effectively using technology (e.g. computers, high tech equipment), while 83.3% of students indicated a moderate, great, or very great response to their progress in effectively using technology.

[Evidence # 142]

Technology is important to all areas of the center. As part of the program review cycle, technology undergoes a review process the same as all academic programs and student services do. This is a critical step in utilizing our resources effectively using our collaborative decision-making process that integrates planning, student learning outcomes, and program review. This process allows all constituents the opportunity to add to the dialogue that will contribute to sustainable continuous quality improvement. There are several committees working toward the acquisition and implementation of technology resources, resulting in all campus groups having a hand in the decision-making process. [Evidence # 14]

Classroom Technology

The faculty, through professional development and program review, assesses the technology needs for students in the classroom to effectively engage in learning. These needs are brought forward in program reviews and yearly program review recommendation forms that track annual goals developed through the review process. Once a need is identified, faculty create an Action Plan Funding Request for the purchasing and implementation of a technology resource. This Action Plan must be tied to the Educational Master Plan, Strategic Plan, program reviews, and/or other functional plans relevant to the importance of student learning and the mission of the Willow International Center. Action Plans are then given to division representatives for review before they are taken to the College Center Council. The CCC has representation from all constituents on campus including faculty (adjunct and full-time), classified staff, administration, and students. The Action Plans, after being thoroughly vetted, are then submitted to the CCC who makes funding recommendations to the Vice Chancellor. Only the Action Plans that can show relevance to meeting the recommendations of program reviews, improved student learning outcomes, or are necessary to accomplish objectives outlined in the Strategic Plan or Educational Master Plan are funded. Items as small as instructional DVDs to as large as software acquisition for programs goes through the collaborative decision-making process. [Evidence # 30]

Campus Technology

At the campus level, the Technology Advisory Committee (TAC) and the Technology Plan identify, evaluate, and make recommendations for technology support and improvement on a campus-wide scale. The TAC brings plans through the CCC (College Center Council). The TAC itself has representation from all divisions, including classified staff. [Evidence # 756]

There are over 530 computers on campus with one full-time Microcomputer Resource Technician and three part-time Instructional Technicians who are responsible for the deployment and implementation of software, the repair and maintenance of hardware, and the integration of new microcomputer resources. With technology use increasing in all academic divisions, students increased access to campus wide Wi-Fi, the integration of technology in the tracking of

student data, and the necessary security measures to support the use of technology, there is a need to establish staffing minimums that adequately address the needs of the campus. [Evidence # 14]

The accreditation survey given to Willow International faculty and staff included a question relative to the technical support staff effectiveness. In response to the statement, “The number of technical staff is sufficient to provide effective service for faculty/staff,” only 55.6% of the respondents strongly agreed or agreed, with 40.7% disagreeing or strongly disagreeing to the statement. This is an obvious indicator that the level of support for the technology at the Willow International Center needs to be increased in spite of the financial challenges facing the center. The Technology Plan that was completed in Spring 2011 addresses this issue through the goal of providing additional staff development and training during the next year, along with additional staff support identified once Clovis Community College is established. [Evidence # 127 q. 58; 335; 682]

There are a number of committees dedicated to the support and advancement of technology at Willow International Center. These committees have specific roles that define and address the variety of technology needs and represent all of the campuses constituents:

College Center Council - This committee is comprised of faculty for each division, students, staff, and administration. This committee is responsible for addressing the needs and concerns of all constituent groups as they relate to funding specific technology needs or in their implementation. [Evidence # 76]

Curriculum Committee - The curriculum committee recently installed CurricUNET to handle all curriculum needs. With this technology the effectiveness of the committee (and ultimately the institution) is improved by centralizing the curriculum creation, approval, and modification process. The use of CurricUNET also contacts necessary constituent groups for review of curriculum additions and changes. [Evidence # 207]

Reedley College/North Centers Distance Education (DE) Committee - The DE committee was formed in 2009 with the charge to address distance education, including online and hybrid classes. One of their responsibilities is to define the technology needs of distance education. [Evidence # 388]

IS (Information Systems) Priority Committee - The IS Priority Committee is an operational district-wide committee that primarily addresses Datatel/WebAdvisor programming projects that have been requested to improve technology services to faculty, staff, students, and administrative services. The main goal of this committee is to review and prioritize requests and existing projects in order of importance to maximize service delivery and programming resources. An issue is that there is no faculty representation on this committee and no link to the campus TAC (Technology Advisory Committee), so the issues that are addressed are typically District Office driven. Campus concerns that are impacted by district systems need a defined method where the issues can be presented to the IS Priority Committee. [Evidence # 784, 785, 786]

Technology Coordination Committee (TCC) - This district-level committee is a forum where technology plans that affect the whole district can be discussed. Unfortunately, the committee has had numerous leadership changes in the past five years and is currently not an active committee. The district is reviewing the functionality and purpose of the committee with plans on reviving it.

Planning Agenda

The proposed Future Staffing Plan will be followed to provide additional technology support staff once Willow International becomes Clovis Community College.

- b. The institution provides quality training in the effective application of its information technology to students and personnel.**

Descriptive Summary

There are many training opportunities on the Willow International campus for students, faculty, and staff. Technology training is focused on the areas where each group interfaces with technology to support and enhance student learning.

Technology workshops are routinely offered for classified staff (though all personnel are welcome to participate in many of these workshops) via the Classified Professionals Staff Development Committee. Faculty can take advantage of technology training classes offered during the spring and fall Flex Days offered by faculty or other trained professionals. These professional development offerings are typically given by resident faculty and/or outside experts. If a faculty member would like to take advantage of technology training during the semester, he or she can use contractual professional development time. Many faculty and staff participate in one-on-one training by computer services staff on an “as needed” basis. Faculty and staff are surveyed to ascertain their training needs. [Evidence # 571]

Faculty and staff members have many other avenues for obtaining technology training. Many often travel off-campus to participate in technology training conferences and workshops. These events are funded by staff development (Lottery Funds) or Perkins Grants. Faculty and staff members ask for administrative approval before attending these events, and in the case of staff development funds, the Staff Development Committee approves the expenditures. Workshops have been held for training on software such as the Blackboard Version 9 upgrade, the Microsoft upgrade to Office 2007, and Camtasia. The Willow International website has links to online training for Office 2007, Blackboard and Datatel. Some faculty have attended online course training for teaching courses via distance education. Other faculty have obtained technological training relevant to their discipline and teaching through university courses (or equivalent) as part of professional development encouraged by the “Salary Advancement” portion of the faculty contract. A number of faculty sabbatical leaves have been focused on developing more effective means for technology training, including teacher use of Blackboard in the classroom and online counseling. An example is Dr. Mark Harmon’s sabbatical project in which he created a series of online Tegrity sessions to assist faculty in creating effective Blackboard courses. [Evidence # 757]

Each area of the campus may also offer training specific to its own needs. The counseling faculty and staff have provided staff training in its new NC website development & editing, online counseling, live help & FAQs, development of Blackboard organizations, Datatel uploads for multiple student contacts, and Datatel MIS coding entries for interested staff. Counseling has also provided training in each component of the SARS System for student services: SARS Grid, a grid-based system designed to make student appointments, track drop-in visits, and maintain counselor schedules; SARS Plan, an on-screen calendar/planner with point and click capability; SARS Trak, a student self-serve system allowing students to check in/check out of service sites (labs, library, etc.) and record reasons for their visits; and SARS ALERT, an early alert referral system that enables faculty to identify students who are having academic, behavioral, personal, or enrollment difficulties, connects students with campus support services that can provide appropriate interventions, and record feedback on actions taken. [Evidence # 596, 597, 598]

Mathematics faculty have provided training in math related teaching software such as Geometer's Sketch Pad, Camtasia, and MyMathLab online homework software. Faculty have been provided training on how to use the "SmartBoard" portable presentation system. This system allows the instructor to present and capture what is being written on the whiteboard during a lecture, which can be loaded into Blackboard where students can access the lectures at a later date.

Students have many avenues for technology training in their many interfaces with the collegiate environment: advising, transfer, registration, distance education, course management software, technology competency, and library research training. Counseling faculty and staff provide an online orientation for new Willow International students. They offer CSU online application workshops to assist students in navigating the website in this important step towards transfer. Student training is provided in assist.org, a website that helps students explore major options and articulation at CSU and UC systems. Counseling and technological support staff provide training in WebAdvisor, the enrollment management system; Blackboard, the course management system; and the new SCCC email system. Students interested in taking a distance education course can take IS 202, Introduction to Online Education, to familiarize them with the online learning environment. Students on Academic Probation can attend an online probation workshop offered through Student Services. [Evidence # 109, 379, 558]

Library faculty have provided library resource training for students including integrated classroom instruction executed by the librarian working in collaboration with classroom faculty. These sessions provide bibliographic and research methods instruction to students and faculty on campus, including hands-on training in the online library research options. There were 73 sessions offered in the 2009-2010 school year. Also, library faculty provide point of service reference transactions, which are student initiated, and offer instruction in determining the information need, location of resources, how to evaluate resources, and retrieving information sources including electronic resources. There were 1089 reference transactions executed in the 2009-10 academic year. [Evidence # 353]

One of the Associate Degree requirements for students is familiarity with computer concepts and computer use. There are three options available to the students: complete a course from the approved list, complete the Information Systems - Computer Literacy Brief Courses Certificate,

or successfully pass a college examination of computer familiarity. The options are listed and described in the college catalog. [Evidence # 297 p. 29]

There are four computer familiarity graduation performance standards:

1. Activate a personal computer and load files or software from a disk and/or CD ROM;
2. Access and use one application to create a document, save, retrieve, and print it;
3. Access the Internet on a dial up basis or via a school Local Area Network and use a search tool to locate information relevant to course work, then print it or download it to a file; and
4. Send and reply to email messages.

[Evidence # 112 p. 18]

Self Evaluation

This standard is met. The Classified Professionals workshops provide regular training opportunities available for staff so that they can improve their technical knowledge. Those who attend evaluate these workshops regularly, and evaluations are positive. These workshops are open to all personnel. Flex Days and other training sessions offer opportunities for faculty to engage in planned, organized technology trainings geared toward their needs. Training for software upgrades are incorporated into the roll-out schedules. Library resource training for students is available. Students also have access to online probation workshops, orientation, and a distance education course management class. Surveys and program reviews provide feedback on training needs. [Evidence # 259, 365, 378, 526]

Planning Agenda

Implement the Technology Plan objective to develop a system to provide faculty and staff with appropriate technology training.

- c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

Descriptive Summary

District Information Systems

The district Information Systems department is responsible for the support and maintenance of the core administrative systems (Datatel, WebAdvisor, Exchange, and Institutional Research data) and the WAN. Administrative systems are on an annual maintenance program. Hardware is under full warranty and then placed on maintenance plans once the warranty has expired. Hardware is upgraded to meet user demands for more processing power and speed, i.e. Blackboard and Datatel upgrades. The wide-area network has been upgraded to meet the campus needs; this includes converting to AT&T's OPT-E-MAN for network speeds. The district has recently installed a backup generator to provide power during outages; previously access to district resources was lost during an outage.

The Technology Coordination Committee is a district-wide committee that has constituents from the colleges, centers, and the district office. The committee is responsible for coordinating technology plans and projects that impact the district. The IS Priorities Committee is responsible for coordinating projects related to the Datatel/WebAdvisor systems. Constituents from the colleges and centers make decisions about future projects and direction for Datatel.

Willow International Community College Center

The Willow International campus is a new facility and the funding for the construction allowed for the purchase of all new equipment for infrastructure, classroom, and office environments. Incorporated into the design of the facility is power redundancy; each MDF/IDF has a UPS that is connected to the emergency backup generator. The Accreditation Survey results of the statement “The available computer hardware, software, multimedia, and other technologies are sufficient to help me effectively perform my required duties” indicated a 90.5% “strongly agree” or “agree” response by the faculty and staff. [Evidence # 127 q. 52]

In 2006, a Director of Technology was hired to manage the department; previously the Dean of Instruction was responsible for technology. The Director of Technology allocates 40% of his time to the Willow International campus. There is currently one Microcomputer Resource Technician and three part-time Instructional Technicians that support the Willow International campus, along with student aides when funding is available. The tremendous growth of the center has increased the demands for support of technology beyond the current staff capability.

The North Centers Technology Advisory Committee is responsible for the updates to the Technology Plan. The North Centers Technology Plan addresses the acquisition, support, and replacement process for the technology infrastructure and equipment. The North Centers Technology Plan details the current year’s projects that support the goals and objectives identified in the Technology Plan. [Evidence # 682, 755]

The annual North Centers planning and budget process is used to allocate funding for technology needs. Technology needs are identified on a Action Plan Funding Request. The requests are reviewed and rated by the College Center Council based upon how well the request supports program reviews, the Strategic Plan, the Educational Master Plan, the Technology Plan, and other functional plans. The Technology Advisory Committee reviews and advises on projects affecting technology, including software, hardware, and training. Software upgrades are part of the annual Action Plan Funding Request process and are given top priority for funding. [Evidence # 87, 85, 768, 797]

The challenge will be in developing a sustainable replacement cycle for the future. The North Centers Educational Master Plan identified funding for Willow International as a major area that needs to be addressed. A five-year equipment replacement plan is being developed for consideration based upon availability of funding. [Evidence # 755]

Self Evaluation

This standard is met. The planning and budget process has an objective protocol for assessing and prioritizing equipment and software needs. The technology currently available on the campus is second to none. Results of the 2010 Faculty/Staff Survey confirm that the institution's technology needs are consistently met. As indicated in Standard III.D., the center's funding reserves will be considered when addressing the replacement of technology as per the replacement plan. [Evidence # 755]

Planning Agenda

Implement the Technology Plan objectives and integrate with the district technology planning process to ensure a reliable environment for the network and classroom and address the computer hardware, software, networking and peripheral needs of the campus.

- d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

Descriptive Summary

Technology resources (hardware, software, and services) are available to students, faculty, and staff in many different venues. Students and staff have access to a large number of computers in classrooms, open computer labs, and offices. There are 530 computers on the Willow International Campus, with approximately 400 allocated for student use in the open computer lab, laptop labs, PC labs, an Apple Lab, the library, and the assessment center. E-communication is brought about through online resources such as the Willow International website, interactive video, teleconferencing, the online course management system (Blackboard), WebAdvisor, online counseling, online assessment, and a vast variety of online library references available both on and off campus. All students have been provided with a district e-mail account which helps in their communication with the faculty and student services. [Evidence # 755, 371]

Departments and programs are the initial link in the process. They are responsible for determining needs and creating proposals to address technology shortcomings and potential targeted areas of growth, and upgrading software/hardware. Decisions regarding the acquisition/distribution of technology resources are generated by Action Plan Funding Requests. Technology related areas are addressed in the Technology Plan category; one of five resource allocation areas found on the Action Plan Funding Request Form which is used to address acquisition, continued support, and necessary replacement of the technology infrastructure and equipment. The review of the requests is the responsibility of the College Council which makes decisions with the input of the North Centers Technology Advisory Committee. This review and rating is based on how well the request supports program reviews, the Strategic Plan, the Educational Master Plan, and the Technology Plan. The distribution and utilization of technology is governed by a process that requires the supporting evidence from program reviews, the Strategic Plan, the Educational Master Plan, and the Technology Plan. [Evidence # 762, 797]

Every full-time faculty member has been provided a laptop to use for instructional or program purposes. All classified professionals have either a desktop or laptop PC at their workstation. All computers are attached to either dedicated or networked printers.

Self-Evaluation

This standard is met. Technology is widespread. There are 48 computers in both of the Academic Center One instructional computer labs (AC1-145 and AC1-118), used by various disciplines such as Information Systems, Engineering, Computer Science, Health Science, and English. One of these instructional labs, AC1-118, has been upgraded with new computer desks where the computer on individual desks can be lifted up above the desk or be lowered down below the desk. This configuration provides flexibility in scheduling AC1-118 as an instructional computer lab and or as a lecture classroom. It is extremely useful for engineering classes where there are instances when the instructor needs the students on computers or other times when the instructor is just lecturing.

Two classrooms, AC1-141 and AC1-108, are configured to be laptop-ready classrooms with adequate power supply and network connectivity. A rolling cart with 30 laptops can be brought into these classrooms when needed for instruction. The cart is equipped with a charging station to charge individual laptops' batteries during idle times. An automated scheduling system helps technical-support personnel to set up these laptops in a timely fashion.

The design of Willow International's Academic Centers was developed by putting student-learning needs as a primary criterion. The open computer lab in AC1 provides a comfortable and supportive study area with an adequate number of up-to-date computers and study tables. These tables are configured to allow large and small group study as well as individual reading and writing. The tables are wired for students to bring their own laptops and plug in to power as necessary. Several toll printers are installed in this area to allow students to print their documents immediately to meet their learning needs. [Evidence # 809]

The new library built in AC2 was planned and designed to provide a supportive learning environment for individual students as well as for collaborative groups of students. In the library 22 computers are available for students to access various electronic learning resources such as research databases, on-demand tutorials, and selected internet resources. Wireless connection is available throughout the campus to allow students to access these electronic learning resources while they are on campus, including the study area in the library. [Evidence # 807]

Three collaborative-learning rooms are available in the library for those who need to complete their group assignments and projects. Each of the rooms can be occupied by up to six students and is equipped with a large whiteboard, a table and chairs, and a 48-inch HD-flat monitor connected to a DVD player. Ample power sources are available in every room to allow students to connect their portable computers during their stay in the room. To satisfy students' printing needs, a toll-free laser-jet printer and a toll-free photo copier are also available in the library. [Evidence # 808]

The Technology Plan includes the following goals linking technology resources to program development, maintenance, and enhancement:

Category #2

- Goal 1: To identify procedures for roll-out of new software/hardware and upgrade of systems.

Category #3:

- Goal 1: Address the computer hardware, software, networking, and peripheral needs of the North Centers.
- Goal 2: Ensure a stable environment for the network and classroom technology.

Category #4

- Goal 1: To utilize overheads to project images for test taking and allow students to utilize laptops and/or PC tablets to communicate with the instructor in real time format.
- Goal 2: To identify and develop an online matriculation process for counseling, advising, orientation, application, and assessment services.

[Evidence # 682]

The most used technology resources include the computers and printers in classrooms, student services programs, and faculty and administrative offices. Classroom presentation equipment (such as projectors, computers, and document cameras) is also used to augment classroom instruction. The Willow International Community College Center is a newly constructed facility that incorporates state-of-the-art teleconferencing equipment. The use of this technology is integral when conferencing with Reedley College, the district office, and other North Centers' sites. WebAdvisor is the dominant method in which students search for classes. In Spring 2009, the Reedley College/North Centers Distance Education Committee was formed. The committee deals with issues of online teaching/learning and student services.

Since the Willow International Center is a newer facility, the classrooms have modern technology. Action Plan Funding Requests will be utilized when technology upgrades are necessary for the classroom environment. The responses to the Willow International Accreditation Survey question, "The available computer hardware, software, multimedia, and other technologies are sufficient to help me effectively perform my required duties" indicated that 90.5% "strongly agree" or "agree". This demonstrates the commitment to supplying appropriate technology throughout the Willow International Center. [Evidence # 127 q. 52]

Planning Agenda

None

- 2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

Descriptive Summary

The Educational Master Plan, various program reviews, and the North Centers Strategic Plan serve as the guideline for the institution to operate, evaluate, and plan its institutional tasks. The North Centers achieve the objectives of its Strategic Plan, including the Technology Plan, through an action-planning process where resources are allocated by consensus among the members of College Center Council. [Evidence # 30, 258, 798]

The North Centers Technology Advisory Committee (TAC) is the standing committee making technology recommendations that are incorporated into the North Centers Technology Plan. The members of TAC meet each month to discuss topics related to technology items including planning, implementation, and evaluation. TAC's meetings serve as forums for NCs faculty, staff, and administration to channel their suggestions and concerns regarding technology resources and technology supports that have direct and indirect impact on their duties as well as their safety. Evidence of the technological involvement of NC staff, faculty, and administration is the design and implementation of technology infrastructure and technology components in the buildings, classrooms, and offices of Willow International Community College Center. [Evidence # 31, 32, 681, 682]

The buildings at the Willow International Center were designed to have re-scalable technology infrastructure to support the growing needs of academic programs as well as student support services. This design process included comprehensive consultation with the discipline faculty members who will be using the facility. All the classrooms are designed to provide a rich learning environment for the students and are equipped with a computer, a projector, a smart panel with built-in multimedia players, and connectivity to local-area networks, the district's wide-area network, and the internet. Some classrooms, conference rooms, and offices are equipped with video-conferencing equipment for distance education as well as for multi-site meetings. Free wireless internet is accessible from anywhere on campus, allowing students to access various online instructional materials from their portable computer or their handheld smart device while they are on the campus.

The faculty and staff had extensive input during both the design of AC1 and AC2. The technology and layout of the facilities are the result of the collaboration among all the constituent groups.

Self Evaluation

The center has met this standard. The above narration demonstrates a well-established procedure at the Willow International Center of integrating technology planning with institutional planning. The Technology Advisory Committee will continue its role as the primary body to make technology recommendations for the North Centers Strategic Plan as well as to serve as a catalyst to reach consensus among various academic and support-service entities. The growth of student population at the North Centers creates many opportunities and challenges that will be addressed through our integrated planning and resource allocation processes. [Evidence # 31, 32, 681, 682]

Planning Agenda

None

Evidence for Standard IIC

Doc. #	Document Title
14	Program Review (all)
30	Action Plan and Expenditure Plan Information
31	North Centers Technology Action Committee Minutes, 10-3-08
32	North Centers Technology Plan 2008-2009
35	North Centers Technology Plan 2009-2010
76	College Center Council Operating Policies & Procedures 2009-2010
87	Action Plan Funding Request Form 2010-2011
105	Probation Workshops Available On-line E-mail to Students
112	Reedley College Curriculum Handbook
127	Accreditation Survey Results
142	ACT College Outcomes Survey Results
207	Reedley College Curriculum Website
258	Educational Master Plan 2010
297	Reedley College Catalog 2010-2012
336	Blackboard SLO Website
337	Blackboard Website
338	Blackboard Program Review Website
353	Library Bibliographic Instruction Session Chart 2007-2010
371	WebAdvisor Instructions for Students
388	Distance Education Committee Minutes January 2011
571	Technology Training Schedule for Classified Professionals 2010-2011
596	SARS Grid Manual
597	SARS Software Products
598	SARS Grid Information Sheet
682	Technology Plan 2010-2011
755	North Centers Hardware Inventory & 5 Year Replacement Plan
756	Technology Advisory Committee Operating Procedures & Policies
757	Staff Development Blackboard Site
784	IS Priority Committee Agendas
785	IS Priority Committee Minutes
786	IS Priority Committee Charter
798	North Centers Strategic Plan 2011-2012 Draft
801	North Centers Technology Plan 2011-2013
803	Cisco VOIP (Voice Over Internet Protocol)
804	Datatel Colleague Screenshot
805	SARS Alert Screenshot
806	WebAdvisor Screenshot
807	Student Computer Workstations in the Library
808	Library Study Rooms
809	Open Computer Lab

810	SARS Grid Screenshot
811	SCCCD Information Systems Website
818	Technology Summit Agenda 6-1-11

Standard III.D - Financial Resources



*Willow International Community College Center Mission Statement:
The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.*

STANDARD IIID

Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Financial Overview

The district's financial support is largely from State of California apportionments, which incorporate into one system-wide formula the State Center Community College District's general fund allocation, property taxes, categorical funding, enrollment fees, and other prescriptive funding sources. The key component of apportionment is the calculation of full-time equivalent students (FTES). State Center Community College District resident FTES reported for the 2009-2010 fiscal year was 31,479- a 6% increase over the prior year. However, lack of funds at the state level required each district to take a proportionate reduction in workload FTES for the current year. State Center's share was 1,024 FTES or \$4.6 million. With the limited state funding, community colleges in California, including SCCCDC, are scrutinizing curriculum offerings and beginning to focus on the three core instructional areas of basic skills, transfer, and workforce training.

Even though the District was not fully funded for the FTES generated, current funding of the Willow International Community College Center is sufficient to support its existing financial commitments. The 2010-2011 general fund budget of \$11, 550,178 is comprised of \$10,938,398 in unrestricted funds and \$611,780 in restricted funds. These general fund budget allocations are derived from the State Center Community College District Office. [Evidence # 169, 170, 265, 733, 759]

Based on information current at the time, an estimate of state revenue is combined with an estimate of miscellaneous revenue in order to determine the total allocation available for district distribution to all sites. However, the district currently lacks a well-understood and communicated Resource Allocation Model for intra-district site allocations. The current process begins with an allocation to sites based on staffing. The prior year's final allocation to each site is the starting point for the current year. Contract negotiations for both classified and certificated staff guarantee established advancement on the salary schedule. These increases are added first, followed by increases in benefit amounts, property and liability insurance, and any expected increase in utilities costs. Any new positions are then added to the base allocation for each site. These adjustments are permanent.

Allocating current year adjustments is the next step in the process. These adjustments include facilities rental, Child Development Center enrollment fees, Mandated Cost Consultant, etc. The

Willow International Center has Child Development Center enrollment fees as a current year adjustment. The base allocation plus the permanent allocation and the current year adjustments equal the total allocation for the year. When retirements occur, any incentive paid to the retiree is the responsibility of the site. An allocation is not given for retiree incentives; however, replacing the retired employee frequently costs less, so the incentive payment is at most 50% of the salary savings.

The Willow International Community College Center priorities for resource allocation are directed by the Willow International Mission and Goals, the North Centers Educational Master Plan, both the district and the North Centers Strategic Plans, and College Center Council recommendations based on review of faculty, staff, and administrator-prepared Action Plans Funding Requests. [Evidence # 36, 27, 87, 762]

As a result of the rapid growth of the Willow International Center and the fiscal constraints due to reductions in state and district funding, the Willow International Center's budget is currently lacking sufficient revenue for additional expenses in the human resources, instructional, and student services areas. However, current funding is sufficient to support existing financial commitments.

1. The institution relies upon its mission and goals as the foundation for financial planning.

a. Financial planning is integrated with and supports all institutional planning.

The mission of the North Centers is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes. [Evidence # 84, 257]

Descriptive Summary

The Willow International Community College Center mission statement clearly defines the broad educational goals of the Willow International Center. This statement is the result of dialogue and collaborative efforts and reflects a strong commitment to student learning, to educational quality, and to the needs of the local and global communities. The institution's mission and goals are the foundation of the decision-making process for financial planning. At the center level, emphasis is on linking financial planning to funding programs and services that are congruent with achievement of institutional goals and objectives. These goals directly support the center's mission and are developed through integrated planning processes including the Educational Master Plans, Strategic Plans, Enrollment Management Plan, Student Success/Basic Skills Plan, Technology Plan, Program Review recommendations, and College Center Council Action Plan recommendations. Action Plan Funding Request forms may be submitted by administrators, faculty, or staff and generally fall within the organizational areas of facilities, technology, student services, instructional equipment or supplies, and library. Action

Plan Funding Request forms linking needs with planning are completed each fall and submitted to the College Center Council for review and recommendation for funding. Final review is made by the Vice Chancellor, North Centers. [Evidence # 123, 36, 27, 87, 762]

The institution sets the goal of maintaining a balanced budget each fiscal year while continuing to serve students per the mission and goals statement. The Willow International Center has shown tremendous growth since its inception in the fall of 2007. The center is currently serving approximately 5,600 students. The past fiscal allocations have appropriately funded the growth and support the achievement of institutional plans and the Willow International Center mission and goals. The necessary operating costs of the center, including the cost of all full-time faculty, staff, and administrators, are primarily funded through state apportionment and thus allocated throughout the district.

It is the responsibility of the district's Office of Finance and Administration to ensure that funds received from the state for operation of the district and its colleges and centers are managed in compliance with existing laws and regulations defined by the Education Code, Title 5, and the Budget and Accounting Manual issued by the State Chancellor's Office. In addition, funds received from federal government resources and from private sources are managed according to the fiscal requirements set by the respective funding agency. Due to the State of California's annual legislative budget appropriation cycle and the very real potential of annual appropriation variances and unknown economic factors, the center and district use conservative resource projection models. Financial planning at the center level is an ongoing process subject to adjustment as funding dictates. [Evidence # 763]

Each fiscal year as part of the budget development process, the district Vice Chancellor of Finance and Administration presents a detailed report to the Board of Trustees outlining anticipated financial projections, state budget details, the impact of facilities construction, the impact of future collective bargaining negotiations, and a variety of other factors that could affect district budget resources. In this manner, the Board gains an overview of the current and expected finances of the district. The Board's and district's emphasis on student transfer requirements, basic skills training, and career technical programs, as evidenced in the institution's Educational Master Plan and Strategic Plans, helps guide budget decisions regarding resource allocation. Final district and center budgets are submitted to the Board for approval. [Evidence # 328, 764]

The State Center Community College District is required by the California Code of Regulations to schedule for adoption the district's tentative budget on or before July and subsequent adoption of a final budget prior to September 15. In addition, a public hearing must be held prior to the adoption of the final budget with appropriate publication in a local newspaper, making the proposed budget available for public inspection. All college budgets are available online. A quarterly financial report is available for trustee and public examination. Board documents are also archived for future reference. This open access and public scrutiny encourages realistic assessment of expenditures at the time the budget is constructed. [Evidence # 657, 169, 170, 763, 733, 759]

Self Evaluation

The Willow International Community College Center meets this standard. The center has institutionalized a direct link between planning and the budget processes with the development of the College Center Council and the Action Plan form process. The input from the wide range of committee members guarantees the opportunity to address needs identified in the Educational Master Plan, Strategic Plan, Enrollment Management Plan, Student Success/Basic Skills Plan, Technology Plan, Staffing Plan, Facilities Master Plan, and Program Reviews. All of the plans above are directly tied back to the mission and goals of the North Centers. [Evidence # 27, 39, 36, 78, 87, 562, 605, 15, 25, 30, 32, 35, 37, 38, 53, 80, 81, 89, 91, 104, 128, 187, 229, 258, 266, 268, 128, 335, 384, 477, 599, 601, 682, 762]

In an accreditation self study survey conducted at Willow International in Spring 2010, 82% of respondents agreed or strongly agreed with the following: The College Center relies upon its mission, goals, and strategic plan as the foundation for financial planning and budgeting. [Evidence # 127 q. 60]

Planning Agenda

None

- b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Descriptive Summary

As noted above, financial planning at the district level starts with funding projections made by the Vice Chancellor of Finance and Administration. These projections are based on an estimate of state funding. The district budget projections include payroll, benefits, equipment, services, facility needs/renovations, scheduled maintenance, adequate reserves, and other contractual obligations. These funding projections provide the basis for budget planning for the district and each of its colleges and centers, and reflect a conservative yet realistic assessment of funding from the state. [Evidence # 763, 764]

In 2003, the Board of Trustees completed the acquisition of 110 acres for a permanent site located at Willow and International Avenues in Fresno. In partnership with taxpayers, \$50 million in local and state bond monies were obtained to establish the first permanent structure on this site, the Willow International Academic Center One facility. At the time of opening in fall semester 2007, this facility included computer laboratories, an assembly hall, distance learning and traditional classrooms, a temporary library, Student Services, and offices.

In 2003, a bond (Measure E) was approved by voters from the State Center Community College District for new financial resources to fund capital projects and associated instructional equipment. This bond included a recently completed \$38.5 million 80,000 square foot Academic Center Two facility at the Willow International Center. The facility houses allied health and

science laboratories, a fitness center, dance studio, Library/Learning Center, Student Services, offices, and distance learning and traditional classrooms. [Evidence # 765]

In addition to the facilities described above, funding was awarded through AB-16 California Joint Use Facilities legislation to construct a Child Development Center through collaboration with the Clovis Unified School District and State Center Community College District. The facility, which opened in 2007, is used as a licensed childcare center for high school and college students taking child development and pre-teaching courses. The \$6.2 million dollar facility includes toddler and pre-school labs and a playground facility funded through a grant from the Fresno County First 5 organization for \$280,250. [Evidence # 766]

The district Office of Grants investigates additional financial resource development. In addition, the Willow International Vice President of Instruction and Student Services and Deans have written grant proposals with guidance and technical assistance from the Office of Grants, faculty, administrators, and consultants. Some examples of grant-funded projects at Willow International include the following: a national Department of Education Title V grant to promote basic skills education through the establishment of a tutorial center; a Student Support Services Science, Technology, Engineering and Math (STEM) grant; a Student Support Services (SSS) grant that provides for counseling and advising for high risk transfer students; a Child Development CalWORKs grant to recruit former or current cash aid recipients who plan to pursue a career in the field of Early Childhood Development; a Child Development Training Consortium grant to assist students to obtain a new or renewed Child Development Permit; a California Early Childhood Mentor grant to coordinate and offer an adult supervision course; and seminars for mentors and directors to develop mentoring programs. The Willow International Center also received American Restoration and Recovery Act funds for two networking cohorts. [Evidence # 224]

The Willow International Center is a recipient of funding from the following: Perkins Act for its career technical education programs, computer/information systems, business, and child development programs; and State of California Lottery funds, and grants or allocations for Basic Skills, Credit Matriculation, Disabled Students and Services, BFAP (financial aid), CalWORKS/TANF, and the State Center Community College Foundation Mini-Grants program. [Evidence # 224, 228, 169, 170, 759, 768, 767, 733, 759]

Self Evaluation

The center meets this standard. The district and the center have historically prepared fiscally prudent and conservative budgets based upon a realistic assessment of state funding. Bond projects are expensed appropriately and according to the guidelines set forth in the bond measures. Grant funded projects have been carefully monitored to ensure the projects are completed within the established budget(s). The center's funding of known and estimated operational costs is based on prior year expenditures with consideration given to anticipated increases. Adjustments to the operational budget are made as necessary throughout the fiscal year.

Planning Agenda

The district will assess and revise its current resource allocation practices to ensure that resources are adequately distributed to support the effective operations of the colleges and centers.

- c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

Descriptive Summary

State Center Community College District faculty, management, and staff step increases and other expenses that are not under district control are budgeted first, followed by operational fixed costs considerations. This process enables the district to project several years ahead the impact of these costs on reserve funds. The district maintains or exceeds the five-percent-reserve recommendation. Institutional plans such as district and college Strategic Plans, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, as well as Lottery Decision Package Funding, Local Bond Funding for Capital Improvement, the Educational Master Plan, the Willow International Staffing Plan, and the Board of Trustees approved budget are linked to both short-term and long-range operational financial plans. Historically, long-range facility planning has been coordinated at the district level. In addition, facility needs that arise are addressed through the program review process, and recommendations are submitted to the College Center Council for consideration, as referenced above in III.D.1.a. [Evidence # 123, 14, 745, 328]

Self Evaluation

The center meets this standard. The district has a strong commitment to plan for long- and short-term liabilities by maintaining sufficient cash flow and reserves to support unanticipated operational needs of the institution. The district reserves for the past three years have been in excess of five percent. The district is self-insured through membership in two joint powers authorities- Valley Insurance Joint Program Powers Authority (VIPJPA) and Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District (FASBO) and has an irrevocable Other Post-Employment Benefits (OPEB) trust in the amount of \$6.3 million; the district also has a \$4.7 million in a district fund for post-employment health care benefits. [Evidence # 171, 172, 173, 566]

The district manages risk for property, liability, worker's compensation, dental, vision, and health insurance by being members of VIPJPA and FASBO. The VIPJPA is a self-insurance pool for property, liability, and worker's compensation insurance. Its members consist of Merced Community College District, State Center Community College District, and Yosemite Community College District. The members meet quarterly to manage property, liability, and worker's compensation risk, pay claims, set premium rates, review coverage, manage the JPA's finances, and set policies, procedures, and determine areas of potential risk to mitigate future costs to the group. The district is self-insured for theft, liability, personal injury, property damage, and other casualty losses. In addition, VIPJPA has a Safety and Loss Control

Committee to examine and develop programs to minimize risk exposure. The VIPJPA is also a member of the Association of Community College Insurance Alliance of Schools for Cooperative Insurance Programs (ASCIP). Due to the small size of VIPJPA, VIPJPA decided to join the larger risk pool to further protect the member districts from the volatility of premium increases in this period of decreased State funding and economic uncertainty. [Evidence # 566, 152, 153, 154, 155, 156, 157, 166, 167, 168, 564, 565]

The second Joint Powers Agreement is the Fresno Area Self-Insured Benefits Organization (FASBO). FASBO is a self-insurance pool set up to provide vision, dental, and health care insurance for its members and their families. FASBO is comprised of Fowler Unified School district, Kingsburg Joint Unified Elementary School district, and State Center Community College District. FASBO is self-insured for medical care and meets regularly to manage and control medical costs to keep member premiums and deductibles at a minimum.

Employees may also choose between two other medical providers- Health Net and Kaiser Permanente. The district and employee groups have negotiated to increase co-pays and deductibles in an effort to maintain the medical premium below the negotiated district maximum contribution. [Evidence # 117, 119]

In addition, because the Governmental Accounting Standards Board 45 requires government employers to measure and report liabilities associated with post-employment benefits in the period services are received, the district has opened an irrevocable trust in the amount of \$6.3 million. In addition, the district also has an additional \$4.7 million in a district fund for post-employment health care benefits. [Evidence # 566, 770, 173, 172, 171]

Planning Agenda

None

- d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Descriptive Summary

The institution's mission and goals are the foundation of the decision-making process for financial planning. At the center level, emphasis is on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives. These goals directly support the center's mission and are developed through integrated planning processes including the Educational Master Plan, Strategic Plan, Staffing Plan, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, program review recommendations, and College Center Council Action Plan Funding Request recommendations. These plans are developed through dialogue and collaboration among all constituencies. In addition, the Board of Trustees Approved Budget, Local Bond Funding for Capital Improvement and District and College Lottery Decision Package Funding are linked to short-term and long-range financial plans. [Evidence # 27, 39, 36, 78, 87, 562, 605, 15, 25, 30,

32, 35, 37, 38, 53, 80, 81, 89, 91, 104, 128, 187, 229, 258, 266, 268, 128, 335, 384, 477, 599, 601, 682, 762, 768]

At the Willow International Center, institutional planning processes and the collaborative decision making process help to establish priorities among competing needs and assist with predicting future funding. Each fall, the process for financial planning and budget development begins with a collaborative effort by administrators, faculty, and staff. In building the discretionary budget, all members of the campus community are invited and encouraged to submit a request for funding through the Action Plan Funding Request process for specific program needs. All College Center Council Committee members can present Action Plan Funding Requests on behalf of all constituents. In addition, each division may request additional resources for program needs as identified through program review recommendations. [Evidence # 123, 327, 14, 36, 762]

Through the collaborative decision-making process this broad spectrum of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements. [Evidence # 85, 123, 762]

A Willow International Center Budget Development Calendar is approved each year by the College Center Council and begins with an October deadline for submission of Action Plan Funding Requests. The calendar allows sufficient time for review of Action Plans by division representatives, deans, Vice Chancellor's Cabinet, and the College Center Council. Final review of all Action Plans is made by the Vice Chancellor of the North Centers, and the process concludes in mid-December with the drafting of the approved projects and associated budget proposal. [Evidence # 86, 10]

These processes for financial planning and budget decisions are recorded in College Center Council Minutes, Board of Trustees Minutes, Lottery Action Plans, and the published Tentative and Final State Center Community College District Budget Book. These documents are available in hard copy in the Vice Chancellor's office and the Associate College Business Manager's office. They are also available on the State Center Community College District website. [Evidence # 123, 328, 169, 170, 78, 715, 733, 768, 762, 563, 764, 759]

Self Evaluation

The Willow International Community College Center meets this standard. Each fall the process for financial planning and budget development begins with a collaborative effort by administrators, faculty, and staff. In building the discretionary budget, all members of the campus community are invited and encouraged to submit a request for funding through the Action Plan Funding Request form for specific program needs. In addition, each division may request additional resources for program needs as identified through program review recommendations. The funding request process is initiated through the completion of an Action Plan Funding Request that defines the proposed project or budget request. This form is emailed to all staff and is available on the Willow International Center website. All College Center Council committee members are able to submit requests for funds on behalf of all center constituents. The Action Plan Funding Request documents are subject to discussion and

consideration for funding by the College Center Council. The College Center Council consists of the Vice Chancellor of the North Centers, the Vice President of Instruction and Student Services, the Deans of Instruction, the Deans of Students, the Associate College Business Manager, all faculty division representatives, a Faculty Association representative, a student representative from Student Government, a Classified Senate representative, and adjunct faculty representatives. Final recommendations are forwarded to the Vice Chancellor. [Evidence # 123, 78, 563, 762]

The results of the Action Plan resource allocation process are entered into a spreadsheet document that is emailed to the entire Willow International Center community, including the College Center Council committee members, and posted to the Willow International Blackboard website along with the College Center Council Committee minutes. The spreadsheet indicates the approved amount of funding allocated for the Action Plan Funding Request that was submitted and the specific need to be addressed by the funds awarded. [Evidence # 123, 563]

The College Center Council, with input from the various planning committees and the use of the Action Plan Funding Request Forms, has made great strides in integrating the planning and budget development process. The program review process has been a successful tool in identifying specific resource needs that are addressed by the College Center Council. The budget development process has helped to further a greater understanding of the fiscal management of the center. In addition, as described in Standard One, the institutionalization of the North Centers collaborative decision-making process of evaluation, integrated planning, resource allocation, implementation, and re-evaluation allows for constant review of planning and resource allocation. [Evidence # 123, 14]

In a self study survey conducted at the Willow International Center in Spring 2010, 81% of respondents agreed that “Faculty and staff have opportunities to participate in budget development and resource allocation.” [Evidence # 127 q. 63]

Planning Agenda

Improve communication of the results of the Action Plan Funding Request process.

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary

The financial management system of the district utilizes a chart of accounts to ensure financial integrity and the responsible use of financial resources. This chart of accounts is promulgated by the California Community Colleges State Chancellor’s Office through the Budget and Accounting Manual. To ensure that district budget expenditures fall within the adopted budget or board-approved revisions, the following control mechanisms are in place:

- A financial accounting system that provides budgetary control and accountability
- A budget control department that performs due diligence on every financial transaction
- An accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed
- A position control system through Human Resources to ensure that all full-time positions are approved and budgeted
- A procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures
- A purchasing department that oversees adherence to purchasing policies and procedures
- Board of Trustees oversight of purchases, contracts, and hiring decisions
- Independent auditors who verify that safeguards are in place. [Evidence # 166, 167, 168, 265]

In addition, the Fresno County Office of Education performs a financial oversight function, including random tests of warrants issued by all institutions in the county. Auditors follow the consistent and thorough investigation processes set forth in the California State Audit Manual. [Evidence # 166, 167, 168, 265]

The district uses the requisition and purchase order process in order to monitor and evaluate all proposed expenditures submitted by college, center, and district support service departments. Purchases can only be made if an approved budget exists and authorized signatures are in place. Budget control is maintained at the major object code level. A budget is approved and assigned to each academic and support department using a unique chart of account codes for each department. Budget transfers can be made based on changing needs throughout the year.

Some purchases require a contract between the district and the proposed vendor. The district Chancellor delegates initial approval of all contracts to the district Vice chancellor of Finance and Administration. Contracts are then submitted to the Board of Trustees for final approval. Requisitions, purchase orders, and vendor payments involving a contract will not be processed until an approved contract is in place. [Evidence # 328]

The Associate College Business Manager of the Willow International Community College Center is responsible for aligning the center's process with district procedures and state regulations. Willow International follows the same procedures as the district. Faculty and staff initiated purchase requisitions must pass through an approval process involving the deans, Vice President of Instruction and Students, and the Associate Business Manager. The Vice Chancellor of the North Centers' approval is required for equipment and capital outlay purchases. The district Purchasing Department processes the purchase orders. Without sufficient funds, purchase orders cannot be processed. [Evidence # 771]

To ensure that financial information is disseminated in a dependable and timely manner, the district Vice Chancellor of Finance and Administration submits financial reports to the Board of

Trustees on a regular basis. In addition, the district is required to submit financial information to the State Chancellor's Office through the quarterly Community College Financial Status Report (CCFS-311Q) and the annual Community College Financial Status Report (CCFS-311).

[Evidence # 673, 151, 763]

Self Evaluation

The standard is met. The financial management system (Datatel) that has been utilized by the district since 1998 allows for real-time budget information. Budget managers are able to access accurate information that allows for budgetary control and accountability.

In addition, collaboration with the district Finance Department for accounting, Human Resource position control, purchasing and expenditures, contract, and grant oversight ensures adherence to district policies, procedures, and the financial integrity of the institution.

Financial information is readily available and provided on a regular basis as follows:

- All budget managers, deans, administrative assistants, administrative aides, the Vice President, the Vice Chancellor, and business office staff have real-time online access to college budgets and year-to-date account balances, etc.
- The Vice President of Instruction and Student Services and all Deans meet monthly with the Associate Business Manager and Business Services Account Technician II to review budget account balances and discuss budget concerns or issues.
- Financial status and budget update dialogue and information is provided at the bi-monthly College Center Council meetings and weekly at the North Centers Vice Chancellor Cabinet meeting.
- The Associate College Business Manager and district Vice Chancellor of Finance and Administration, via e-mail, regularly update College Center Council members, administrators, and managers on center and state budget and financial issues as they unfold and information becomes available.
- The Associate College Business Manager and Accounting Technician II staff maintains open access practices and are readily available via e-mail, telephone, or in person to provide information, answer questions, or provide assistance or clarification of budget related issues.

[Evidence # 123, 327, 270, 763, 761]

In the Accreditation Self Study Survey of Spring 2010, 70% of respondents agreed or strongly agreed that "Timely and accurate financial information is available to me as needed." The need for additional training for deans and support staff, as well as the general center population, was identified as a result of the Accreditation Self Study Survey question above. [Evidence # 127 q. 61]

Planning Agenda

Provide training for deans and support staff, which is also open to general center population, in order to enhance understanding of budgeting process and how to access and interpret budget information.

- a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Descriptive Summary

The distribution of unrestricted funding to the Willow International Center each fiscal year is exclusively a district function. The district complies with state and federal law in the distribution of restricted funds to the colleges and the Willow International Center. The annual Community College Financial Status Report (CCFS-311) documents the district's compliance with direct instructional spending requirements. [Evidence # 151, 328, 763]

Each year, tentative and final budget books are provided to the Board of Trustees and the public for review. Narrative information regarding the district's sites, including the Willow International Center, and detailed financial information for all district funds is included in these documents. The tentative and final budget books also include prior fiscal year projections or actual information, and the budget information for the new fiscal year. [Evidence # 169, 170, 715, 733, 764]

Audit compliance is almost exclusively a district function. The Willow International Community College Center is audited as part of the district's annual audit. The absence of audit findings for the Willow International Center stands to validate the appropriate fiscal management of the center's funds. However, should corrections to audit exceptions occur at the center, they would be managed at the center level with oversight and availability of district management's advice. [Evidence # 166, 167, 168, 265, 156, 157]

As required by California Education Code Title V California Code of Regulations (Sections 59101-59106) and federal audit guidelines related to applicable student financial aid programs, contracts, and grants, the district contracts with an independent audit firm to conduct an annual audit in accordance with the U.S. "Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133". The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session. The district has responded appropriately to all audit findings or exceptions in a timely manner. The district's annual audit reports are completed in a timely manner and distributed to each site. The annual budget, the annual audit report, and financial reports are available on the district accreditation website. [Evidence # 166, 167, 168, 265, 715, 328]

Self Evaluation

The Willow International Community College Center meets this standard as it is part of the district's annual audit. The district and Willow International have received unqualified audit opinions and no findings representing reportable conditions, material weaknesses or instances of noncompliance related to federal and state funding for the past three years. Annual audit reports, recommendations, and findings are reviewed with budget managers. The external audit provides a means to monitor the appropriateness of financial activities. We respond to all audit recommendations and act upon them in a timely manner. [Evidence # 166, 167, 168, 265]

The district and Willow International Community College Center meet all required budgeting and accounting standards and practices with no significant exceptions or recommendations. The district's and center's budget documents are available to employees and the public, as is the annual financial and compliance audit reports. The external audit provides a means to monitor the legality, compliance, and appropriateness of financial activities.

Programs and services at the Willow International Center develop their operating budgets based on center level and program level goals, which are linked directly to the support of student learning programs and services. [Evidence # 166, 167, 168, 265, 762, 768]

In a self study survey conducted at the Willow International Center in Spring 2010, 65% of respondents agreed that "Financial resources are adequate and support student learning programs and services," while 18% disagreed with this statement. As stated in the financial overview, the rapid growth of the Willow International Center, coupled with reductions in state and district funding, has created fiscal restraints. However, once this institution becomes accredited, the additional base and categorical funding allocation will more adequately support student learning programs and services. [Evidence # 127 q. 62]

Planning Agenda

None

- b. Appropriate financial information is provided throughout the institution.**

Descriptive Summary

Financial information is provided throughout the institution at the district, college, and center levels. The district budget development calendar and end-of-year deadlines are emailed to all budget managers each year in order to provide sufficient timing to support institutional and financial planning and management. The internal budget development and approval processes of the center and the district and the general dissemination of information result in an awareness of financial information among direct participants in these processes. [Evidence # 656, 657, 10, 86, 123, 328]

To ensure that board members have a thorough understanding of the budget process, the State Center Community College District Board of Trustees has identified specific board meetings

throughout the year for workshops and discussion of budget-related training and issues. These meetings are open to all members of the community including district administrators, faculty, and staff. The meetings are held approximately three times per fiscal year and more often as needed. The meetings include an overview of the State Center Community College District budget history and development process. [Evidence # 620]

Each year the annual budget is presented to the Board of Trustees for discussion and approval in a public hearing. Notice of the hearing is published in local newspapers. After the hearing, the board takes action to approve a tentative budget by July and adopt a final budget by September 15th. A public record of these approvals is available to the college and the greater community on the board's website, where board documents are also archived for future reference. In addition, all college budgets and quarterly financial reports are available online and can be examined by trustees as well as the general public. This open access and public scrutiny encourage realistic assessment of expenditures at the time the budget is constructed. [Evidence # 71, 328]

At the Willow International Community College Center, the state of the budget and associated issues are included on the agenda for the mandatory faculty Duty Day at the beginning of every fall and spring semester. The North Center's budget is a standing agenda item at the Vice Chancellor's weekly cabinet meeting. Monthly budget meetings are held by the Vice President of Instruction and Student Services. These meetings are attended by the deans of instruction, deans of students, Associate College Business Manager, and the associated support staff for both general fund and grant-funded programs. Budget review and training are provided at the meetings. In addition, budget training for the deans of instruction and students as well as their support staff was provided by the Associate College Business Manager in Spring 2008 with the distribution of budget binders identifying the chart of accounts, purchasing instructions, instructions for accessing budget reports, blank templates, and instructions for budget analysis. [Evidence # 122, 293, 294, 298, 455, 122]

The main vehicle for regular broad-based dissemination of financial information at Willow International Center is through the College Center Council, a committee with classified, certificated, and management representatives. Current needs, fund availability, and state budget and financial updates are shared at these meetings. Budget development begins with the College Center Council in October each year for the following fiscal year in order to address budgetary issues or items needing specific action in a timely fashion. [Evidence # 123]

All budget managers have real-time online access to department budgets and year-to-date account balances via Web Advisor. The budget is also available in hardcopy format upon request. The Associate College Business Manager's office reviews the Willow International Center budget on a weekly basis.

Self Evaluation

The center meets this standard. Budget information is widely available throughout the center and district. The recent implementation of budget workshops for district Board of Trustees that are open to all members of the local and college community is evidence of the commitment the district, colleges, and centers have for providing appropriate financial information throughout the

institution. In addition, the annual budget presentation to the Board of Trustees in a public hearing is indicative of the transparent sharing of information. Online access allows public viewing of all district budgets and quarterly financial reports. [Evidence # 715, 763, 328, 764]

Budget training for administrators is held on a monthly basis at the North Centers Budget Management meeting. In addition, budget training sessions are regular agenda items at meetings of the College Center Council. This broad-based dissemination of financial information allows classified, certificated, and management representatives access to budget and financial updates. [Evidence # 123, 761]

As previously mentioned, real-time budget information is available to all budget managers through the Datatel financial management system utilized by the district. Although access is available, continued training sessions are necessary so that all staff have the appropriate skills to accurately access and interpret the data presented in the budget reports

In the accreditation survey conducted at the Willow International Center in Spring 2010, 72% of respondents agreed that “Financial information is readily available throughout the College Center,” while 11% disagreed with this statement. Furthermore, 70% strongly agree or agreed that “Timely and accurate financial information is available to me as needed.” [Evidence # 127 q. 61, 64]

Planning Agenda

While financial information is readily available, it has been determined that more training is necessary to facilitate access and understanding of financial information. This training would be targeted for budget managers and support staff but would also be open to the general center population.

- c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

Descriptive Summary

Due to the cyclical nature of state apportionment and property tax revenues, there are times when the district’s general fund (non-reserve and investment accounts) checking accounts are temporarily at minimal balances. The State of California began “deferring” the delivery of funds to the community colleges in fiscal year 2004-2005. This has put a further strain on the availability of cash to pay the district’s financial obligations. It is anticipated that cash deferrals will continue into the foreseeable future as a means for the state to retain sufficient funds to pay its own financial obligations in a timely manner. This practice will reduce potential interest earnings accrual on investment reserves and could result in the district having to participate in the Tax Revenue Anticipation Note (TRANS) Program. The district has determined from experience that using the TRANS Program, as needed, is cost effective compared to accessing short-term investment instruments for relatively short-term cash flow purposes. By not providing cash to the district as regularly scheduled, the deferral process by the state may compel

the district to seek additional borrowing outside of what is normally done. [Evidence # 151, 763, 189]

The district has sufficient funding to support the institution. The primary sources of State Center Community College District funding are general apportionment and categorical program funds. The independent auditor found sufficient cash flow and reserves to support the continued operation of the institution. The district is self-insured and maintains proper procedures and funds for the protection of its staff and students. [Evidence # 166, 167, 168, 265, 151, 169, 170, 733]

The district Office of Finance and Administration serves as the fiscal agent for the Willow International Community College Center, and the district reserves would be the source of additional funding if needed. The state considers six percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. The district historically exceeds this minimum reserve and has maintained a reserve greater than 13 percent for the past two years. [Evidence # 620, 763, 169, 170, 733]

The ending balance for the Willow International Center unrestricted allocation for the past three years (2007-2008, 2008-2009, 2009-2010) has averaged 2.5 (two and one half) percent. These funds will be considered for funding one-time expenses such as technology replacement and unanticipated emergencies. [Evidence # 169, 170, 733]

The Willow International Center receives its revenues through district allocation of funds. All revenues and cash flow are strictly monitored to ensure that institutional operations do not exceed budget. For example, the monitoring process includes the constant review of enrollment reports during the academic year and comparison with enrollment projections. [Evidence # 772, 763, 328, 621]

The State Center Community College District, including the colleges and centers, are members of the Valley Insurance Program Joint Powers Authority (VIPJPA). As such, the district, colleges, and centers are appropriately insured for casualty losses, theft, liability, personal injury, and property damage through ASCIP. The District Vice Chancellor Finance and Administration is assigned the responsibility for coordinating the property and liability program for the district and works with each college's vice president of administrative services and the North Centers' Associate College Business Manager in developing policies and procedures to reduce loss and litigation exposure. [Evidence # 773, 566]

The following reflect the specific areas of coverage for the district's Risk Management Program:

- General Liability Insurance
- Property/Fire and Casualty Loss Coverage
- Student Medical and Accident Insurance
- Worker's Compensation Insurance
- Employee Long Term Disability Insurance
- Employee Health Insurance Options
- Employee Life Insurance Basic Coverage with Employee Pay Options

The VIPJPA also develops safety programs and reviews ways and means of minimizing risk exposure.

The district, college, and Willow International have a fully operational Employee Injury and Illness Prevention Program (IIPP) in accordance with SB 198, as well as a staff and student Right to Know Program. [Evidence # 165, 715]

The District Self-Insurance Fund is currently used to receive premiums from the General Fund and auxiliary operating funds and to disburse payments related to long-term disability. The budget fund balance includes a reserve for the long-term disability plan and workers' compensation, a small reserve for liability and property damage, and a contingency for Public Employees Retirement System (PERS) repayments and/or other post-employment benefit plans. The Board and district administration considered it prudent to begin funding the obligation made during negotiations many years ago to pay for a portion of an employee's retirement health costs. These funds have been deposited into an irrevocable trust in order to become fully compliant with the Governmental Accounting Standards Board 43/45 guidelines. A State Center Community Retirement Board manages the investments of the fund. [Evidence # 328, 770]

Self Evaluation

This standard is met. The prudent fiscal management of the district and center has allowed for a reserve of funds that are available in times of economic uncertainty in order to meet cash flow needs when necessary.

The district is protected against risk through its agreement with the VIPJPA. The district Vice Chancellor of Finance and Administration is the liaison with the VIPJPA organization, and he is responsible for the coordination of property and liability programs for the district. In addition, in coordination with the district, the Willow International Associate College Business Manager is instrumental in developing and implementing policies and procedures to reduce loss and legal mitigation exposure. [Evidence # 156, 157, 153, 154, 155]

The Willow International Associate College Business Manager is the chairperson for the Environmental Health and Safety Committee that meets quarterly to identify and problem solve potential safety and health hazards. [Evidence # 760, 288]

The district has been proactive in establishment of both an irrevocable and revocable trust to address post-employment benefit plans.

Planning Agenda

None

- d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Descriptive Summary

Reedley College administers financial aid for eligible Willow International Center students based on authorization of state and federal agencies. Effective oversight of financial aid is ensured through this eligibility process. The college has been granted authority to participate and disburse Title IV, state, and institutional funds. The Willow International Financial Aid staff works directly under the Reedley College Financial Aid Office and is responsible for documentation of student eligibility and processing the funding of awards. The staff consists of a Financial Aid Manager, a Financial Aid Assistant I, and a part-time Financial Aid Assistant II. [Evidence # 448]

To ensure effective oversight, the Reedley College's Financial Aid Office performs the following:

- Maintains a policy and procedures manual outlining all of its processes
- Sends the Willow International Center Financial Aid Manager and support staff to program training to stay current in changing rules and regulations
- Provides a list of disbursement dates and guidelines
- Maintains and makes available financial aid information for students
- Works in cooperation with Admissions and Records, Information Services, College Business Services, and Academic Services to assure that the funding, awarding and disbursing of funds meet all deadlines and regulations.

[Evidence # 774, 775, 776, 650, 448]

The District Vice President of Admissions, Records, and Institutional Research provides district-wide policy development and implementation for consistency and standardization of related practices throughout all six campuses.

The district's Grants Office provides oversight for grant applications and other externally funded categorical programs in accordance with the Strategic Plans of the State Center Community College District. Preparation of grant applications is performed within the scope of the U.S. Office of Management and Budget Circular A-133. The Grants Office provides training and consultation in grant compliance for project directors who ultimately have responsibility for the regulations that are under the provisions of the Federal Single Audit Act. Campus project directors are responsible for adhering to generally accepted district, state, and federal audit practices. The Willow International business services and accounting support staff monitor and provide ongoing review and budget management of all center grants. Financial documents such as grant budgets, invoices, etc. are prepared at the Willow International Center and reviewed by the State Center Community College District Finance Office accounting staff before being forwarded to the granting agencies. [Evidence # 224, 750]

Contracts and agreements developed by the district or by the Willow International Community College Center are reviewed by the district legal counsel and the Vice Chancellor of Finance and Administration. The Board of Trustees reviews all contracts and agreements and votes on them

during scheduled public sessions. The purchasing and accounts payable departments provide an additional level of oversight for these contractual obligations. [Evidence # 673, 715, 124, 125]

The independent Citizens' Bond Oversight Committee makes sure that the funds from Measure E bonds are spent in accordance with projects and programs outlined in the election ballot. The committee meets four times per year to review expenditures and projects management. [Evidence # 177, 178, 179, 579, 580, 581, 765]

The institution is audited by external audits on an annual basis. The audits are published, distributed, and available on the district web site. The State Center Community College District has received three audit findings since 2004. Each finding was implemented in the subsequent year. The internal audit reports are presented to the Board of Trustees upon completion of the audits. The Willow International Center has not had any audit findings. [Evidence # 166, 167, 168, 265]

Self Evaluation

Willow International has met this standard. The district financial management staff, campus program directors, and Deans provide oversight of the institutions' finances, financial aid, grants, externally funded programs, and contractual agreements including the State Center Community College Foundation's institutional investments and assets. The District Vice Chancellor of Finance and Administration assumed this responsibility on July 1, 1996. Financial aid for Willow International students is primarily administered through the Reedley College business services office in accordance with state and federal regulations. Reedley College and the State Center Community College District have a history of effective oversight of finances and are proactive in the management of financial functions as necessary. As the center moves toward college status, the Associate Vice Chancellor of Educational Services and the Vice President of Instruction and Student Services at Willow International are developing a plan to administer a financial aid program. External independent audits for the district and college have had no findings representing reportable conditions, weaknesses or instances of noncompliance. The district finance office also monitors grant funding for compliance with state and federal regulations. Grant regulation compliance is of utmost importance to the administration, faculty, and staff at the Willow International Center and therefore there has never been an issue with grant compliance. [Evidence # 148, 149, 150, 166, 167, 168, 265]

Planning Agenda

None

- e. **All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

Descriptive Summary

An auxiliary organization that seeks financial resources to support the mission and goals of the institution is the State Center Community College Foundation, a 501c(3) organization serving all colleges and centers of the district. “The mission of the State Center Community College Foundation is to encourage philanthropic gifts that directly enhance the access to and quality of community college education for the students and faculty of the State Center Community College District.” The Foundation’s mission is to attract scholarships, individual and corporate gifts, grants, and other private resources to support the district’s colleges and centers. The volunteer Board of Directors is comprised of five executive committee members and twenty-five board members from throughout the district service area. The Foundation funds are managed by Foundation Accounting staff with the assistance of the district’s finance department. The Foundation, as a separate not-for-profit organization, is audited each year. The annual audit is published, distributed, and available on the district website. There have been no audit findings for the Foundation account for the past three years. [Evidence # 148, 149, 150]

Fund raising efforts are also conducted by the Associated Student Government of the Willow International Center. This organization is audited annually and found to follow prudent business standards and practices. The Willow International Center continues to apply for and receive grants. Accounting staff has received training on Office of Management and Budget Circulars that are applicable to federal grants. Program staff receives training provided for the specific grants with which they are involved. Each year as part of the annual audit, grants are audited by the district’s independent auditors. Occasionally funding agencies also audit grants. [Evidence # 166, 167, 168, 265]

Self Evaluation

This standard is met. The Willow International Community College Center has benefited from the fundraising efforts of the State Center Community College District Foundation. The Foundation strives to increase community awareness and to build financial support for the center and its students. Over \$20,000 in scholarships has been awarded to Willow International students in fiscal year 2009 - 2010. In addition, Willow International Honors Program students receive a twice yearly, for one year, allocation of \$150 from the Jo Nell Beal Scholarship foundation account to offset educational expenses during their first year in the program. The faculty and staff at Willow International also participate in the Foundation’s Mini-Grant project that allows for funding of \$3,500 each fall for specific proposals. Proposals are limited to a maximum award of \$500 each and are reviewed by a committee that includes two Foundation board members who are actively involved in the selection of the awards. [Evidence # 148, 149, 150, 154, 169, 170, 767, 454, 174, 175, 176]

Leadership Clovis, a community-based group is currently in the process of raising \$10,000 from the Fresno/Clovis business community for scholarship awards for students at the Willow International Center. [Evidence # 454, 753]

The State Center Community College District Office of Grants and External Funding works actively with Willow International to receive federal, state, and local governmental grants. The

office also assists with preparation of proposals for college-wide grants such as the Title V proposal that was funded in 2004. The project was completed in 2009 and provided funds for a tutorial center. The Tutorial Center continues to provide services for approximately 2600 students each year. [Evidence # 47, 48, 54, 224, 750]

The North Centers were recently selected to receive two grants under the Student Support Services Program through the United States Department of Education. The purpose of the Student Support Services Program is to provide academic and other support services to low-income, first-generation, or disabled college students to increase student retention and graduation rates, facilitate transfer from two-year to four-year colleges, and foster an institutional climate supportive of the success of low-income and first-generation college students and individuals with disabilities. Two five-year grants were received with funding for the first year in the amount of \$220,000 to assist the general population of students and \$200,000 to assist students pursuing studies in Science, Technology, Engineering and Math (STEM Grant). [Evidence # 224]

Approximately \$110,000 of the general population funds and \$100,000 of the Science, Technology, Engineering and Math (STEM) funds will be used to assist students at Willow International. The North Centers have, for several years, been funded through the Child Development CalWORKS program to recruit students who are current or former cash aid recipients and who wish to pursue a career in the field of Early Childhood Education. The Fresno County Department of Social Services requested the State Center Community College District to submit one contract for Willow International, Reedley College, and Fresno City College to provide educational training to CalWORKS clients. This contract stipulates that Willow International will receive \$48,000 to provide counseling services for 45 CalWORKS students. [Evidence # 224]

In fiscal year 2009-2010, the Willow International Community College Center received a one-time allocation of \$34,157 in funds from the nation-wide ARRA stimulus package. The Willow International Center ARRA funds were allocated to the Disabled Students Programs & Services, Matriculation, and student tutors to offset the California state reduction in funding to these programs. [Evidence # 778]

Every notice of Intent to Apply for Funding is distributed district-wide via mass email in order to initiate interest in participation in the grant proposal. The district Grants and External Funding staff provide support to faculty and staff who are interested in applying for funds. Budget and financial reports are prepared and reviewed by the accounting technician in the Business Services Office before submission to the district finance department where final review takes place prior to forwarding to the granting agency. This process ensures that all financial resources, including those from auxiliary activities, fundraising, and grants are utilized with integrity in a manner consistent with the missions and goals of the institution. [Evidence # 224, 750, 778, 779]

The district's external independent audits have had no findings representing reportable conditions, material weaknesses, or instances of non-compliance with auxiliary activities, fund

raising efforts, or grants with external entities. [Evidence # 148, 149, 150, 166, 167, 168, 265, 715]

Planning Agenda

None

- f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

Descriptive Summary

As stated above, all contracts and agreements developed by the district or by Willow International Community College Center are reviewed by the Vice Chancellor of Finance and Administration and district legal counsel if necessary. The Board of Trustees reviews all contracts and agreements to ensure they are consistent with the institutional mission to "...provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities."

The Willow International Center has contracts with various organizations to provide education services and classes. For example, Willow International has worked collaboratively with the Service Employees International Union to provide science courses for employees seeking to further their education and enhance job skills. In addition, the local Workforce Investment Board has contracted with State Center Community College District - Willow International Center for two computer networking programs for unskilled or unemployed citizens of the local community. The district also has contracts with outside vendors to provide food services and vending commissions at the Willow International Center. [Evidence # 780, 781]

Self Evaluation

The standard is met as the Board of Trustees adheres to established policies and procedures when entering into contractual agreements. The policy authorizes three administrators, the Chancellor, the Vice Chancellor of Finance and Administration, and the Associate Vice Chancellor of Human Resources, to legally bind the district or colleges in contracts. Contracts are reviewed by the district's legal counsel for legal compliance. The district follows board policy to maintain the integrity of the institution, requiring disclosure of contracts and board approval prior to signing by the Chancellor or her designee. The district's policies and procedures as they relate to contractual agreements with external entities support the Educational Master Plan and Strategic Plan of the district's colleges and centers. In addition, the integrity of district contracts is maintained by adherence to regulatory codes including the Public Contract Code, the Education Code, the Business and Professions Code, the Labor Code, and the government code as they relate to specific types of contracts. Contract agreements cover, among others, personal services, lease purchase agreements, instructional programs and services, contract education, and

inside/outside facility use. The institution can terminate contracts for cause. [Evidence # 124, 125]

Planning Agenda

None

- g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

Descriptive Summary

Each year the evaluation of expenditures for prior and current fiscal years is the starting point in the budget development process. Analysis of the prior year's fiscal budgeting is an effective tool for identifying current and future fiscal needs. [Evidence # 169, 170, 733, 759, 763, 764]

In addition, the Associate College Business Manager is responsible for providing ongoing monitoring and review of the center's financial transactions including periodic financial reports and accounts, if any, that are in need of special review. Each departmental budget manager is responsible for the financial transactions for his or her assigned area(s). The budget manager and support staff have real-time online access to assigned financial account information including all financial accounts, originally approved budgets, revised budgets, year-to-date expenditures, most recent month activity, encumbrances, and available account balances.

The District Vice Chancellor of Finance and Administration reviews the year-to-date financial status of the district and colleges at monthly district-wide finance and administration meetings. The Associate College Business Manager is the Willow International representative at these meetings where financial activity, revenue or expenditure trends are discussed and appropriate action taken, when applicable. [Evidence # 783, 763]

The Willow International Associate College Business Manager and Vice President of Instruction and Student Services are representatives on the district-wide Information Systems Priority Committee, where recommendations for changes, additions, or deletions to the various Datatel modules are made. Suggestions and ideas to improve the financial management system are evaluated and prioritized by the district Director of Finance, district Director of Information Systems, and the Information Systems Priority Committee. These meetings are held on a monthly basis. If changes or modifications are needed and justified to improve the functionality of the management system, changes are made and applicable notification and training is provided to the end line users of the system. [Evidence # 784, 786]

As stated above, the district is audited by an independent firm each year and internal controls are evaluated. As part of obtaining reasonable assurance that the district financial statements are free of material misstatement, the auditors perform tests of the district's compliance with various provisions of laws, regulations, contracts, and grants. Results of such tests are disclosed in the auditor's report. This feedback is immediate and recommendations are implemented within the next audit cycle. [Evidence # 166, 167, 168, 265]

Self Evaluation

This standard is met. Historically, the district and Willow International Center financial management practices reflect a pattern of prudent fiscal management and accounting processes. The Willow International Center has maintained reserve funds with some fluctuations for the past three years. The district has consistently maintained a healthy reserve in excess of the six percent reserve level recommended by the State Chancellor's office in order to assist with funding needs due to the state economic uncertainties. [Evidence # 764, 763]

Financial management practices are reviewed and evaluated with the annual independent external auditors in order to assess the functionality of the system and compliance with rules. The participation in the Willow International funding process by the College Center Council ensures participation from all constituencies: administration, faculty, staff, and students. [Evidence # 166, 167, 168, 265, 85, 123, 36]

Planning Agenda

None

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

There are numerous mechanisms that ensure that the institution assesses its use of financial resources systematically and effectively. The Board of Trustees receives financial information from administrators and auditors. The board hears reports, solicits additional information as needed, and approves reports or recommended changes with the input and oversight from the District Finance and Administration Office. The independent Bond Oversight Committee ensures that the bond funds from Measure E are spent in accordance with projects and programs as outlined in the election ballot. [Evidence # 328, 177, 178, 179, 579, 580, 581, 763]

Program directors and deans oversee the expenditures for all categorical funds, especially externally funded programs and grants, and all grant expenditure reports are verified by the district finance department and approved by the Vice Chancellor of Finance and Administration. Grant projects have assessments built into their proposals. The grant project manager shares this information with affected departments and disciplines during program review to determine if general funds should be sought to continue the project when grant funding expires. [Evidence # 14]

The budget format enables all segments of the colleges and centers to compare historical spending patterns and to track expenditures within the adopted budget. Budget managers are able to access budget information via Datatel in real-time. This application allows inquirers to see the budgeted amount, year-to-date expenditures, and encumbrances for all accounts. Data are accessible 24 hours a day, seven days a week.

At the center level, The Willow International Educational Master Plan, Strategic Plan, and program review processes are guideposts for financial resource planning. These plans and processes provide a series of procedures and reviews to assess and modify systems in order to ensure the effective use of financial resources. The Willow International Community College Center utilizes a collaborative decision-making process to serve as the foundation for the continuous improvement of student learning. The cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation has been institutionalized at the center. The core of the collaborative decision-making process is the mission, vision, and values of the institution. Dialogue and communication are extensive within the College Center Council, ad hoc and standing committees, Academic Senate, Classified Senate, Faculty Association, the North Centers Vice Chancellor's Cabinet, division representatives meetings, Associated Student Government meetings, Duty Day faculty meetings, and the cycle of program review. [Evidence # 14, 85, 123, 126, 270, 122, 322, 131, 711, 36, 762]

Each year the annual program review update process evaluates whether fiscal needs are being met for individual disciplines and programs. Both instructional and non-instructional Program Reviews are conducted at the center level. Recommendations from individual disciplines or divisions are communicated to the College Center Council for evaluation. Through a collaborative decision-making process, this broad spectrum of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above. Once resources have been allocated and changes implemented, the assessment of outcomes takes place and areas for improvement are again identified by the respective discipline or program. Both quantitative and qualitative data are used in the evaluation, analysis, and reporting of outcomes in the subsequent program review cycle when each discipline or program report findings to the College Center Council, thus closing the loop on a continuous cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. [Evidence # 14, 123, 36]

Self Evaluation

The center has met this standard. The Willow International Community College Center has made a concerted effort to integrate planning and budget development through the active participation of the College Center Council and utilization of the Action Plan Funding Request process that ties back all requests for funding to the mission and goals of both the district and Willow International Center, the Willow International Strategic Plan, and program review recommendations. All members of the campus community are able to submit a request for funding through the Action Plan Funding Request form for specific program needs. In addition, each division may request additional resources for program needs as identified through program review recommendations. The Action Plan form defines and justifies the proposed project or budget request. This form is emailed to all staff and is available on the Willow International Center website. The College Center Council members review and discuss the Action Plan Funding Request documents. The College Center Council consists of the Vice Chancellor of the North Centers, the Vice President of Instruction and Student Services, the deans of instruction, the deans of students, the Associate College Business Manager, all faculty division representatives, a Faculty Association representative, a student representative from Student

Government, a Classified Senate representative, and adjunct faculty representatives. Final recommendations are forwarded to the Vice Chancellor of the North Centers. The Associate College Business Manager prepares a budget spreadsheet that reflects the allocation of funds. The spreadsheet is distributed via e-mail to all staff. [Evidence # 762, 563]

The Action Plan request for funds, as referenced above in III.D.1.a., must tie back to the established center plans with an end to improve student learning. The ever constant challenge of the budgeting process is the prioritization of funding requests in light of limited availability of resources. The effective use of all resources is a dynamic process and changes can and are made as needed throughout the year. The collaborative decision-making process is an effective tool to evaluate and integrate planning, resource allocation, implementation, and re-evaluation throughout the fiscal year in order to assess the effective use of financial resources. [Evidence # 123, 14, 36, 563]

Planning Agenda

None

Evidence for Standard IID

Doc. #	Document Title
10	North Centers Budget Development Calendar 2009-2010
14	Program Review (all)
15	North Centers Strategic Plan 2008-2009 Overview w/ History
22	Eligible Institution Under Title III and Title V
25	North Centers Strategic Plan 2008-2009
27	Action Plan Funding Request Form 2009-2010
30	Action Plan and Expenditure Plan Information
32	North Centers Technology Plan 2008-2009
35	North Centers Technology Plan 2009-2010
36	Action Plan Requests for Lottery Funds for 2010-2011 E-mail
37	North Centers Strategic Plan 2008-2009 Final Report
38	Enrollment Management Plan 2008-2009
39	North Centers Strategic Plan 2007-2008 Accomplishments
40	SCCCD Annual Financial Report June 30, 2008
47	Willow International Tutorial Center Title V Report 9-28-09
48	Student Served by Willow International Tutorial Center 2006-2010
53	North Centers Strategic Plan 2009-2010
54	Tutorial Grant & Certification E-mail
78	Instructional Action Plan Funding Requests 2009-2010
80	Strategic Plan 2008 One-Year Status Report to Board of Trustees
81	Strategic Plan Update PowerPoint 1-8-09
84	North Centers Mission Statement Approved by College Center Council 4-3-09
85	College Center Council Handbook 2009-2010
86	Lottery Budget Development Calendar 2010-2011
87	Action Plan Funding Request Form 2010-2011
89	Educational Master Plan E-mail 11-4-09
91	North Centers Educational Master Plan 2009 Draft 12-7-09
104	North Centers Strategic Plan 2009-2010 Mid-Year Report
117	Classified Staff Contract 2006-2009
119	Full-time Faculty Contract 2006-2009
122	Duty Day Agendas (all)
123	College Center Council Minutes (all)
124	Board Policies (all)
125	Administrative Regulations (all)
126	Faculty Handbook 2010-2011
127	Accreditation Survey Results
128	North Centers Strategic Plan 2010-2011
131	Reedley College Classified Senate By-laws
147	Articles of Incorporation of the SCCC Foundation
148	SCCCD Foundation 2008-2009 Budget
149	SCCCD Foundation 2009-2010 Budget
150	SCCCD Foundation 2010-2011 Budget

151	SCCCD Quarterly Financial Status Report 6-30-10
152	Workers Comp Actuarial Study 2008
153	Workers Comp Actuarial Study 2009
154	Property & Liability Actuarial Study 2008
155	Property & Liability Actuarial Study 2009
156	VIPJPA Auditor's Fiscal Years Report 2007-2008
157	VIPJPA Auditor's Fiscal Years Report 2006-2007
165	Employee Safety Training Process
166	Financial Audit Report 2008-2009
167	Financial Audit Report 2007-2008
168	Financial Audit Report 2006-2007
169	SCCCD Final Budget 2009-2010
170	SCCCD Final Budget 2008-2009
171	Actuarial Study of Post-Employment Benefits July 2008
172	Actuarial Study of Post-Employment Benefits July 2007
173	Actuarial Study of Post-Employment benefits July 2005
174	SCCCD Foundation Financial Statement 6-30-09
175	SCCCD Foundation Financial Statement 6-30-08
176	SCCCD Foundation Financial Statement 6-30-07
177	Measure E Compliance & Performance Reports 6-30-09
178	Measure E Compliance & Performance Reports 6-30-08
179	Measure E Compliance & Performance Reports 6-30-07
187	North Centers Matriculation Plan 2010
189	Cash Flow Projection Presentation 2010-2011
224	Grant Summary Abstracts 2007-2010
228	Perkins Tracking
229	Scheduled Maintenance 5 Year Plan
257	Mission Statement Approved by Board Of Trustees- Minutes 2-2-10
258	Educational Master Plan 2010
265	Financial Audit Report 2009-2010
266	Enrollment Management Plan 2010-2011
268	North Centers Technology Plan Summary 10-12-10
270	Division Reps Minutes (all)
288	Environmental Health & Safety Committee Meeting Notes
322	Associated Student Government Constitution
327	College Center Council Agendas (all)
328	Board of Trustees Meeting Minutes (all)
335	Transition Staffing Plan
384	Student Success Plan 2009-2010
448	North Centers Financial Aid Website
454	Scholarship Information
477	5 Year Construction Plan
562	Instructional Supplies & Equipment Action Plans 2011-2012
563	Summary of Lottery Decision Packages 2011-2012
564	Actuarial Analysis of the Property & Liability Program 8-29-10
565	Actuarial Analysis of the Workers' Compensation Program 8-12-10

566	VIPJPA Financial Statements with Independent Auditor's Report for Fiscal Years Ended 9-30-10 & 2009
579	Citizens' Bond Oversight Committee Roles
580	Citizens' Bond Oversight Committee Bylaws
581	Bond Oversight Committee Measure E Project Status Report 1-20-11
599	North Centers Strategic Plan 2010-2011 Mid-Year Update
601	SCCCD Facilities Planning Presentations Board Retreats March 2009 & March 2010
605	Action Plan Funding Request Form for 2011-2012
620	SCCCD Budget Study Session PowerPoint 2-22-11
621	District-wide Management Meeting PowerPoint 2-28-11
656	Fiscal Year 2010-2011 Cut Off Dates
657	Budget Development Calendar for 2011-2012
673	Board of Trustees Agendas (all)
682	Technology Plan 2010-2011
705	North Centers Budget Book Narrative
711	Academic Senate Minutes (all)
715	SCCCD Website
730	Evaluation Form for Presidents, Vice Chancellors, and Associate Vice Chancellors
733	SCCCD Final Budget 2010-2011
750	CCCCO Grant Categorical Funding Apportionment 2010-2011
758	American Indian Center Grant
759	SCCCD 2011-2012 Tentative Budget
760	Environmental Health & Safety Committee Agendas
761	Budget Training- Budget Report
762	Action Plan Funding Requests Submitted for 2011-2012
763	Budget Update from SCCC Vice Chancellor of Finance & Administration 2-22-11
764	Vice Chancellor of Finance & Administration Report to Board of Trustees
765	Measure E Bond
766	Child Development Center Agreement with Clovis Unified School District & First 5 Fresno County
767	Mini-Grant Award Letters from Foundation FA10
768	Lottery Decision Package Proposals 2011-2012
770	Irrevocable Trust for Retiree Health Benefits
771	Purchasing Training
772	FTES Spreadsheet by Vice Chancellor of Finance & Administration
773	ASCIP Documentation
774	Financial Aid Office Policies & Procedures Manual
775	Financial Aid Staff Trainings Attended
776	Financial Aid Disbursement Schedule
778	ARRA Allocation
779	Notice of Intent to Apply for Funding Sample
780	SEIU (Service Employees International Union) Agreement
781	WIB (Workforce Investment Board) Agreement
783	District-wide Finance & Administration Meeting Agendas
784	IS Priority Committee Agendas
785	IS Priority Committee Minutes

786	IS Priority Committee Charter
797	Proposed Lottery Allocation for 2011-2012

Standard IV - Leadership & Governance



Willow International Community College Center Mission Statement:

The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

STANDARD IV

Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

- 1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

Descriptive Summary

The Willow International Community College Center's administration, faculty, staff, and students are committed to the establishment of an environment and culture that leads to institutional excellence as demonstrated by the mission, vision, and values of the institution, along with the institutional goals and plans. The planning process and its results for the Willow International Center revolve around the Educational Master Plan, which was approved by the Board of Trustees in March 2010. Annual strategic planning goals are identified based upon the previous years' efforts as well as the recommendations from the district and campus Educational Master Plans. Additional functional plans of specific objectives related to the goals of the Strategic Plan that are created and updated annually include the Technology Plan, Enrollment Management Plan, Student Success/Basic Skills Plan, Matriculation Plan, and Future Program/Facilities/Staffing Plan. The annual Vice Chancellor goals are also identified each year as part of the planning process. All of the plans are easily accessible through the website. [Evidence # 324, 561]

The college center Strategic Plan goals are congruent with the SCCCD Strategic Plan and are validated through the College Center Council annually. The objectives for the Strategic Plan are developed through a collaborative process involving the College Center Council and interactive workshops conducted at the fall Duty Day event, in which all full-time faculty and staff are present. The district has developed a process to periodically review and update the SCCCD strategic plan on a four-year cycle. The District Planning Council has also established a

timeline for the colleges and centers to review and update their respective strategic plans to maintain alignment. [Evidence # 122, 128, 129, 181, 706, 707]

The program review process includes a section where the faculty and staff review the college center's mission and Strategic Plan and comment as to how the programs support the mission and strategic plan objectives. [Evidence # 116]

Information about institutional performance is available to staff and students through the center's website and hard copies are located in the administration office. Examples of information that reflect institutional performance include program reviews, The North Centers Educational Master Plan, Strategic Plan, Technology Plan, Enrollment Management Plan, Student Success/Basic Skills Plan, Matriculation Plan, student survey results, staff survey results, SCCC Fact Book, Accountability Reporting for Community Colleges (ARCC), Perkins Reports, grant reports, enrollment reports (CSAR), and committee reports (e.g., safety, facilities).

The institution's processes for institutional performance evaluation and review and input relative to planning for improvements are described in detail as part of the Standard I.B section on "Improving Institutional Effectiveness". In summary, the "Continuous Improvement-Collaborative Decision-Making Process" utilized by the college center involves the cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Institutional performance data generated from the planning and reporting sources listed above are analyzed as part of the process using channels for dialogue, communication, and the formulation of ideas for improvement through the following committees: division representatives, Vice Chancellor's Cabinet, Augmented Vice Chancellor's Cabinet, Chancellor's Cabinet, Board of Trustees Workshops, Faculty Association/Academic Senate, Classified Senate, Associated Student Government, Classified School Employees Association, American Federation of Teachers, and College Center Council. Also, as mentioned earlier, Duty Days are held two times per academic year when all full-time faculty and available staff are involved in the evaluation of the center's performance and setting of goals and objectives for the annual Strategic Plan. Communication and dialogue are also enhanced through monthly newsletters, e-mails, and visits to the campus organizations by the administration. The Vice Chancellor and North Centers Faculty Association President also meet monthly to discuss issues pertinent to continuous institutional improvement. [Evidence # 681, 132, 122, 126, 130]

A clear example of the collaborative and widespread process involving institutional effectiveness and improvement is the process used to produce this Self Study for Candidacy document. As part of the development of the self study, individuals from all constituency groups were invited to participate in one of the nine standards committees, with all full-time faculty and a wide majority of the classified staff participating in the analysis of the evaluative elements for each standard and writing of the report. Students also participated on committees. Each of the nine committees formed to produce the document was co-chaired by an administrator, faculty member, and classified employee. The Fall 2010 and Spring 2011 Duty Days and Spring 2011 Flex Day were used to validate the findings in the self study for which all full-time faculty and staff provided input in the process. In addition, the Student Leadership class reviewed the Accreditation Document and provided their input. [Evidence # 122, 217]

On May 4, 2010, the SCCCD Board of Trustees approved the formation of an Associated Student Government (ASG) as a separate organization for the Willow International Center. The ASG has become the main conduit to recruit student participation in the Center's committees. [Evidence # 322, 114]

Self Evaluation

The Willow International Community College Center meets this standard. The four questions on the accreditation survey given to faculty and staff that were developed to illustrate the effectiveness of the center's leadership and governance and all had very positive results with over 84% of the respondents having a positive opinion (agree or strongly agree).

The results of this survey completed by faculty and staff at the Willow International Center in May 2010 indicated that 90.2% strongly agreed or agreed that "The institution's goals and values are clearly articulated and understandable". [Evidence # 127 q. 65]

Results of the same accreditation survey indicate that 86.8% of the respondents strongly agreed or agreed that "Current information about institutional performance is clearly articulated and understandable". [Evidence # 127 q. 66]

Also, results of the accreditation survey indicate that 87.9% of the respondents strongly agreed or agreed that "Information about institutional performance is regularly used in institutional discussions and decision-making sessions". [Evidence # 127 q. 67]

Finally, the results of the accreditation survey indicate that 84.3% of the respondents strongly agreed or agreed that "Communication at the College Center is effective (i.e., clear, understood, widely available, and current)". [Evidence # 127 q. 68]

Planning Agenda

None

- 2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**
 - a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budgets that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

Descriptive Summary

Board policy has been established that outlines the duties and responsibilities of the faculty, administration, support staff, and students in terms of institutional governance and input into institutional decisions. The Reedley College Academic Senate serves as the faculty voice in terms of program, curriculum, and course development, along with academic issues relative to planning, budget, and policies. The Academic Senate meets regularly throughout the academic year, working on the faculty business for the college and centers which is not part of the scope of the faculty bargaining unit. The North Centers, in anticipation of becoming a separate college, established a Faculty Association in 2001 which is associated with the Reedley College Academic Senate, and provides assistance in governance issues that pertain to the North Centers exclusively. Article II, Section 1 of their Constitution states that “The purpose of the Faculty Association is to represent faculty as a vital element of a system of shared governance with regard to academic and professional matters, as specified in section 70901 of the Education Code”. [Evidence # 124, 130]

The current president of the Faculty Association serves on the Reedley College Academic Senate Executive Committee, along with faculty from the North Centers who have successfully been elected to an Executive Committee position. For the Fall 2010 semester, faculty from Willow International served on the Executive Committee as the Vice President for Senate Business, Representative to the state association, Immediate Past President of the Academic Senate, and President of the North Centers’ Faculty Association. The Academic Senate has primary responsibility to provide recommendations in the areas of program, curriculum, and course development as per SCCC Board Policy 4020 and Administrative Regulation 4020. [Evidence # 113, 124, 125]

The State Center Federation of Teachers (SCFT) handles contractual issues for full-time and part-time faculty. [Evidence # 118, 119, 708, 709]

The Classified Senate represents classified professional support staff. As part of the Reedley College Classified Senate, two representatives are elected to represent the North Centers, one from Willow International, and one from the Madera Center. These individuals serve as members of the Classified Senate Executive Committee as well. The North Centers have an established Classified Association to parallel the Faculty Association and to provide input on issues affecting the North Centers. [Evidence # 131]

Similar to the Academic Senate, the Classified Senate is not involved with matters specified within or defined by a collective bargaining agreement. The California State Employees Association (CSEA) serves as the organization which manages all contractual issues, but also has additional responsibilities in the governance process, and thus appoints representatives (as appropriate) in numbers that equal those made by the college’s Classified Senate. [Evidence # 117]

In terms of student involvement in the governance of the North Centers, Board Policy recognizes the Associated Student Government associations and recognizes these organizations as the official voice for the students in district and college decision-making processes. College student

involvement at the Board of Trustees level provides for representation at Board meetings and for student representation on committees through the appointment by the Associated Student Government. [Evidence # 124, 125]

The following Willow International Center committees have student representatives: Environmental Health and Safety, Facilities, Library Liaison, Scholarship, Student Success/Basic Skills, and Distance Education. Student representatives for the respective committees are identified by the Associated Student Government (ASG) leadership. Willow International established an ASG in Fall 2010, and has since developed by-laws, operating policies, and procedures that govern the organization. [Evidence # 124, 114, 322, 681]

Administrative involvement in the institutional governance, operation, and assignments are outlined in SCCCD Board Policies and Administrative Regulations. Also, Board Policies describe the role of the college/center administration as determined by the Chancellor. [Evidence # 124, 125]

As mentioned earlier in this report, the main organization which acts as the “umbrella” for all Willow International Center decision-making processes involving planning, budget development, and input for institutional policy decisions is the College Center Council (CCC). Representatives from all constituency groups sit on the CCC, meeting bi-monthly on Friday afternoons during the academic year. The CCC has adopted a “Continuous Improvement-Collaborative Decision-Making Process” as the cornerstone of the council’s operation. An example of this process in action would be the decision regarding the allocation of resources from Lottery funds made by the CCC through a process involving Action Plan Funding Requests submitted by any interested staff member who describes the need for funding a project or product based upon evaluation data and the connection to planning and institutional improvement objectives. Once all requests have been reviewed by the CCC, the council members come to consensus regarding resource allocation priorities which best suit the goals of the college center. In an effort to best inform the CCC members of the needs of the respective programs, lead faculty present program review recommendations to the College Center Council each spring as the respective reviews are completed. [Evidence # 681, 123]

Self Evaluation

The Willow International Community College Center meets this standard element. As indicated earlier, the faculty and staff responded to the accreditation survey with over 84% strongly agreeing or agreeing to questions 65, 66, 67, and 68 which were developed to measure the center’s leadership and governance. In anticipation of receiving initial accreditation status, the College Center Council has discussed the need to review the existing structure of committees involved in the collaborative decision making process and identify additional committees that will need to be operational when the center becomes Clovis Community College. Examples of additional committees that will need to be operational include Academic Senate, Curriculum Committee, Academic Standards, Equivalency, Flex Committees, Program Review Oversight, Sabbatical Leave, Salary Advancement, and Distance Education. [Evidence # 681]

Planning Agenda

The College Center Council should determine which new college committees will be needed upon receiving initial college accreditation status and have operating agreements in place for implementation once college status is accomplished.

- b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning program and services.**

Descriptive Summary

Student learning programs and services recommendations are initiated and monitored by the faculty through the Reedley College Curriculum Committee and program review process. SCCCD Board Policy outlines these responsibilities of the Curriculum Committee: “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricula offerings, including their establishment, modification or discontinuance.” (BP 4020) The procedures used for curriculum modification and development are outlined in the college’s Curriculum Handbook and district Administrative Regulation 4020. The Curriculum Committee is a unit of the Reedley College Academic Senate and is chaired by an elected faculty member, along with faculty representing Reedley College and the North Centers. In terms of the course approval, district Administrative Regulations indicate that the curriculum committee must approve all non-degree and degree-applicable credit courses. [Evidence # 112, 710, 124, 125]

The Reedley College program review process began in 1998 with the goal of providing faculty, classified staff, and administrators with a mechanism to review and assess their respective programs and departments relative to the opportunities offered to students, and identify modifications to the degree offerings, course curriculum, student learning outcomes, teaching strategies (e.g. online, hybrid), facilities, equipment, staffing, student services, and other related areas which would improve student learning. This process has been assessed and reviewed over the years, with the Program Review Cycle Three Handbook in use since Fall 2009. The Program Review Oversight Committee assists programs in the completion of their program review reports, determines the degree of substantiation of each goal, reviews and makes recommendations for the program review process and handbook, and forwards the final program reports and goals to the College Center Council. The composition of the Program Review Oversight Committee includes administration, faculty, classified/CSEA, Student/ASG and ex officio members from Reedley College and the North Centers. Academic administrators from the Willow International Center are involved in the curriculum development and program review process through the committees listed above as well as serving on the College Center Council. [Evidence # 116, 14, 681]

Self Evaluation

This standard is met through participation in the Reedley College Academic Senate, Reedley College Academic Senate's Curriculum Committee, and Reedley College program review process. Faculty from the center held the following positions on the RC Academic Senate Executive Committee (4 of the 7 positions) for the Spring and Fall 2010 sessions: Immediate Past President, Vice President of Business, Liaison to State Academic Senate, and current President of the North Centers Faculty Association. Representation of North Centers' faculty on the RC Academic Senate is proportionate to the number of NC faculty in the respective departments. Center faculty, classified staff, and administrators hold seats on the RC Program Review Committee. Center faculty and administrators hold seats on the RC Academic Senate Curriculum Committee. Meetings of the Academic Senate, Curriculum Committee, and Program Review Committee are always held in distance education conference rooms or classrooms on all the sites that have committee members- RC campus, WI campus, and MC campus. All Program Reviews break out data, analysis, and recommendations for Willow International and/or the North Centers. The recommendations from the Program Reviews drive budget decisions to improve student learning programs and services. As a result, members can participate in the meetings via live audio and video broadcasting. [Evidence # 711, 712, 14]

Planning Agenda

Once candidacy has been approved, the Faculty Association leadership will draft a College Academic Senate Constitution and By-Laws, an operating agreement for a College Academic Senate Curriculum Committee, and operating agreements for any other College Academic Senate Standing Committees. The North Centers Faculty Association Executive Committee has established a timeline and framework for the transition from Faculty Association to Academic Senate.

The Classified Senate will develop a Constitution and By-Laws and operating agreements once initial accreditation status is given.

- 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

Descriptive Summary

Board Policy 2510 outlines the processes to be used for participation in local decision-making governance referring to the California Code of Regulations, Title 5:

- Academic Senate(s) (Title 5, sections §53200-53206)
The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

- Staff (Title 5, section §51023.5)
Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified Senate will be given every reasonable consideration.
- Students (Title 5, section §51023.7)
The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of the student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students. [Evidence # 124]

As stated above, the Academic Senate is the elected committee which represents all faculty on issues affecting academic and professional matters. The North Centers faculty are presently represented on the Reedley College Academic Senate, with the North Centers Faculty Association established in 2002 as an organization which is composed of only North Centers' faculty. The Faculty Association will assume the role of the Clovis Community College Academic Senate once the Willow International Center receives initial accreditation status.

Reedley College's Academic Senate elects a predetermined number of representatives to this body based upon the number of full-time faculty in the department; they also have representatives from counselors and auxiliary faculty (nurse, librarians). In addition, part-time faculty elect one member to the organization. Academic Senate meetings are open to all internal constituents to attend (e.g., faculty, students, classified staff, administrators), with only designated faculty members (senators) being able to vote on issues before the body. The North Centers Faculty Association has a similar organizational structure to the Reedley College Academic Senate in which faculty are elected to the Executive Committee by their respective peers. [Evidence # 713, 130]

The Willow International classified staff are represented through the Reedley College Classified Senate, and participate in college/district planning, development of policies and procedures, and other decision-making processes. The Classified Senate also serves as the major communication vehicle for matters dealing with college/center and district issues. Another role of the Classified Senate is staff development, in which workshops pertaining to skills and knowledge used in the workplace (e.g., software programs) are conducted, along with a "Mega Conference" held each spring for all classified staff throughout the district. The North Centers Classified Association has a similar structure to the Reedley College Classified Senate and provides input on matters specific to the North Centers. [Evidence# 131,725]

As described in BP 2510, students also play a major role in the governance process through the opportunity to participate in the formulation and development of college/center and district policies and procedures. An Associated Student Government (ASG) was established at the Willow International Center in Fall 2010, and has written the constitution and bylaws to guide

their operation. ASG representatives were active in participating in the development of this self study, and are represented on various committees as described in the College Center Council Handbook. The Willow International Center is represented at the Board of Trustees level through the Reedley College Student Trustee position, with the expectation that an additional student trustee position will be created once Clovis Community College is established.

As described earlier in this report, the College Center Council (CCC) serves as the primary campus-wide consultation group for shared governance and collaborative decision-making. Chaired by the Vice Chancellor and Associate College Business Manager, the CCC has representation from all constituent groups. [Evidence # 322, 681]

Self Evaluation

The college center meets this standard. As a part of the internal scanning process for the development of The North Centers Educational Master Plan, an online survey was conducted in Spring 2009 in which 114 students participated. The open-ended questions invited written responses from the students, and these indicated that there is a consensus that the new facilities and friendly, knowledgeable staff are seen as a great asset to the center, and the students appreciated the dedication and professionalism of the faculty, administration, and staff. [Evidence # 258 p. 43-48]

The Board of Trustees has established policies and administrative regulations to ensure the facilitation of discussion and communication among the district, college, and center constituent groups (e.g., Academic Senate, Faculty Association, Classified Senate, Classified Association, Associated Student Government). In terms of ongoing dialogue and communications leading to continuous improvement, a collaborative decision-making process has been implemented to include the process of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Decisions are based upon data and information collected through a variety of means including surveys, advisory committees, program reviews, planning documents, committee reports, as well as dialogue funneled through standing committees and organizations to the College Center Council. As described in the College Center Handbook, each of the standing committees has operating policies and procedures, which include the purpose of the committee, meeting schedules, operations/action items, membership, associated strategic plan goals and objectives, and the process by which recommendations from the committees are reviewed for action. Communication among the committees and the institution's constituencies include posting minutes from the respective committees and organizations to the center's website and Blackboard site, with minutes from the College Center Council and division representatives meetings sent to all faculty and staff as well as being posted on Blackboard. In the case of the Academic Senate and Curriculum Committee, all constituencies receive agendas of upcoming meetings, informational materials, and minutes via e-mail and Blackboard posting. [Evidence # 681, 123]

Planning Agenda

None

- 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

Descriptive Summary

The Willow International Community College Center, as part of the State Center Community College District, advocates and demonstrates honesty and integrity in its relationships with external agencies as outlined in its mission, vision, and core values, as well as Board Policies and Administrative Regulations. Board Policy 1200 lists the SCCCD values as: Inclusiveness, Excellence, Accountability, Integrity, and Continuous Improvement. Board Policy 2010 lists the role (Powers, Purposes, Duties) of the Board of Trustees and includes the following statement regarding the relationship with external agencies: “consider communications and requests from citizens or organizations on matters of policy and administration; and serve as a board of appeal for students, employees, and citizens of the District”. Also, Board Policy 2715 describes the Code of Ethics/Standards of Practice for the Board of Trustees with the following introductory statement:

“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”.

Furthermore, a Code of Ethics for Administrators is included in Board Policy 3150 which defines “Ethics”, describes the importance of ethics and expectations for ethical behavior. Administrative Regulation 3150 includes statements regarding the responsibilities of administrators intended to be guidelines for ethical behavior and due process as an administrator in the district. [Evidence # 124, 125]

Faculty subscribe to the statement on professional ethics adopted by the American Association of University Professors in 1987 which is used as part of the evaluation process for full-time faculty. [Evidence # 215, 247]

Regarding relations with external governmental agencies, the Willow International Center has recently received two grants from the U.S. Department of Education that will be of direct benefit to students. A TRIO Student Support Services grant will provide services to serve low-income and first-generation college students; the TRIO Science, Technology, Engineering, Mathematics (STEM) grant also provides services to low-income and first generation students enrolled at the college center with an interest in the STEM disciplines. Both of these grants will expand the current student support services now being provided by the center to include personal advising, career advising, transfer activities, financial literacy, and exposure to social and cultural events.

In terms of the Accrediting Commission, the Willow International Center, as part of Reedley College, has maintained a positive relationship with ACCJC for many years, most recently through the 2005 Institutional Self Study in Support of Reaffirmation of Accreditation and subsequent Accreditation Mid-Term Report in October 2008. [Evidence # 714, 28, 17]

The Willow International Center received approval from the ACCJC in November 2007 to operate as a California Community College Center, and on January 29, 2010 received approval from the ACCJC to begin the process of completing the Eligibility for Candidacy Application for which this self study is written. [Evidence # 302, 726, 722]

Finally, the SCCC Board Policy 3200 specifically addresses the positive relationship with the Accrediting Commission by mandating that the Chancellor complies with the accreditation process and standards of the ACCJC, keep the Board informed of accrediting organizations and status of accreditations, ensure involvement by the Board in which participation is required, and communicate with the Board relative to any accreditation report and actions taken in response to recommendations in an accreditation report. [Evidence # 124]

Self Evaluation

The Willow International Community College Center meets this standard. As outlined in its mission, vision, and core values, Willow International advocates honesty and integrity in relationships with external agencies. Willow International, as part of Reedley College, has maintained a positive relationship with ACCJC as evidenced through the approval to operate as a California Community College Center and in the recent approval to begin the process of Eligibility for Candidacy Application for full community college status. [Evidence # 124, 714, 28]

Planning Agenda

None

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The district Board of Trustees began a process of revising its policies in 2004, and has since continued to review and revise the Board Policies as per Board Policy 2410. Administrative Regulations are also under continual assessment so that they accurately reflect statements to be used in the process of implementing Board Policy. Copies of all Board Policies and Administrative Regulations are posted on the district website, accessible to all interested persons. [Evidence # 124, 125, 715]

As the Willow International Center faculty, students, staff, and administration has grown, so has its ability to create a governance and decision-making structure that is continually evaluated to assure its integrity and effectiveness. For example, the Faculty Association was formed in 2001 in order to provide assistance in governance issues specific to the centers. The current president of the Faculty Association serves on the Reedley College Academic Senate Executive Committee, along with elected faculty from the Willow International Center. In the 2009 calendar year, the president of the Reedley College Academic Senate was a Willow International Center faculty member, the first to be elected from a center site. [Evidence # 716]

In terms of the center-wide organizational structure of the governance and decision-making processes, an Institutional Oversight and Budget Committee (IOBC) was formed in September 2005 and re-named the College Center Council (CCC) in May 2008 in an effort to create an “umbrella” organization to deal with college center governance and decision-making issues. The following College Center Council purpose statement describes its major function:

To assess and improve upon the existing process of evaluation, planning, and improvement for the North Centers, with an emphasis on the North Centers’ strategic planning and implementation processes. As a result, the planning cycle of evaluation, goal setting, resource distribution, implementation and reevaluation will become part of the organizational culture of the centers as they continue to move towards the goal of reaching full college status.

As described in detail in the Standard I.B section “Improving Institutional Effectiveness”, a Continuous Improvement-Collaborative Decision Making Process has been implemented. This participatory governance process was modified by the CCC in 2010, and is described in the Faculty Handbook and CCC Handbook. The Vice Chancellor also discussed the process at the Fall 2010 Duty Day in which all faculty and staff from Willow International participated. The CCC annually reviews the Continuous Improvement-Collaborative Decision Making Process along with the strategic planning process as to their effectiveness and makes adjustments as needed. Any modifications of the decision-making or planning process is discussed with the faculty and staff as part of the agenda for the Duty Day activity held prior to the opening of fall semesters.

In addition to the dialogue conducted in the College Center Council and at Duty Day, communication of the results of evaluations relative to the decision-making, planning, and continuous improvement processes are channeled through the institution’s standing committees, division representatives, Vice Chancellor’s Cabinet, and Augmented Vice Chancellor’s Cabinet. The Vice Chancellor and North Centers Faculty Association President also meet monthly to discuss issues that are pertinent to institutional improvement. The College Center Council and Faculty Handbook outline the Continuous Quality Improvement- Collaborative Decision-Making Process. [Evidence # 681, 126, 122, 130]

Self Evaluation

The center meets this standard. In terms of governance, the SCCCD has subscribed to the Community College League of California (CCLC) Model Policy and Procedure Service, which

regularly provides updates regarding changes in the law affecting Board Policies. Also, a continual review of Board Policies is conducted by the district's general counsel, with changes made through a collaborative process involving all constituent groups. [Evidence# 748]

The Faculty Association evaluates its governance and decision-making processes and procedures in an effort to continually improve. The Faculty Association President sits on the Reedley College Academic Senate Executive Committee to ensure continuity between the college and centers. [Evidence # 717]

The Continuous Improvement-Collaborative Decision Making Process structure is evaluated annually by the College Center Council each spring to assure the integrity and effectiveness of the model. Any modifications to the participatory governance and decision-making structure and processes are then discussed at the subsequent fall Duty Day activity in which all Willow International faculty participate. Communication of the improved process is done through the posting on the website and Blackboard, and insertion into the updated Faculty Handbook and College Center Handbook. [Evidence # 122, 607, 29, 126, 681, 696]

In terms of the Strategic Plan, the College Center Council also reviews the results of the planning objectives each spring, resulting in the modification of objectives for the next annual plan. The draft strategic plan objectives are also discussed at the fall Duty Day activity. Each college enter committee reviews the draft Strategic Plan at their first meeting of the year and indicates the activities they will initiate to help the center reach established target goals. These activities are submitted to the Vice President of Instruction for inclusion in the final Strategic Plan for the year.

Program review processes are evaluated by the Reedley College Program Review Evaluation Committee, with modifications communicated to the next cycle of programs being reviewed through the Program Review Handbook. [Evidence # 123, 116]

According to the Accreditation Survey Results conducted in Spring 2010, over 95% of the faculty and staff strongly agreed or agreed to the statement: "The College Center facilitates an ongoing dialogue about improving student learning and institutional processes: Examples could include duty day workshops, program review process, Student Success Committee activities & workshops (Basic Skills Initiative), Action Plans, division meetings, etc.". [Evidence # 127 q. 3]

Planning Agenda

None

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

- 1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**
 - a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

Descriptive Summary

The State Center Community College District (SCCCD) Board of Trustees is an independent policy-making body that has demonstrated its desire to serve the public interest since 1964 when the district was formed. The Board of Trustees for the State Center Community College District consists of seven members who, until recently, were elected on an at-large basis from six geographical areas. Recently, to comply with the California Political Reform Act, approval was given by the state and federal agencies to move to a geographical trustee area election for the November 2010 election, thus moving away from a process that provided at-large elections for trustees. The board members serve staggered four-year terms of office to ensure stability, with elections held in November of an election year. Board Policy provides provisions for mid-term vacancies as well. A non-voting student trustee from Fresno City College and Reedley College each serves on the board. The board meets the first Tuesday of each month with the meeting location rotated among the district office, colleges, and centers. To ensure opportunities for input by the community, each board agenda provides for public presentation and staff reports as appropriate, along with reports by the two student trustees. The meeting agendas, minutes, and reports are posted on the district website for easy access. [Evidence # 715]

Self Evaluation

The Willow International Community College Center meets this standard. Per the Board Policies and Administrative Regulations, the Board of Trustees functions as a whole to provide leadership to the district and Chancellor. According to Board Policy 2270, members of the governing board have authority only when acting as a Board of Trustees legally in session. The district will not be bound in any way by any statement or action on the part of any individual board member or employee, except when such statement or action is in pursuance of specific instructions by the governing board. The board makes decisions that follow established district policies and procedures that follow the mission, vision, and values of the district. The Board of Trustee meetings are public with agendas available on the district website. Monthly meetings are normally held at the district office board room, with annual meetings held at the district's colleges and centers to provide an opportunity for input at all campuses. The meeting agenda includes time for reports and concerns from constituency groups as well as the public. Following each meeting the minutes are made available on the district website and are distributed electronically. [Evidence # 124 bp. 2270]

Also, Board Policies describes how the board advocates for the institution and protects it from undue influence or pressure including participation in local decision-making, conflicts of interest, political activity, and board member authority. [Evidence # 124]

Board Policy 4020 addressed the effectiveness of student learning programs and services: “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricular offerings, including their establishment, modification or discontinuance.” In addition, the philosophy and criteria for Associate Degrees and general education is the focus of Board Policy 4025 and Administrative Regulation 4025 which states that the programs of the district shall be consistent with the institutional mission, purposes, demographics, and economics of its community. [Evidence # 124, 125]

The State Center Community College District Board of Trustees was, until recently, elected at-large. The district proposed five possible trustee plans and voted for plan five at the January 12th 2010 regular Board of Trustees meeting. Members of the Board of Trustees adopted Resolution 2009-20 requesting that the Fresno County Committee on School District Organization change the manner of election of the district’s trustees to a “by-trustee area” electoral system. This would ensure that “one or more members residing in each trustee area [is] elected by the registered voters of that particular trustee area.” [California Election Code §5030(b)] The trustee plan began implementation for the November 2010 election. The district transitioned into trustee areas with no major issue in the continuity and commitment of the board members. [Evidence # 328]

The Board demonstrated its resolve to follow policy during the selection of the Chancellor in July 2010. A nationwide search was conducted utilizing the services of the American Association of Community College Trustees. The selection of the three finalists was made after being interviewed by a committee represented by all constituent groups, including board members, administration, faculty, staff, student, and public representatives. The board then made their selection after the finalists each held public forums and were interviewed by the board. [Evidence # 124]

Planning Agenda

None

- b. The governing board establishes policies consistent with the mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

Descriptive Summary

The SCCCD Mission Statement: State Center Community College District is committed to lifelong learning and success for all students by providing accountable, accessible, innovative

and quality education programs and services that enable productive citizenship in a diverse, global society.

The SCCCD Vision Statement: State Center Community College District will be recognized as the regional leader in educational programs and services to an ever-changing world.

As stated in Board Policy and the Strategic Plan, evidence of the district's commitment to the support of student learning programs and services and the communities served by the colleges and centers includes its mission, vision, and core values statements. The eight district values focus on diversity within a welcoming environment, offering high quality programs and services, achieving stated objectives, adhering to established policies, engaging in continuous review and improvement, encouraging positive engagement in its activities, committing to effective utilization of its resources, and developing productive relationships with our constituents. The district's mission statement reflects these values through a commitment to "lifelong learning and success for all students by providing accountable, accessible, innovative and quality educational programs and services that enable productive citizenship in a diverse, global society". As a result of this mission, the vision of the district is to be "recognized as a regional leader in educational programs and services in response to an ever-changing world". [Evidence # 124, 706]

Along with the mission, vision, and core values statements, the Board of Trustees has established policies that reflect the high level of expectations relative to the quality, integrity, and improvement of student learning programs and services. For example, Board Policies state that

- "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency..."
- "The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of each college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding"
- "Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth." "The District incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The District further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a special responsibility...."
- "Support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically in the District"
- "The Board is committed to assuring student equity in educational programs and college services...."

Additional provisions that ensure a commitment to student learning programs are located throughout the district's Board Policies and Administrative Regulations. [Evidence # 124, 125]

Self Evaluation

The Willow International Community College Center meets this standard. The district has a set of Board Policies and Administrative Regulations which reflect the mission, vision, and core values. These policies ensure that district and colleges are held to the highest standard for the programs and services it provides. Willow International has periodically revised the North Centers Mission Statement to reflect the current mission and to maintain alignment with the mission statements of the district and the state Chancellor's Office. [Evidence # 693]

The establishment of a District Resource Allocation Model (DRAM) Taskforce has been initiated by the Chancellor with the goal to develop and recommend the elements of a comprehensive resource allocation model for the district to include fiscal, human, physical and technology resources. The Chancellor's Memo to the DRAM Taskforce specifically addresses the funding allocation for the Clovis Community College Center by stating: "The work should include an investigation of models in other multi-college districts, incorporate elements of the SB 361 funding model as applicable, and incorporate our future plans for achieving candidacy and initial accreditation for the Willow International Community College Center. Willow International must be addressed in its current status, as well as, how the model will address resource allocations when Willow becomes a candidate for accreditation and then a college. It will be important as the work plan is developed that there are both short-term and long-term objectives to be achieved with established timelines by which they will be completed." [Evidence # 747]

Planning Agenda

The district, in consultation with all its constituent groups, will review and revise, as appropriate, its resource allocation model to ensure that the educational facilities throughout the district have the resources necessary to support their programs.

- c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

Descriptive Summary

The California Education Code has specified that the Board of Trustees has ultimate responsibility for legal matters and financial integrity. Examples include the liability for all debts and contracts in the name of the district, the management and control of properties within the district, and ultimately, for all matters pertaining to employment. [Evidence # 749, 124]

To exercise its responsibility for educational quality, legal matters, and financial integrity, the board receives regular reports and presentations concerning the status of various educational programs and student support services, strategic planning, fiscal planning, facility planning, voter approved bond measure project funding, and formal budget adoption. The board will

recommend suggestions for improvement to be carried out by the respective district or college administrator.

Regarding educational quality, the district's Educational Coordinating and Planning Committee (ECPC), is chaired by the Associate Vice Chancellor, Workforce Development and Educational Services. The ECPC, consisting of faculty and administration, reviews all curricular and student services policy changes biannually and forwards recommendations to the Board of Trustees for their final approval. [Evidence # 328 Dec. & May 2008, 2009, 2010; 124; 125; 819]

Legal matters are brought forth to the board at open and closed sessions, with a full-time district general counselor present to advise the board, when appropriate. Specific statutory issues such as real estate transactions, employee discipline, potential or actual litigation, and labor negotiations are discussed in closed session meetings, with the actions taken in closed session reported in open session.

In terms of financial integrity, Board Policy states that the Board of Trustees shall be responsible for fixing and approving the annual budget, and, through the adoption of the budget, for approving expenditures of funds. The Chancellor presents the annual budget to the board in a schedule that complies with state law and provides adequate time for board study. The board is responsible for budget oversight and establishment of a reserve for contingencies. SCCCD's unrestricted general fund reserves for economic uncertainty shall be no less than 6% of the District's annual budget exclusive of funds designated by the board for special activities. [Evidence # 124]

The board is responsible for oversight of fiscal management including adequate internal controls; assuring that fiscal objectives, procedures, and constraints are communicated; and approving adjustments to the budget in a timely manner. An annual audit is conducted of SCCCD's fiscal recordkeeping, including funds, books, and accounts by a certified public accountancy firm approved by the board. The board has delegated to the Chancellor the authority to enter into contracts on behalf of the district. Contracts are not enforceable obligations until they are ratified by the board.

Through a combination of statutory regulations, local Board Policies (BP), Administrative Regulations (AR), and best practices for fiscal planning, the State Center Community College District (SCCCD) Board of Trustees provide guidance and oversight of the development of the budget. The board receives a District Financial Status Report on a quarterly basis summarizing its fiscal condition. Updates are also provided as conditions develop and change at the state level and may have a fiscal impact on district operations. Table 1 represents the major milestones the board completes to develop a budget. It demonstrates only the basic budget development process. [Evidence # 124]

The following timetable for development of SCCCD's budget demonstrates board responsibility for fiscal integrity:

Month	Meeting Type	Oversight Activity
February	Regular Board Meeting	Budget Development Calendar Adopted Budget Development Criteria and assumptions reviewed
March	Regular Board Meeting	Preliminary budget development information reviewed including: <ul style="list-style-type: none"> • Revenue projections based upon anticipated State funded full-time equivalent students (FTES) • Allocation of resources • New staffing considerations
	Board Retreat	Budget considerations for cost increases related to step/column (i.e. medical/retirement, worker's compensation/unemployment benefits, utilities, and property/liability insurance) Long range revenue and expenditure projections Short and long range facility planning
June	Regular Board meeting	Tentative Budget presented for review and adoption
September	Regular Board Meeting	Final Budget presented for review and adoption

[Evidence # 328, 673]

The Budget Transfer and Adjustment Report provides the board an opportunity to review, in summary, the changes in revenues and expenditures during the year for actions taken to accept various grants or special funding allocation received from local, state, or federal agencies. An example of these changes can be found in the Categorical Apportionment or Federal Revenues where grant funding is adjusted to correspond with new grants received from state or federal agencies or grant funding that might change during a budget. [Evidence # 750]

The board receives a District Financial Status Report on a quarterly basis summarizing its fiscal condition. Updates are also provided as conditions develop and change at the state level that may fiscally impact District operations. An annual audit is conducted by an experienced certified public accounting firm selected by the Board of Trustees. [Evidence # 156, 157, 166, 167, 168, 265, 566]

In compliance with BP 6200, the district has maintained a reserve level for the past two years of greater than 13% when adjusted for special activities of the board. An example of special activity is to reserve lottery revenue in the year received for expenditures in the following fiscal year. Lottery funds are expended on items that enhance programmatic offerings, minor facility improvements, and equipment purchases to meet the growing need for technology upgrades. [Evidence # 124, 620]

The board receives updates/trainings on fiscal matters at its annual workshop held in March. For example, presentations on GASB -43/45 (Other Post-Employment Benefits) are provided to the Board by the Vice Chancellor, Finance and Administration. Budget updates are also provided. [Evidence # 326]

Current updates on the status of the State and SCCCDC budgets have been, and continue to be, regularly provided to the Board. Updates include information from the State Chancellor's Office, Community College League of California, School Services of California, as well as analysis of information by SCCCDC staff and other sources. In 2009-2010, besides standard presentation updates given during regular and special board meetings, nine additional presentations pertaining to either the development or monitoring of the 2009-2010 District budget were provided. The presentations for fiscal years 2008-2009, 2009-2010, and 2010-2011 discussed in this section can be found in Standard III.D. [Evidence # 170, 169, 733]

Self Evaluation

The Willow International Community College Center meets this standard. Quality of the education is exhibited by the programs and support services which the Board has funded. The board receives concerns and comments by all constituent groups to ensure that all programs and services are adequately being supported.

The Board of Trustees is responsible for ensuring the financial stability and integrity of the district. The Board makes decisions that are fiscally conservative to ensure that the district is fiscally stable and healthy even during difficult economic times.

The planning process for the development and monitoring of the State Center Community College District fiscal resources has been extensive as evidenced by the number of board meetings and workshops focusing on the 2011-2012 budget. In addition to updates and discussion at regular monthly board meetings, additional meetings were held in February and March of 2011 in response to the state's fiscal uncertainty. A special board meeting to discuss the implications of the state budget on the district was held on February 15, 2011, followed by a budget workshop held on February 22, 2011. The board also discussed the budget scenarios facing the district at their annual retreat held on March 25-26, 2011. [Evidence #328]

As described in Standard III.D, the district conducts an annual independent audit and has received unqualified audit opinions and no findings representing reportable conditions, material weaknesses, or instances of noncompliance related to Federal and State funding for the past three years. The external audit provides a means to monitor the legality, compliance, and appropriateness of financial activities. [Evidence # 156, 157, 166, 167, 168, 265, 566]

Planning Agenda

None

- d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Descriptive Summary

The SCCCDC has published its policies, and regulations/procedures through the Board Policies (BP) document. The Board Policies 1000-7000 have been updated and are available via the district website, with any interested person being able to make hard copies if warranted (e.g., managers, Academic Senate, bargaining unit representatives). The board's size is defined in BP 2010, with the role of the board (powers, purposes, and duties) outlined in BP 2012. In regards to the structure of the board, officers, committees of the board, board representatives, and board member authority are described in BP 2210, 2220, 2260, and 2270 respectively. Operating procedures are outlined throughout Chapter Two of the Board Policies manual. [Evidence # 124]

Self Evaluation

The Willow International Center meets this standard. The Board of Trustees has published the policies through Board Policies and Administrative Regulations as required by this standard. The Board of Trustees follow these policies and regulations as part of its duties and responsibilities as mentioned above. Board Policies and Administrative Regulations are reviewed regularly and updated as needed in collaboration with the academic senates, classified senates, governance councils, and the Chancellor's Cabinet. All Board Policies and Administrative Regulations are posted on the district's website (www.scccd.edu) and hard copies are available in the college Presidents/Vice Chancellor and general counsel's office.

Planning Agenda

None

- e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

Descriptive Summary

Evidence of the fact that the Board acts in a manner consistent with its policies include minutes of the meetings, resolutions from Board meetings, and related materials that are posted online through the district's website. (www.scccd.edu).

Board Policy also states that "The Chancellor shall, biennially, provide each member of the Board with copies of the Administrative Regulations" which may be reviewed and revised as deemed necessary by the Chancellor to assure consistency with Board Policies. The Board may revise the regulations directly if, in the opinion of the Board, the regulations do not comply with Board Policy". [Evidence # 124]

Self Evaluation

The center meets this standard. SCCCDC's general counsel is undergoing a review of Board Policies and Administrative Regulations to ensure the board acts in a manner consistent with

policies and bylaws. Where discrepancies are found, the Board will review and revise policies and/or practices.

The district subscribes to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service, a service provided by the League in conjunction with the law firm of Liebert, Cassidy, and Whitmore. The service provides templates for policies and procedures that are legally required or recommended and regular updates to keep policies current with the requirements of state and federal law. Board Policy and Administrative Regulation revision as recommended by the League and otherwise advised through consultation with the State Center Community College District Chancellor's Cabinet and representatives of the Classified Senates and Academic Senates is an ongoing process.

Planning Agenda

None

- f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Descriptive Summary

Board Policy 2740 specifically addresses the issue of Board development and new member orientation: "The Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education."

In regards to trustee orientation, an orientation to the district meeting was held prior to the November 2010 elections for the two candidates competing for the Area IV trustee seat. The workshop included presentations by the Presidents and Vice Chancellor of each of the district's colleges and college centers as well as an overview of the primary district office functions. The trustee winning the board election (Nishinaka) attended the CCLC new trustee orientation along with the Chancellor.

Board development is also an ongoing priority for the trustees. President D. Smith attended a CCLC workshop for trustee chairs with the Chancellor and her assistant. Trustees Nishinaka, Barreras, and D. Smith attended the CCLC Legislative summit in February, 2011 in Sacramento; Trustees D. Smith, W. Smith, Nishinaka, and Barreras attended the CCLC conference in November, 2010. Copies of the CCLC Trustee Handbook are provided to all Board members. All trustees are also provided the CCLC's "Fiscal Responsibilities: A Resource for Governing Boards" for review and discussion. [Evidence # 328, 718, 719, 720, 721]

At the regular monthly meetings of the board, presentations highlighting specific programs and services are given by faculty, staff, administration, and student leaders along with reports from the Academic and Classified Senates from both colleges in the district. Updates by the

Chancellor, College Presidents, and North Centers' Vice Chancellor are also part of the agenda for the monthly meetings. [Evidence # 124, 328]

The board also holds a retreat each year when specific issues and projects are discussed (e.g., annual goals, planning, budget, facilities, diversity, Accountability Report for Community Colleges (ARCC), Disaster Preparation Training). [Evidence # 326]

Policies related to election of terms of office and district representation are articulated in Board Policy 2100 and provide for the staggered terms of office. Board members are elected by voters in their respective district areas. [Evidence # 124]

Self Evaluation

The Willow International Center meets this standard. The SCCCD Board has a comprehensive program of trustee orientation and board development. Board Policy outlines the mechanism for providing continuity of board membership and terms of office.

Planning Agenda

None

- g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

Descriptive Summary

As regulated in BP 2745, SCCCD's Board of Trustees conducts an annual self-evaluation. The Board appoints a committee to select a Board evaluation instrument each year. All Board members are to complete the evaluation instrument by July of each year. A summary of evaluations is to be discussed at a Board meeting scheduled for that purpose to identify accomplishments and set goals for the coming year. [Evidence # 124]

Self Evaluation

The Willow International Community College Center meets this standard. Annual Board of Trustees self-evaluations have been completed by July of each year from 2005 through 2010 using the same self-evaluation instrument. Summaries of the annual board self-evaluations are available upon request from the SCCCD Office of the Chancellor, but are not included in the evidence files due to their confidential nature. [Evidence # 326, 679]

In 2008, the Board contracted with a consultant from Association of Community College Trustees to conduct a workshop on self-evaluation. On July 22, 2010, the Board held a special board session facilitated by a consultant from ACCT to review the self-evaluation worksheets and to set goals with the Chancellor for the coming year.

Using the services of the ACCT consultant, the Board of Trustees and the Chancellor conducted an evaluation of the board goals as well as the Chancellor's goals on May 31, 2011. This process will occur each year in May. [Evidence # 328, 729]

Planning Agenda

None

- h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

Descriptive Summary

Board Policy 2715, Code of Ethics/Standards of Practice, includes the code of ethics and defines the policy for dealing with behavior that violates its code. The opening paragraph of the policy articulates a "Board Ethics Statement":

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, the Board 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. [Evidence # 124]

In terms of specific actions that reflect the code of ethics for Board members, the following nine statements are included in the Board Policy:

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 collection 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, one has 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 members 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.

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 a Board 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.

Board Policy 2715 continues by describing a censure policy that will be initiated if a violation of the Code of Ethics/standards of practice occurs by a board member. [Evidence # 128]

Self Evaluation

The Willow International Community College Center meets this standard. Board Policy 2715 contains explicit statements on ethics and a clear procedure regarding censure. The Board follows its statement of ethics and holds each of its members to this standard. [Evidence # 128]

Planning Agenda

None

- i. The governing board is informed about and involved in the accreditation process.**

Descriptive Summary

Board Policy 3200 and Administrative Regulation 3200 specifically outline the process to be used regarding the district complying with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC). Part of this Board Policy involves the Chancellor ensuring compliance with ACCJC standards and processes, keeping the board informed of the status of accreditation, ensuring that the board is involved in any accreditation process in which board participation is required, and providing the board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report. [Evidence # 124, 125]

Administrative Regulation 3200 outlines the process to be used in order to be in accordance with the standards of the ACCJC involving the comprehensive self study every six years and visitation by an accreditation team, mandatory interim reports, the process for producing the comprehensive self study document, review and approval of the self study by the Board of Trustees prior to submission to the ACCJC. [Evidence # 124, 125]

Through written and oral communication, the governing board is informed of the progress made by Willow International towards the goal of receiving initial accreditation status. The Vice Chancellor of the North Centers presented to the Board of Trustees at their annual retreat on March, 29, 2008 an overview of the process which will take place in moving the Willow

International Center to full college status, including a tentative timeline and process to be used in determining the name of the college. The accreditation process was again reviewed with the Board of Trustees at the October 7, 2008 meeting when the selection of the name of the college (Clovis Community College) was decided. Monthly oral and written reports are presented to the Board of Trustees at their meetings in which the College Presidents and North Centers Vice Chancellor highlight accomplishments, projects, activities, and other items of interest. An update on the timeline and progress made towards the development of the draft Self Study for Candidacy was given by the Vice Chancellor at the August 3, 2010 Board of Trustees meeting held at the Willow International Center. Dr. Kershaw outlined the steps to take in writing the final draft of the self study document prior to Board of Trustees review in July 2011, the approximate timeline for the accreditation team site visit in October 2011, and action by the Commission in January 2012. [Evidence # 328]

Self Evaluation

The Willow International Community College Center meets this standard. With Fresno City College and Reedley College also completing self-studies for accreditation re-affirmation, the Accreditation Liaison Officers for the colleges and Willow International presented updates on the accreditation process to the Board of Trustees at the October 2010 meeting. A presentation on student learning outcomes by the Vice Presidents of Instruction and SLO Coordinators from the colleges and center was presented at the December 2010 meeting and February 2011 meeting. The Vice Chancellor of the North Centers also gave an update to the Board of Trustees at the March 25, 2011 meeting on the progress being made on the Willow International Center's self study for Candidacy document and Needs Study for the Chancellor's Office of the California Community Colleges. At the April 5, 2011 Board of Trustees meeting, the North Centers Faculty Association President included in his report an update on the self study for Candidacy review by the Faculty Association. On July 5, 2011, the Vice Chancellor, along with the Vice Presidents of Instruction from Reedley College and Fresno City College, presented to the Board of Trustees the final draft of their respective self-studies, along with an updated timeline of the accreditation process, overview of the self study major topics, description of the four standards, and the organization of the self study document. [Evidence # 328, 673]

Planning Agenda

None

- j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system for the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college, respectively.**

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Selection-Chancellor

Board Policy 2431 states: “In the case of a Chancellor vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations”. Regarding the search process for the selection of a Chancellor, the Board of Trustees utilized the services of Association of Community Colleges Trustees (ACCT) organization to provide search services in coordination with BP 2431, BP 3420, BP 7100 and AR 7220. ACCT’s role was specifically to ensure the district’s commitment to conducting an open and equitable search process that conforms to the district’s policies and regulations as well as the legal requirements of the state. [Evidence # 124, 125]

Search Advisory Committee members were oriented by the ACCT consultant on Equal Employment Opportunities guidelines, confidentiality and evaluating candidates’ application materials. All Search Advisory Committee members paper screened and independently rated all of the applicants for the position of chancellor.

After training, the Search Advisory Committee met to evaluate and discuss applications and select the semi-finalists to be invited for interviews. Following the selection process, the Search Advisory Committee selected interview questions. The candidates were interviewed on Tuesday, March 23, 2010 and three finalists were selected. Those three finalists took part in public forums held at Fresno City College and Reedley College as well as Chancellor Cabinet interviews and Board of Trustees interviews on April 14, 2010. Following a site visit the Board of Trustees selected a new chancellor. [Evidence # 164]

Evaluation-Chancellor

Board Policy 2435 outlines the process used in the evaluation of the chancellor by stating: “The Board shall conduct an evaluation of the Chancellor at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy”. Furthermore, BP 2435 indicates that the evaluation process will be developed jointly per an agreement by the Board and Chancellor, with the criteria for evaluation based upon board policy, the Chancellor job description, and performance goals and objectives per Board Policy 2430.” [Evidence # 728]

President/Vice Chancellor Selection

The organizational structure for the North Centers includes a Vice Chancellor, who is the president’s counterpart and considered equal to the college presidents in terms of duties and responsibilities. Since these positions are considered equal, the process to fill the vacancies is the same. Board policy 7250 defines the position of “Educational Administrators”, with Administrative Regulation 7220 describing the recruitment and hiring procedures for district/college administrators. Key components outlined in the Administrative Regulation include training in Equal Employment Opportunity guidelines and procedures, search procedures, applicant screening, selection and interview process, and notification of candidates. [Evidence # 124, 125]

Once the Chancellor approves the request to fill the President/Vice Chancellor vacancy, a job description outlining the characteristics is developed and reviewed by the district's Equal Employment Opportunity Officer and the Chancellor. The search procedures usually involve a 45-day public announcement period, with the distribution of the announcement/flier handled by the district's Human Resources Office. The process for selecting the screening committee and membership is developed by the Chancellor, with the selection of the chairperson, instructions, training, and responsibility for confidentiality described in detail in the Administrative Regulation. The Chancellor will pre-screen the applicant pool and narrow the field to 20 applications to be forwarded to the screening committee. Once the applicants are certified, the screening committee screens the pool down to at least the top five qualified applicants, with the Chancellor having the right to add additional names to be invited for interviews. After the candidates have been interviewed, committee members will recommend three to five unranked candidates to be interviewed by the Chancellor. The Chancellor's recommendation will be forwarded to the Board of Trustees for consideration and approval. [Evidence # 723, 124, 125]

President/Vice Chancellor- Evaluation

The evaluation process for College Presidents and similar level administrators is governed by Board Policy 7125 and Administrative Regulation 7125. Members of the Chancellor's Cabinet are evaluated by the Chancellor based on an agreed upon schedule which is contained in the employment contract for those members of the Chancellor's Cabinet. The Chancellor shall evaluate and assess the employee's job performance at least once each year during the term of the employment agreement. Except as otherwise provided in the employment agreement, the evaluation shall be in accordance with district policy. The evaluation shall be in writing and be conducted and completed between January 1 and April 30 of each year. The Chancellor shall have the right to adjust the evaluation time period to his or her discretion. [Evidence # 124, 125]

Following the completion of each annual job performance evaluation and based thereon, the Chancellor shall recommend to the Board of Trustees whether to extend the term of the employment agreement for an additional one year period or to decline to extend the term one year.

Self Evaluation

The Willow International Community College Center meets this standard. Board Policy 2431 clearly defines the process in selecting the Chancellor in the case of a vacancy. Board Policy 2435 and 2430 respectively, state how the Chancellor will be evaluated and how authority is delegated. [Evidence # 124]

As a multi-college district/system, SCCCD also has a clearly defined policy for selecting college presidents and a vice chancellor for the North Centers. The evaluation processes for the position of President/Vice Chancellor, as well as all other academic and classified management positions, are specified in Board Policy and Administrative Regulations. [Evidence # 124, 125]

Historically, the Board of Trustees has evaluated the Chancellor each July in a closed session meeting as part of the regular meeting. The previous Chancellor's evaluation had also been a closed session agenda item on the annual Board of Trustees Workshop held each March. As

mentioned above, the Board of Trustees performed an evaluation of the Chancellor's annual goals as well as their self-evaluation of annual goals on May 31, 2011. [Evidence # 124, 328, 729]

The evaluation process for a College President and similar level administrators is governed by Board Policy 7125 and Administrative Regulation 7125. Members of the Chancellor's Cabinet are evaluated by the Chancellor annually involving the Chancellor using an evaluative procedure that focuses on the attainment of the annual goals that were developed by the President/Vice Chancellor along with general characteristics. [Evidence # 124, 125, 133, 730]

Planning Agenda

None

- 2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**
 - a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Descriptive Summary

The Office of the Vice Chancellor, North Centers is directly involved and responsible for the quality of the institution including planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Vice Chancellor serves on the following college center governance committees:

- Vice Chancellor's Cabinet/Augmented Cabinet (Chair), which addresses all matters dealing with the college center operations
- Program Review Evaluation and Hearing (Reedley College), which validates each of the program's final written review and recommendations
- Division representatives meetings, which include administrators and faculty representing their respective instructional/counseling areas
- Facilities Committee (Chair), which recommends, monitors, oversees and implements the facilities plan.
- College Center Council (Co-Chair), which is the overall "umbrella" organization charged to oversee and implement the "Continuous Improvement Collaborative Decision-Making Process" for the center through evaluation, integrated planning, resource allocation, implementation, and re-evaluation.
- Technology Committee, which reviews and updates the Technology Plan and identifies technology needs for the campus

The Vice Chancellor oversees all institutional services for the Willow International Center including instructional areas, student services, and building/facilities. A Director of Technology (shared with Reedley College) and part-time Public Information Officer also reports directly to the Vice Chancellor.

The Vice Chancellor works collaboratively with all constituency groups on the campus, with regular meetings scheduled with the Faculty Association President, who then relates pertinent information to the faculty at the Faculty Council meetings. In regards to communication, the Vice Chancellor publishes an electronic newsletter each month during the academic year that provides the readers with updates relative to current projects, events, facilities, goals, and other related items of interest. He also holds forums throughout the year which allow for open dialogue among all attendees. At the Duty Day events held at the beginning of each semester, the Vice Chancellor addresses all full-time faculty and classified staff with his "State-of-the-Centers" report providing updates and future planning issues relative to the continuous improvement process for the center. His address is also videotaped and placed on the center's website for the purpose of allowing classified staff and other interested persons who could not attend the meeting the opportunity to see and hear his report. [Evidence # 3, 26, 298, 607]

The weekly Vice Chancellor's Cabinet and monthly Augmented Vice Chancellor's Cabinet meetings provide a venue to discuss concerns, ideas, and projects with key administrators on campus. [Evidence # 681, 731]

Though the Vice Chancellor is ultimately responsible for all operations and decisions for the Willow International Center, the office delegates most of the day-to-day operational decision making to the administrator in charge of the areas of operation. The senior level administrative structure for the center includes the Vice Chancellor, Vice President of Instruction and Student Services, Associate College Business Manager, Dean of Instruction and Technology, and Dean of Student Services.

The Vice President of Instruction and Student Services, on behalf of the administration, chairs the division representatives meeting, Enrollment Management Committee, Staff Development Committee, and Student Success/Basic Skills Committee. She also sits as a standing member of the following committees: College Center Council, Environmental Health and Safety, Facilities, Technology, Sabbatical Leave (Reedley College), Program Review Evaluation and Hearing (Reedley College), Vice Chancellor's Cabinet, Augmented Vice Chancellor's Cabinet, District Vice President's Advisory Committee, District Information Systems Committee, District Facilities Committee, District Educational Program and Planning Committee, District Enrollment Management Committee and various district ad hoc committees as necessary.

The Associate College Business Manager represents the administration by chairing the Environmental Health and Safety Committee and co-chairing with the Vice Chancellor the College Center Council. She also sits on the following committees: Commencement, Enrollment Management, Facilities, Vice Chancellor's Cabinet, and Augmented Vice Chancellor's Cabinet. [Evidence # 681]

The Dean of Instruction and Technology is a sitting member on the following committees: College Center Council, division representatives meetings, Enrollment Management, Environmental Health and Safety, Honors Program, Staff Development, Student Success/Basic Skills, Technology, Distance Education (Reedley College), Vice Chancellor's Cabinet, and Augmented Vice Chancellor's Cabinet. [Evidence # 681]

The Dean of Students co-chairs the Commencement Committee and Scholarship Committees with the Dean of Students from the Madera Center, and sits on the following committees: College Center Council, division representatives meeting, Enrollment Management, Honors program, Spring Speakers Series, Student Success/Basic Skills, Vice Chancellor's Cabinet, and Augmented Vice Chancellor's Cabinet. [Evidence # 681]

In addition to the administration above, the Vice Chancellor works closely with the Director of DSP&S, Financial Aid Manager, Director of Technology, and Public Information Officer relative to the oversight of the campus operations through the Augmented Vice Chancellor's Cabinet as well as informally through meetings and electronic and hard copy communications. [Evidence # 732]

Self Evaluation

The Willow International Center meets this standard. The organizational structure of the Willow International Center/North Centers has been effective in moving the Willow International Center towards full college status. The Vice Chancellor has provided the necessary leadership in working with a variety of constituent groups (e.g., Augmented Vice Chancellor's Cabinet, College Center Council, division representatives), along with the Institutional Researcher in the establishment of an Educational Master Plan, annual goals, annual Strategic Plan and related functional plans, and incorporating the participatory governance process into the culture of the institution through the steps of evaluation, integrative planning, resource allocation, implementation, re-evaluation, and improvement. Additional information regarding this process is included in Standard I. B.3. [Evidence # 681]

The Vice Chancellor delegates authority to the responsible administrators per their duties and responsibilities, and monitors their ability to perform their duties through a formal evaluation process. The Chancellor evaluates the Vice Chancellor annually using the progress made towards meeting the Vice Chancellor's Goals as the fundamental criteria for the evaluation, along with general leadership characteristics. [Evidence # 235]

A new Student Learning Outcomes Coordinator was hired in the Spring 2011 semester to provide support for all collection and organization of student learning outcomes assessment of student learning in academic and student services programs. The coordinator supports efforts to implement student learning outcomes with faculty-based and student-based activities as well as collects and disseminates assessment data. [Evidence # 303]

A local bond (Measure E) was passed in November 2002 to fund, along with matching state higher education facilities bond monies, the acquisition, planning, and construction of the new Willow International Community College Center. Appropriately, one of the major

responsibilities under the office of the Vice Chancellor has been the oversight of the development of the Willow International Center. Prior to the opening of the center in 2007, the Vice Chancellor facilitated the discussion and ultimately the proposal for the facility master plan of the new site, including the location of all buildings, roads, athletic fields and walkways for the Willow International Center through total build out for 10,000 students. He subsequently was the lead administrator in the designing of the Phase One and Phase Two facilities; Phase One was opened in Fall 2007 and includes the 80,000 square foot Academic Center One facility, Child Development Center (funded through a joint partnership among the SCCC, Clovis Unified School District and State of California), Central Plant, Bookstore, Café, along with parking, roads, walkways, and landscaped grounds. The second phase, the 80,000 square foot Academic Center Two facility, was opened in Fall 2010. [Evidence # 601, 724]

Planning Agenda

None

b. The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities.**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary:

As mentioned earlier, the Vice Chancellor, as the institutional leader, has worked very closely with the College Center Council in the development and implementation of the “Continuous Improvement Collaborative Decision-Making Process”, based upon the mission, vision, and values of the organization, which includes continuous dialogue and communication, and a five-step process to establish goals and priorities including 1) Evaluation, 2) Integrated Planning, 3) Resource Allocation, 4) Implementation, and 5) Reevaluation and Improvement. This process is described in detail in Standard I.B.2. As the Co-Chair of the College Center Council (CCC) along with the Associate College Business Manager, the Vice Chancellor is responsible for carrying out the action items addressed by the CCC, which include planning oversight (e.g., Educational Master Plan, Strategic Plan, functional plans), program review, budget and resource allocation, establishment of annual goals, and assessment and evaluation of overall institutional planning and implementation efforts described above. [Evidence # 85]

To ensure that decisions are made as a result of qualitative and quantitative data (step one above), an Institutional Researcher is shared between Reedley College (50%) and the North Centers (50%). Since program review is a joint effort between the college and center, the Institutional Researcher supports all faculty and staff from both institutions in terms of data

collection and analysis. The Institutional Researcher sits on the College Center Council as well as the Program Review Evaluation and Hearing Committee, which is responsible to validate the program reviews' recommendations and forward them to the College Center Council. The Institutional Researcher reports to the Vice President of Instruction and Student Services. A process has been developed which allows for addressing special requests received from faculty and staff for data collection and analysis. [Evidence # 340, 339, 321]

In terms of communication of the values, goals, and priorities for the center, the Vice Chancellor participates in district level committees on which he represents the Willow International Center (e.g., Chancellor's Cabinet, educational planning and coordinating, strategic planning) along with speaking at the Board of Trustees meetings to keep the Board members up-to-date on campus issues. Each August, the Board of Trustees meeting is held at the Willow International Center, which gives the board and community members the opportunity to see new program and facility developments. At the site level, as mentioned earlier, the Vice Chancellor chairs the Vice Chancellor's Cabinet and Augmented Vice Chancellor's Cabinet meetings, and co-chairs the College Center Council along with sitting on additional campus committees. He also presents a "State of the Centers" report at the Duty Day events held each semester, holds regular meetings with the President of the Faculty Association, conducts open forums throughout the academic year, and publishes a monthly newsletter that describes present and future projects and planning efforts. [Evidence # 681, 122, 132, 751]

Self Evaluation

The Willow International Community College Center meets this standard. As described above and in Standard I, the integrated planning model based upon the "Continuous Improvement Collaborative Decision-Making Process" has been implemented in the establishment of the Educational Master Plan, annual goals, Strategic Plan and functional plans (e.g., Technology Plan, Enrollment Management Plan, Matriculation Plan, Student Success/Basic Skills Plan), allocation of resources, and strategies for improvement. As the Co-Chair of the College Center Council (CCC), the Vice Chancellor provides the leadership in guiding continuous institutional improvement of the teaching and learning environment and establishing a culture of improvement. The Vice Chancellor is also in charge of facilitating the annual mission statement review by the CCC.

Specific to ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes, the Vice Chancellor and Associate College Business Manager (co-chairs of the College Center Council), coordinate the process by which action plan funding requests are considered by the CCC when prioritizing resources generated from Lottery funds each year. [Evidence # 85, 123]

In terms of program review, the Vice Chancellor sits on the Program Review Evaluation and Hearing Committee that assists programs in the completion of their program reports, determines the degree of substantiation of goals, coordinates the program review recommendations with the College Center Council, and reviews and makes recommendations relative to the program review process and handbook. [Evidence # 116]

The Vice Chancellor is also involved in providing leadership to the Deans and Vice President, along with the Student Learning Outcomes Coordinator and Faculty Association President in the development of student, program, and general education learning outcomes as described in Standard II.A.

As described in the “Continuous Improvement Collaborative Decision-Making Process”, the first step of the process is evaluation, grounded in the research and analysis of data reflecting both internal and external conditions. The Institutional Researcher spends two days per week at Willow International and has access to the Vice Chancellor when working with the administration, faculty, and staff relative to the generation and analysis of data needed for program review reports, plans, and reporting requirements per state and federal requirements. The Institutional Researcher is also a member of the College Center Council. [Evidence # 340]

The division representatives meetings are chaired by the Vice President of Instruction and Student Services, with the Vice Chancellor attending the bi-monthly meetings whenever possible. The group serves as the link between the administration and faculty in regards to providing support, managing campus issues, scheduling, faculty hiring priorities, and student learning and program review support. [Evidence # 270]

The Vice Chancellor, Vice President of Instruction and Student Services, Deans of Instruction, Deans of Students, Coordinator of the Oakhurst site, and the Associate College Business Manager comprise the Vice Chancellor’s Cabinet, which meets weekly under the direction of the Vice Chancellor. Each month this group, along with the Director of Technology, DSP&S Director, Financial Aid Manager, Vice President of Admissions/Records & Institutional Research (District), Director of Marketing & Communications, and Director of EOP&S (Reedley College) meet with the Vice Chancellor as part of the Augmented Cabinet. [Evidence # 731, 732]

The Vice Chancellor also sits on the Technology Advisory Committee, which most recently revised the Technology Plan to be in a stronger alignment with the Strategic Plan, along with a total Cost of Ownership study relative to replacing the new technology purchased when the first and second phases of Willow International were built in 2007 and 2010 respectively.

The Vice Chancellor also chairs the Facility Committee, charged with oversight of the Facilities Master Plan and strategic planning goals relating to facilities as well as providing recommendations to the College Center Council. [Evidence # 681]

Planning Agenda

None

- c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

Descriptive Summary

The Vice Chancellor is responsible to oversee the implementation of statutes, regulations, and governing board policies to ensure that practices of the Willow International Community College Center are consistent with its mission and policies. As stated in board policy, “Educational administrators are those who exercise direct responsibility for supervising the operation of, or formulating policy regarding the instructional or student services programs of the District”. [Evidence # 124]

In order to provide direction consistent with the Board Policy and the mission of the center, the Vice Chancellor will rely upon the center’s Strategic Plan, which is an outgrowth of evaluation and is used for planning, decision-making, and resource allocation. The center’s Strategic Plan goals are congruent with those of the district’s Strategic Plan, with the objectives and activities specific to the campus goals, and annual Vice Chancellor goals. [Evidence # 332, 706, 128, 133]

The monitoring of the progress made towards the institutional goals is conducted through the college center governance process including committees responsible for implementing the goals, staff meetings, newsletter reports, open forums, Duty Day updates, etc. The College Center Council is charged with the overall assessment of the goals based upon the previous baseline data, along with the identification of future goals and activities leading to institutional improvement. The completed Strategic Plan outlining the accomplishments made on the goals is posted to the centers’ website for review by all constituents.

Self Evaluation

The Willow International Community College Center meets this standard. The Vice Chancellor assures that the center adheres to the statutes, regulations, and governing Board Policies through constant communication with college center faculty, staff, students, and administration. When changes to Board Policies or Administrative Regulations occur, the Vice Chancellor disseminates this information to all appropriate staff. Examples of communication strategies implemented by the Vice Chancellor include regular meetings with administrators, faculty division representatives, College Center Council members, student government leaders, open forums, and weekly Chancellor’s Cabinet meetings.

The district has acquired the services of the Community College League of California Policy and Planning Service to assist in the alignment of the current Board Policies and Administrative Regulations with legal standards. When Board Policies need revision, the Chancellor works with the appropriate staff (e.g., Academic Senate, legal counsel, Human Resources, college and district administration) in the development of a new policy for review and acceptance by the Board of Trustees. In the case of Administrative Regulations, the district administration works with the appropriate constituent groups in the development of proposed modifications which are approved by the Chancellor’s Cabinet. For example, AR 7120, “Procedures for Recruitment and Employment of College Faculty” states that a joint committee of the administration and Academic Senate review the procedures every five years. As a result, the Administrative Regulation is currently under review utilizing a committee consisting of the Associate Vice Chancellor of Human Resources, legal counsel, Academic Senate Presidents from the colleges,

Faculty Association President of the North Centers, and Vice Presidents of Instruction from the colleges and center. [Evidence # 125]

As described in Standard III.A., the Vice Chancellor works with the Office of Human Resources and other departments to offer training programs to ensure that the college center staff are up-to-date on new policy developments such as Sexual Harassment Training, performance reviews, and employee evaluations and discipline management.

Planning Agenda

None

d. The president effectively controls budget and expenditures.

Descriptive Summary

The Vice Chancellor of the North Centers is responsible for the control of the budget for the centers, and is accountable for the allocation of the fiscal resources that best reflect the mission and goals of the institutions. The Vice Chancellor has delegated authority to the Associate College Business Manager, Vice President of Instruction and Student Services, and deans in terms of monitoring the operational and categorical budgets; he meets with them regularly to ensure that the funds are being spent in a timely and appropriate manner. In terms of being accountable for the budget, the 2010-2011 Vice Chancellor goals, used as part of the Vice Chancellor's evaluation by the Chancellor, include the following goal: Fiscal Oversight—incorporate resource allocation into the assessment and planning process and manage the North Centers' budget in a responsible and timely manner. The 2011-2012 Vice Chancellor's Goals include budget and expenditures management under the goal of "Fiscal Oversight- plan for the implementation of the district's resource allocation model which addresses the North Centers' budget in a responsible and timely manner." This goal is also reflected in the 2011-2012 Strategic Plan. [Evidence # 133]

As mentioned earlier, the oversight committee for the development of the discretionary budget is the College Center Council (CCC). As the Co-Chairs of the CCC, the Vice Chancellor and Associate College Business Manager annually review with the CCC the budget development calendar, district budget assumptions, and major categorical and non-categorical budget areas. In terms of discretionary operational expenditures, the CCC, through the use of Action Plan Funding Requests, allocates funds each year based upon planning goals and objectives and program review recommendations. [Evidence # 681]

Self Evaluation

Willow International meets this standard. The college center has maintained fiscal stability in spite of the current state budget crisis.

The Vice Chancellor effectively managed the budget reduction in the 2009-2010 and 2010-2011 fiscal years through communication with the division representatives and administration, along

with campus-wide forums at the annual Duty Day events. As a result of working collaboratively with the division representatives and administration, 76 classes were eliminated from the Willow International Fall 2010 and Spring 2011 schedules in order to reduce the full-time equivalent students (FTES) by seven percent as directed by the Chancellor for the 2010-2011 fiscal period. The College Center Council also regularly discusses the college center and district budget, led by the Associate College Business Manager and Vice Chancellor at the bi-monthly meetings. The college center and district has, in spite of the economic downturn, exceeded the 5% reserve mandated by the state. [Evidence # 123, 733, 752]

As discussed in Standard III.D., an independent audit firm is contracted to annually perform an audit of the colleges, centers, and district finances. Their reports routinely find few or no audit exceptions to the accepted standards of sound fiscal management. The auditor reviews the findings with the Board of Trustees annually. [Evidence # 265, 328]

In terms of validation of the Vice Chancellor's ability to manage the budget, 91.5% of the respondents strongly agreed or agreed to the statement in the accreditation survey conducted in Spring 2010 that "The College Center Vice Chancellor provides effective leadership in fiscal planning and budget development". [Evidence # 127 q. 70]

Planning Agenda

None

- e. The president works and communicates effectively with the communities served by the institution.**

Descriptive Summary

One of the major responsibilities of the Vice Chancellor of the North Centers is the outreach and community involvement in the communities served by the North Centers, primarily Fresno and Madera counties. Groups and individuals served within these communities include private and public colleges, community-based organizations, service clubs, K-12 districts and schools, employers, and voters. With the recent opening of the Academic Center Two facility in Fall 2010, the additional space has allowed for an increased effort in bringing more community-based organizations and local school district personnel onto the campus. Two examples include a two-week summer "Migrant Scholars Program" held at the center for 66 students in grades 4-8 and 11 staff mentors who participated in a program focusing on English, language arts, health/nutrition, and art, as well as the Clovis Chamber of Commerce's Leadership Clovis class which meets at the center each month as part of the two-year leadership development program. [Evidence # 753, 754]

The Vice Chancellor also connects with the communities served by the center through the Public Information Office. Fresno City College's Public Information Officer is assigned 20% to the North Centers and works directly for the Vice Chancellor. Duties performed by the PIO include media releases, writing of newspaper articles, development of internal and external marketing

materials, event planning, and distribution of applicable public information materials. [Evidence # 602]

Self Evaluation

The Willow International Community College Center meets this standard. The Vice Chancellor has been actively involved in the community through ties to the local high school, serving on the advisory committee for Career Technical Program development and articulation with Clovis Unified School District. He also attends local community events, regional program advisory committee meetings, and Clovis North High School/Willow International Center consultation committee meetings. In terms of community-based organizations, the Vice Chancellor served on the Clovis Chamber of Commerce Board of Directors and is a member of the Clovis Rotary Club and Chair of the Vocational Services Committee. He also attends planning meetings and events relative to future economic development efforts through the Regional Jobs Initiative, Economic Development Corporation, City of Clovis, City of Fresno and County of Fresno. [Evidence # 734, 735, 736, 737]

Planning Agenda

None

- 3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**
 - a. The District/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

Descriptive Summary

SCCCD Board Policy outlines the various lines of responsibility between the district and colleges/centers. In particular, Human Resources Board Policies 7210-7260 define the roles of the academic employees, classified employees, confidential employees, educational administrators, and classified administrators, supervisors, and managers. The Chancellor's authority and role in administering the district is described in Board Policy 2430 and 6100: "The board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action". [Evidence # 124]

In terms of clearly delineating and communicating the operational responsibilities and functions of the district from those of the colleges/centers, a mapping of the district has been done which

defines the roles of authority and responsibilities of the district, colleges/centers, and governing board within the SCCCD system (see introduction). [Evidence # 738]

Self Evaluation

The Willow International Community College Center meets this standard. Operational and functional responsibilities are clearly delineated in the Board Policies; BP 2430 Delegation of Authority to the Chancellor, BP 6100 Delegation of Authority (Business Affairs and Accounting), and through a series of Human Resource BPs (7120-7160) which specify the responsibilities of classified, confidential, and educational employees, administrators, supervisors, and managers. The district has mapped the lines of responsibility and worked with the colleges' and centers' leaders to review and revise the mapping document. The Chancellor's Cabinet also reviewed and approved the document on June 6, 2011. [Evidence # 124]

The Faculty and Staff Accreditation Survey results support the determination that this standard has been met. Question # 71 was: "Information that distinguishes areas of district responsibility from areas of College Center responsibility is readily available." Seventy-eight percent of the respondents either strongly agreed or agreed with that statement. This rating is not as high as it should be, indicating that additional communication relative to the operational responsibilities and functions of the district office in support of the colleges and centers needs to occur on a regular basis. [Evidence # 127 q. 71]

In addressing the need for additional communication in terms of the district office's functions, a new one-day orientation workshop has been developed and will be implemented in September, 2011. Initial work has begun on the development of an existing employee orientation workshop which is scheduled to be completed at the end of the year. Examples of major components covered in these orientation sessions include SCCCD overview, district and campus organizational charts, human resources, personnel commission, collective bargaining agreements, information technology, accounting, payroll, purchasing, environmental health and safety, emergency preparedness, benefits, worker's compensation, and professional development.

Additionally, the District recently contracted for the services of the College Brain Trust consulting firm to perform an evaluation of the district organizational structure and effectiveness of various operational responsibilities as they are currently executed. The Board of Trustees received the report and recommendations of this group at their March 2011 meeting. The Chancellor is presently reviewing and considering the recommendations. [Evidence # 739]

Planning Agenda

None

- b. The district/system provides effective services that support the colleges in their missions and functions.**

Descriptive Summary

As shown in the functional map, the SCCCD provides services that effectively support the operations of the colleges and centers relative to their mission and functions. Furthermore, the district's Strategic Plan themes and goals are congruent with those of the colleges and centers, validating the supporting role that the district plays relative to the college/center goals. An executive summary of the college's/center's Educational Master Plan is also evidence of support of their long range goals. [Evidence # 332, 706, 738, 683, 258]

The centralization of some services has been initiated in order to increase the effectiveness of the services to the colleges/centers, including the following: payroll, human resources, facility maintenance, grounds, purchasing, admission and records (also departments at the colleges), information systems (Directors of Technology at the colleges/centers), bookstore services, business services (shared between colleges and district), police, and transportation. There is also a district Grants Director who works with the colleges and centers in grant development, as well an office of Institutional Research which provides and analyzes data used for institutional improvement. The district Office of Workforce Development and Educational Services provides guidance and leadership to the colleges/centers relative to planning, career technical partnerships, technology, tech prep, and study abroad opportunities.

In terms of dialogue, communications, and oversight of the district support services, the Chancellor's Cabinet meets weekly to discuss items of interest, challenges, and opportunities for the district to support the college/centers. Agenda items are solicited from the campus and district senior level leaders, along with items for discussion with the Board of Trustees at their monthly meetings. Other district level committees that function as an oversight and assessment group include the Chancellor's Communications Council, District Business Managers Committee, District Strategic Planning Committee, Educational Coordination and Planning Committee, Technology Coordinating Council, Information Systems Priority Committee, and Vice President's Council, to name a few.

Information used from the work of the groups above is communicated through a variety of reports at the monthly Board of Trustees meetings from the Presidents/Vice Chancellor, Academic Senate/ Faculty Association, and Classified Senate. In conclusion, the district level support for the colleges and centers is very effective with the goal of continuously improving the services to the colleges and centers. [Evidence # 739, 706]

Self Evaluation

The Willow International Community College Center meets this standard. Centralized support services for such areas as grounds and facilities maintenance, utilities, purchasing, human resources, and admissions and records with a common data base (Datatel) increases operational efficiency by allowing each college/center to work on its daily operations. The district office provided a process to develop and update a District Strategic Plan in concert with the effort of each college/center to develop strategic plans in alignment. [Evidence # 706]

Planning Agenda

None

- c. **The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

Descriptive Summary

The district has provided budgetary support for the centers which supports its mission and operations through district general funds (categorical and non-categorical), annual statewide Lottery allocations, grants, and Foundation mini-grants. In spite of the current recession and limited budget, the district has committed to maintaining the highest level of support for the Willow International Center's instructional and student support services. Personnel support from the district to the center is also evident through payroll, grants oversight, purchasing, insurance, etc. As mentioned in Standard III.D, the district currently has an adequate reserve (in excess of the 5% required of California community college districts) to maintain a high level of support for the Willow International Center in spite of no increases in funding from the state. Due to this reserve, the district has been able to keep as a top priority 100% employment of all employees funded through non-categorical funds, along with funding contractual step and column salary increases, longevity, and advancement. [Evidence # 733]

In terms of the distribution of resources, the present allocation of resources from the district is sufficient to support the current level of financial commitments at the Willow International Community College Center. However, additional funding is needed to support human resources, instructional support, and student support with the center moving to full college status. The district-supported Staffing Plan (see Standard III.A) identifies the required positions and financial commitment needed to support the college when initial accreditation status is granted. [Evidence # 335]

As mentioned earlier in section B.1.b, the establishment of a District Resource Allocation Model (DRAM) Taskforce has been initiated by the Chancellor with the goal to develop and recommend the elements of a comprehensive resource allocation model for the district to include fiscal, human, physical and technology resources. The Chancellor's Memo to the DRAM Taskforce specifically addresses the funding allocation for the Clovis Community College Center by stating: "The work should include an investigation of models in other multi-college districts, incorporate elements of the SB 361 funding model as applicable, and incorporate our future plans for achieving candidacy and initial accreditation for the Willow International Center. Willow International must be addressed in its current status, as well as, how the model will address resource allocations when Willow becomes a candidate for accreditation and then a college. It will be important as the work plan is developed that there are both short-term and long-term objectives to be achieved with established timelines by which they will be completed." [Evidence # 747]

Self Evaluation

The Willow International Community College Center meets this standard. As Willow International continues to grow and receives initial accreditation status as Clovis Community College, fair and equitable distribution and allocation of resources will need to be addressed at the district level. The North Center's Educational Master Plan, Strategic Plan, Staffing Plan, and program reviews will be used to validate and justify future allocation of funding from the district to the college or center.

In May 2011, the District Office formed a taskforce to address the allocation of resources relative to the budget development for the district, colleges, and centers. The immediate goal of the taskforce was to establish the operational procedures, guidelines, and future meeting schedule. The ultimate goal is to have the taskforce present a resource allocation model that will be considered by the district constituency groups and approved by the Chancellor and Board of Trustees for implementation. This Resource Allocation Model (RAM) will become the foundation upon which Willow International will fund the Transitional Staffing Plan for the support of the new Clovis Community College operations as cited in Standard III.A.6.

Planning Agenda

The district will assess and revise its current resource allocation practices to ensure that resources are adequately distributed to support the effective operations of the colleges and centers.

d. The district/system effectively controls its expenditures.

Descriptive Summary

As described in detail in section Standard III.D, the financial management of the district has appropriate control mechanisms that effectively control its expenditures. Examples of control mechanisms in place include a financial accounting system that provides budgetary control and accountability, accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed, a position control system, a procedure for authorizing purchases and expenditures, a purchasing department, and Board of Trustees' oversight.

Also, the Fresno County Office of Education performs a financial oversight function, including random tests of warrants issued by all institutions in the county. The district uses the requisitioning and purchase order process in order to monitor and evaluate all proposed expenditures. Major contracts between the district and proposed vendor must be approved by the Vice Chancellor of Finance and Administration and the Board of Trustees. Finally, the district's financial statements are audited each year in accordance with U.S. Generally Accepted Auditing Standards and OMB Circular A-133 by independent auditors. The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session.

Self Evaluation

The Willow International Center meets this standard. The district's reserve of the general fund budget at 13.9% for the 2009-2010 year validates that the district maintains fiscal prudence. The ending balance for the Willow International Center unrestricted allocation for the past three years (2007-2010) has averaged 2.5 (two and one-half) percent.

The financial management system (Datatel), utilized by the district since 1998, allows for real time budget information. Budget managers are able to access accurate information that allows for budgetary control and accountability.

In addition, collaboration with the district finance department for accounting, human resource position control, purchasing and expenditures, contract, and grant oversight ensures adherence to district policies, procedures and the financial integrity of the institution.

Financial information is readily available and provided on a regular basis as follows:

- All budget managers, assistants, deans, Vice President, Vice Chancellor, and office staff have real time online access to college budgets and year-to-date account balances, etc.
- The Vice President of Instruction and Student Services and all deans meet monthly with the Associate College Business Manager and Business Services Account Technician II to review budget account balances and discuss budget concerns or issues.
- Financial status and budget update dialogue and information is provided at the bi-monthly College Center Council meeting and weekly at the Vice Chancellor's Cabinet meeting.
- The Associate College Business Manager and district Vice Chancellor of Finance and Administration, via e-mail, regularly update College Center Council members, administrators, and managers on center as well as state budget and financial issues as they unfold and information becomes available.
- The Associate College Business Manager and Accounting Technician II maintain open access practices and are readily available via e-mail, telephone, or in person to provide information, answer questions, or provide assistance or clarification of budget related issues.

[Evidence # 123]

Planning Agenda

None

- e. **The Chancellor gives full responsibility and authority to the Presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

Descriptive Summary

The district hires the Vice Chancellor of the centers, and through Board Policy 2430, allows the Chancellor to delegate powers and duties associated with the administration of colleges and centers to the Vice Chancellor. Per Board Policy 7250, the Vice Chancellor is the senior level educational administrator who exercises direct responsibility for supervising the operation of, or formulating policy regarding the instructional or student services programs of the district. [Evidence # 124]

The Vice Chancellor of the North Centers is granted authority to perform the following duties:

1. Is responsible for the development and evaluation of the North Centers' goals and objectives.
2. Develops and utilizes a process by which the resources of the North Centers are allocated to optimize the achievement of the North Centers' goals and objectives.
3. Schedules and conducts meetings of the North Centers staff as needed to promote achievement of the North Centers' goals and objectives.
4. Leads institutional planning efforts utilizing the "Continuous Improvement-Collaborative Decision-Making Process".
5. Recommends, with the assistance of the North Centers' staff, improvements in the North Centers' programs and services.
6. Recommends an annual North Centers budget and supervises administration of the North Centers financial affairs.
7. Keeps the Chancellor informed of the North Centers' programs and services as well as the needs and accomplishments of the North Centers.
8. Provides for the development of the North Centers' public relations, community services, and student recruitment programs.
9. Promotes articulation between the North Centers and other schools and colleges in the area.
10. Works cooperatively with Reedley College in the areas of accreditation, program review, curriculum, student services, Academic and Classified Senates.
11. Approves and recommends to the Chancellor all employment position requests.
12. Approves all job assignments, duties, and responsibilities of academic and classified personnel.

[Evidence # 723]

Self Evaluation

Willow International meets this standard. The Board Policies (BP2430 and BP7250) specify the delegated responsibilities of the center's Vice Chancellor. Nearly 89% of the respondents on the accreditation survey indicated they strongly agree or agree that "The College Center Vice Chancellor provides effective leadership in selecting and developing personnel". Over 91% of the respondents strongly agreed or agreed with the statement: "The College Center Vice Chancellor provides effective leadership in fiscal planning and budget development." [Evidence # 124; 127 q. 69 &70]

Planning Agenda

None

- f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

Descriptive Summary

As described in the mapping of district and college/center functions, the district plays a major role in acting as the liaison between the center and Board of Trustees. Planning, development and implementation of policies, allocation of resources, and management of the district and college/center operations occurs through constant communication and dialogue utilizing district level committees. The Chancellor's Cabinet meets weekly and includes all senior level administration; Chancellor's Communication Council meets monthly and includes the Chancellor, College Presidents, Vice Chancellor of the North Centers, Academic Senate Presidents, Classified Senate Presidents, student government representatives, and bargaining unit leaders (certificated and classified).

The Educational Coordinating and Planning Committee (ECPC) reviews curricula prior to submittal to the Chancellor and Board of Trustees and includes representatives from senior level administration and the Academic Senates of the colleges and centers. Other district level committees which serve to ensure effective communication and exchange of information include the Information Systems Priority Committee, Technology Coordinating Committee, Vice President's Council, and Business Manager's Council. These groups, involving constituents from the colleges, centers, and district, provide the mechanism to exchange information and conduct dialogue at the district level, and expect representatives to return to the campus for discussion and feedback, and to return to the district level committee or group with direction from the college/center community. [Evidence # 681, 197, 743]

As mentioned earlier, the Vice Chancellor is also a sitting member at the Board of Trustees meetings and provides a written and oral report to the board each month, in addition to special presentations requested by the Chancellor or Board members.

Board of Trustee meetings are rotated through each college or center on an annual basis with the majority of the meetings held at the District Office. When the BOT meet at a particular college or center, the agenda includes special presentations to the BOT to highlight programs, completion of buildings, or other aspects of that college or center. Each August the Board of Trustees meets at the Willow International Community College Center. [Evidence # 673, 328]

Self Evaluation

The Willow International Center meets this standard. The Chancellor's Cabinet, Communications Council, and the district's standing or ad hoc committees funnel information to the Chancellor which is provided to the Board of Trustees either through written materials given

to the Board in preparation for meetings or as verbal reports given at the meeting. The Chancellor delegates reporting responsibilities to other district administrators who then provide either written or verbal reports to the Board of Trustees. The Chancellor channels requests for information from board members to the appropriate administrator who then prepares a report for the BOT. Decisions made by the Board of Trustees are implemented through actions by the Chancellor. The district's website contains the agendas and minutes of board meetings, with special electronic announcements made through the district's e-mail system to all internal stakeholders. [Evidence # 328, 744]

The Communications Council is under revision to more become the primary shared governance committee at the district level. The district's Shared Governance Committee will formalize the responsibilities and activities through the development of an operating agreement. One of the primary responsibilities of the district's Shared Governance Committee will continue to be the duty of reviewing and updating administrative regulations. [Evidence # 744]

Planning Agenda

None

- g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them for improvement.**

Descriptive Summary

The evaluation of the district's role in assuring the integrity and effectiveness in assisting the colleges/centers in meeting their educational goals is primarily through the planning and assessment process associated with the district's Strategic Plan and those of the colleges and centers. The district's Strategic Plan is in alignment with the California Community Colleges System Strategic Plan, and includes five major strategic themes as the basis for the Willow International Strategic Plan objectives:

- Access and Awareness:
 - SCCCD will be the learning institution of choice in its service area.
- Excellence in Teaching and Learning:
 - The district will promote excellent teaching and learning in all of its colleges and centers, provide relevant data and support, and celebrate success and improvement.
- Workforce Readiness and Communication:
 - SCCCD will develop and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, communication, technological expertise, and specific job-related competencies.
- System Effectiveness-Planning and Assessment:

- SCCCD will engage in an ongoing planning process to assess effectiveness and efficiency of its operations.
- Resource Development:
 - State Center intends to manage its resources to provide maximum opportunity for its students, employees, and community.

The SCCCD 2008 Strategic Plan was updated in Spring 2011 along with specific plans relative to future district-wide planning efforts, including a district-wide planning structure and planning calendar, proposed framework of accountability, and assessment of district goals and objectives. A District Planning Council for oversight of planning and integration of the district strategic plan with those of the colleges and center has been established. This group has been charged with coordinating a new timeline, operating agreement and assessment procedure for the district. The workgroup has already implemented surveys to decide how best to proceed with an update to the current district strategic plan. A major revision—including internal and external scans—will occur in the spring of 2012. Part of the external scan process includes the convening of a charrette to which members of the community—including the college, district, and area residents—are invited to participate. [Evidence # 706, 707, 745, 777, 820]

Regarding communication, the SCCCD Strategic Plan is posted on the district website. In addition, the internal and external scans will allow for open communication between the colleges, centers, and the community in order to ensure broad-based input into the review and improvement process.

The district will continuously monitor its processes and modify its objectives so that they reflect the needs of the colleges/centers. The Willow International Strategic Plan is assessed annually and will reflect the themes of the SCCCD plan. In regards to communication, the SCCCD Strategic Plan is posted on the SCCCD website. [Evidence # 332, 706, 745]

Another example of the district's evaluation of its effectiveness is the continuous review of the Board Policies and Administrative Regulations, with modifications being made when needed utilizing the process outlined in the board policies and administrative regulations. The Board Policies and Administration Regulations are posted on the district's website.

The State Center Community College District developed a new functional map to describe the role delineation between the district office and campuses. This document was developed with input from the accreditation liaison officers at each campus and was disseminated to all constituency groups at each campus for input and comments. The discussions about the functional map included both how the district currently delineates roles as well as recommendations for changes in role definition to improve effectiveness. After the first draft of the functional map was completed, it was presented to a broader group of stakeholders from across the district for further review and revision. Finally, the functional map was reviewed by the Chancellor's Cabinet, recommendations were made, and the functional map was adopted.

The functional map will continue to be utilized as a tool to evaluate the role delineation between the district and colleges/centers. Roles and functions will be evaluated through the strategic planning process and the shared governance committee (Communications Council). Proposed

changes to specific roles will be vetted through campus and district-wide shared governance groups and will be implemented as appropriate.

Also, to evaluate district/system role delineation and decision-making structures and processes, in November, 2010, SCCCD contracted with the College Brain Trust, a consulting group specializing in strategic and educational planning for community colleges statewide, to conduct an in-depth evaluation of the services and structures in place at the district office to assist the colleges/centers in meeting their educational goals. After an extensive survey of faculty, staff, and students, and interviews with key institutional leaders, the College Brain Trust made recommendations to the Chancellor and Board of Trustees on ways to improve district office functions. All of these recommendations are under consideration and some have been implemented as feasible. [Evidence # 739]

The district office is also preparing for its first administrative program review. Each unit in the district office will be evaluated through a program review process to define effective operations and recommend improvements.

SCCCD is working to improve district-wide shared governance processes as the result of a recommendation that emerged from the 2011 strategic planning process update. The Communications Council has formed a subcommittee that consists of faculty, classified staff, and administrative staff to research district shared governance models and make a recommendation to the Council as a whole. As evidence of improvement that resulted from evaluation of process and procedure, the district is revising Administrative Regulation 2410, which addresses approval of administrative regulations through the shared governance council. [Evidence # 822]

Self Evaluation

The Willow International Community College Center meets this standard. As mentioned above, the district, working with constituent groups from the colleges and centers, updated the 2008 Strategic Plan in Spring 2011. The Willow International College Center Council reviews the center's Strategic Plan annually and ensures it remains in alignment with the district Strategic Plan.

A functional map has been utilized to evaluate the roles between the district and colleges/centers. An evaluation of the district's role delineation and decision-making structures and processes was conducted by a consulting firm with recommendations for improvement being considered for implementation. In terms of district-wide shared governance processes, the Communications Council is in the process of researching district shared governance models towards the goal of establishing an SCCCD shared governance structure.

The district reviews the Board Policies and the Administrative Regulations when needed. Currently, a district-wide committee is reviewing a series of administrative regulations including AR7120. [Evidence # 706, 746]

Planning Agenda

None

Evidence for Standard IV

Doc. #	Document Title
3	Willow International Center Conversion to Fully Accredited College Plan Duty Day PowerPoint Presentation
14	Program Review (all)
17	Accreditation Progress Report 3-15-07
23	Board Minutes 8-5-08
26	Accreditation Standards Workshop PowerPoint Presentation, Duty Day, FA08
28	Accreditation Midterm Report 10-15-08
29	North Centers Faculty Handbook 2008-2009
42	Academic Senate Officers 2008-2009
85	College Center Council Handbook 2009-2010
112	Reedley College Curriculum Handbook
113	Academic Senate E-mail 5-27-10
114	Board of Trustees Agenda Item Request for Associated Student Government at Willow International 5-4-10
115	Curriculum Committee Membership September 2009
116	Program Review Handbook Cycle Three April 2009
117	Classified Staff Contract 2006-2009
118	Part-time Faculty Contract 2006-2009
119	Full-time Faculty Contract 2006-2009
122	Duty Day Agendas (all)
123	College Center Council Minutes (all)
124	Board Policies (all)
125	Administrative Regulations (all)
126	Faculty Handbook 2010-2011
127	Accreditation Survey Results
128	North Centers Strategic Plan 2010-2011
129	Duty Day Agenda FA10
130	Faculty Association Constitution and By-laws
131	Reedley College Classified Senate By-laws
132	North Centers Newsletters (all)
133	Vice Chancellor's Goals & Outcomes
156	VIPJPA Auditor's Fiscal Years Report 2007-2008
157	VIPJPA Auditor's Fiscal Years Report 2006-2007
160	Search for New Chancellor Progress Report 11-11-09
161	Search for New Chancellor Progress Report 3-3-10
162	Search for New Chancellor Progress Report 10-19-09
163	Tasks & Responsibilities of Board in Selection of CEO
164	Chancellor Search Advisory Committee Manual
166	Financial Audit Report 2008-2009
167	Financial Audit Report 2007-2008
168	Financial Audit Report 2006-2007
169	SCCCD Final Budget 2009-2010

170	SCCCD Final Budget 2008-2009
180	Accreditation Self Study Progress Update for Board of Trustees10-5-10
181	Duty Day FA10 Planning Activity
197	Educational Coordinating & Planning Committee (ECPC) Minutes 11-9-10
215	AAUP Professional Ethics
217	Vocational & Occupational Education Effectiveness- Accreditation Survey Results
235	Administrator Evaluation Form
247	Tenure Review Self Evaluation
258	Educational Master Plan 2010
260	Reductions in Sections & FTEs for SP09-SP10 & FA09-FA10
265	Financial Audit Report 2009-2010
270	Division Reps Minutes (all)
298	State of the North Centers Report SP09 Duty Day
302	ACCJC-WASC Letter Granting Eligibility to the Willow International Center 1-29-10
303	SLO Coordinator Job Announcement
321	Institutional Research Website
322	Associated Student Government Constitution
324	North Centers Mission Statement
326	Board of Trustees Retreat Agendas 2007-2010
328	Board of Trustees Meeting Minutes (all)
332	SCCCD Strategic Plan 2008
335	Transition Staffing Plan
339	Office of Institutional Research Service Request Form
340	Institutional Research Year End Report 2009-2010
561	North Centers Website
566	VIPJPA Financial Statements with Independent Auditor's Report for Fiscal Years Ended 9-30-10 & 2009
601	SCCCD Facilities Planning Presentations Board Retreats March 2009 & March 2010
602	North Centers Public Information Office Self Study SP11
607	Duty Day Presentations Available Online via Tegrity
620	SCCCD Budget Study Session PowerPoint 2-22-11
673	Board of Trustees Agendas (all)
679	Board of Trustees Self-Evaluation 2010
681	College Center Council Handbook 2010-2011
683	Goals Matrix 2011-2012
693	Mission Statement Revision Process & Documents
696	Willow International Center Website
706	SCCCD Strategic Plan 2008 Update
707	Timeline for SCCC Strategic Plan
708	Part-time Faculty Contract 2010-2011
709	Full-time Faculty Contract 2010-2011
710	Academic Senate Minutes 10-27-09
711	Academic Senate Minutes (all)
712	Curriculum Committee Minutes (all)
713	Academic Senate Constitution & Bylaws
714	Reedley College Accreditation Self Study 2005

715	SCCCD Website
716	Academic Senate Executive Committee 2009
717	Academic Senate Executive Committee 2010-2011
718	SCCCD Trustee Candidate Orientation Agenda 9-8-10
719	Trustee Handbook
720	Brown Act Training Announcement
721	Effective Trustee Workshop Program
722	Willow International Eligibility for Candidacy Application
723	Job Description for Vice Chancellor, North Centers
724	Clovis Unified School District Facilities Use Request
725	Classified Professionals Mega-Conference Materials
726	Approval to Establish the Willow International Center from ACCJC
727	Accreditation Orientation Sign-in Sheet 3-19-10
728	Chancellor Evaluation Process
729	Board of Trustees Agenda 5-31-11
730	Evaluation Form for Presidents, Vice Chancellors, and Associate Vice Chancellors
731	Vice Chancellor's Cabinet Minutes (all)
732	Vice Chancellor's Cabinet Agendas (all)
733	SCCCD Final Budget 2010-2011
734	Regional Jobs Initiative Website
735	Fresno Economic Development Corporation Website
736	Clovis Rotary Website
737	Clovis Unified School District Career Technical Advisory Committee Information
738	SCCCD Functional Map
739	College Brain Trust Report
743	ECPC Agenda 5-17-11
744	Communications Council Minutes 2010-2011
745	District Planning Council Operating Agreement
746	AR 7120 Review Committee Information
747	Resource Allocation Model Taskforce Information
748	Community College League of California Model Policy & Procedure Service
749	California Ed Code 72500, 81600, 87400
750	CCCCO Grant Categorical Funding Apportionment 2010-2011
751	Vice Chancellor's Open Forum Presentations
752	Positive Attendance Figures
753	Leadership Clovis Program Information
754	Migrant Scholars Program Information
777	District Planning Council Accountability Measurement & Assessment Framework
819	ECPC Minutes 5-17-11
820	SCCCD Strategic Plan 2011 Update PowerPoint Presentation
822	Communications Council Minutes 5-31-11

Evidence Inventory



Willow International Community College Center Mission Statement:
The mission of the Willow International is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

**Willow International Center
Accreditation Evidence**

Doc. #	Document Title	Intro.	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
1	Health Services Yearly Report 2007-2008					II-B							
2	Duty Day Agenda FA08			I-B	II-A								
3	Willow International Center Conversion to Fully Accredited College Plan Duty Day PowerPoint Presentation			I-B									IV-B
4	Emergency Procedures							III-B					
5	Library Services Highlights					II-C							
6	North Centers Events Schedule FA08				II-A	II-B							
7	Student Learning Outcomes Duty Day Presentation FA08- Instructional	intro			II-A								
8	Student Learning Outcomes Duty Day Presentation FA08- Student Services	intro			II-A	II-B							
9	General Education Student Learning Outcomes Presentation to Reedley College Curriculum Committee				II-A								
10	North Centers Budget Development Calendar 2009-2010				II-A						III-D		
11	Mission, Vision, and Values Ad Hoc Committee, FA08		I-A										
12	Safety Program Presentation to Board of Trustees, Sept. 2008							III-B					
13	Reedley College Catalog 2008-2010	intro			II-A	II-B		III-B					
14	Program Review (all)			I-B	II-A	II-B	II-C	III-B	III-C	III-D	IV-A		
15	North Centers Strategic Plan 2008-2009 Overview w/ History			I-B	II-A						III-D		
16	North Centers Strategic Plan 2008-2009 Overview w/o History			I-B	II-A								
17	Accreditation Progress Report 3-15-07						II-C					IV-A	
18	Summary of EO Actions for March 2008				II-A								
19	Beno Letter Site Visit 2-8-08												
20	Preliminary Notice to Secure College Status	intro											

21	IOBC Minutes 4-11-08			I-B	II-A								
22	Eligible Institution Under Title III and Title V										III-D		
23	Board Minutes 8-5-08												IV-B
24	Transfer Activities 08-09				II-A	II-B							
25	North Centers Strategic Plan 2008-2009		I-A	I-B	II-A						III-D		
26	Accreditation Standards Workshop PowerPoint Presentation, Duty Day, FA08			I-B									IV-B
27	Action Plan Funding Request Form 2009-2010			I-B	II-A				III-B		III-D		
28	Accreditation Midterm Report 10-15-08											IV-A	
29	North Centers Faculty Handbook 2008-2009				II-A			III-A				IV-A	
30	Action Plan and Expenditure Plan Information				II-A	II-B				III-C	III-D		
31	North Centers Technology Action Committee Minutes, 10-3-08									III-C			
32	North Centers Technology Plan 2008-2009				II-A				III-B	III-C	III-D		
33	North Centers Student Learning Outcomes Coordinator Job Description				II-A								
34	North Centers Accreditation Overview PowerPoint												
35	North Centers Technology Plan 2009-2010			I-B	II-A				III-B	III-C	III-D		
36	Action Plan Requests for Lottery Funds for 2010-2011 E-mail			I-B	II-A				III-B		III-D		
37	North Centers Strategic Plan 2008-2009 Final Report		I-A	I-B							III-D		
38	Enrollment Management Plan 2008-2009			I-B		II-B					III-D		
39	North Centers Strategic Plan 2007-2008 Accomplishments			I-B							III-D		
40	SCCCD Annual Financial Report June 30, 2008										III-D		
41	Transfer Practices at Reedley College		I-A		II-A								
42	Academic Senate Officers 2008-2009											IV-A	
43	Commencement Ceremony Program 5-21-2010				II-A								
44	The Pirates of Penzance Concert Program					II-B							
45	The Review Journal of Student Literature & Art 2010					II-B							
46	E&TA Meeting 4-9-10					II-B							
47	Willow International Tutorial Center Title V Report 9-28-09				II-A	II-B					III-D		

48	Student Served by Willow International Tutorial Center 2006-2010				II-A	II-B					III-D		
49	Tutorial Center Retention FA07 - FA08				II-A	II-B							
50	Tutorial Center Math Lab Unduplicated Student Count				II-A	II-B							
51	Tutorial Center 2005-2009 Accomplishments				II-A	II-B							
52	Tutorial Center FA09 20+ Hours Report					II-B							
53	North Centers Strategic Plan 2009-2010	intro		I-B	II-A	II-B					III-D		
54	Tutorial Grant & Certification E-mail					II-B					III-D		
55	Loaning Out Tutors E-mail					II-B							
56	Tutorial Center Feedback				II-A	II-B							
57	Tutorial Center Survey FA06				II-A	II-B							
58	Tutorial Center 15 Week Survey				II-A	II-B	II-C						
59	Tutorial Center Grammar & Punctuation Handouts				II-A	II-B							
60	www.northcenters.com Instructions					II-B							
61	Tutorial Center Entry Documents					II-B							
62	7th Annual Oxford Debate Flyer					II-B							
63	Learn Organization & Time Management Skills Workshop Flyer					II-B							
64	CalWORKS Student Intake Forms				II-A	II-B							
65	Willow International Student Services Hours					II-B							
66	Health Care Services Directory					II-B							
67	TANF Cohort Meeting Agenda 4-7-10					II-B							
68	Sunshine Day Flyer					II-B							
69	2nd Annual Early Care & Education Parent Conference Flyer					II-B							
70	Child Development Center Workshop: Learned Organization & Time Management Sign-in Sheet					II-B							
71	Child Development Center Workshop: Learned Organization & Time Management Evaluation Form					II-B							
72	North Centers Literary Review Submission Form					II-B							
73	Write Now Volume 6 Issue 2					II-B							
74	Student Success Committee Agenda 4-21-10					II-B							
75	Vice Chancellor's Cabinet Planning Workshop Agenda & Handouts 6-15-10			I-B	II-A								

76	College Center Council Operating Policies & Procedures 2009-2010			I-B	II-A					III-C			
77	Program Review Summary Sheet 12-3-09			I-B	II-A								
78	Instructional Action Plan Funding Requests 2009-2010										III-D		
79	SLO Update Report- History, FA08			I-B	II-A								
80	Strategic Plan 2008 One-Year Status Report to Board of Trustees			I-B	II-A						III-D		
81	Strategic Plan Update PowerPoint 1-8-09				II-A						III-D		
82	Non-Instructional SLO Workshop Agenda 1-8-09			I-B	II-A								
83	Library Information E-mail to Faculty 1-16-09						II-C						
84	North Centers Mission Statement Approved by College Center Council 4-3-09		I-A								III-D		
85	College Center Council Handbook 2009-2010		I-A	I-B	II-A		II-C		III-B		III-D	IV-A	IV-B
86	Lottery Budget Development Calendar 2010-2011			I-B							III-D		
87	Action Plan Funding Request Form 2010-2011			I-B	II-A				III-B	III-C	III-D		
88	Student Injury Resources Flyer						III-A						
89	Educational Master Plan E-mail 11-4-09			I-B	II-A						III-D		
90	Educational Master Plan in North Centers Newsletter Nov. 2009			I-B									
91	North Centers Educational Master Plan 2009 Draft 12-7-09				II-A						III-D		
92	Reedley College SLO Assessment Workbook			I-B	II-A								
93	Reedley College Assessment Timeline			I-B	II-A								
94	Program Assessment Status Form			I-B	II-A								
95	Poster Session Rubric Instructions			I-B	II-A								
96	Poster Session Evaluation			I-B	II-A								
97	Poster Session Rubric			I-B	II-A								
98	Assessment Sharing- Child Development 37B E-mail			I-B	II-A								
99	Orientation to Accreditation Process College Center Council Minutes 1-22-10		I-A	I-B									
100	Student Services Flex Day SLO Workshop Sign-in Sheet 2-5-10				II-A	II-B							
101	Counseling Flex Day SP10 SLO Workshop Agenda				II-A	II-B							
102	Student Services SLOs SP10				II-A	II-B							

103	North Centers Counseling Department Flex-Out Request SP10				II-A	II-B							
104	North Centers Strategic Plan 2009-2010 Mid-Year Report			I-B	II-A						III-D		
105	Probation Workshops Available On-line E-mail to Students					II-B				III-C			
106	North Centers Basic Skills Assessment Survey					II-B							
107	North Centers Payment Options					II-B							
108	Free Student E-mail Flyer					II-B							
109	Online Counseling Services Flyer					II-B							
110	Open Computer Lab Hours SP10					II-B							
111	Board of Trustees Minutes Approving "Clovis Community College" Name												
112	Reedley College Curriculum Handbook				II-A					III-C		IV-A	
113	Academic Senate E-mail 5-27-10											IV-A	
114	Board of Trustees Agenda Item Request for Associated Student Government at Willow International 5-4-10											IV-A	
115	Curriculum Committee Membership September 2009											IV-A	
116	Program Review Handbook Cycle Three April 2009		I-A	I-B	II-A	II-B		III-A				IV-A	IV-B
117	Classified Staff Contract 2006-2009					II-B		III-A			III-D	IV-A	
118	Part-time Faculty Contract 2006-2009				II-A			III-A				IV-A	
119	Full-time Faculty Contract 2006-2009				II-A	II-B		III-A			III-D	IV-A	
120	Part-time Faculty Orientation PowerPoint							III-A					
121	Faculty Staff Development Reports				II-A			III-A					
122	Duty Day Agendas (all)		I-A	I-B	II-A			III-A			III-D	IV-A	IV-B
123	College Center Council Minutes (all)		I-A	I-B				III-A	III-B		III-D	IV-A	IV-B
124	Board Policies (all)	intro						III-A			III-D	IV-A	IV-B
125	Administrative Regulations (all)	intro	I-A					III-A			III-D	IV-A	IV-B
126	Faculty Handbook 2010-2011			I-B	II-A			III-A			III-D	IV-A	
127	Accreditation Survey Results		I-A	I-B			II-C	III-A	III-B	III-C	III-D	IV-A	IV-B
128	North Centers Strategic Plan 2010-2011	intro	I-A	I-B	II-A	II-B		III-A	III-B		III-D	IV-A	IV-B
129	Duty Day Agenda FA10				II-A							IV-A	
130	Faculty Association Constitution and By-laws											IV-A	

131	Reedley College Classified Senate By-laws										III-D	IV-A	
132	North Centers Newsletters (all)			I-B								IV-A	IV-B
133	Vice Chancellor's Goals & Outcomes			I-B									IV-B
134	Summer Connection 2010 E-mail					II-B							
135	Engineering Program Review FA08 SLOs				II-A								
136	Child Development Advisory Committee 2009-2010 Letter				II-A								
137	North Centers Child Development Advisory Committee Minutes 3-26-10				II-A								
138	Health Services- Using Input Data to Make Changes to Services			I-B									
139	Oath or Affirmation of Allegiance							III-A					
140	E-mails Regarding GELOs Meetings				II-A								
141	Student Demographics, Achievement Data, & Enrollment Trends		I-A		II-A								
142	ACT College Outcomes Survey Results				II-A	II-B	II-C			III-C			
143	Division Reps Minutes 9-17-10				II-A								
144	North Centers Mission, Vision, Values Committee Outcomes		I-A										
145	Psych 2 SLO Pre-test Assessment				II-A								
146	Psych 16 SLO Pre-test Assessment				II-A								
147	Articles of Incorporation of the SCCC Foundation										III-D		
148	SCCCD Foundation 2008-2009 Budget										III-D		
149	SCCCD Foundation 2009-2010 Budget										III-D		
150	SCCCD Foundation 2010-2011 Budget										III-D		
151	SCCCD Quarterly Financial Status Report 6-30-10										III-D		
152	Workers Comp Actuarial Study 2008										III-D		
153	Workers Comp Actuarial Study 2009										III-D		
154	Property & Liability Actuarial Study 2008										III-D		
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