



**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
List of Primary Successes and Menu of Options for Institutional Consideration
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Name of Institution: Reedley College

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Primary Institutional Successes

Description of Primary Institutional Successes	Notes and Comments
Reedley personnel are very focused on students and student success.	Every committee, group we met with was thoroughly engaged in student success. Individuals we heard from are passionate about their students' learning and achievement. The College knows where it wants to go; all are focused on the welfare of students and student success.
The College is very well organized for integrated planning.	The College is good at focusing efforts on a goal. There are high levels of engagement, participating in, and enthusiasm for integrated planning. There is a strong strategic planning process in place. The program review process is faculty led, well-integrated into the campus culture, and tied to resource allocation and learning outcomes. The Educational Master Plan is complete, and they are ready for the Facilities Master Planning process. This EMP was developed by College administrators, faculty, staff, and students unlike the last one which was written by a consultant. They are at the proficiency level on ILOs, PLOs, and SLOs.
The theme of the College is focused on progress for the College, its staff, and its students..	The President, Leadership Team, and Committees are strong and operate collegially and effectively. There appear to be high levels of trust among all that we talked to and the theme of progress was widespread. Committees have clear operating agreements and stick to them. There is widespread enthusiasm about how the College has improved and a strong desire to continue on the path of improvement.
All Committees/Teams recognize the College's shortcomings.	Lack of institutional research capacity is clear to everyone; issues with data quality are experienced by everyone. They want to make data-driven decisions but don't believe they can with the issues they have with IR capacity and the need for data cleaning.

Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Notes and Comments
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Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Notes and Comments
<p>A. Determine what constitutes best practices in institutional effectiveness systems, and integrate with current efforts (e.g., SLO data, ILO data, Student Success Indicators, Institutional Set Standards).</p>	<ol style="list-style-type: none"> 1. Develop both quantitative and qualitative processes for measuring Institutional Effectiveness, Institution Set Standards, Standards of Student Achievement, Student Learning (SLOs, PLOs, ILOs), and Student Success. The CCCC Student Success Scorecard would be a good place to start identifying quantitative metrics that are particularly important to the College. Focus groups, surveys, interviews could provide qualitative data to supplement the quantitative data. 2. Evaluate the current software tool and make sure it is adequate (TRAC DAT). Through the company, find out how other colleges have used and evaluated TRAC DAT and tailor those methods to Reedley's situation. 3. Have more Reedley personnel serve on Accreditation Teams to see how other colleges are accomplishing these things; send Reedley to national conferences for the same purposes. 	
<p>B. Manage, track and report institutional effectiveness information, and ensure data integrity.</p>	<ol style="list-style-type: none"> 1. Provide convincing evidence to the new Chancellor of the need to clean the District's data, to provide IT support at the College, to acquire a dashboard and populate it so the clean data are easily accessible, and hire a relatively high-level, experienced Institutional Researcher and a Research Analyst who can develop a functional, high level, planning and research operation. 2. Form a group consisting of end-users that meets regularly to discuss data validity and data standards for Colleague-related data, e.g., curriculum entry, scheduling entry, financial aid reporting, admissions data entry, etc. The lead should be the IR professional. District IT personnel responsible for MIS reporting and College personnel need to develop a relationship to ensure proper reporting of data to the CCCC and other external agencies. Reedley should explore how other colleges in multi-college districts build relationships with their IT personnel to provide the District with various models that Reedley believes would be more effective and provide them with more effective service. 	<p>The salary of the IR professional being recruited for is too low, in the team's opinion. The College was unsuccessful in the last search. This search is likely to be unsuccessful, too.</p> <p>There is really no relationship between the District IR and IT and Reedley College. The Reedley faculty and staff have no confidence in the reliability of the data that they get from the District.</p>
<p>C. Define the components and metrics for SLOS, ILOs, Student Success Indicators, and Institutional Set Standards.</p>	<ol style="list-style-type: none"> 1. Develop both quantitative and qualitative processes for measuring Institutional Effectiveness, Institution Set Standards, Standards of Student Achievement, Student Learning (SLOs, PLOs, ILOs), and Student Success. See A. 1 for further information 2. Develop the capacity to provide trustworthy data, data analysis, and interpretation, and measure effectiveness of intervention initiatives. See B.1. and B. 2. Above. Consider providing professional development for a wide variety of administrators, faculty, staff, and students on data analysis and interpretation for end users; engage external consultants to guide this process. 	

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<p>D. Ensure that planning is comprehensive and facilitates continuous quality improvement.</p>	<ol style="list-style-type: none"> 1. Develop a closer collaboration with the District in areas of planning and budgetary processes. For example, the President might have a discussion with the new Chancellor about the College's concerns, and request a task force on developing greater collaboration among the Colleges. 2. Develop ways to provide more budgetary and other support to the Madera and Oakhurst Centers. Discuss the current arrangement with the new Chancellor; provide him with models from other multi-college districts. 	<p>Discussions with new chancellor and other District College Presidents.</p>
<p>E. Promote movement from "meeting standards" to "aspirant achievement."</p> <p>F. Obtain technical expertise and software support as needed to support improvement</p>	<ol style="list-style-type: none"> 1. Continue the evolution of committees and plans. The College has wide participation by all constituency groups including students and has a very strong participatory governance committee structure and process. Build on that foundation to: <ol style="list-style-type: none"> a. Complete the Educational Master Plan. b. Continue to develop comprehensive manuals for processes such as program review and resource allocation; SLO, PLO, and ILO processes, etc. 2. Continue the process toward the development and appropriate staffing of Centers and move them toward College status <ol style="list-style-type: none"> 1. Throughout the implementation stage, evaluate the current software tool and make sure it is adequate (TRAC DAT). See A.2 above. 2. Develop a strong relationship between College reporting function and District IT and IR functions to acquire the appropriate software and reporting systems and strengthen Reedley personnel's confidence in the data and in the decisions they develop based on the data. See B1 & B2 above. 	