



WILLOW INTERNATIONAL COMMUNITY COLLEGE CENTER

ADDENDUM to the APPLICATION for CANDIDACY

Submitted by:

**Willow International Community College Center
10309 N. Willow Avenue
Fresno, CA 93730**

To:

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

October 15, 2012

Certification of the Follow-Up Report

October 5, 2012

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

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



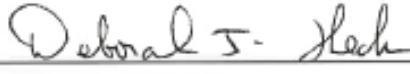
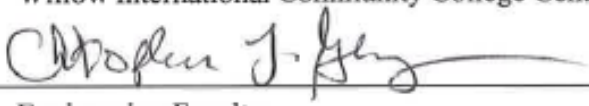
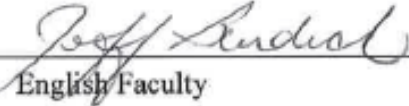
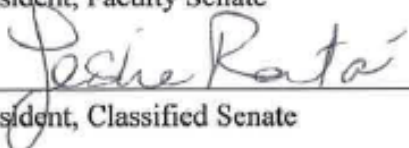
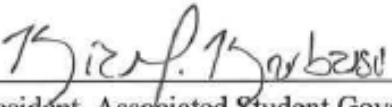
<u>Ron Feaver</u>	 _____ President, Board of Trustees State Center Community College District
<u>Deborah G. Blue, Ph.D.</u>	 _____ Chancellor State Center Community College District
<u>Deborah J. Ikeda</u>	 _____ Campus President Willow International Community College Center
<u>Christopher Graves</u>	 _____ Engineering Faculty Co-Chair, Accreditation
<u>Jeff Burdick</u>	 _____ English Faculty President, Faculty Senate
<u>Leslie Rata</u>	 _____ President, Classified Senate
<u>Kia Korbassi</u>	 _____ President, Associated Student Government

Table of Contents

Statement of Report Preparation.....	3
Eligibility Requirement 4	7
Recommendation 1	7
Recommendation 2	14

Report Preparation

Introduction

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

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

Process to Complete Follow-Up Response

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

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

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

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

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

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

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

Participants

Eligibility Requirement 4:

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

Recommendation 1:

Academic Senate Ad Hoc Committee

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

Academic Senate

Jeff Burdick, Faculty
 Joseph Libby, Faculty

Academic Standards

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

Articulation

Tasha Hutchings, Counselor

Classified Senate

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

Curriculum Committee

Cynthia Elliott, Faculty

Equivalency Committee

Karen Hammer, Faculty

Roger Hitchcock, Faculty

Kirtley King, Faculty

Program Review/Student Learning Outcomes Committee

Jeff Burdick, Faculty

Erik Fritz, Faculty

Michael Stannard, Faculty

Recommendation 2:

Marilyn Behringer, Administration (RC)

Jothany Blackwood, Administration (FCC)

Jim Chin, Administration (WI)

Diane Clerou, Administration (DO)

Shelly Conner (Chair), Administration (DO)

Ed Eng, Administration (DO)

Kelly Fowler, Administration (FCC)

Robert Fox, Administration (DO)

Christopher Glaves, Faculty (WI)

Patricia Gonzalez, Classified (FCC)

Deborah Ikeda, Administration (WI)

Erica Johnson, Faculty (WI)

Michelle Johnson, Classified (RC/WI)

Veronica Jury, Classified (WI)

Claudia Habib, Faculty (FCC)

Cyndie Luna, Faculty (FCC)

Anna Martinez, Faculty (RC)

Thomas Mester, Administration (WI)

Julie Preston-Smith, Administration (WI)

Randy Rowe, Administration (DO)

Gary Sakaguchi, Administration (RC)

Lorraine Smith, Faculty (FCC)

Brian Speece, Administration (DO)

Ray Tjahjadi, Faculty (WI)

Bill Turini, Faculty (RC)

Lijuan Zhai, Administration (FCC)

Response to the Accreditation Team Recommendations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Articulation Function: Then Vice President Deborah Ikeda assigned Tasha Hutchings, Counselor, as the WICCC articulation liaison. She has met with the articulation officer at Reedley College on a regular basis to learn the requirements for a college articulation officer. Once WICCC is granted candidacy, she will begin working with the Vice President of Instruction and Student Services and the Curriculum Chair to develop the necessary processes required for a college articulation officer. [Evidence: 138]

Equivalency Committee: Kirtley King (Willow Digital Art and Photography Instructor) led the planning of the WICCC Equivalency Committee. He contacted Jeff Ragan, Reedley College Academic Senate President, to learn about the structure of their Equivalency Committee. Mr. King, Karen Hammer (Willow Spanish Instructor) and Roger Hitchcock (Willow Mathematics Instructor) reviewed the governance handbook and began to write up the committee's operating

agreement after going through the minimum qualifications from the state Chancellor's Office, as well as Title 5, California Education Code, and district Administrative Regulations and Board Policies. Karen Hammer has agreed to chair the Equivalency Committee and the committee has been populated. [Evidence: 25, 41, 42, 50, 55, 56, 57, 58, 59, 60, 107]

Processes for Institutional Planning and Governance:

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

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

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

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

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

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

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

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

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

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

Curriculum Committee: Cynthia Elliott, ad hoc committee member of the North Centers Faculty Association, took over the creation of a curriculum committee for the transitive Willow International Center. As such, she designed an operating agreement that the ad hoc committee

members approved and sent to the Blackboard site for the WICCC Academic Senate. This operating agreement will serve as a temporary organizing model until the first Curriculum Committee members can meet to approve it.

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

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

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

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

- Staff Development Committee
- Technology Advisory Committee

A new Blackboard organization titled “WI Institutional Planning” was created to document the activity for each of these committees. [Evidence: 135]

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

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

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

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

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

Introduction

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

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

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

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

District Strategic Plan

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

The planning process began with the formation of the District Strategic Planning Workgroup (DSPW). The DSPW was operational Spring 2011 through Spring 2012 and included faculty, staff and students from all colleges, centers, and the district office. With support from the

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

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

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

In March, 2012 more than 100 community members and internal constituents gathered at the Charrette to provide input. The Charrette expanded upon the findings from the Strategic Conversation and the data gathered were reviewed by DSPC and the College Brain Trust and helped to inform the development of the goals and objectives in the 2012-2016 SCCCD Strategic Plan. The discussion focused on the following goals: 1) Access and Awareness; 2) Excellence in Teaching and Learning; 3) Workforce Readiness and Communication; 4) System Effectiveness;

5) Planning and Assessment; and 6) Resource Development. The recommendations that emerged were reviewed by the DSPC and incorporated into the 2012-2016 SCCCD Strategic Plan as appropriate. [Evidence: 510, 526, 543]

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

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

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

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

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

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

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

Facilities

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

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

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

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

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

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

Technology

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

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

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

Organizational Reporting Relationship of Centers

A title change from the Vice Chancellor, North Centers to Campus President, Willow International Community College Center was discussed at the December 2011 and February 2012 Board of Trustee meetings. Chancellor's cabinet has also been reviewing the organizational reporting structure of the college and campus president. The change in title to Campus President, Willow International Community College Center, was approved at the March

2012 Board of Trustees meeting. [Evidence: 527 p. 11, 528, 567 p. 7, 523 p. 15, 573, 579, 600, 610]

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

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

Location of Signature Programs

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

The Acting Vice Chancellor for Educational Services and Institutional Effectiveness met with the college and campus presidents in August 2012, to begin a dialogue regarding signature programs. The discussion included the formation of a districtwide SCCCD Signature Programs Task Force including a draft composition and committee charge. Additionally, the importance of developing standard definitions was discussed. Chancellor's Cabinet reviewed the draft charge on October 1, 2012. The revised draft will be presented for approval on October 15, 2012. [Evidence: 573, 586]

Funding Allocation

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

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

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

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

A draft operating agreement has been developed to establish the permanent District Budget and Resource Allocation Advisory Committee (DBRAAC). With districtwide representation the DBRAAC is designed to serve as the district's highest level resource planning body. Upon approval, the DBRAAC will recommend fair and equitable distribution of district resources, cost savings, and revenue strategies to assist in the preparation of the annual budget, priority of proposed districtwide initiatives, ad hoc committees essential to district budget and resource planning, and implementation and evaluation of the current plan to address the dynamic allocation of funds as related to college, center, and district strategic plans. The DBRAAC

operating agreement was submitted to Communications Council in July 2012 and will continue to be vetted by college and center constituency groups throughout the Fall 2012 semester. Input from college and center constituency groups will be integrated into the final version of the operating agreement and once Communications Council makes a recommendation, the operating agreement will go to Chancellor's Cabinet for approval. [Evidence: 506]

Human Resources

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

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

Research Capacity

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

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

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

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

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

Next Steps

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

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

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

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

District Only (Fall 2012-Fall 2016)

DATE	ACTIVITY	RESPONSIBLE PARTY
March 2011*	Survey for minor updates / Timeline Created	District
April 2011*	1 st Draft	District
May 2011*	Final Draft	District
June 2011*	Board approval of timeline And final draft which includes minor revisions	District
Aug.-January 2012*	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all area internal and external scans.	District

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

* Completed Activities

Colleges/Center (Fall 2013-Fall 2017)

DATE	ACTIVITY	RESPONSIBLE PARTY
Aug.-January 2013	Colleges/centers prepare for comprehensive assessment, Charette, internal and external scans. Colleges/centers will develop college/ center strategic plans that include the District Strategic Plan goals.	Colleges
February 2013	Charette, all survey information gathered	Colleges

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

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

Campus Alignment, Coordination and Dialogue for Districtwide Planning

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

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

WICCC representatives served on the District Strategic Planning Workgroup. The draft District Strategic Objectives Matrix formed the basis for the Willow International Community College Center Annual Strategic Plan for 2012-13. The Fall Duty Day Agenda included a campus-wide strategic planning activity that required campus members to review the District Strategic Plan and identify center activities that will be carried out this year in support of the District Strategic Plan. [Evidence: 136, 137]

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

Evidence for Response to ACCJC

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

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

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

- 119 Academic Senate Email from Julie Adams
- 120 PR SLO Committee Agenda 9-13-12
- 121 PR SLO Committee Agenda 9-20-12
- 122 PR SLO Committee Minutes 9-13-12
- 123 PR SLO Committee Minutes 9-20-12
- 124 PR SLO History Program Review 9-13-12 Stannard Comments
- 125 PR SLO History Program Review 9-13-12 Burdick Comments
- 126 PR SLO Criminology Program Review 9-13-12 Burdick Comments
- 127 PR SLO Criminology Program Review 9-13-12 Stannard Comments
- 128 PR SLO Philosophy Program Review 9-20-12 Burdick Comments
- 129 PR SLO Art Program Review 9-20-12 Stannard Comments
- 130 PR SLO Political Science Program Review 9-20-12 Stannard Comments
- 131 PR SLO Psychology Program Review 9-13-12 Stannard Comments
- 132 PR SLO WICCC Program Review 9-20-12 Johnson Comments
- 133 College Center Council Minutes 9-14-12
- 134 College Center Council Minutes 2-24-12
- 135 College Center Council Handbook 2012-2013
- 136 Duty Day Agenda Fall 2012
- 137 Willow International Strategic Plan 2012-2013
- 138 Articulation Meeting Minutes 9-6-12
- 501 Timeline for 2012-2016 SCCCD Strategic Plan
- 502 District Strategic Planning Workgroup Members
- 503 District Strategic Planning Committee (DSPC) Members
- 504 District Strategic Planning Committee Operating Agreement
- 505 District Budget and Resource Allocation Model Task Force
- 506 District Budget Resource Allocation Advisory Committee (DBRAAC) Operating Agreement (Draft)
- 507 District Facilities Planning Committee Members
- 508 District Facilities Planning Committee Operating Agreement
- 509 Communications Council Members
- 510 Board of Trustees Minutes 3-1-12
- 511 College Brain Trust Members
- 512 District Strategic Planning Workgroup Power Point 10-4-11
- 513 Board of Trustees Minutes 7-5-11
- 514 Board of Trustees Presentation 12-13-11
- 515 Chancellor's Cabinet Meeting Notes 5-9-11
- 516 Communications Council Notes 10-25-11
- 517 Communications Council Notes 11-29-11
- 518 Communications Council Notes 1-31-12
- 519 District Strategic Planning Committee Meeting Notes 3-2-12

520 Board of Trustees Minutes 1-24-12
 521 Board of Trustees Minutes 1-10-12
 522 Summary of Strategic Conversation Themes
 523 Board of Trustees Minutes 2-7-12
 524 Strategic Conversation Participants
 525 Strategic Conversation 2012 Evaluation
 526 SCCCD Charette 3-1-12
 527 Board of Trustees Minutes 3-6-12
 528 Chancellor's Cabinet Meeting Notes 3-5-12
 529 District Strategic Planning Committee Meeting Notes 3-9-12
 530 College Brain Trust Report on 2008 Strategic Plan Update
 531 Integrated Planning Workshop Participants 4-9-12
 532 Integrated Planning Workshop PowerPoint
 533 Chancellor's Cabinet Meeting Notes 4-18-12
 534 Ad Hoc Integrated Planning Workgroup Members
 535 SCCCD 2012-2013 Integrated Planning Model
 536 SCCCD 2012-2013 Integrated Planning Manual (Draft)
 537 Chancellor's Cabinet Meeting Notes 7-30-12
 538 Communications Council Meeting Notes 7-31-12
 539 Board of Trustees Minutes 5-1-12
 540 Board of Trustees Presentation 5-1-12
 541 Board of Trustees Minutes 6-5-12
 542 Board of Trustees Minutes 7-3-12
 543 2012-2016 SCCCD Strategic Plan
 544 2012-2016 Strategic Plan Responsibility Matrix
 545 Chancellor's Cabinet Meeting Notes 2-13-12
 546 2012-2016 SCCCD Strategic Plan Baseline Data
 547 The Linkage Reports
 548 Chancellor's Cabinet Members
 549 Districtwide Facilities Planning Committee Meeting Minutes
 550 Board of Trustees Minutes 3-2-10
 551 SCCCD Educational Master Plans
 552 2009-2010 Districtwide Summary of Priorities and Recommendations Based on the
 College Educational Master Plans
 553 Board of Trustees Minutes 6-7-11
 554 Decision Package for Society for College and University Planning (SCUP) Institute
 555 Board of Trustees Facilities Master Plan Presentation 12-13-11
 556 Board of Trustees Facilities Master Plan Presentation 3-6-12
 557 Board of Trustees Minutes 4-21-12
 558 Board of Trustees Retreat Facilities Master Plan Presentation 4-21-12

559 Chancellor's Cabinet Meeting Notes 3-21-12
 560 Chancellor's Cabinet Meeting Notes 3-26-12
 561 FCC Town Hall Meeting 5-2-12
 562 RC Town Hall Meeting 5-4-12
 563 NC Town Hall Meeting 5-8-12
 564 Board of Trustees Districtwide Facilities Master Plan Presentation 7-3-12
 565 2012-2025 Districtwide Facilities Master Plan - BOT Agenda 9-4-12
 566 Technology Summit Agenda 6-1-11
 567 Board of Trustees Minutes 12-13-11
 568 SCCCD Information Technology Assessment PowerPoint
 569 Board of Trustees Minutes 1-24-12
 570 Board of Trustees Minutes 4-20-12
 571 Districtwide Technology Taskforce Membership (Draft)
 572 Willow Transitional Staffing Plan (Draft)
 573 Chancellor's Cabinet Meeting Notes 9-11-12
 574 Board of Trustees Presentation 6-7-11
 575 Districtwide Technology Task Force Meeting Notes
 576 District Technology Task Force Charge (Draft)
 577 District Technology Committee Charge (Draft)
 578 Updated Willow Transitional Staffing Plan
 579 Campus President Willow Brochure Language
 580 SCCCD Organizational Chart BOT Agenda 9-4-12
 581 Willow Transitional Meeting Notes
 582 Vice Chancellor, Educational Services and Institutional Effectiveness Job Description
 583 District Institutional Research Website (<http://ir.sccd.com>)
 584 DRAMT Charge Memo from Chancellor Blue 5-13-11
 585 Chancellor's Cabinet Meeting Notes 5-2-11
 586 Signature Programs Agenda and Minutes 8-28-12 and SCCCD Signature Programs Task Force Charge
 587 DRAMT Agendas
 588 DRAMT Minutes
 589 RAMT Timeline and Planning Calendar
 590 SCCCD Information Technology Assessment Summary Points
 591 Board of Trustees Retreat (DRAMT) Presentation 4-20-12
 592 RAMT Minutes 4-13-12
 593 Resource Allocation Model Narrative
 594 Resource Allocation Model Task Force PowerPoint
 595 Resource Allocation Model Simulation
 596 Board of Trustees Strategic Plan Presentation 7-3-12
 597 ASUR PowerPoint

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