



**2015-2025**

# Educational Master Plan



STATE CENTER  
COMMUNITY COLLEGE DISTRICT

## Executive Summary

This 2015-2025 Reedley College Educational Master Plan (EMP) proposes a vision and recommendations for Reedley College and its vibrant College Centers in Madera and Oakhurst that will pave the way for the next ten years. The EMP demonstrates criteria for decision making and budgeting processes that provide a framework for the organization to fulfill its mission with the Vision 2025 in mind. The EMP is essentially, Reedley College's academic and vocational roadmap to the future.

The Educational Master Plan is created as part of an integrated planning effort and is a reflection of the processes at Reedley College. The EMP shows how all of our plans are interconnected and how they are instrumental in developing long term goals for the college. As such, this document is grounded in the college community and is intended to be a living document that will evolve with the college and continue to reflect the current processes. In light of this, the college body recognizes that the spirit of this document will not change, but the EMP recommendations will be evaluated on a 5-year basis. The goals and recommendations cannot change without constituency approval and will only happen after the five year evaluation process. Changes that reflect process adjustments will continue to be submitted through College Council, Academic and Classified Senates. Those changes will be gathered and reflected annually in an updated version every year as needed.

This EMP reflects the college's dedication to **student learning and student success**. The EMP takes into account regional data that reflect opportunities for programs to develop curriculum for students to get jobs or improve their marketability through certificates. The EMP also shows how important the Associate Degree is and most notably the Associate Degree for Transfer (the AD-T), that guarantees admission to the least impacted 19 of 21 California State Universities.

The EMP has had input from all programs, departments and divisions across the three campuses and its recommendations are grounded in those contributions. Vision 2025 has guided the process and the result is a student focused document that was internally written to reflect the planning processes at Reedley College.

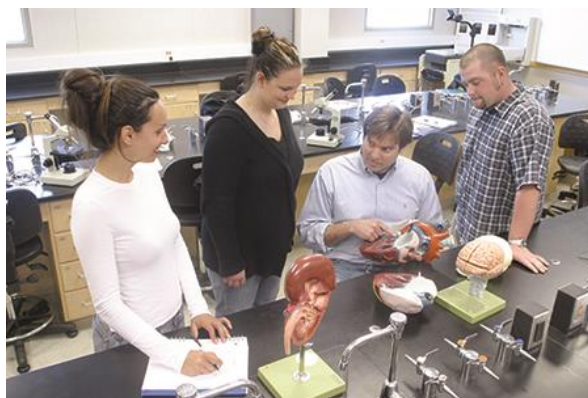


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# **1. PURPOSE OF THE EDUCATIONAL MASTER PLAN**

## **1.1 Review and Evaluation of Educational Master Plan 2010**

The Educational Master Plan Ad Hoc Committee was formed under the direction of College Council. The charge given was to assess the recommendations of the Educational Master Plan. The plan was written by an outside consulting group and was not well received at the college. The recommendations were not founded in the document and the document in and of itself did not represent Reedley College. The Ad Hoc Committee gathered information to assess the recommendations as stated then requested permission from the college council to rewrite the educational master plan. The purpose was to create a living document that explicated the plans and process of Reedley College. The recommendation given to College Council was that the Ad Hoc Committee would continue to meet, create a method for writing a more relevant plan that would be internally written, supported with internal and external data and that would give recommendations that were grounded in the document. (See Appendix A1) College Council agreed to the request from the Ad Hoc Committee at their November 6, 2013 meeting. The official review of the recommendations from the 2010 Educational Master Plan is available in the appendix (Appendix A2).

## **1.2 Implementation and Process of the Educational Master Plan 2010**

In 2010 Maas Co. was hired by the district to write educational master plans for the district. The outside consulting group gathered data and presented their findings in several town hall meetings. The meetings were contentious and college employees questioned the sources utilized and the resulting recommendations. The document was still put into place but underutilized due to many factors. The 2010 EMP is located on the Reedley College website ([2010 Educational Master Plan](http://www.reedleycollege.edu/index.aspx?page=1224)). [<http://www.reedleycollege.edu/index.aspx?page=1224>]

## **1.3 Purpose, Process and Implementation of a new Educational Master Plan 2015**

### **1.3A Purpose of the Educational Master Plan 2015**

The vision of the new Educational Master Plan as presented on Opening Day Fall 2015 states: The Educational Master Plan will guide Reedley College in projecting the educational programs and support services needed to establish long term targets for student success.

The Reedley College Educational Master Plan is a glimpse into the future—a document with sights set on what the College will be tomorrow. Whereas the Reedley College Strategic Plan provides specific direction for the implementation of programs and activities relating to the educational and support services of the College on a four year cycle, the goal of the Educational Master Plan is to assist the College in long term projections.

In this sense, the Educational Master Plan provides a view from above by establishing long term targets for improving the College services to students and the community and it is a look into the climate and conditions that lay ahead as Reedley College plans for its needs through the year 2025. The ideas and methodology behind these targets can be found in the chapters of the Plan and they include the themes defined in the Vision 2025 section, as well as the Guiding Principles of the College's Mission Statement, Vision, Values, Wildly Important Goal, and the Institutional Learning Outcomes.

The Educational Master Plan also draws upon the many different Interconnected Plans of the college as well as qualitative input and quantitative information from inside and external to the college. As these plans and documents evolve, so does the Educational Master Plan—it is a living document that is dynamic and flexible enough to adjust to new issues and needs that may arise and will guide decision-making at the College for years to come.

### **1.3B Process of the Educational Master Plan 2015**

The Ad Hoc Committee was formed by College Council. Representatives were gathered from all constituency groups. The committee has two chairs: the Vice President of Instruction and the faculty chair of the Strategic

Planning Committee. The committee began the process by investigating educational master plans from other colleges. Extracting the table of contents from several educational master plans the committee proposed a table of contents to College Council as a starting point. The committee worked to gather information from the college. The EMP will show current processes and plans which will allow for an integration of processes, address gaps and eliminate duplication of work. The EMP will also have an assessment component for accountability and continuous quality improvement. The EMP will include external and internal data to move the college toward Vision 2025. Economic Modeling Specialists International (EMSI) was hired to gather external data and a gap analysis. Internal data from interconnected plans, programs, services and basic demographic information was also utilized in the final document. Having an Educational Master Plan that is written by the constituencies will increase ownership in the planning processes, allow for more participation in planning efforts, increase the flexibility for changes based on current trends and show the integration of the college planning for accreditation purposes. The implementation of the Reedley College EMP will unite the college planning efforts to increase student success.

### **1.3C Implementation of the Educational Master Plan 2015**

The Educational Master Plan will go through constituency review for feedback and/or approval in the spring of 2016 (constituency feedback processes include all stakeholders e.g. representatives from Community, Administration, Faculty, Staff and Students).

### **1.3D Proposed Review and Evaluation of the Educational Master Plan 2015**

The Educational Master Plan will list recommendations at the end of the document. The recommendations will be grounded in the document and be prioritized by the committee based on predetermined criteria yet to be determined. Progress on the recommendations will be evaluated every five years. The Educational Master Plan is also a living document and will be updated in sections as needed to keep the document relevant (e.g. mission, vision changes).

## **2. REEDLEY COLLEGE HISTORY AND ORGANIZATION**

### **2.1 History of Reedley College**

#### **2.1A State Center Community College District:**

State Center Community College District (SCCCD) was formed in 1964 when it assumed control of Fresno City College and Reedley College. SCCCDC serves approximately one million people and 18 unified and high school districts in more than 5,500 square miles of urban and rural territory, including most of Fresno and Madera counties and portions of Kings and Tulare counties. SCCCDC is governed by a seven-member board of trustees who represent seven trustee areas. Total district enrollment for the fall semester 2015 was 37,151 students. SCCCDC is a merit system district with over 2,200 faculty and classified staff represented by the California School Employees Association (CSEA) and the American Federation of Teachers (AFT). The total operating budget for SCCCDC in 2015-2016 was \$216 million.

As of this time (August 2015) State Center Community College District is comprised of three colleges - Fresno City College, established in 1910, Reedley College, established in 1926, and Clovis Community College established in 2015. In addition, SCCCDC operates three educational centers – the Madera Community College Center of Reedley College (MCCC), the Oakhurst Community College Center of Reedley College (OCCC), and the Career and Technology Center of Fresno City College.

#### **2.1B Reedley College:**

Established in 1926, Reedley College sets just below the towering Sierra Nevada, in the town of Reedley, California, about 30 miles southeast of Fresno in the heart of San Joaquin Valley. Surrounded by rich fruit orchards and sprawling vineyards, the college is settled on 420 acres of what once was the ranch of T.L. Reed

who came to California in the late 1800's. In this rural setting, the campus community enjoys the unique combination of urban appeal and rural values. With Reedley's economy firmly planted in agriculture, the college is unique in that it is one of the few community colleges with a working college farm. In 1963, the college became part of the State Center Community District, combining the resources of two of the oldest community colleges in the state. At its start, Reedley College had 30 students and 6 course offerings. In 2014, the college boasts more than 10,319 registered students at Reedley College Campus (RC), Madera Community College Center of Reedley College (MCCC), and Oakhurst Community College Center of Reedley College (OCCC) with hundreds of course offerings. The college provides students with many opportunities in achieving their education goals—including associate degrees and transfer degrees in addition to job training in many vocational fields such as mechanized agriculture and aviation maintenance technology. Reedley College also has a rich tradition in athletics offering students participation in many different team sports from volleyball, softball, and golf to football, baseball, and basketball as well as its new addition of Equestrian.

### **2.1C Madera Community College Center of Reedley College (MCCC):**

State Center Community College District opened a dedicated site for the MCCC situated on 114 acres. The original development comprises approximately 25 of the 114 acres. The MCCC campus is located on Avenue 12 just east of Highway 99 at the edge of the City of Madera. The original campus consisted of 24 relocatable classrooms and a permanent student services building, along with a laboratory to house the Child Development Learning Center and childcare-related programs.

A permanent 26,000-square-foot education and administrative building and a utility/maintenance facility were completed for the 2000-01 school year. Funding from the 2001-02 State Budget Act allowed a second Phase Academic Village Complex to be completed in January 2004. The 50,000 square feet of classroom, laboratory, and office space includes academic classrooms and offices as well as laboratory space for biology, physical science, chemistry, computer studies, business, art, and a Licensed Vocational Nursing Program. The project also provided funding to retrofit the educational/administrative building to house the library, student services, and administrative offices.

MCCC serves approximately 3,100 students a semester, generating a full-time equivalency of approximately 918 students. The Center offers a wide variety of academic and occupational programs and opportunities for students. Utilizing services and course catalogs from its sister institution, RC, MCCC offers over 360 courses each year in 38 areas of study and gives students a choice of transfer, Associate Degrees, Certificates of Achievement, and Certificates of Completion. MCCC offers occupational programs in Business, Criminology, Customer Service Academy, Child Development, Information Systems, Office Technology, Graphic Arts, and Licensed Vocational Nursing. The first cohort of the Licensed Vocational Nursing Program completed the 18-month Certificate program in May 2004. While the LVN to RN bridge program was approved by the Board of Register Nursing it began their first cohort of students in summer 2011. The LVN-RN Bridge is a 12 month program.

A new fitness center is now open and complements the softball and athletic field complex completed in 2006. Also, the 7,800 square foot, state-of-the-art Center for Advanced Manufacturing opened in fall 2009 providing instruction in electronics, hydraulics, pneumatics, and welding.

MCCC recently improved the infrastructure of the Student Center / cafeteria and multipurpose classroom. This included the purchase of new furniture for the updated facilities. In addition, outside student round benches were added, to improve student engagement around the campus.

It is anticipated that the Madera area will continue to be one of the fastest growing population centers in the Central Valley and will, therefore, continue with its facilities expansion and student growth.

### **2.1D Oakhurst Community College Center of Reedley College (OCCC):**

To serve students in the northern portion of State Center Community College District, OCCC was established in 1990 as part of Reedley College. Located in the Southern Sierras just minutes from the South Gate of Yosemite National Park, OCCC serves approximately 500 students per semester.



OCCC was first housed at the local high school. In 1996, the center relocated to a 2.7 acre property in the Central Business District of Oakhurst. Today, the Center serves students in Oakhurst, Coursegold, Yosemite, North Folk, Bass Lake and the surrounding communities in Madera and Mariposa counties.

Included within the Center in relocatable buildings are a science lab, a computer lab, a distance learning classroom, and student services. While focused on general education and transfer courses, students can earn an associate degree in one of fourteen programs offered. Seven different certificates of achievement can also be earned.

Student Services available at the Center include; Academic Counseling, Outreach, Admissions and Records, CalWorks, Tutoring, Disabled Student Services, and Financial Aid.

## **2.2 Organizational Charts**

The current organization chart as of January 2016 can be found in the appendix, however, some recent positions have been added and the organization chart will be updated once those positions are finalized. For example, a new Dean of Student Services for MCCC is currently in the process of recruitment. The Educational Master Plan as a dynamic living document will be updated periodically to reflect the current status of the college. ([See Appendix A3](#))

## **3. VISION 2025**

### **3.1 Process of creating Vision 2025**

In the fall of 2014 Reedley College began the process of creating a planning environment by kicking off the semester with a collaborative brainstorming activity to determine the vision for the college entitled Vision 2025. On Opening Day Fall 2014 administrators, faculty and classified staff gathered and the president facilitated a brainstorming activity to help everyone envision where the college should be in the year 2025. The main objective of the activity was to focus the college as a whole on possibilities then to show the connection between planning and possibilities. Vision 2025 became the focal point that guides this Educational Master Plan. In the brainstorming activity members of the college documented their dreams for Reedley College. All of the information was taken back to the President's Advisory Cabinet where specific themes were extracted.

### **3.2 Themes from Vision 2025**

The following Vision 2025 themes were identified:

In 2025, Reedley College will be a premier community college by

1...*providing excellence in instruction*

Extensive programs, completion at all sites, career technical education, STEAM-or Science, Technology, Engineering, Arts, and Mathematics, transfer, agriculture, general education

2...*leading in student success and completion*

Established Pathways, effective transitions

3...*working toward the accreditation of Madera Community College*

Collaboration methods, supportive structures, engaged dialogue

4...*building and maintaining modern facilities*

Reedley Campus: Science, Fine & Performing Arts and Soccer Field

MCCC: Academic Village 2, Child Development Center

OCCC: Permanent Buildings

5...*engaging in collaborative and integrated planning*

To better serve our students through instruction and services

6...*establishing environments for community engagement and cultural activities*

## 4. GUIDING PRINCIPLES

### 4.1 Mission

Reedley College, including its centers and sites, provides an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success. We offer associate degree programs career technical education, transfer level and basic skills courses. We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population.

### 4.2 Vision

Reedley College, including its centers and sites, will be a source of exemplary educational opportunities to foster and cultivate professional, well-prepared individuals who will contribute to our community.

### 4.3 Values

Reedley College, including its centers and sites, is a college committed to providing an environment which will motivate and inspire our students to succeed. This commitment is guided by the following essential, enduring and shared values:

- Focus on our students' success
- Strive for excellence
- Foster intellectual curiosity
- Instill personal integrity
- Encourage critical thinking
- Respect diversity
- Promote service to our community

### 4.4 Wildly Important Goal

During Opening Day in Spring 2014 the president of the college facilitated an activity by asking each table to come up with a sentence that states what we do as a college. These sentences were projected on large screens and as a community they were blended into one unified *wildly important goal*. The outcome was, "*We motivate and inspire students to succeed.*" The sentence conveys what we do at Reedley College in one simple sentence that is easy to remember. This wildly important goal is now seen on screen savers, posters and documents throughout the college.

### 4.5 Institutional Learning Outcomes

The Reedley College Institutional Learning Outcomes (ILOs) identify the knowledge, skills, and abilities students are expected to develop as a result of their overall experience at Reedley College.

#### 4.5A Communication Skills

**4.51A** Interpret various types of written, visual, and verbal information. [1.2(1)]

**4.51B** Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing. [1.2(2)]

#### 4.5B Critical Thinking and Information Literacy

**4.5B1** Analyze quantitative information and apply scientific methodologies. [2.1(3)]

**4.5B2** Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions. [2.2(4)]

**4.5B3** Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion. [2.3(5)]

#### **4.5C Global and Community Literacy**

**4.5C1** Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives. [3.1(6)]

**4.5C2** Apply historical and contemporary issues and events to civic and social responsibility. [3.2(7)]

**4.5C3** Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds. [3.3(8)]

#### **4.5D Personal Development**

**4.5D1** Assess current knowledge, skills, and abilities to further develop them and apply them to new situations. [4.1(9)]

**4.5D2** Incorporate physical and emotional principles to make healthy lifestyle choices. [4.2(10)]

**4.5D3** Make ethical personal and professional choices. [4.3(11)]

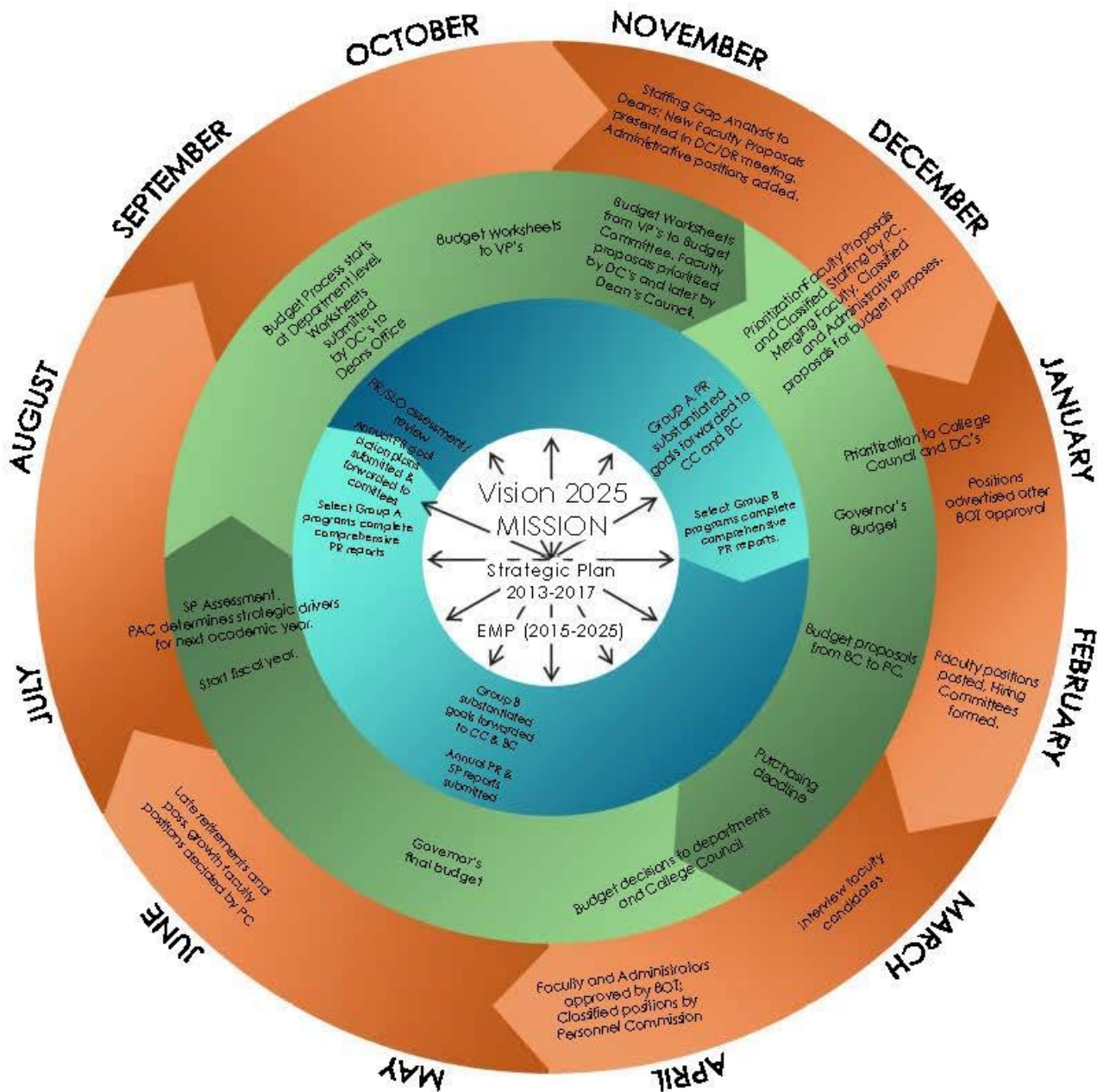


## **5. INTEGRATED PLANNING**

The integrated model is a visualization of the integration of all interconnected plans. This portion of the document begins with the integrated planning model, a narrative of what is contained in the model and an explanation of the interconnected elements in the model.

5.1 Integrated Planning Model 2015-2016

# Integrated Planning Cycle DRAFT



## 5.1A Integrated Planning Model Narrative and Explanation

The model begins in the center with **Vision 2025**, **Mission**, the **Reedley College Strategic Plan** and the **Educational Master Plan** as major drivers of the integrated planning cycle. Annually in July the President's Advisory Cabinet (PAC) meet to determine the three strategic drivers the college will focus on for the upcoming academic year.

The **Budget Planning Cycle** (indicated in green on model) starts in the first month of the academic year and follows Program Review and the Reedley College Strategic Plan. Budget worksheets are prepared by the departments and compiled by the Department Chairs. The budget requests are substantiated and budget requests are forwarded to the Deans' offices.

The **Human Resource Staffing Plan** (indicated in orange on model) begins in early November with a Gap Analysis for classified staff and faculty followed by a Faculty Prioritization that is presented by department chairs and division representatives. In December the staffing prioritizations are prepared for President's Advisory Cabinet by the Dean's Council and College Center Council. In that month Presidents Advisory Cabinet merges the staffing needs for MCCC/OCCC with requests made for the Reedley campus. Several things are taken into consideration including program review data, strategic planning objectives, gap analysis, and discussion from the internal parties. The final component is the budget and the Governor's Preliminary Budget which is released in January. At that time the President's Advisory Cabinet will determine what positions may be funded pending the Governor Budget Revise in May. This new improved process allows for integrated planning and the opportunity to recruit qualified candidates. To further show the integrated process of hiring practices selection committees are formed and approved by the Academic Senate, the Vice President of Instruction or the Vice President of Student Services and the President of the college.

In January a second **Program Review Cycle (indicated in blue on model)** starts with different preassigned programs. The process is specifically separated to spread the load across semesters for the Program Review committee members.

In February the Budget Committee sends its proposals to College Council. The College Council approved budget proposals are reviewed by President's Cabinet to be prepared for Board approval. Departments are then informed in May of the approved departmental budget for the following academic year.

In addition to the plans listed the Distance Education Plan is linked to the Program Review Process. The Plans for the Student Support Services (SSSP) and the Student Equity Plan were developed and completed in November of 2015. Both of those plans are linked to Program Review, Budget and the Strategic Plan. Finally there are a few plans that are in need of updates. The Facilities Plan and the Technology plan will begin a process of updating their plans this year (2016). When the process of rewriting the Educational Master Plan began one of the goals was to determine any gaps in our planning process. As part of our commitment to continuous quality improvement several gaps were revealed and will now be corrected. Both the Facilities Plan and the Technology Plan were identified as needing to be revised. In addition the Ad Hoc Committee also requested that the farm and the new high school should have plans that are documented in the overall Educational Master Plan. All of these plans will need to show how they are interconnected to the other plans and processes at Reedley College.

Plans and Timelines:

Driven by the Mission, the RC Strategic Plan and Vision 2025, plans are shown in the integrated planning cycle on the former pages. The following plans are intertwined with this cycle. At the center of the plan Vision 2025, The Mission Statement, The Strategic Plan and the Educational Master Plan are the guiding principles to the integrated planning cycle.

1. **Facilities Master Plan.** This plan is driven by the Educational Master Plan (EMP). It is in the process of being updated by the Facilities Committee. With approval of the June 2016 Bond measure this plan will see a major overhaul. If the Bond is not passed, an update of the plan will suffice. Update expected in 2016



2. **Distance Education Plan.** Written by the Distance Education (DE) Committee this plan addresses the course management system-currently (2015-2016) Blackboard, while a new system named Canvas is piloted by the faculty, district-wide. Instructional design, regular and effective contact and authentication are essential elements of this plan.
3. **Student Equity Plan.** Reviewed every five years.
4. **Student Support Services Plan.** Reviewed every three years.
5. **Technology Plan.** Update expected in 2016.
6. **Farm Strategic Plan.** Finalized in spring 2016. It contains action steps with the Vision 2025 in mind.
7. **Enrollment Management Plan.** The Enrollment Management Subcommittee (EMC) has been focusing on one-year scheduling and advising the Department Chairs to schedule with students in mind. Increasing the persistence rates and improving the number of degrees and certificates is a major focus of the committee. The EMC is in the process of writing an Enrollment Management Plan which should be finalized in spring 2017.
8. **Staffing Plan**

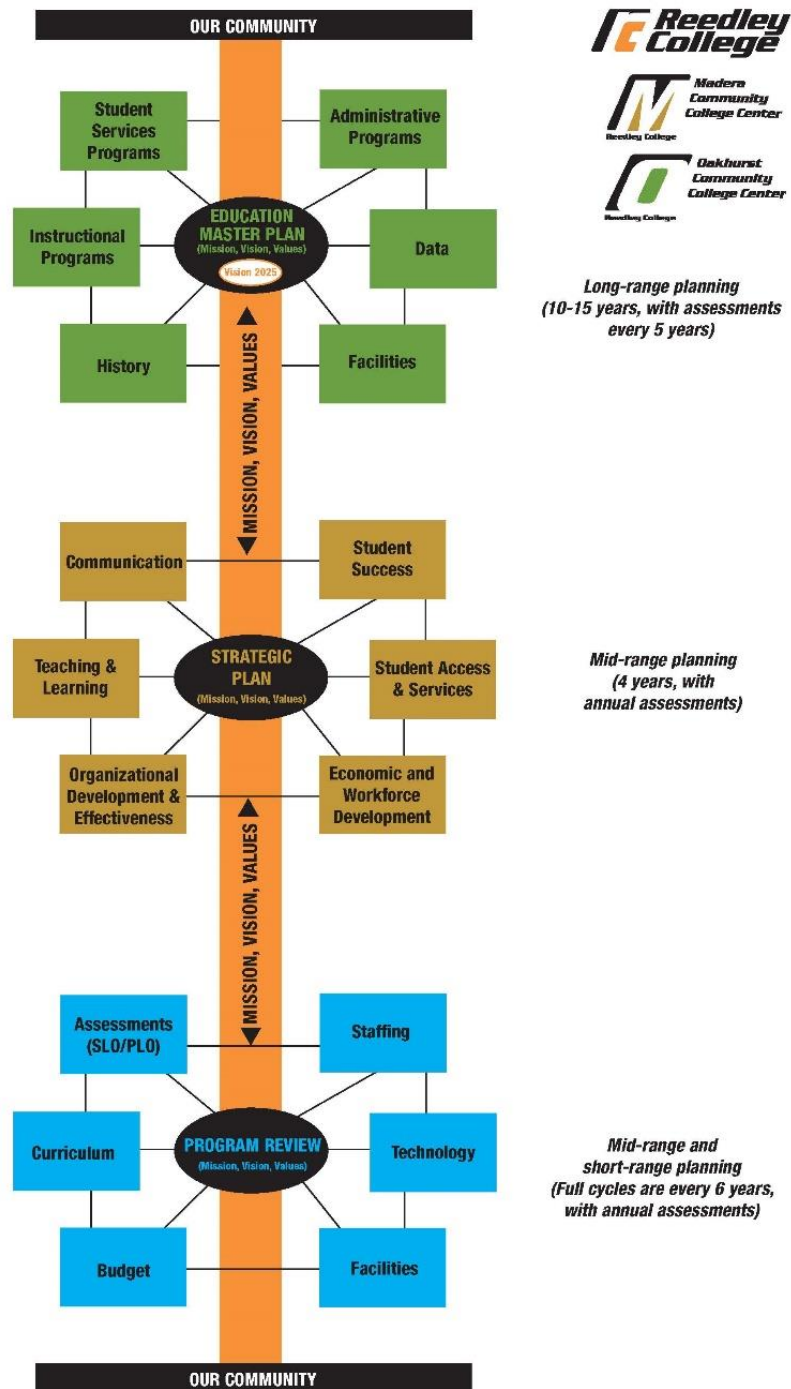
The Educational Master Plan (EMP) will be reviewed once every 5 years. The first review of this plan will be starting 2019 to be completed in 2020. The second review starts in 2024 and will be completed in 2025. A new Vision 2035 should be developed that year. The Reedley College EMP follows the timeline of the Reedley College Strategic Plan (2013-2017) which follows the District Strategic Plan (2012-2016).





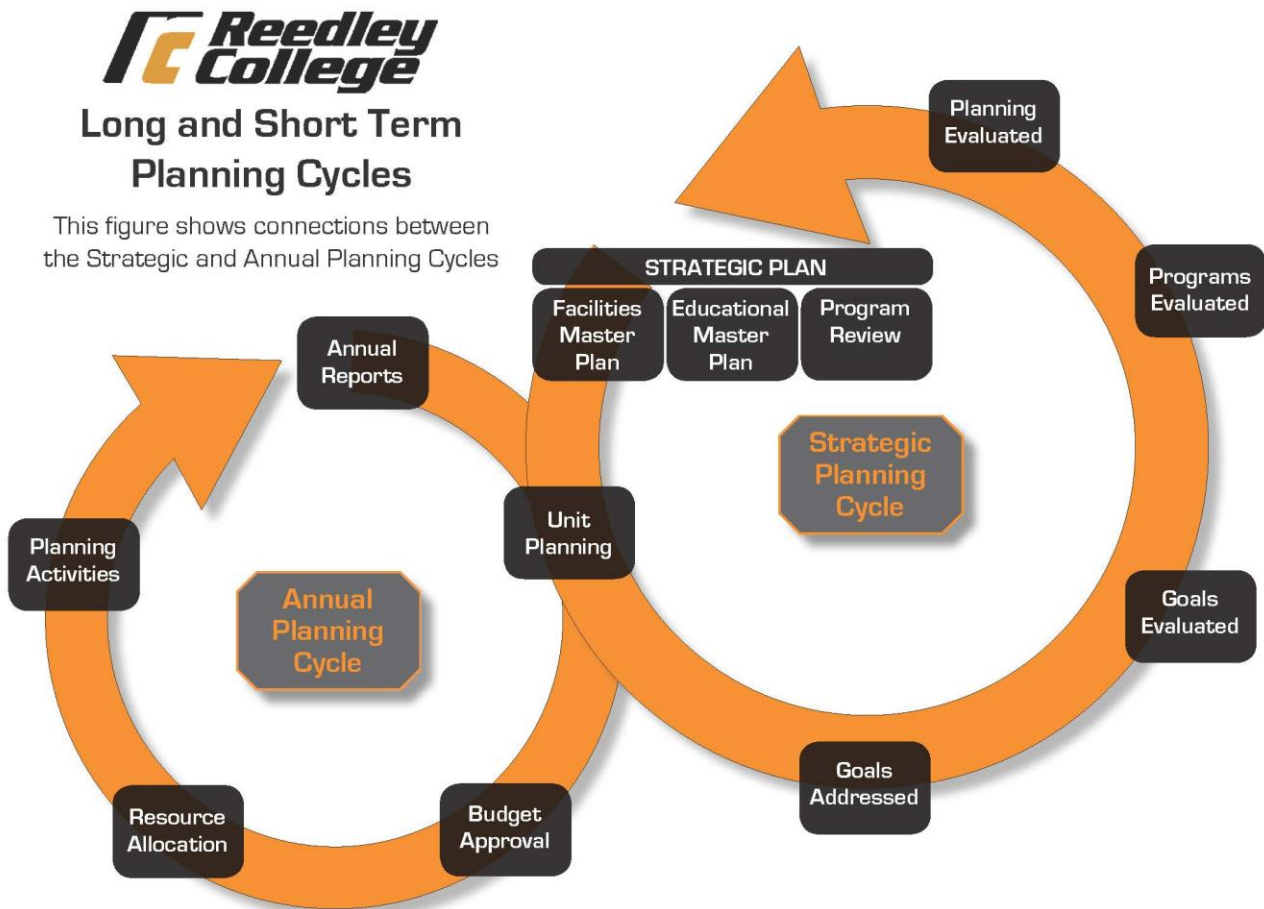
## 5.1B Integrated Planning Model 2014

In 2014, the following model was created by the Integrated Planning Ad Hoc Committee to show long range, mid-range and short range planning at Reedley College. The model was presented to College Council. The model is included here with updated terms to match the current Educational Master Plan.



## 5.1C Integrated Planning Model 2012

In 2012, the District Strategic Planning Committee requested that each college submit an integrated planning model. The following model was created by the Office of Instruction and was approved by the constituency groups.



4/27/12

## 5.2 Interconnected Plans

The following interconnected plans are listed in alphabetical order. Each section contains a brief summary of the plan, the process for creating the plan, how the plan was implemented and the evaluation process involved in maintaining continuous quality improvement. In addition, each planning committee was asked to include goals for Vision 2025.

### 5.2A Budget Planning Process

The Reedley College budget process is directly connected to the Program Review Process and the Strategic Plan. All program budget requests are asked to map their requests for funding to the colleges Strategic Planning objectives and substantiated Program Review goals. There is also a designated budget committee member on the Program Review Committee. Each semester the Program Review Chair updates the list of substantiated program review goals and sends it to the committee to use to make budget decisions. To see full plan click here: [Budget Plan](http://www.reedleycollege.edu/index.aspx?page=1224) [http://www.reedleycollege.edu/index.aspx?page=1224]

### **5.2A1 Process**

The creation and implementation of the current process was very collaborative. The budget committee worked with the Academic and Classified Senates to develop and pilot the process. The finalized process went for approval through the Senates. The new process came about as an effort to integrate the budget process into the colleges planning and instructional effectiveness practices. It also came out of the difficult budget years and an effort to take budgeting down to the program level to see what was essential to fund. The goal of the process was to be a bottom-up process starting at the program level that allowed everyone the opportunity to participate in the budgeting process. This also allowed us to create transparency in our budgeting process and have programs be responsible for monitoring their own budgets.

### **5.2A2 Implementation**

The current budget process began in 2012-2013 with a pilot program and significant training opportunities for faculty, staff and administrators. It went into full effect in 2013-2014.

### **5.2A3 Evaluation**

The budget process is evaluated every year in the spring (April). The Budget Committee has conducted several surveys to assess the effectiveness of the process and each spring we review the data and make needed changes. The committee each spring also reviews its own processes for reviewing budget requests and makes recommendations for improvement.

### **5.2A4 Vision 2025 Goals:**

- Clarify and communicate the planning and budgeting process within the committee and across the campus
- Establish a multi-year Budget Planning calendar within the parameters of strategic and integrated college planning.
- Utilize program reviews and budget requests in the budget planning process; recommends institutional fiscal priorities within funding parameters.
- Perform an annual institution-wide evaluation of the effectiveness of the Resource Allocation and process and analyze the results to enable for continuous improvement.

## **5.2B Distance Education Plan**

The creation of the Distance Education plan was directly informed and guided by the Reedley College Strategic plan as evidenced in the mapping of the Distance Education action goals to the RC strategic plan. Individual department substantiated goals pertaining to distance education identified during the department program review process are communicated to Distance Education committee by the Student Learning Outcome committee. Critical review of the Distance Education strategic plan every 2-3 years includes an evaluation of the plans ongoing relevance and support to the RC strategic plan with a future eye on the Vision 2025 goals of Reedley College. To see the full plan: [Distance Education Plan](http://www.reedleycollege.edu/index.aspx?page=1224) [http://www.reedleycollege.edu/index.aspx?page=1224]

### **5.2B1 Process**

The DE Strategic Plan was initially composed by David Borofka in consultation with the Distance Education Committee. The plan makes liberal use of the plans vetted by other colleges with well-established and institutionalized DE Programs, most notably Mt. San Jacinto College and College of Marin. After the plan was drafted, the DE Committee and the full Academic Senate reviewed and then approved it. The RC DE Plan is intended to be a guideline that is periodically reviewed and revised as the situation warrants.

## **5.2B2 Implementation**

Action items were identified as part of the original DE Strategic plan. Many of those items (e.g. Online Faculty Certification, strategies for 508 compliance) have been set into motion.

## **5.2B3 Evaluation**

The full plan should be reviewed and evaluated every two to three years. Elements of the plan may be reviewed immediately as circumstances (curricular and technological) change and the situation warrants.

## **5.2B4 Vision 2025 Goals:**

*...providing excellence in instruction*

- Create policies and procedures related to the development of and support for programs, degrees, and courses in distance education.
- Support standards of proficiency that will be recommended to teach a distance education course.
- Develop outcomes assessment measures that evaluate the success of distance education.

*...building and maintaining modern facilities*

- Increase accessibility of student services to online students.

*...engaging in collaborative and integrated planning*

- Establish policies and procedures that provide technical, administrative, and academic support to ensure distance learner success.
- Promote policies and procedures that provide technical, administrative, and professional support for faculty who elect to teach distance education courses

*...establishing environments for community engagement and cultural activities*

- Increase accessibility of student services to online students.

## **5.2C Facilities Master Plan**

The Reedley College Facilities Master Plan is embedded in the 2012-2025 Districtwide Facilities Master Plan at large, refer to the pages 81-104. The current plan is dated September 4, 2012 and is in the process of being updated. Please go to: [SCCCD Facilities Master Plan \[http://www.scccd.edu/index.aspx?page=565\]](http://www.scccd.edu/index.aspx?page=565)

### **5.2C1 Process**

As of February 2<sup>nd</sup> 2016 the Educational Master Planning Ad Hoc committee has not received documentation regarding the process, implementation or evaluation of the current facilities plan. One of the goals regarding the creation of this document was the ability to highlight gaps in the processes at Reedley College. The lack of information and availability of this information demonstrates the need to create a recommendation that secures this information is readily available.

### **5.2C2 Implementation**

Not available at this time, see above.

### **5.2C3 Evaluation**

Not available at this time, see above.

### **5.2C4 Vision 2025 Goals:**

- Utilize the environmental jobs/industry scan data and a ten-year enrollment growth forecast for the College in planning for state of the art facilities that will meet these.
- Analyze enrollment management and space utilization data to develop a future space needs forecast.
- Evaluate renovation and modernization efforts need to continue, with increased emphasis on smart classrooms, state-of-the-art computer and instructional labs, wireless technology, instructional software, on-line course management systems and other technological upgrades.
- Improve college facilities and supporting the development of a state of the art teaching and learning college that promotes student success
- Identify use of state scheduled maintenance funding for facilities upgrades, strategically plan for providing funding for facilities through reserve spending plans, and seek alternate funding sources whenever possible.

### **5.2D Integrated Planning**

The integrated plan demonstrates the connection of all plans listed as interconnected planning documents.

Centralized plans are Vision 2025, The Strategic Plan and the Educational Master Plan all other documents are shown as supporting processes and plans that provide the college with all of the necessary tools to function at a highly integrated level. Location of plan – The integrated model is located in the Educational Master Plan and will be also included on the main webpage after a web master has been hired by the college.

#### **5.2D1Process**

A 2010 model was created for inclusion with the district integrated planning models. That model is posted in the Appendix (need the location). This current draft was created by the Vice President of Instruction in consultation with the President, the President’s Advisory Cabinet and the information from this educational master plan.

#### **5.2D2 Implementation**

The integrated planning model illustrates the current plans. The plan is intended to be descriptive in nature.

#### **5.2D3 Evaluation**

The EMP will go through a constituency review and the integrated plan will be assessed to insure the accuracy of the plan. Since the plan is descriptive it will only be evaluated for relevance to the current process as part of the living document.

#### **5.2D4 Vision 2025 Goals**

The integrated planning model was created with the processes currently in place. There is no committee assigned to this area. The Educational Master Planning Ad Hoc committee created the model but the goals for Vision 2025 will be those within this documents recommendation portion.

### **5.2E Program Review & Student Learning Outcomes**

The Program Review process allows instructional programs, student support services and administrative services to systematically assess using quantitative, qualitative, and Student Learning Outcome (SLO) data for the purpose of: demonstrating, improving and communicating program effectiveness, identifying program strengths and emerging trends and, facilitating improvements through substantiated goals. The Program Review report template asks programs and services to assess the level to which programs and services effectively support the College’s Mission and Strategic Plan, their influence on curriculum, college planning, decision-making, and resource allocation. The process, which incorporates Student Learning Outcomes assessment, promotes collaboration and dialogue across campuses and disciplines. Program goals must be substantiated, as deemed so by the Program

Review Committee, within the program reports by use of quantitative, qualitative, and Student Learning Outcome assessments. These goals are directly linked to the budget allocation process and the strategic plan. SLO assessment evaluation and action plans are reported within the Program Review report, completed every five years. Annual Program Review Progress reports and Action Plans support program goal completion. The Program Review and SLO processes are systematically assessed each semester for continuous quality improvement.

For instructional programs' descriptions, see Appendix A-Program Descriptions.

For a link to the Program Review Process and further information click on the following link: [Program Review Process](#)

[[https://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content\\_id=\\_506681\\_1&course\\_id=\\_10368\\_1](https://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_506681_1&course_id=_10368_1)]

### **5.2E1 Process**

The Program Review process allows instructional programs, student support services and administrative services to systematically assess using quantitative, qualitative, and Student Learning Outcome data for the purpose of: demonstrating, improving and communicating program effectiveness, identifying program strengths and emerging trends and, facilitating improvements through substantiated goals.

### **5.2E2 Implementation**

The Program Review report template asks programs and services to assess the level to which programs and services effectively support the College's Mission and Strategic Plan, their influence on curriculum, college planning, decision-making, and resource allocation. The process, which incorporates Student Learning Outcomes assessment, promotes collaboration and dialogue across campuses and disciplines. Program goals must be substantiated, as deemed so by the Program Review Committee, within the program reports by use of quantitative, qualitative, and Student Learning Outcome assessments. These goals are directly linked to the budget allocation process and the strategic plan.

### **5.2E3 Evaluation**

SLO assessment evaluation and action plans are reported within the Program Review report, completed every five years. Annual Program Review Progress reports and Action Plans support program goal completion. The Program Review and SLO processes are systematically assessed each semester for continuous quality improvement.

### **5.2E4 Vision 2025 Goals:**

Through assessment and analysis, the Program Review and SLO processes provide programs to strengthen their services and instruction for student success. In doing so, the process supports all aspects of Vision 2025.

## **5.2F Student Success and Support Program Plan**

The Student Success and Support Program (SSSP) focuses on (a) orientation, (b) assessment, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students. The SSSP plan was strategically developed to coordinate with Reedley College strategic plan and student equity plan. This connection allows the college to focus on the core SSSP components while increasing student success by providing multiple student services pathways. . Hyperlink to blackboard: [Student Success and Support Program Plan](#) [<http://www.reedleycollege.edu/index.aspx?page=1224>]



### **5.2F1 Process**

The SSSP plan was a collective collaboration of work initiated and reviewed by our Student Success Committee and Enrollment Management Subcommittee. The committees used relevant data and community college trends to assist in creating the plan. SSSP writers utilized feedback from all stakeholders while making adjustments. Faculty, staff, administrators, and students all provided valuable feedback

### **5.2F2 Implementation**

Coordination and implementation of Student Success and Support Program services at Reedley College is occurring in a variety of collaborative ways. Reedley College and its Centers have determined this as a critical component to fulfilling district strategic goal 2.3 and SSSP initiatives.

The District wide Matriculation work group is composed of faculty, staff, and administrators, whose common goal is to develop and implement practices that will enhance the matriculation process at State Center Community College District (SCCCD) campuses and centers. A key goal of the work group is to review resources allocated to the district wide matriculation process and develop a plan for the effective distribution of resources in accordance with district outreach efforts. The work group reviews enrollment trends in the District and develops a comprehensive set of processes for the efficient matriculation of students from local high schools into SCCCDCampuses and centers. The work group solicits and reviews input from our local high school advisory groups to ensure broad dialogue regarding the matriculation process at SCCCDCampuses and centers, while emphasizing student success and educational goal completion through the quality of services delivered. Areas of focus include, but are not limited to:

- External and internal outreach efforts to potential students;
- Implementation of the Registration To Go program from a District perspective;
- Maintenance of the District RTG webpage;
- Collaboration with feeder high schools;
- District Orientation efforts;
- District wide assessment processes and exemptions procedures;
- Counseling/advising and student educational planning;
- MIS coding of SSSP services;
- Coordinated professional development for the provision of SSSP services and;
- Coordination of district notices to students regarding SSSP services and policies.

### **5.2F3 Evaluation**

In order to assure that student support services sustain a continuous level of quality and to continuously improve these services to support student learning, the student support services departments participate in two key evaluative processes: the development of student learning outcomes (SLOs) and the program review process. These two processes help student services departments make decisions to support college mission objectives such as student access, progress, learning and success. Program review processes for student support services programs are ongoing, systematic and used to assess and improve student learning and achievement. The results of program review are used to continually refine and improve student services practices resulting in appropriate improvements in student achievement and learning.

### **5.2F4 Vision 2025 Goals:**

The SSSP plan seeks to have highly effective core services in the areas of orientation, assessment/placement, counseling/advising, and other education planning services. By 2025, Reedley

College's Student Success and Support Programs will be a leader in the state of California for providing top quality core services.

## **5.2G Staffing Plan**

The entire Human Resources Staffing Plan, including salary and benefits history, District Resource Allocation Model, faculty prioritization process and results, gap analysis worksheet, and SCCC District Human Resources Plan, may be found at : [RC HR Staffing Plan](http://www.reedleycollege.edu/index.aspx?page=1224) [http://www.reedleycollege.edu/index.aspx?page=1224]

### **5.2G1 Process**

The HR Staffing Plan is developed with input from college departments and constituent groups as follows: 1. Departments submit gap analysis to identify staffing needs (including faculty, classified, and administration); 2. The deans develop a faculty prioritization list and classified prioritization list from these forms; 3. Faculty Department chairs at Reedley and the College Center Council of MCCC & OCCC develop a separate faculty prioritization list from submissions presented to them; 4. President's Cabinet reviews both faculty prioritization lists as well as the gap analysis forms for classified and administrative positions and develop a Combined Prioritization Plan; 5. The Combined Prioritization Plan is presented to President's Advisory Cabinet and College Council for discussion; 6. The final Combined Prioritization list is distributed campus-wide via College Council.

### **5.2G2 Implementation**

Positions are filled as funds are available. Savings from retirements/resignations are used to hire the top-ranked positions on the Combined Prioritization List. Additional funds allocated to the college can also be used to move down the Combined Prioritization List with the goal of 90%-94% of the college's total budget being used to salaries and benefits.

### **5.2G3 Evaluation**

This plan is still relatively new and only its second year of implementation. Informal evaluation is to be done annually by reviewing the plan for effectiveness (was the college able to implement the plan strategically in a way that best serves our students?).

### **5.2G4 Vision 2025 Goals:**

The HR Staffing Plan sets out to support students in their endeavor to obtain the degrees and certificates they desire. Therefore highly qualified faculty need to be hired to provide students with the education they need as well as counselors, librarians and support staff at all three locations within MOR (Madera, Oakhurst, Reedley). When the Combined Prioritization Plan is discussed in President's Cabinet emphasis will be given to Madera Community College Center of Reedley College that will go for college candidacy in 2019.

## **5.2H Strategic Plan**

The strategic plan is linked to many other plans on campus. The strategic plan is a guide for resource allocation, is included in the program review process and assists programs in justifying staffing requests, facilities and other equipment. Most plans request substantiation of meeting strategic planning goals. To review the full plan, please click on the following link: [Strategic Plan](http://www.reedleycollege.edu/index.aspx?page=87) [http://www.reedleycollege.edu/index.aspx?page=87]

### **5.2H1 Process:**

**Step 1** The Reedley College Strategic Plan is created on a four year cycle following the District Strategic Plan. The current strategic plan encompasses 2013 to 2017. The process for creating the plan begins with workshops. Department chairs, administrators, and the executive committee members from Academic

Senate, Classified Senate, and Associated Student Government come together for a preliminary meeting. They are given the new district strategic plan and the current college strategic plan. They are placed in pre assigned groups to allow a diversity of interests at each table. They discuss in a charrette forum the objectives from each plan and their utility in the next cycle. They make recommendations on overarching goals and suggestions for objectives.

**Step 2** The Reedley College Strategic Planning Committee gathers the information and fuses it into a rough draft of a new strategic plan.

**Step 3** Charrettes are held in Reedley and Madera. The charrette attendance should include all stakeholders: students, faculty, staff, administrators and community members. In addition the charrette should also include board members, chancellor's office, and representatives from our sister colleges. Utilizing the charrette forum pre-arranged tables will discuss the mission, vision and values of the college along with the rough draft being proposed by the strategic planning committee. At least two tables will be assigned to each of the overarching goals. Groups will wordsmith the objectives and make suggestions for additional objectives.

**Step 4** The Reedley College Strategic Planning Committee will synthesize the information into a more finalized version that will be presented to College Council, Academic Senate and Classified Senate. These bodies will be given an opportunity to make final suggestions before the committee deems the document final. The final version will return to all three constituency groups for final approval then be forwarded to the board of trustees.

### **5.2H2 Implementation:**

After board approval brochures are printed and presented to the college and community members. The president's advisory cabinet will then decide which of the objectives should be addressed in the first year. The objectives to be addressed will be known as drivers. Three drivers will be selected each year and special emphasis will be placed on their significance to the college.

Programs and Committees will meet with members of the strategic planning committee to adjust their program review documents and committee operating agreements to be in line with the new strategic objectives.

### **5.2H3 Evaluation:**

Annual assessments will be gathered using the SMART assessment forms from each program and each committee on campus. The Strategic Planning Committee will combine the reports into a full college report. They will request further data from each of the programs or committees as needed. They will then create a progress report to show the status of each objective based on predetermined benchmarks. The Strategic Planning Committee will annually report to college council, academic senate and classified senate. In addition updates will be posted on the MOR newsletter three times a year to show the progress being made for each of the key drivers.

### **5.2H4 Vision 2025 Goals:**

- Integrated data with software capabilities to run assessment data and connect the data to SLO assessments and Program Review.
- Flexibility to respond to educational trends
- A stronger focus on student success
- More strategic directions for teaching and learning since funding is tied to strategic objectives.

## **5.2I Student Diversity and Equity Plan**

The Student Equity Plan focuses on closing achievement gaps in success for disproportionately impacted students specifically related to the following success indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The Plan was developed through a collaborative

process involving faculty, administration, students, and classified professionals. Campus constituent groups, including the Academic Senate, College Council, and institutional planning committees also provided input. The review the full plan, please click here: [Student Equity Plan](http://www.reedleycollege.edu/index.aspx?page=1224) [http://www.reedleycollege.edu/index.aspx?page=1224]

### **5.2I1 Process**

The 2015-2016 Reedley College Student Equity Plan was presented and approved by the SCCC Board of Trustees on December 8, 2015. The planning and completion of this document was work from the Reedley College and Clovis Community College Center Student Success Committees. The working group is responsible for the development and implementation for the Student Equity Plan. These committees are composed of faculty, administration, students, and classified professionals. Campus constituent groups, including the Academic Senate, College Council, and institutional planning committees also provided input.

### **5.2I2 Implementation**

The Student Equity Plan is divided into five success indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. A list of targeted populations, measurable goals, and activities that support student equity are described for each success indicator.

### **5.2I3 Evaluation**

The Student Equity Plan will be evaluated on an annual basis and will measure progress for each specified goal. For all success indicators, data will disaggregated by race/ethnicity, some other race, more than one race, current or former foster youth, low-income students, and veterans to evaluate outcomes for disproportionately impacted groups.

### **5.2I4 Vision 2025 Goals**

Our college recognizes that in order to create systemic change and support success for all students, we must integrate our planning efforts. The Equity Plan supports Vision 2025 because it supports student success and completion through excellence in instruction and targeted services which support our impacted student populations. The Equity Plan also supports the Goals of the Strategic relating to:

- Student Success;
- Student Access and Services;
- Teaching and Learning; and
- Economic and Workforce Development.

Furthermore, our Equity Plan supports the Student Success and Support Program Plan because it addresses access, and course and degree completion. Targeted goals and activities have been identified which specifically address orientation, assessment, and counseling. In addition the student equity plan specifically addresses a partnership with our community creating opportunities for student success that include among other things transportation to and from our campuses.

## **5.2J Technology Plan**

The Technology plan supports the Reedley College Strategic Plan by developing technology goals that supports the strategies outlined in the strategic plan. The technology plan provides an assessment of the past technology goals, a status report of the current year's technology goals and a roadmap for future technology implementations. These goals are supported with specific objectives and action plans to be achieved over the next five years.

The budget planning process is yearly and defines projects that will be implemented. At the end of the year the action plans will be reviewed and updated with the next year's action items. The five-year replacement plan is a major component of the Technology plan and the budget planning process. Replacing equipment on a regular cycle is crucial for the success of providing access to technology and supporting effective teaching and efficient work environments.

Link to the current technology plan: [Technology Plan](http://www.reedleycollege.edu/index.aspx?page=1224) [http://www.reedleycollege.edu/index.aspx?page=1224]

### **5.2J1 Process**

The Technology Advisory Committee (TAC) is in the process of updating the Technology Plan that ended in 2013. This EMP has a link to the current Technology Plan.

### **5.2J2 Implementation**

As of February 2<sup>nd</sup> 2016 the Educational Master Planning Ad Hoc committee has not received documentation regarding the implementation of the current technology plan. One of the goals regarding the creation of this document was the ability to highlight gaps in the processes at Reedley College. The lack of information and availability of this information demonstrates the need to create a recommendation that secures this information is readily available.

### **5.2J3 Evaluation**

A major section of the plan is an evaluation of the accomplishments of the prior plan. The feedback and evaluation helps determine the goals and objectives of the Technology Plan.

### **5.2J4 Vision 2025 Goals:**

None submitted.

## **6: INSTRUCTIONAL PROGRAMS**

NOTE: Click on program name for descriptions, which are provided in Appendix B

The following programs are listed according to the Reedley College Organizational Structure. Programs unique to Madera and Oakhurst Community College Centers of Reedley College are listed under departments with similar pedagogy.

### **6.1 DIVISION A**

#### **6.1A Department: Composition, Literature and Communication Studies**

Program: [Communication](#)

Program: [Composition](#)

Program: [Creative Writing](#)

Program: [Film](#)

Program: [Honors](#)

Program: [Literature](#)

Program: [Writing Center](#)

## **6.1B Department: Fine Arts and Social Sciences**

Program: [Criminology](#)

Program: [Fine and Studio Art](#)

Program: [History](#)

Program: [Music](#)

Program: [Philosophy](#)

Program: [Political Science](#)

Program: [Psychology](#)

Program: [Sociology](#)

## **6.1C Department: Reading and Languages**

Program: [English as a Second Language](#)

Program: [Linguistics](#)

Program: [Reading](#)

Programs: [World Languages \(Spanish & French\) and American Sign Language](#)

### **6.1D – Library**

Note: Library reports to Division A Dean but is also listed under Student Services

Program: [Library](#)

## **6.2 DIVISION B**

### **6.2A Department: Mathematics, Engineering and Computer Science**

Program: [Computer Science](#)

Program: [Engineering](#)

Program: [Mathematics](#)

### **6.2B Department: Physical Education and Health Sciences**

Program: [Child Development](#)

Program: [Dental Assisting](#)

Program: [Food and Nutrition](#)

Program: [Health Care Interpreter Program](#)

Program: [LVN](#) (Unique to MCCC)

[Program: Nursing Assistant Training](#)

[Program: Physical Education](#)



**Program:** [Registered Nursing, LVN to RN Bridge](#) (Unique to MCCC)

**6.2C Department: Science and Geography**

**Program:** [Biology](#)

**Program:** [Chemistry](#)

**Program:** [Geography](#)

**Program:** [Physics](#)

**6.3 DIVISION C**

**6.3A Department: Agriculture and Natural Resources**

**Program:** [Agriculture Business](#)

**Program:** [Animal Science](#)

**Program:** [Forestry and Natural Resources](#)

**Program:** [Mechanized Agriculture](#)

**Program:** [Plant & Soil Science](#)

**6.3B Department: Industrial Technology**

**Program:** [Aeronautics](#)

**Program:** [Automotive](#)

**Program:** [Manufacturing](#)

**6.3C Department: Business**

**Program:** [Accounting](#)

**Program:** [Business Administration](#)

**Program:** [Information Systems](#)

**Program:** [Office Technology](#)



## 7: STUDENT SERVICES PROGRAMS

NOTE: Click on program names for descriptions, which are provided in Appendix C

### 7.1 Department: Student Services

Program: [California Work Opportunities & Responsibility to Kids - CalWORKs](#)

Program: [Career Resource Center](#)

Program: [Counseling](#)

Program: [Disabled Students Programs & Services \(DSP&S\)](#)

Program: [Extended Opportunity Program and Services \(EOPS\)](#)

Program: [Financial Aid](#)

Program: [Health Services](#)

Program: [Library](#)

Program: [Matriculation and Outreach](#)

Program: [Reedley Middle College High School](#)

Program: [Residence Hall](#)

Program: [Student Activities Office](#)

Program: [Title V](#)

Program: [TRIO Student Support Services, ESL, USDE](#)

Program: [TRIO Student Support Services, USDE](#)

Program: [Tutorial Center](#)

Program: [Upward Bound Program](#)

## 8: ADMINISTRATIVE PROGRAMS

NOTE: Click on program names for description, which are provided in Appendix D

### 8.1 Department: Administrative Programs

Program: [Administrative Services](#)

Program: [Building Services](#)

Program: [Business Services](#)

Program: [Food Services](#)

Program: Production Services (Currently included with Administrative Services)

Program: [Office of the President](#)

Program: [Office of Instruction](#)

## 9: DATA

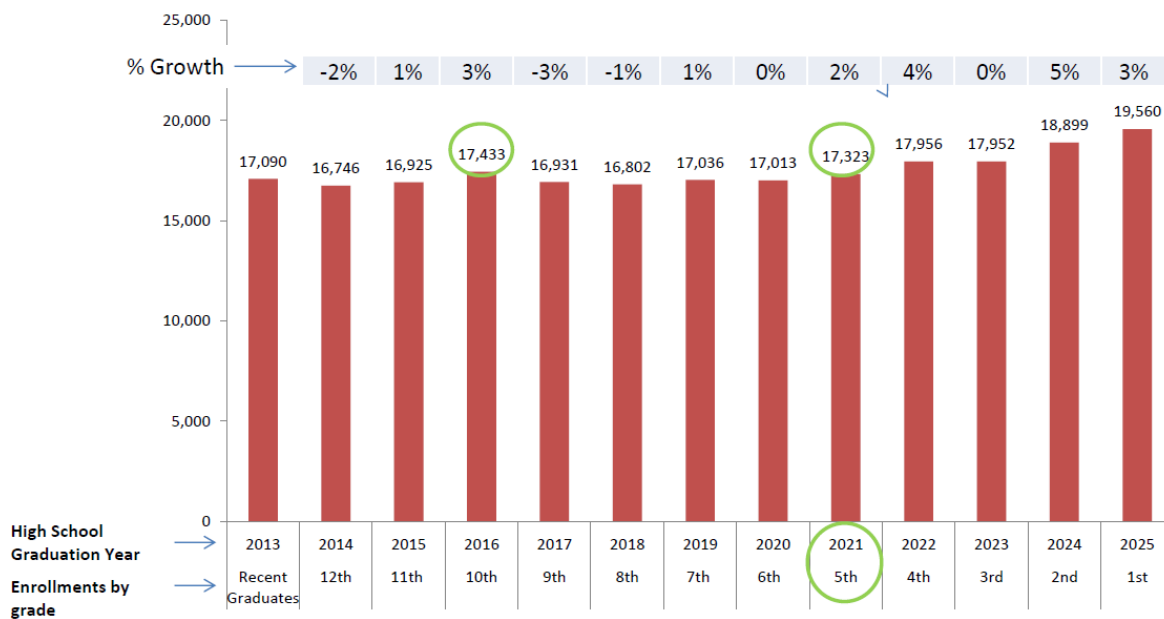
### 9.1. Service Area for Reedley College

Reedley College encompasses two counties in their service area, Fresno and Madera. In addition, Reedley College, its centers and sites also attracts students from Tulare County, Kings County, other states and international students.

For the purposes of this data the focus is on direct feeder schools. The projected high school population in the service area shown below with data per high school district are provided in the following tables. In 2016 there was a spike for the service area with 500 more graduates than in 2015. The following year the number of high school graduates decreases gradually through 2018. Beyond 2018 projected enrollment will steadily increase until 2025. The following two tables included the top 10 feeder high school districts, but do not provide information on Kingsburg and Parlier nor do they provide information on two more feeder high schools in Madera and one in Oakhurst. In light of this data indicating an increase in enrollment several implications will result: increased potential enrollment at Reedley College its centers and sites, increased number of degrees and certificates, potential for full accreditation at MCCC, and increased facilities at all locations.

### SCCD Projected High School Population - 2013 through 2025

Based on 1st grade through 12th grade Enrollments for 38 feeder school districts.



Source: CA Department of Education DataQuest



Cultivating Lives Through Education

## Enrollment Projections by Grade Level – Top 10 SCCC District Feeder School Districts

	Level	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Grade 11	Grade 12	2013 Seniors
1	<a href="#">Fresno Unified Total</a>	6,588	6,455	6,058	5,988	5,713	5,457	5,463	5,172	5,300	5,441	5,322	5,220	5,512
2	<a href="#">Clovis Unified Total</a>	3,171	3,046	2,890	3,048	2,916	3,019	3,003	3,214	3,132	3,228	3,087	3,037	3,103
3	<a href="#">Madera Unified Total</a>	1,809	1,809	1,681	1,683	1,579	1,586	1,563	1,489	1,456	1,421	1,409	1,241	1,258
4	<a href="#">Central Unified Total</a>	1,282	1,238	1,174	1,196	1,169	1,173	1,140	1,204	1,251	1,154	1,066	1,120	1,080
5	<a href="#">Kings Canyon Joint Unified Total</a>	911	801	839	748	748	770	684	694	710	758	742	724	825
6	<a href="#">Sanger Unified Total</a>	877	895	893	855	885	830	859	828	846	833	732	821	762
7	<a href="#">Dinuba Unified Total</a>	494	469	492	458	475	446	466	430	427	573	529	518	464
8	<a href="#">Selma Unified Total</a>	562	551	483	510	499	520	510	515	477	488	455	461	422
9	<a href="#">Washington Unified Total</a>	273	173	216	179	198	162	160	180	178	358	342	364	320
10	<a href="#">Kerman Unified Total</a>	453	422	386	399	398	327	394	364	362	352	330	321	290

Source: CA Department of Education DataQuest



Cultivating Lives Through Education

## 9.2 Demographics

The following tables reflect current and past enrollment for all students. This information is referred to as unduplicated headcount which indicates each student is only counted once within each grouping variable (i.e. age, gender, and unit load). The data is also segregated by location. Which indicates there is a possibility that some students are accounted for more than once because of cross-enrollment. Typically, this is a minimal number of students.

### 9.2A Enrollment Trends

#### 9.2A1 Headcount (Unduplicated)

	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>REEDLEY COLLEGE</b>	7032	6909	6702	6601	6218	5561	6122	5865	6405	6507
<b>MADERA CC CENTER</b>	2445	2321	2870	2895	3129	3057	2830	2962	2779	2901
<b>OAKHURST CCC</b>	638	631	628	582	633	590	651	543	572	600

Reedley College Office of Institutional research, District ATERM file

#### 9.2A2 Ethnicity

	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>REEDLEY COLLEGE</b>										
<b>African-American/ Non-Hispanic</b>	2%	2%	3%	2%	2%	2%	3%	2%	3%	3%
<b>American Indian/Alaskan</b>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%

<b>Asian/Pacific Islander</b>	5%	5%	5%	6%	5%	6%	5%	5%	5%	5%
<b>Hispanic</b>	64%	63%	64%	64%	67%	68%	69%	69%	70%	71%
<b>Race/Ethnicity Unknown</b>	6%	6%	5%	5%	3%	3%	2%	2%	1%	2%
<b>White/ non-Hispanic</b>	22%	22%	22%	22%	21%	20%	19%	20%	20%	19%

Reedley College Office of Institutional research, District ATERM file

<b>MADERA CC CENTER</b>	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>African-American/ Non-Hispanic</b>	4%	4%	4%	4%	4%	4%	3%	3%	4%	3%
<b>American Indian/Alaskan</b>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
<b>Asian/Pacific Islander</b>	8%	8%	7%	8%	7%	8%	8%	8%	8%	8%
<b>Hispanic</b>	55%	55%	59%	60%	60%	61%	66%	65%	66%	66%
<b>Race/Ethnicity Unknown</b>	7%	7%	6%	4%	3%	3%	2%	2%	1%	1%
<b>White/ non-Hispanic</b>	25%	25%	23%	23%	24%	23%	20%	20%	20%	20%

Reedley College Office of Institutional research, District ATERM file

<b>OAKHURST CCC</b>	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>African-American/ Non-Hispanic</b>	2%	2%	3%	4%	3%	3%	4%	3%	4%	4%
<b>American Indian/Alaskan</b>	5%	5%	5%	4%	5%	4%	6%	5%	5%	5%
<b>Asian/Pacific Islander</b>	3%	3%	5%	4%	4%	5%	5%	5%	6%	6%
<b>Hispanic</b>	20%	20%	20%	19%	21%	23%	27%	32%	30%	31%
<b>Race/Ethnicity Unknown</b>	9%	9%	6%	6%	4%	5%	3%	2%	3%	2%
<b>White/ non-Hispanic</b>	61%	61%	62%	63%	62%	60%	56%	53%	52%	53%

Reedley College Office of Institutional research, District ATERM file

### 9.2A3 Gender

<b>REEDLEY COLLEGE</b>	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>Female</b>	56%	56%	55%	55%	54%	54%	55%	56%	56%	57%
<b>Male</b>	44%	43%	44%	44%	45%	45%	44%	43%	43%	42%
<b>Unreported</b>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%

Reedley College Office of Institutional research, District ATERM file

<b>MADERA CC CENTER</b>	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>Female</b>	63%	63%	65%	66%	66%	65%	65%	65%	66%	65%
<b>Male</b>	36%	36%	35%	33%	33%	34%	34%	34%	32%	34%
<b>Unreported</b>	1%	1%	1%	1%	1%	1%	1%	1%	2%	1%

Reedley College Office of Institutional research, District ATERM file

<b>OAKHURST CCC</b>	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>Female</b>	64%	64%	64%	66%	60%	60%	60%	59%	62%	60%

<b>Male</b>	36%	36%	36%	33%	39%	39%	39%	39%	38%	39%
<b>Unreported</b>	0%	0%	0%	1%	0%	1%	1%	2%	0%	1%

Reedley College Office of Institutional research, District ATERM file

### 9.2A4 Age Category

REEDLEY COLLEGE	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>19 or Less</b>	34%	29%	35%	30%	35%	30%	35%	29%	37%	27%
<b>20-24</b>	36%	40%	38%	41%	40%	45%	40%	44%	40%	47%
<b>25-29</b>	11%	12%	10%	11%	10%	11%	11%	12%	11%	12%
<b>30-34</b>	6%	6%	5%	6%	6%	6%	6%	6%	5%	6%
<b>35-39</b>	4%	4%	3%	4%	3%	3%	3%	3%	3%	3%
<b>40-49</b>	5%	5%	4%	4%	4%	4%	3%	4%	3%	3%
<b>50+</b>	4%	4%	4%	4%	3%	2%	2%	2%	2%	2%
<b>Not Reported</b>	1%	1%	1%	1%	1%	0%	0%	0%	0%	0%

Reedley College Office of Institutional research, District ATERM file

MADERA CC CENTER	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>19 or Less</b>	23%	23%	27%	23%	26%	22%	25%	21%	25%	17%
<b>20-24</b>	40%	40%	39%	41%	38%	42%	38%	42%	39%	45%
<b>25-29</b>	14%	14%	14%	14%	14%	14%	15%	15%	15%	16%
<b>30-34</b>	8%	8%	8%	8%	8%	8%	8%	9%	8%	9%
<b>35-39</b>	5%	5%	5%	5%	5%	5%	5%	4%	4%	5%
<b>40-49</b>	6%	6%	5%	6%	6%	5%	5%	5%	6%	5%
<b>50+</b>	4%	4%	3%	3%	3%	3%	3%	3%	3%	3%
<b>Not Reported</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Reedley College Office of Institutional research, District ATERM file

OAKHURST CCC	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>19 or Less</b>	26%	20%	23%	21%	26%	23%	24%	23%	25%	18%
<b>20-24</b>	32%	33%	36%	38%	34%	37%	33%	35%	35%	39%
<b>25-29</b>	13%	16%	14%	14%	14%	14%	16%	15%	17%	18%
<b>30-34</b>	9%	8%	9%	9%	8%	11%	13%	10%	10%	9%
<b>35-39</b>	4%	4%	5%	4%	6%	5%	5%	6%	4%	7%
<b>40-49</b>	10%	11%	8%	8%	6%	5%	6%	7%	7%	6%
<b>50+</b>	7%	8%	5%	5%	5%	5%	4%	4%	3%	4%
<b>Not Reported</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Reedley College Office of Institutional research, District ATERM file

### 9.3 Unit Load

REEDLEY COLLEGE	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>FULL TIME</b>	51%	48%	50%	48%	50%	51%	52%	49%	49%	43%
<b>PART TIME</b>	49%	52%	50%	52%	50%	49%	48%	51%	51%	57%

Reedley College Office of Institutional research, District ATERM file

MADERA CC CENTER	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>FULL TIME</b>	38%	38%	39%	38%	36%	36%	36%	35%	37%	36%
<b>PART TIME</b>	62%	62%	61%	62%	64%	64%	64%	65%	63%	64%

OAKHURST CCC	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>FULL TIME</b>	42%	38%	36%	42%	40%	39%	40%	38%	42%	39%
<b>PART TIME</b>	58%	62%	64%	58%	60%	61%	60%	62%	58%	61%

Reedley College Office of Institutional research, District ATERM file

## 9.4 Student Achievement

The following tables are representative of various methods to gage student achievement including overall degrees and certificates awarded.

Student Achievement Data Definitions		
Terms	Measures	Excludes
<b>GPA</b>	Grade point average of all students who received a letter grade of A, B, C, D, or F	Grade notations of
<b>Success Rate</b>	Number of students who pass the course with a grade of A, B, C, CR, or P	Grade notations of D, F, NC, NP, I, W, and X
<b>Retention Rate</b>	Number of students who remained in the course to receive a grade	Grade notations of W and X
<b>Attrition Rate</b>	Number of students who dropped out of the course to receive a grade of W	All grade notations except W

### 9.4A Degrees and Certificates

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>ASSOCIATE OF ARTS</b>	429	356	308	346	341
<b>ASSOCIATE OF SCIENCE</b>	163	237	238	322	439
<b>CERTIFICATE – 18-30 UNITS</b>	330	356	322	706	696
<b>TOTALS</b>	922	896	867	1374	1476

Data Source: dbo.S85\_ACAD\_CREDENTIALS; Chancellor's Website, [https://misweb.cccco.edu/mis/onlinestat/awards\\_prog.cfm](https://misweb.cccco.edu/mis/onlinestat/awards_prog.cfm)

Reedley College Awards by Year and Degree Type						
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Grand Total
<b>AA</b>	336	290	245	209	160	1240
<b>AA-T</b>		1	20	39	64	124
<b>AS</b>	230	234	239	256	235	1194
<b>AS-T</b>		6	28	81	126	241
<b>CA</b>	312	334	414	557	44	1661
<b>CA12</b>			25	49	111	185
<b>CA18</b>				39	403	442
<b>CA30</b>					143	143
<b>CA60</b>					12	12
<b>CC</b>	2	3	2			7
<b>CN</b>	304	299	599	304	339	1845
<b>NULL</b>	1			7		8
<b>Grand Total</b>	<b>1185</b>	<b>1167</b>	<b>1572</b>	<b>1541</b>	<b>1637</b>	<b>7102</b>

Totals do not include students who indicated a CCC commencement site



CA= Certificate of Achievement  
 CA12-CA 60= Certificate of Achievement including the number of units  
 CC= Certificate of Completion (no longer offered)  
 CN= Certificate in .... (local certificate BOT approved)  
 AA= Associate of Arts Degree  
 AA-T= Associate of Arts Transfer Degree  
 AS= Associate of Science Degree  
 AS-T= Associate of Science Transfer Degree

See Appendix E1 for tables indicating ethnic breakdown of degrees and certificated

The following charts clearly show a decrease in AA Degrees awarded in the 2014-2015 academic year. The decrease is specifically related to an increase in AA-T and AS-T degrees offered at Reedley College. In 2014-2015 there were 160 AA degrees awarded in addition to 64 AA-T degrees awarded and 126 AS-T degrees awarded, showing an actual increase in overall degrees awarded at Reedley College. This information reinforces the need to continue to increase success and completion rates, and degrees awarded.

Reedley College Awards by Year, Degree Type, and Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Grand Total
<b>AA</b>	<b>336</b>	<b>290</b>	<b>245</b>	<b>209</b>	<b>160</b>	<b>1240</b>
Accounting					1	1
Art - Three Dimensional			1	4		5
Art - Two Dimensional	6	6	9	9	5	35
Art/Computer Art Program	2					2
Communication		1		1	2	4
English	3	4		2	2	11
FINE ARTS					1	1
FOREIGN LANGUAGE				1		1
General Studies (TR)	180	89	44	20	12	345
INSTRUMENTAL MUSIC			1			1
LIB ARTS & SCI/AMERICAN STUDIES	1					1
LIBERAL ARTS			1		1	2
Liberal Arts and Sciences - Arts and Humanities	4	4	1	1	2	12
Liberal Arts and Sciences - Natural Sciences	2	7	6	5	4	24
Liberal Studies	71	115	124	117	88	515
Physical Education		5	7	10	13	35
Social Science	67	59	51	39	28	244
Vocal Music					1	1

Reedley College Awards by Year, Degree Type, and Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Grand Total
<b>AA-T</b>		<b>1</b>	<b>20</b>	<b>39</b>	<b>64</b>	<b>124</b>
Communication Studies		1	5	13	14	33
English for Transfer				3	4	7
History					2	2

Kinesiology					10	10
Psychology for Transfer			15	23	33	71
Studio Arts					1	1
<b>AS</b>	<b>230</b>	<b>234</b>	<b>239</b>	<b>256</b>	<b>235</b>	<b>1194</b>
Accounting	19	14	13	3	2	51
Administrative Assistant	4	3	2	8	3	20
Agriculture & Technology		1		1	4	6
Agriculture Business	1	3	1			5
Agriculture Business, Option a			11	14	1	26
Agriculture Business, Option B	1			4	1	6
Animal Science				2	2	4
Automotive Technician	7	4	4	1	4	20
Aviation Maintenance Technology	2	5	7	6	5	25
Biological Science	71	95	82	105	102	455
Business Administration, Entrepreneur				1		1
Business Administration: Accounting				1		1
Business Administration: General Business			2	1	1	4
Child Development	38	37	29	31	32	167
Computer Science	4		4	3	6	17
Criminology: Corrections	3	1	4	4	5	17
Criminology: Law Enforcement	8	5	8	4	5	30
Dental Assisting	3	6	2	1	5	17
Engineering	10	5	7	8	1	31
ENVIRONMENTAL HORTICULTURE	1					1
Forest and Park/Forestry Technology	6	6	1	1	1	15
Forestry and Natural Resources	2	6	6	7	5	26
GENERAL OFFICE SECRETARIAL	3					3
Information Systems - Networking		1	2	1	2	6
IS/WEB DESIGN OPTION	1					1
Landscape Horticulture					1	1
LICENSED VOCATIONAL NURSING	1	3	6		6	16
LVN-RN		5	11	6	5	27
MACHINE TOOL TECH (FORMERLY MACHINE TOOL)	2	1	1		1	5
Management	11	6	2	6	4	29
Mathematics	17	11	8	15	5	56
Mechanized Agriculture	5	4	4	2	2	17
Medical Administrative Assistant	3	6	10	12	18	49
MFGT TECH/MACHINE TOOL		2				2
PARAPROFESSIONAL/CHILD DEV			1	1		2
Park Technology	2	1	2	2		7
Physical Science	1		2	2	2	7
PLANT & SOIL SCIENCE		1	2			3
Plant and Soil Science		1				1

Registered Nursing Transfer					1	1
<b>SMALL BUSINESS MANAGEMENT</b>	4	1	3	2	1	11
Welding Technology			2	1	2	5

Reedley College Awards by Year, Degree Type, and Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Grand Total
AS-T		6	28	81	126	241
Administration of Justice			3	20	33	56
Business Administration			20	41	71	132
Early Childhood Education				4	13	17
Mathematics for Transfer		6	5	16	7	34
Physics					2	2

The following tables indicate the number of certificates awarded at Reedley Colleges, its centers and sites showing a dynamic list of opportunities for our students.

Reedley College Awards by Year, Certificate Type, and Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Grand Total
<i>Certificate of Achievement (CA) 18+ Credits</i>	312	334	414	596	629	2285
Accounting	8	8	9	9	6	40
Administrative Assistant-BUS	4	7	6	10	5	32
Agriculture Business	2	18	22	6	1	49
AGRICULTURE BUSINESS INTERN	1					1
Agriculture Business Management	1	16	43	11	9	80
Art - Computer Digital Imaging				1		1
ASSOCIATE TEACHER –CD		12	7	56		75
AUTOMOTIVE TECHNICIAN PROGRAM	32	25	25	36	36	154
Aviation Maintenance – Airframe	17	8	25	9	17	79
Aviation Maintenance – Powerplant	18	20	19	13	15	85
Aviation Maintenance Technology	18	5	22	14	13	72
Business Intern					1	1
Child Care for School-Age Children - Teacher	1	2	1	13	6	23
Child Development	14	25	21	61	44	165
Criminology – Corrections	1	1	2	3	4	11
Criminology - Law Enforcement	1	1	4	34	35	75

Dental Assisting	31	32	26	14	23	126
EARLY INTERVENTION ASSISTANT –CD			1			1
Environmental Horticulture/Landscape Option	1					1
Family Child Care-CD				3		3
Equipment Technician Level 1-MAG				31	108	139
Equipment Technician Level 2-MAG				8	111	119
Forest Surveying Technology	4	2	4	11	6	27
Forest Technology	8	5		4	2	19
Forestry Technician - Firefighting Emphasis	5	2	1	2	1	11
General Agriculture		5	1	12	5	23
GENERAL OFFICE SECRETARIAL CERT OF ACHIEVEMENT-BUS	3	1	1			5
INFORMATION SYSTEMS	1	3		2	3	9
Irrigation, Fertility, and Pest Management Technician	2		4	5	1	12
IS/NETWORKING	1	2		1	2	6
IS/PROGRAMMING FOR THE WEB		1	1		1	3
IS/WEB DESIGN				1		1
LICENSED VOCATIONAL NURSING	1	3	7	25	43	79
LVN-RN		2	5	11	3	21
Machinist-MFGT	11	8	14	11	11	55
Managerial Assistant-BUS		2		1	2	5
Manufacturing I	18	12	27	35		92
Mechanized Agriculture	17	15	20	28	33	113
Medical Administrative Assistant-BUS	17	34	43	20	21	135
MFGT/METAL WORKING	1					1
Natural Resources Training and Applied Work Experience	10	3	2	8	13	36
NATURAL RESOURCES/RECREATION & INTERPRETATION TECHNICIAN	2	2	2	7	4	17

Office Assistant-BUS	21	17	9	26	13	86
Plant Protection Intern-Plant Science			3	12	7	22
Production Agriculture Technician	21	21	25	9	2	78
RECEPTIONIST-BUS	5	7	5	20		37
SMALL BUSINESS MANAGEMENT		1			3	4
Wastewater Treatment				3	1	4
Welder	14	6	7	10	18	55

Reedley College Awards by Year, Degree Type, and Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Grand Total
CA12			25	49	111	185
ASSOCIATE TEACHER					32	32
Family Child Care				1	10	11
HUMAN SERVICES					2	2
Information Technology Support Technician			25	48	19	92
Irrigation, Fertility, and Pest Management Technician					2	2
Manufacturing I					26	26
Production Agriculture Technician					5	5
RECEPTIONIST					15	15

Reedley College Awards by Year, Degree Type, and Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Grand Total
CA18				39	403	442
Accounting					6	6
Administrative Assistant					5	5
BUSINESS INTERN					1	1
Child Care for School-Age Children - Teacher					6	6
Child Development					44	44
Criminology - Corrections					4	4
Criminology - Law Enforcement					35	35
EARLY INTERVENTION ASSISTANT					2	2
Equipment Technician Level I				31	108	139
Equipment Technician Level II				8	111	119
Forest Surveying Technology					6	6
Forest Technology					2	2
INFORMATION SYSTEMS					3	3
IS/NETWORKING					2	2
IS/PROGRAMMING FOR THE WEB					1	1

LVN-RN					3	3
Managerial Assistant					2	2
Medical Administrative Assistant					21	21
Natural Resources Training and Applied Work Experience					13	13
NATURAL RESOURCES/RECREATION & INTERPRETATION TECH					4	4
Office Assistant					13	13
Plant Protection Intern					7	7
SMALL BUSINESS MANAGEMENT					3	3
Wastewater Treatment					1	1

Reedley College Awards by Year, Degree Type, and Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Grand Total
CA30					143	143
AUTOMOTIVE TECHNICIAN PROGRAM					36	36
Aviation Maintenance - Airframe					17	17
Aviation Maintenance - Powerplant					15	15
Dental Assisting					23	23
LICENSED VOCATIONAL NURSING					7	7
Machinist					11	11
Mechanized Agriculture					23	23
Welder					11	11
CA60					12	12
Aviation Maintenance Technology					12	12

Reedley College Awards by Year, Degree Type, and Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Grand Total
CC	2	3	2			7
Accounting Intern Cert of Completion	1	1				2
Business/Accounting Assistant Cert of Completion	1					1
General Studies (TR)		2	2			4

Reedley College Awards by Year, Degree Type, and Program	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Grand Total
CN	304	299	599	304	339	1845
ACCOUNTING INTERN	3	10	37	1		51
ART/GRAPHIC DESIGN	4	5	9	6	5	29
ASSOCIATE TEACHER	8	10		1	1	20
BUSINESS/ACCOUNTING ASSISTANT	2	1	7	2	1	13
CHILD CARE/SCHOOL AGE/ASSOC TEACHER	5	1				6



<b>COMPUTER ANIMATION</b>	1	1	1	1		4
<b>Dev Services Cert in Life Skills/Community Emphasis</b>			1	1	4	6
<b>Dev Services Cert in Life Skills/Workability Emphasis</b>		2	1			3
<b>DIESEL ENG, SERVICE FUND &amp; MACHINE SYSTEMS</b>	34	52	46	10	63	205
<b>ELECTRICAL, HYDRAULICS &amp; WELDING</b>	43	25	53	24	27	172
<b>ENTREPRENEUR</b>		1	5	5	7	18
<b>FORESTRY TECHNICIAN SKILLS</b>		5	57	33	28	123
<b>FUELS, TUNE-UP &amp; MACHINE UNDERCARRIAGE</b>	28	43	47	12	51	181
<b>GENERAL BUSINESS/BUSINESS INTERN</b>			5	5	6	16
<b>Health Care Interpreter</b>	58	71	104	67	63	363
<b>INFANT/TODDLER</b>		1				1
<b>Information Systems Computer Basics</b>	1	3	4	4	2	14
<b>INFORMATION SYSTEMS/COMPUTER LITERACY BRIEF COURSES</b>		1	4	15		20
<b>JOURNALISM</b>					1	1
<b>MANAGEMENT/ENTRY LEVEL</b>		1	11	4	3	19
<b>MFG TECH/ MACHINE SHOP TURNING &amp; MILLING</b>	11	3	27			41
<b>MFGT TECH/ MAINTENANCE MECHANIC</b>		4				4
<b>MFGT TECH/ADVANCED WELDING</b>			3			3
<b>Natural Resources - Backcountry Skills</b>		2	3	5	4	14
<b>NATURAL RESOURCES/FORESTRY SKILLS</b>					1	1
<b>Nursing Assistant Training</b>	30	15	67	77	36	225
<b>OFFICE TECH/RECEPTIONIST</b>	6	1				7
<b>OT/WORDPROCESSING</b>	6	9	20			35
<b>PHYSICAL EDUCATION/COACHING</b>	1		5	5	6	17
<b>TRANSMISSIONS, TORQUE CONV &amp; AIR COND</b>	44	24	58	26	30	182
<b>WELDING</b>	19	8	24			51
<b>NULL</b>	<b>1</b>			<b>7</b>		<b>8</b>
<b>Child Care for School-Age Children - Teacher</b>	1					1
<b>Family Child Care</b>				7		7
<b>Grand Total</b>	<b>1185</b>	<b>1167</b>	<b>1572</b>	<b>1541</b>	<b>1637</b>	<b>7102</b>

#### 9.4B Mark Analysis

<b>REEDLEY COLLEGE</b>	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
------------------------	------	------	------	------	------	------	------	------	------	------

<b>A</b>	23%	23%	23%	23%	22%	21%	22%	23%	21%	24%
<b>B</b>	19%	19%	19%	20%	21%	21%	21%	21%	20%	22%
<b>C</b>	16%	16%	17%	16%	17%	17%	17%	17%	17%	17%
<b>CR</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>D</b>	7%	6%	7%	6%	7%	6%	7%	6%	7%	6%
<b>F</b>	15%	15%	14%	15%	14%	14%	14%	14%	14%	14%
<b>I</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>IP</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>NC</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>NP</b>	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%
<b>P</b>	4%	4%	4%	4%	3%	3%	3%	3%	3%	2%
<b>RD</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>W</b>	10%	9%	9%	9%	9%	8%	9%	9%	8%	8%
<b>X</b>	5%	6%	6%	6%	6%	7%	7%	5%	7%	8%
<b>Total</b>	<b>21338</b>	<b>20495</b>	<b>20091</b>	<b>20026</b>	<b>19442</b>	<b>17389</b>	<b>19351</b>	<b>17712</b>	<b>19441</b>	<b>18381</b>

Reedley College Office of Institutional research, District ATERM file

<b>MADERA CC CENTER</b>	<b>10FA</b>	<b>11SP</b>	<b>11FA</b>	<b>12SP</b>	<b>12FA</b>	<b>13SP</b>	<b>13FA</b>	<b>14SP</b>	<b>14FA</b>	<b>15SP</b>
<b>A</b>	24%	25%	23%	25%	24%	22%	24%	25%	21%	23%
<b>B</b>	20%	19%	21%	22%	19%	21%	20%	20%	23%	22%
<b>C</b>	17%	16%	17%	17%	16%	17%	17%	16%	17%	17%
<b>CR</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>D</b>	7%	7%	7%	7%	7%	7%	7%	6%	7%	6%
<b>F</b>	15%	14%	15%	14%	14%	13%	13%	13%	14%	13%
<b>IP</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>NC</b>	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
<b>NP</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>P</b>	1%	1%	1%	0%	0%	1%	0%	0%	1%	1%
<b>W</b>	2%	4%	2%	2%	2%	3%	2%	2%	2%	2%
<b>X</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Total Grades</b>	<b>7523</b>	<b>7523</b>	<b>7017</b>	<b>7230</b>	<b>7334</b>	<b>6306</b>	<b>6797</b>	<b>6256</b>	<b>6890</b>	<b>6823</b>

Reedley College Office of Institutional research, District ATERM file

<b>OAKHURST CCC</b>	<b>10FA</b>	<b>11SP</b>	<b>11FA</b>	<b>12SP</b>	<b>12FA</b>	<b>13SP</b>	<b>13FA</b>	<b>14SP</b>	<b>14FA</b>	<b>15SP</b>
<b>A</b>	32%	35%	31%	29%	29%	29%	26%	26%	23%	25%
<b>B</b>	23%	22%	21%	23%	22%	22%	22%	24%	25%	25%
<b>C</b>	15%	15%	15%	16%	14%	13%	15%	15%	17%	19%
<b>CR</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>D</b>	6%	6%	6%	5%	6%	6%	6%	6%	7%	6%
<b>F</b>	13%	10%	12%	15%	15%	19%	18%	17%	19%	14%
<b>I</b>	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
<b>NC</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>NP</b>	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
<b>P</b>	0%	3%	4%	0%	3%	3%	2%	2%	0%	0%
<b>RD</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>W</b>	11%	9%	10%	11%	10%	8%	10%	9%	9%	11%
<b>Total Grades</b>	<b>1218</b>	<b>1108</b>	<b>1183</b>	<b>1050</b>	<b>1167</b>	<b>1041</b>	<b>1111</b>	<b>897</b>	<b>979</b>	<b>963</b>

Reedley College Office of Institutional research, District ATERM file

### 9.4C Success and Retention

REEDLEY COLLEGE	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>GPA</b>	2.24	2.3	2.26	2.27	2.29	2.29	2.28	2.34	2.29	2.38
<b>SUCCESS</b>	65.5	66.2	67.0	66.8	67.2	68.0	67.3	68.3	67.4	69.6
<b>RETENTION</b>	90.0	89.9	90.8	90.3	90.7	90.9	90.9	90.8	90.9	91.4
<b>ATTRITION</b>	10.0	10.1	9.2	9.7	9.3	9.1	9.1	9.2	9.1	8.6

Reedley College Office of Institutional research, District ATERM file

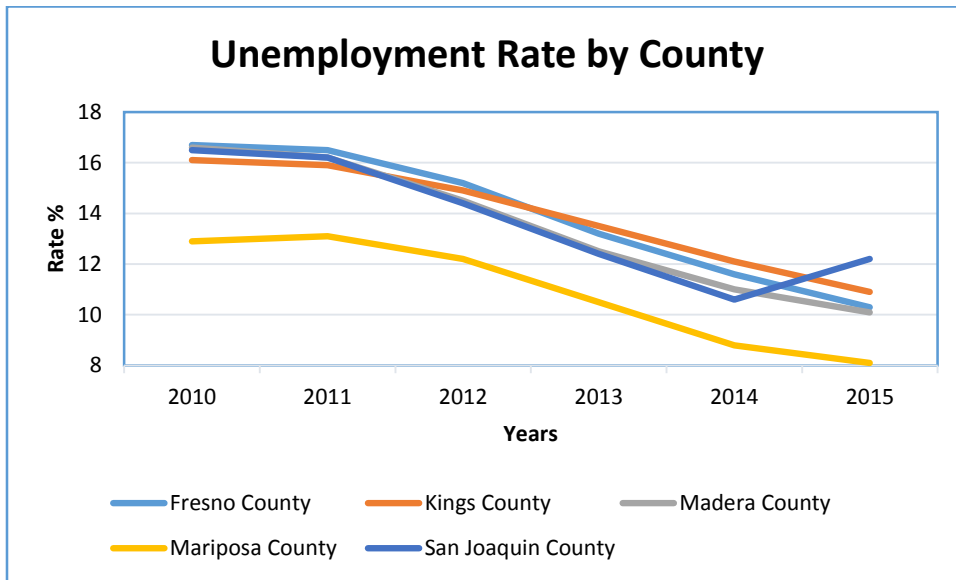
MADERA CC CENTER	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>GPA</b>	2.28	2.36	2.33	2.35	2.36	2.35	2.38	2.42	2.37	2.41
<b>SUCCESS</b>	66.5	67.9	66.7	68.7	66.2	68.5	67.7	68.8	67.5	69.2
<b>RETENTION</b>	90.8	90.6	91.1	91.9	89.4	91.0	90.3	90.3	90.5	89.9
<b>ATTRITION</b>	9.2	9.4	8.9	8.1	10.6	9.0	9.7	9.7	9.5	10.1

Reedley College Office of Institutional research, District ATERM file

OAKHURST CCC	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP	14FA	15SP
<b>GPA</b>	2.59	2.7	2.58	2.49	2.5	2.43	2.39	2.4	2.28	2.47
<b>SUCCESS</b>	69.8	73.9	71.0	67.9	68.5	67.1	65.5	67.3	65.0	69.3
<b>RETENTION</b>	89.4	91.0	89.6	88.6	90.0	91.9	90.1	90.6	90.9	89.0
<b>ATTRITION</b>	10.6	9.0	10.4	11.4	10.0	8.1	9.9	9.4	9.1	11.0

Reedley College Office of Institutional research, District ATERM file

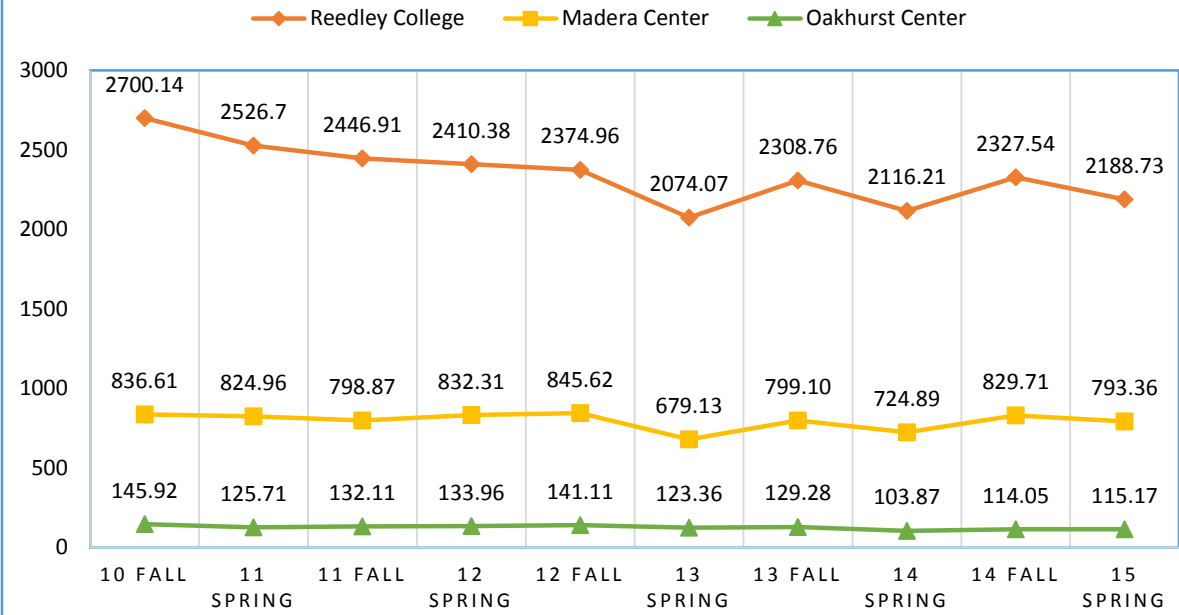
### 9.5 FTE/FTES Trends



Employment Development Department, Labor Market Information Division, Benchmark <http://www.labormarketinfo.edd.ca.gov>

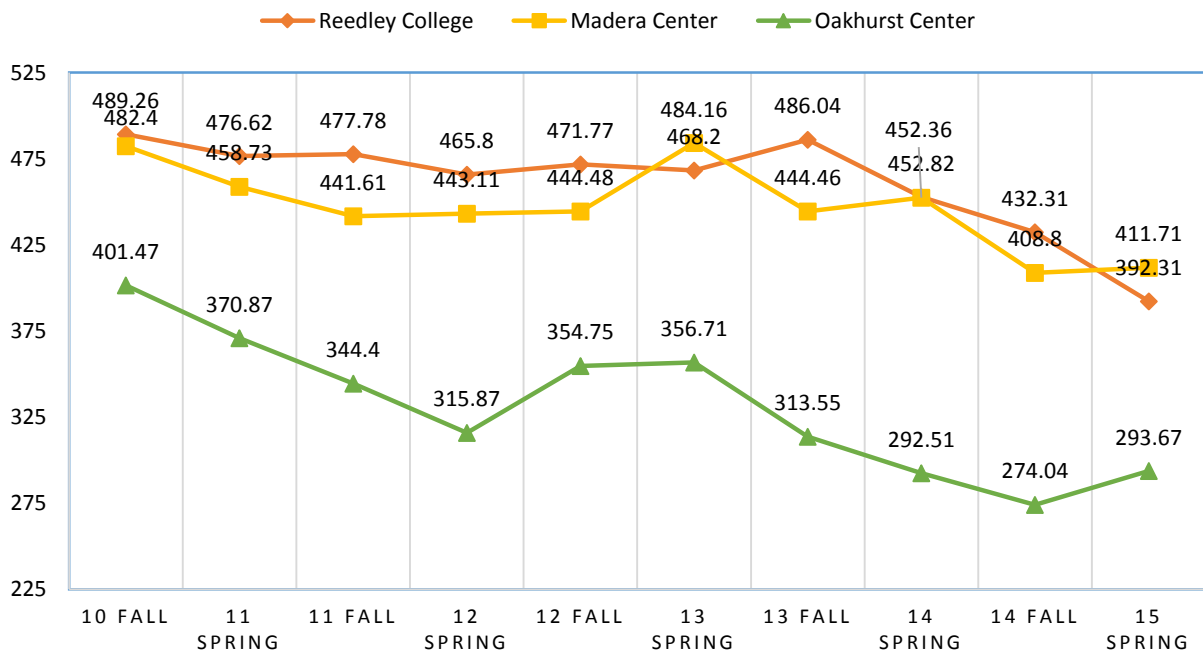
FTES=Full Time Equivalent Students. As unemployment decreases in the major service areas (see chart above) the expectation would be that our FTES would decrease. That has not been the case, in the last three years Reedley College has seen a 1.5%-3% growth from fall 2010 to fall 2015 (see chart below). This is partially attributed to the addition of dual enrollment sections at the high schools and astute enrollment management.

## FTES TRENDS

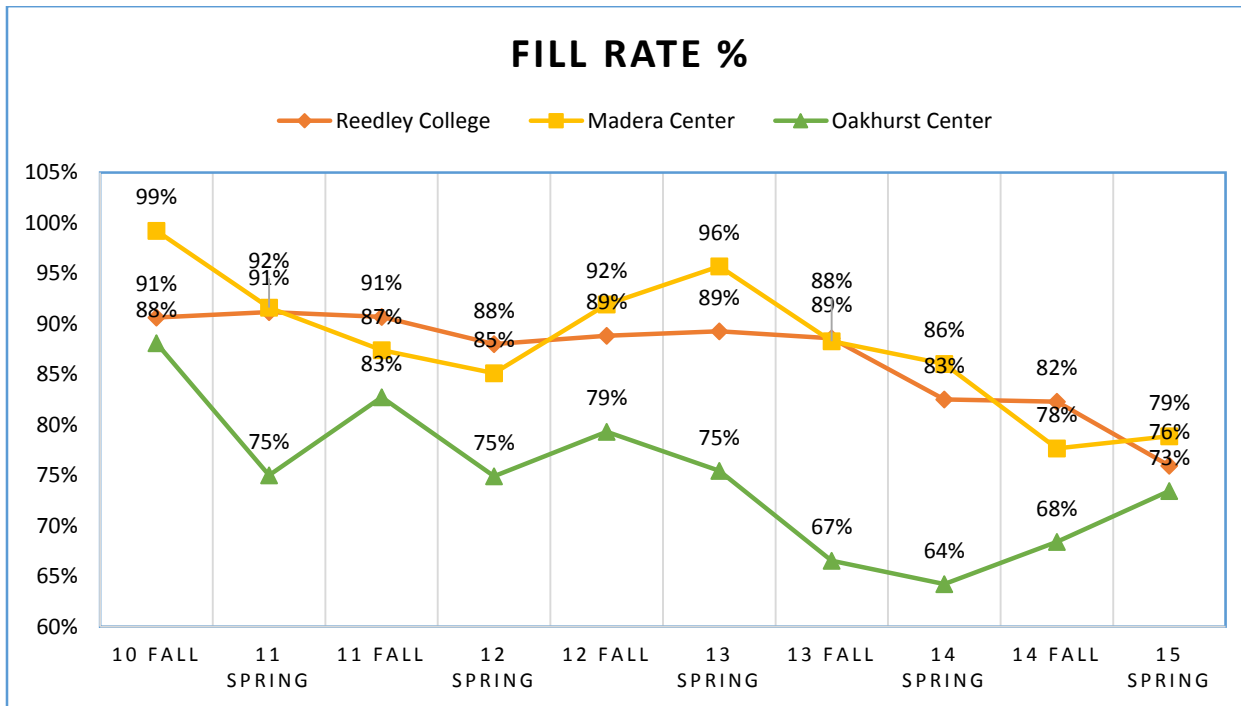


WSCH=Weekly Student Contact Hours. FTEF=Full Time Equivalent Faculty. The California Community College Chancellor’s Office (CCCCO) and the Research Planning Group (RP Group) define efficiency of WSCH/FTEF ratio as 525. The following tables show the efficiency data. The “ideal” number for efficiency is reached when a class has 35 students at the assigned census date. There are many reasons for lower than “ideal” WSCH/FTEF which include CTE courses that must have lower capacity levels due to safety concerns.

## WSCH PER FTEF



In bad economic times Reedley College canceled several sections to maximize capacity in remaining course offerings. This explains high fill rates from 85-99% that occurred in the spring of 2013. After Proposition 30 passed and the budget improved Reedley College added classes, which resulted in a drop to the fill rates illustrated in the chart below.



## 9.6 Internal Scan

### 9.6A Opening Day Fall 2015

The following evaluation was administered on opening day to assist the EMP Ad Hoc committee to identify recommendations and address any concerns associated with the EMP.

#### Data Questions

Looking at the Vision 2025 goals come up with:

1. What is one thing your program can do to help us reach one of the goals?
2. What is one thing your division can do to help us reach one of the goals?
3. What is one thing your campus can do to help us reach one of the goals?

In addition to the activity questions listed above, the following information was assessed in a survey after the opening day activity.

1. Is there more inclusion for constituencies in the decision process for planning?
2. Is there more transparency in planning processes?
3. Is there more communication regarding the planning processes?
4. Do you see the educational master plan as a transformative change?

The evaluation activity was completed during opening day. All administrators and faculty are in attendance. Classified staff are also invited but due to the college being open for business they cannot stay the entire time and most of them attend in shifts in order to still fulfill their responsibilities to the students. The lack of classified participation in this process was duly noted by the committee and something they would like to address in their next evaluation.

### Process

On opening day all faculty, administrators and classified staff report to the cafeteria for a day of workshops and presentations. For the past few years planning has been a topic of conversation. During the opening presentations the vice president of instruction who is the co-chair for the EMP presented on the progress of the project (see Appendix-E2). He introduced the members of the Ad Hoc Committee so that those in attendance could see the cross representation. Then he led the participants in an activity. He asked them the data questions and allowed them to discuss amongst their tables possible answers to the questions posed. Each table was asked to report out on papers located on their tables. The papers were then picked up and given to the faculty co-chair for dissemination of themes to be presented to the Ad Hoc Committee and reported back to the college in the MOR newsletter (see Appendix-E4).

### Instruments

There were three instruments used for this portion of the evaluation. The first was a hand out with the data questions. Tables were preassigned by division but not by employee name. Tables had up to 8 employees at each table. The majority of the participants were faculty and administrators. They were given 20 minutes to go through the activity, fill out the forms and turn them in.

The second instrument was a word document with all of the information reported, the information was put into tables. The team then took the information from the tables and disseminated it looking for themes. The overarching themes were then discussed as possible recommendations for the EMP.

The third instrument was a survey sent out to everyone at the college asking questions regarding the opening day activities. This survey had a specific section on the EMP (see Appendix-E5 and E6).

### Outcomes

There are several outcomes that have from the entire change project. First of all many of the planning processes are now being linked as a result of the creation of this document. A goal of this EMP is to provide the college with an integrated planning process. Finally an additional outcome of the EMP is to discover gaps in our planning processes and create methods to resolve them.

### Analysis

The opening day activity hand out information was compiled into one document. (See Appendix-E3). Team members took the comprehensive document and gave it to the President's Advisory Cabinet who ascertained 11 themes from the data. The top themes included facilities, student success, communication, human resources, the arts, professional development, support for office hours and preparation time for adjuncts, greener resources, better technology, an up to date webpage, and for MCCC to increase enrollment and activities. The themes were published in the MOR newsletter to show the college community that their voices are being heard (See Appendix-E4).

The last analysis is from the online survey given after the opening day activities (See Appendix-E6). It must be noted that very few people responded to the online survey. There are several factors that account for this lack of response. First of all most online surveys have many disadvantages. Secondly the college had hired a new institutional researcher who was unfamiliar with the process. The survey took too long to create and two faculty members finally assisted in creating the survey. Unfortunately the survey was not distributed until six weeks after the opening day activities and the large span in between may have caused many to disregard the survey. However



the survey did go out and the results show overwhelmingly that participants are feeling included in the planning efforts (See Appendix-E6). When asked if respondents felt they were part of the decision making regarding the EMP 36% agreed or strongly agreed. In addition when asked if there had been an increased level of communication regarding the EMP over 71% agreed or strongly agreed. Finally when asked if respondents felt the EMP will make significant changes within the college over 46% agreed or strongly agreed. The new institutional researcher, who is no longer with the district, did not include the response to the transparency question regarding the EMP in the summary results. One can make assumptions regarding the transparency based on the responses regarding the transparency of the strategic plan which indicates that 50% of the respondents agreed or strongly agreed that there is an increased level of transparency.

### 9.6B Compilation of Vision 2025 Goals as Reported in the EMP

The educational master plan allowed for internal input regarding Vision 2025, this information is serving as a portion of the internal scan. All instructional programs, administrative programs, student services programs were asked to indicate their Vision 2025 goals as it pertained to their respective areas. The following is an overall report on the compilation of that information. The information was extracted from each area and then coded in NVivo. The following nodes correspond with the Vision 2025 categories. The three sources were the three listed areas: instructional, administrative and student services. The chart below indicates how many references were attributed to each of the Vision 2025 nodes. Overwhelmingly the responses addressed excellence in education and success and completion.

Node Name	Sources	References
Excellence in Education	3	55
Success and Completion	3	55
Madera Accreditation	2	7
Facilities	3	31
Integrated Planning	3	13
Community Engagement	3	34

The following charts further break down the nodes according to responding areas in the document. This will further show which program area referenced which node more often.

#### Excellence in Education

	Name	In Folder	References	Coverage
	Administrative Program Goals	Internals	6	14.23%
	Instructional Program Goals	Internals	46	48.41%
	Student Services Goals	Internals	3	11.02%

#### Success and Completion

	Name	In Folder	References	Coverage
	Administrative Program Goals	Internals	3	5.32%
	Instructional Program Goals	Internals	40	42.33%
	Student Services Goals	Internals	12	41.92%

### Madera Accreditation

	Name	In Folder	References	Coverage
	Administrative Program Goals	Internals	4	10.61%
	Instructional Program Goals	Internals	3	1.34%

### Facilities

	Name	In Folder	References	Coverage
	Administrative Program Goals	Internals	7	19.58%
	Instructional Program Goals	Internals	22	12.84%
	Student Services Goals	Internals	2	10.07%

### Integrated Planning

	Name	In Folder	References	Coverage
	Administrative Program Goals	Internals	2	3.97%
	Instructional Program Goals	Internals	7	4.67%
	Student Services Goals	Internals	4	9.64%

### Community Engagement

	Name	In Folder	References	Coverage
	Administrative Program Goals	Internals	3	6.26%
	Instructional Program Goals	Internals	24	24.38%
	Student Services Goals	Internals	7	19.80%

# Source Summary

## EMP Goals

Total Words in Source	Total Paragraphs in Source	Number of Nodes Coding Source	Coded Percentage of Source	Number of Text References
<b>Document</b>				
<b>Internals\\Administrative Program Goals</b>				
950	33	6	0.5997	25
<b>Internals\\Instructional Program Goals</b>				
3685	218	6	0.8067	142
<b>Internals\\Student Services Goals</b>				
908	109	5	0.7417	28

The complete report will be in the Appendix section of this document.

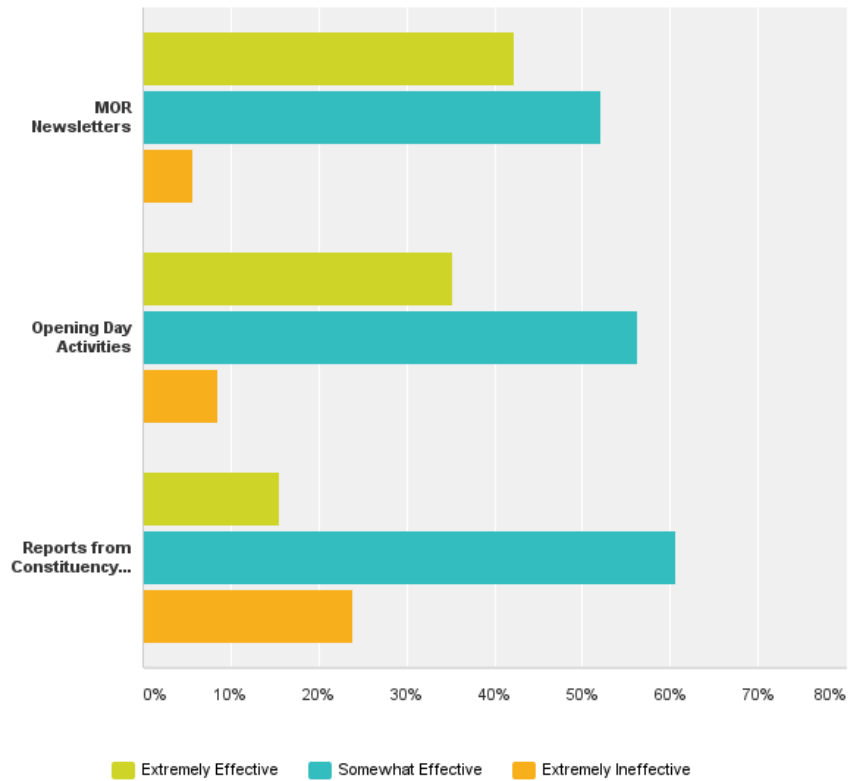
### 9.6C Communication Survey

With the recent development of the Reedley College Educational Master Plan, a survey was conducted to gather feedback that would help determine the effectiveness in two important components; communication of the plan and does the plan demonstrate accurate goals and planning. The anonymous survey was sent to all staffs of Reedley College, Madera Center Community College and Oakhurst Center. A total of 99 responses were received. Overall, responses were positive about the communication of the Educational Master Plan with a high percentage in the Somewhat Effective category. With responses about if the plan meets needs of the college, responses were also positive.

1. At which location do you primarily work?		
Answer Options	Response Percent	Response Count
RC	76.8%	76
MCCC	20.2%	20
OC	3.0%	3
<i>answered question</i>		<b>99</b>
<i>skipped question</i>		<b>0</b>

**Q3 From your perspective please indicate the effectiveness of communication regarding the Educational Master plan**

Answered: 71 Skipped: 28



**4. Please indicate your level of agreement to the following statement:**

Answer Options	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Rating Average	Response Count
There was an increased level of transparency regarding the creation of the Educational Master Plan.	32	34	3	2	1.65	71
The goals/recommendations of the educational master plan reflect Vision 2025.	40	26	3	2	1.54	71
The goals/recommendations of the educational master plan are grounded in the document.	40	25	4	2	1.55	71
The Educational master plan appears to be an accurate reflection of the planning processes at Reedley College.	37	25	6	3	1.65	71

Concerns important to Madera Community College Center were included in the Educational Master Plan.	33	31	5	2	1.66	71
Concerns important to the Oakhurst Center were included in the educational master plan.	29	34	7	1	1.72	71
Concerns important to Reedley College Campus were included in the educational master plan.	41	23	5	2	1.55	71
The Educational Master Plan shows the integration of planning processes at Reedley College.	36	29	4	2	1.61	71
<i>answered question</i>						<b>71</b>
<i>skipped question</i>						<b>28</b>

Clearly the Reedley College Educational Master Plan demonstrates goals that reflect Vision 2025 and is accurate for all centers.

## 9.7 External Scans

Reedley College hired an external consulting company Economic Modeling Specialists International (EMSI) to conduct an external scan focusing on market and labor data to specifically assess a gap analysis for the college. The full document is available at: [EMSI Analysis](http://www.reedleycollege.edu/index.aspx?page=1224) [http://www.reedleycollege.edu/index.aspx?page=1224]

The document shows that there is a robust overall job growth in the region of 13% or 85,000 jobs. We know that 67% of all jobs created through 2025 will require some post-secondary education and that students who receive a California community college degree **double their earnings in three years!**

Other conclusions that the EMSI report draws are strong job growth in STEM areas such as: Engineering, Agriculture and Chemistry with an emphasis on the following jobs: Engineers, Chemists, Decision Scientist, Ag and Natural Resources especially Technology and Food Science related professions.

Computer Technology, Manufacturing Technology, Industrial Sciences and the Health Care Industry show strong job growth potential as well.

The document details an overview of the regional economy indicating the jobs that are most prevalent in our service area. The document provides an analysis of possible gaps in our program offerings as a college. See full document for further information. The vice president of instruction personally followed up with face to face conversations with many of the programs listed in the document. The Educational Master Plan is data informed but people driven. Statistics may conflict with the reality known by individuals in specific program areas. In addition job availability was limited to the service area and did not take into account students who may leave the general area to seek employment.

## 10: GOALS AND RECOMMENDATIONS

In keeping with the guiding principles for this document the Educational Master Planning committee decided at their January 25<sup>th</sup> and March 7<sup>th</sup>, 2016 meetings to end this document with recommendations that are in line with Vision 2025. In this context the following recommendations are grounded in the document and the substantiation is explained under each goal:

In 2025 Reedley College will be a premier community college by:

### GOAL 1

#### 10.1 PROVIDING EXCELLENCE IN EDUCATION

- Establish partnerships & pathways with feeder high schools
- Ensure through recruitment practices that only top individuals are hired
- Increase the commitment to and funding for high quality and continuous professional development
- Create or expand programs based on labor market data and our community needs
- Bridge the gap in success rates for online students



#### 3.2 Themes from Vision 2025

In 2025, Reedley College will be a premier community college by providing excellence in instruction

#### 4.3 Values “Strive for excellence in education”

#### 5.2 B4 Vision 2025 Goals (Distance Education Plan)

Support standards of proficiency that will be recommended to teach a distance education course. Develop outcomes assessment measures that evaluate the success of distance education.

#### 5.2 F2 Collaboration with feeder schools

#### 5.2 G4 Vision 2025 Goals (Staffing Plan)

#### 5.2 H4 Vision 2025 Goals (Strategic Plan)

Flexibility to respond to educational trends

#### 9.1 Service Area for Reedley College

#### 9.6 B Vision 2025 Internal Scan

(Number of References: 55)

#### 9.7 External Scan- Labor Market Data (EMSI)

Appendix D-Administrative Programs-Office of Instruction



## GOAL 2

### 10.2 LEADING IN STUDENT SUCCESS & COMPLETION

- Increase success and completion rates from 68% to 70%
- Increase number of degrees awarded
- Increase number of certificates awarded
- Improve access by improving transportation to all three campuses
- Improve persistence rates



4.1 Mission

4.3 Values

4.4 Wildly Important Goal

5.2 B4 Vision 2025 Goals (Distance Education Plan)

5.2 E4 Vision 2025 Goals (Program Review and Student Learning Outcomes Plan)

5.2 H4 All Demographics

5.2 I4 Vision 2025 Goals (Student Diversity and Equity Plan)

5.2 F3 Evaluation (Student Success and Support Program Plan)

5.2 F4 Vision 2025 Goals (Student Success and Support Program Plan)

9.2 Enrollment Trend Data

9.4 A Degrees and Certificates Data

9.4 C Success and Retention Data

9.6 B Vision 2025 Internal Scan  
(Number of References: 55)

9.7 External Scan-EMSI Data

Appendix C-Library Services-(pages ... )

Appendix D-Administrative Programs-Office of Instruction: Dual Enrollment Progress and strengthening CTE areas

## GOAL 3

### 10.3 WORKING TOWARD THE ACCREDITATION OF MADERA COMMUNITY COLLEGE

- Support Madera Community College Center of Reedley College in all efforts (staffing, programs, and services) for full Accreditation by 2025.



3.2 Themes from Vision 2025

5.2 A4 Vision 2025 Goals (Budget Plan)

5.2 G4 Vision 2025 (HR Staffing Plan)

9.1 Enrollment Trend Data Madera High Schools

9.6 B Vision 2025 Internal Scan  
(Number of References: 7)

Appendix D-Administrative Programs-Office of Instruction

# GOAL 4

## 10.4 BUILDING AND MAINTAINING SAFE, MODERN FACILITIES

- Ensure that updated Facilities and Technology plans are written, up to date and readily available campus wide
- Pursue all paths to secure funding for new proposed buildings
  - a. RC
    - i. Center for Fine and Performing Arts
    - ii. Agriculture Facility
    - iii. STEM Building Upgrades-Life Science Building expansion
  - b. MCCC
    - i. Academic Village (Phase II)
    - ii. Expansion of Center for Advanced Manufacturing
  - c. OCCC
    - i. Permanent Facilities
- Expanding and modernizing classroom and advance technical areas
- Increase the number of rooms available for classroom instruction
- Modernize facilities, maintain innovative technology and infrastructure for students and staff
- Commit to maintain and ensure safety on all campuses
- Commit to continuation of implementing sustainable practices



3.2 Themes from Vision 2025

4.1 Mission

5.2 C4 Vision 2025 Goals (Facilities Master Plan)

5.2 J4 Vision 2025 (Technology Plan)

9.6 A Green Resources

9.6 B Vision 2025 Internal Scan  
(Number of References: 31)

Appendix C-Reedley Middle College High School (Expected completion date of new buildings Fall 2017)

Appendix A2-Review and Assessment of the 2010 Educational Master Plan (sustainable practices STEM grant funded and approved constructions and reconfigurations) and MOR recommendations

Appendix D-Administrative Programs-Office of Instruction

# GOAL 5

## 10.5 ENGAGING IN COLLABORATIVE AND INTEGRATED PLANNING

- Increase communication and collaboration between MOR in plans, processes, programs and services



5.1 A Integrated Planning Model Narrative

5.1 B Integrated Model Explanation

5.2 J2 Implementation (Technology Plan)

5.2 H4 Vision 2025 Goals (Strategic Plan)

9.6 B Vision 2025 Internal Scan  
(Number of References: 13)

Appendix E3-Vision 2025 from Opening Day Fall 2015

## GOAL 6

### 10.6 ESTABLISH ENVIRONMENTS FOR COMMUNITY ENGAGEMENT AND CULTURAL ACTIVITIES

- Create partnerships with our community to increase campus enrichment, cultural, and artistic events.
- Commit to maintain and ensure safety on all three campuses during events that are open to students and the public at large



3.2 Themes from Vision 2025 –Fine and Performing Arts Center

4.3 Guiding Principles

9.6 B Vision 2025 Internal Scan  
(Number of references: 34)

Appendix A4-Transportation to the Campuses

Appendix C-Student Services-Student Activities

Appendix D-Administrative Programs-Administrative Services (page )

The Educational Master Planning committee proposes that these recommendations be evaluated in five years to assess the progress toward fulfilling their overall goals for Reedley College.

## APPENDIX A

### APPENDIX A1-Narrative Response to College Council

The Educational Master Plan Ad Hoc Review Committee submits the following annual progress report. In the grid presented the review committee investigated the status of the ten Reedley College recommendations and six of the recommendations that were given to MCCC/OCCC in the North Centers Educational Master Plan. In order to facilitate a timely report the Ad Hoc Committee looked at action steps to date, the current status and how each of these recommendations fit into the 2008-2012 Strategic Plan.

Although this report does indicate the annual progress toward the Educational Master Plan Recommendations the Ad Hoc Committee notes several areas of concern with the current EMP. First of all the EMP was completed in 2010. This document was intended to be a long term document (15 years) with recommendations that would be meaningful for the future of our college. At the time that it was written the state budget crisis was just beginning and we had no idea where we would be in three years let alone fifteen years. Long range planning is crucial to our college but the committee would like to make a recommendation that the Educational Master Plan become a living document with amendments and updates to keep it more relevant. We ask the College Council to request a timeline from the district for long range demographic data, preferably every five years. We would also recommend creating a timeline for updates that would follow the Strategic Plan as our first recommendation.

Secondly specific areas need to be updated immediately so that the Educational Master Plan is in line with our current situation. For example when the Educational Master Plan was written MCCC and OCCC were part of the North Centers. With Willow International's candidacy approved MCCC and OCCC need to be included in all of our (Reedley College's) major planning documents. Our second recommendation would be the inclusion of MCCC and OCCC into the Educational Master Plan.

Next the Educational Master Plan is founded on the former Strategic Planning Goals and directions. The committee feels strongly that the Educational Master Plan must be updated in order to reflect the change in Strategic Direction from both the District and the College. In addition Reedley College has also updated their Mission, Vision and Values. These should also be in the current document.

Finally the Ad Hoc Committee recognizes that some of the recommendations in the existing document are not grounded within the context of the document. For example the first recommendation implies that the South East Center should become a part of Reedley College. Nowhere in the content of the document does it state how or why this should occur. Our final recommendation is that the Educational Master Plan Ad Hoc Committee continue to review the document allowing sections of the document to be given to committees that already exist on campus (e.g. Facilities, Budget, Program Review, Technology) in order for those committees to brainstorm areas they would recommend be amended, narrow the list to a workable number, focus on one to three specific changes, draft the changes and return them to the Ad Hoc Committee. Once all of the areas have had an opportunity to do this the Ad Hoc Committee would draft an amended version of the Educational Master Plan, recognizing that only specific areas would be updated on the basis of their proposed timeline. The amended version would be submitted through the participatory governance process for review, discussion, feedback and approval.

Therefore the recommendation of this Ad Hoc Committee to the College Council is:

- To accept our annual progress review grid
- Ask the district for long range data in a timeline of every five years district wide. Allow the committee to create a timeline for changes to the existing document.
- Re-write areas for the inclusion of MCCC and OCCC.

- Update the current Strategic Directions from the District and the College, along with the revised Mission Statements.
- Allow the Ad Hoc Committee to divide specific areas of the document to be forwarded to committees on campus who will submit pertinent revisions for areas that they oversee. (Facilities, Budget/Funding, Technology, Instructional Programs, Student Services)
- To rewrite an amended version of the Educational Master Plan for approval by the appropriate committees. Submitted by Co-chairs, for review of the Educational Master Plan Ad Hoc Committee,

Linda Cooley

Jan Dekker



**APPENDIX A2-Review and Assessment of the 2010 Educational Master Plan  
2014 Reedley College Educational Master Plan Annual Progress Report**

Timeline/ Responsibility	Recommendation	Action Steps to Date	Current Status	Link to 2008-2012 Strategic Plan
<b>REEDLEY RECOMMENDATIONS</b>				
Michael White	<p>1. With an eye toward the anticipated creation of Clovis Community College; Reedley College should continue to review the current organizational responsibilities of the College and Centers' personnel. Additionally, Reedley College, in concert with representatives of Fresno City College and the educational centers, should work with the District to develop a revised oversight structure such that the current satellite education centers and future centers, such as the Southeast Center, are dedicated to parent institutions in a manner that provides equity in enrollment and efficiency of day-to-day operations.</p>	<ul style="list-style-type: none"> <li>● MCCC Transition Plan document authored by Dr. Kershaw guided 2012-2013 oversight.</li> <li>● Revised Reedley, MCCC, OCCC organizational structures submitted as evidence addressing ACCJC college recommendation # 1.</li> <li>● Draft Reedley College administrative structures submitted to the SCCCDC Chancellor May 2013 for consideration.</li> </ul> <p>(Next Steps: Note: that although this recommendation was listed in the Educational Master Plan it needs to be noted that the Southeast Center is not under the purview of Reedley College. The center belongs to Fresno City and will remain under their direction unless the District/Board state otherwise.)</p>	<input type="checkbox"/> Completed  <input type="checkbox"/> Ongoing  <input type="checkbox"/> Pending	SP #5 & #7
Juan Tirado	<p>2. Utilizing information provided in the Age and Ethnicity Profile Table, Race and Ethnicity Profile Data and Baseline Curriculum Fall 2008 Table, the College should analyze the apparent disparity between the number of students enrolled in English as a Second Language classes and the need for such classes among the service area population and consider appropriate action. The College should also consider alternative means of identification of second-language learners and expansion of services for those students enrolled at the College</p>	<ul style="list-style-type: none"> <li>● Implemented Accuplacer ESL Test in the "Reg to Go" recruitment at local high schools</li> <li>● Added higher level classes of ESL English before transfer</li> <li>● Met with community Adult school programs to advocate our services to identify gap in services for transition of adult immigrant students to Reedley College ESL program</li> </ul>	<input type="checkbox"/> Completed  <input type="checkbox"/> Ongoing  <input type="checkbox"/> Pending	SP #2 & #3



		(Next Steps: Create a plan to bridge the gap in levels of instructional offerings for the adult immigrant population in their transition to Reedley College. This will create a pathway for this segment of the population now that a “disparity” in services has been identified for students coming from the adult schools in the Reedley College service area.)		
David Clark	3. Reedley College should engage in a review at both the college and district level of the feasibility of developing additional or expanded instructional programs. As part of this process, the College should, with representatives from Fresno City College and the educational centers, work with the District to identify “Signature Programs” for each of the Colleges and educational centers.	A district wide Signature Programs Task Force has been formed that includes representatives from Fresno City College, Reedley College, Willow International and MCCC to develop criteria to identify signature programs. The purpose of the taskforce is to develop uniform district wide criteria.  (Next Steps: Once the criterion has been developed, each campus will evaluate their own programs to identify them as signature status)	<input type="checkbox"/> Completed  <input type="checkbox"/> Ongoing  <input type="checkbox"/> Pending	SP #1, #2, #3
Ryan LaSalle	4. Based on data and analysis in the Participation Rate Analysis Section, Snapshot of the Service Area and Age Profile and State Chancellor’s Office guidelines, the College should enhance staff development activities regarding the marketing of the College and recruitment of students to both the proposed new instructional programs as well as the existing programs. As part of this process, the College should also consider expanding and promoting staff development for, and the offering of, nontraditional methods for delivering classes and services.	<ul style="list-style-type: none"> <li>● Reg-to-Go</li> <li>● College Night (every Sept.)</li> <li>● College Fairs (and parent’s night) all feeder schools</li> <li>● RC presence at Adult Education</li> <li>● RC presence at special community events (festivals— Raisin Festival, Selma, Fresno Fair, Ag Show, Farmer’s Market)</li> <li>● Reedley Fiesta</li> <li>● Campus Tours (all FUSD 6<sup>th</sup> graders visit RC)</li> <li>● Campus Tours for DSPS, migrant education</li> <li>● Financial Aid</li> </ul>	<input type="checkbox"/> Completed  <input type="checkbox"/> Ongoing  <input type="checkbox"/> Pending	SP #1, #2, #3

		<p>workshops (on campus)</p> <ul style="list-style-type: none"> <li>● Ambassadors used for RC appearances at community events and for campus tours</li> <li>● Welcome Tables at semester starts (on campus)</li> <li>● Information Tables for email activation, SEP (on campus)</li> <li>● RC marketing and outreach via STEM Conference, Green Summit</li> <li>● Annual Reports, Board Reports (available and sent to media, community leaders, and community legislators)</li> <li>● MCCC host Spring Extravaganza</li> <li>● Oakhurst Community Unity</li> <li>● Special events and Speaker Series announced to media, feeder schools, and community leaders</li> <li>● New and existing programs marketed to all media as well as Chambers of Commerce, and Workforce Investment Board</li> <li>● Social media used to announce and market programs and events</li> <li>● Reedley College Speaker Series</li> <li>● Reedley College 1W1</li> </ul> <p>(Next Steps: Continue process with FTES Targets. Recruitment of students being mindful of diversity and our</p>		
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		population.)		
Maria Kelly	5.As a result of recent legislative changes in the state of California and priorities established by the SCCC Board of Trustees, Interview Summaries, and Maas Companies; knowledge and experience in facilities planning and development at all of the colleges/centers in the District should develop a College-wide awareness of environmentally sensitive “green” activities including the inclusion of LEED identified building practices for all capital construction projects and staff development activities to highlight College-sponsored “green” activities.	<ul style="list-style-type: none"> <li>● Completed survey with PGE consultant to identify energy conservation needs and projects (2013)</li> <li>● Ongoing replacement of lighting tubes and installation of motion sensors in classrooms</li> <li>● Installed educational solar panels (STEM-2011)</li> <li>● STEM construction projects are pursued with architects that are LEEDS certified</li> <li>● Developed course curriculum to initiate new Solar Certification Program (Manufacturing Department)</li> <li>● Have organized and hosted five annual Green Summits, emphasizing education on living a green and sustainable lifestyle and job opportunities in this field</li> <li>● Investigating the opportunity to be part of a national green college consortium</li> <li>● Maintain paper recycling program through joint efforts of Green Club and Building Services</li> <li>● Strive to include in grants components that</li> </ul>	<input type="checkbox"/> Completed  <input type="checkbox"/> Ongoing  <input type="checkbox"/> Pending	SP #7

		<p>relate to living green and sustainability</p> <ul style="list-style-type: none"> <li>● Investigate and encourage the use of green experiments in the science classrooms</li> <li>● Installation of VDI (Virtual Desktop Infrastructure), saving energy through reduced power usage and decreased heat generation</li> <li>● Purchased high quality Recycle Bins (MSEIP funds) to increase recycling of aluminum cans and plastic bottles</li> </ul> <p>(Next Steps: Use of Prop 39 Dollars: align current projects and identify new projects within the guidelines established, Prioritize List)</p>		
<p>Anna Martinez Linda Cooley</p>	<p>6. In cooperation with Fresno City College and the educational centers in the District, the College should continue to develop and implement an appropriate program of articulation between the colleges so as to promote consistency in an effort to better facilitate the transfer of credit for coursework between the instructional locations throughout SCCC.</p>	<ul style="list-style-type: none"> <li>● Faculty are encouraged by the Curriculum committee to contact their counter parts at other locations regarding changes to common courses.</li> <li>● In addition CurricuNet was set up to contact the deans at other colleges/locations to inform faculty of changes to common courses.</li> <li>● ECPC is also asked to review courses and to point out if common courses are being changed and to verify that a collegial discussion has been made prior to curriculum</li> </ul>	<input type="checkbox"/> Completed  <input type="checkbox"/> Ongoing  <input type="checkbox"/> Pending	<p>SP #3</p>

		<p>being sent to the board.</p> <ul style="list-style-type: none"> <li>• Lastly representatives from all locations worked on changing the AR 4260 so that courses can utilize a content review for pre requisites. The colleges had to work together to make this much needed change happen. Each college agreed the procedures would be different for each location but at least this would give them some flexibility to implement pre requisites.</li> </ul> <p>(Next Steps: Next step add Clovis Community College when they become a college.</p> <p>SB1140 and CID</p> <p>Goal of 1440 Degrees)</p>		
Michelle Johnson	7. In cooperation with Fresno City College and the educational centers in the District, Reedley College should engage in the review, development, and implementation of a District-wide process for the assessment and placement of students in appropriate courses.	<ul style="list-style-type: none"> <li>• A District wide Enrollment Management Committee is being created. Currently, the Vice Presidents have crafted the Membership and Operating agreement and which are being reviewed by Chancellor's Cabinet.</li> <li>• In addition, the FCC and RC have been in discussion to use Accuplacer for assessment (thereby having one common assessment tool and cut scores).</li> </ul> <p>(Next Steps: RC is in the process of validating that instrument and should be finished summer 2013. FCC is in the process</p>	<input type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> Pending	SP #4

		<p>converting to Accuplacer and anticipates validation testing to begin followed by discussions within the district as to cut scores and placement.</p> <p>Pursue tracking of students' success piloting tracking 12 cohort.)</p>		
Michelle Johnson	<p>8. To be compliant with State Chancellor's Office guidelines and Title 5 of the Education Code, the College, in cooperation with the District Department of Institutional Research, should develop a database program that allows for the reporting and analysis of all instructional programs of the College based on WSCH/FTEF, which is the accepted state-wide standard for efficiency of instructional programs. Included in this analysis are both traditional and non-traditional courses and programs including all online and web-based classes.</p>	<p>Several reports have been created through the District IT office allowing for enrollment numbers to be readily available and easily understood. The reports can be found at <a href="http://reports.scccd.edu">http://reports.scccd.edu</a>. Additionally, the District IR staff is meeting with IT staff to develop an additional data set that will allow for more robust and consistent data reporting. Disaggregated data will include face to face vs. online instruction for reporting. Currently, this information is being updated manually at the end of each year and distributed to enrollment management and distance ed committees for review and discussion.</p> <p>(Next Steps: Addressing problems with data for signature programs, lab components, etc.</p> <p>Ensure accuracy of reports)</p>	<input type="checkbox"/> Completed  <input type="checkbox"/> Ongoing  <input type="checkbox"/> Pending	SP #3, #5, #6
Donna Berry Jeff Ragan Gary Sakaguchi	<p>9. In the process of designing future facilities for the College, ensure that the needs of the instructional programs and support services are the basis for the design of facilities.</p>	<ul style="list-style-type: none"> <li>● A review of the campus Facility Master Plan was facilitated done in conjunction with the Ed Master Plan by Brian Speece.</li> <li>● All of the constituent groups gave input for revisions and validated the updated plan.</li> <li>● The updated plan was presented to the SCCC Board in March 2012</li> <li>● Approved (add dates)</li> </ul>	<input type="checkbox"/> Completed  <input type="checkbox"/> Ongoing  <input type="checkbox"/> Pending	SP #7

		(Next Steps: Develop IP FPP based on state guidelines  Integrate RMCHS into FMP  Working with city planners on widening project)		
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Donna Berry	<p>10. It is essential to implement an annual District-wide budget development process that is based on measureable, cost effective criteria and takes into consideration the unique needs of each site.</p>	<ul style="list-style-type: none"> <li>● A District wide Resource Allocation Task Force was established in May, 2011 to develop an allocation model that equitably distributes revenues to all locations within the district.</li> <li>● A draft model was developed by the task force that uses the components of the State SB361 allocation model.</li> <li>● The three main components of the model include an off the top funding for district wide approved strategic initiatives, base funding for colleges and centers equal to the state amount, and a variable component that is driven by FTES.</li> <li>● This model was presented to each of the campuses and district office in open forums during October, 2012.</li> <li>● Feedback from the forums was compiled.</li> <li>● Reedley College Budget Committee worked in 2012-13 to develop, pilot, and vet a budget development process which includes a Budget Development</li> </ul>	<input type="checkbox"/> Completed  <input type="checkbox"/> Ongoing  <input type="checkbox"/> Pending	SP #7
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		<p>Planning Calendar and Budget Development Worksheet for resource requests for RC, MCCC &amp; OCCC</p> <ul style="list-style-type: none"> <li>• This process will be used in the development of the 2014-15 budget</li> </ul> <p>(Next Steps: Feedback is currently being evaluated by the Task Force for potential components to be added to the model. Additionally, a transition plan is being developed by the Task Force to bridge any variance in funding from the previous allocation process and the newly developed allocation model. It is intended that the new District wide Allocation Model will be used to allocate 2014-15 Revenues)</p>		
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**MCCC/OCCC RECOMMENDATIONS**

<p>Jim Chin Monica Cuevas Vikki Piper Brad Millar</p>	<p>As indicated for all colleges in the district, develop a college-wide awareness of environmentally sensitive, “Green”, activities including the inclusion of LEED identified building practices for all capital construction projects, staff development activities to highlight college sponsored “green” activities and the integration of environmentally sensitive topics in identified instructional programs.</p>	<ul style="list-style-type: none"> <li>• Spring Extravaganza (MCCC)</li> <li>• Community Unity (OCCC)</li> <li>• District Facility Planning</li> </ul> <p>(Next Steps: Use prop 39 dollars and prioritize list)</p>	<p><input type="checkbox"/> Completed</p> <p><input type="checkbox"/> Ongoing</p> <p><input type="checkbox"/> Pending</p>	<p>SP #7</p>
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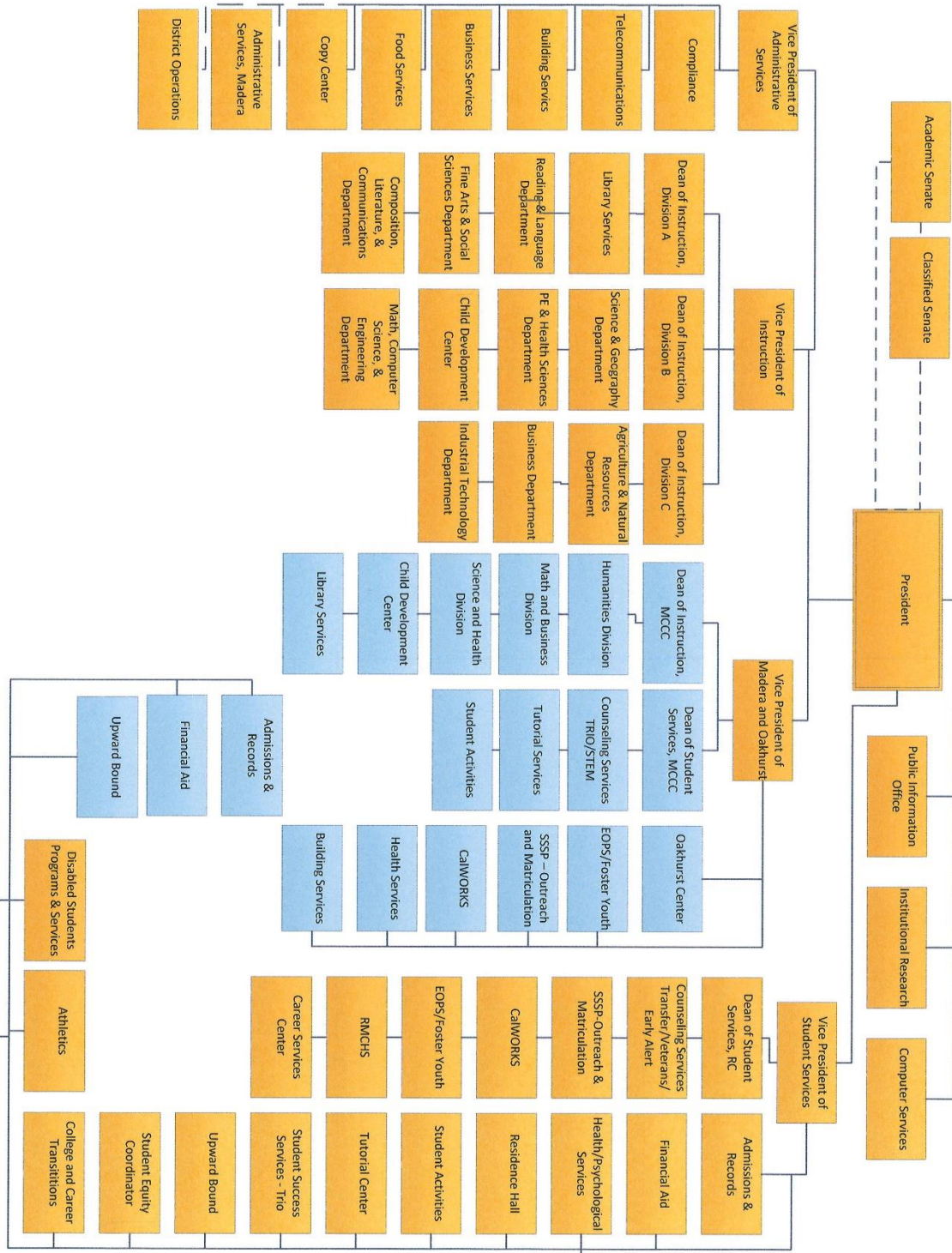
<p>Jim Chin Monica Cuevas Vikki Piper Brad Millar</p>	<p>In cooperation with the other colleges in the district, develop and implement a comprehensive program of articulation between the colleges to ensure consistency in prerequisites, units of credit and curriculum so as to allow students to transfer credit for coursework among the instructional locations throughout SCCC.</p>	<p>State Center Consortium working with local high schools</p> <ul style="list-style-type: none"> <li>• Curriculum committee</li> <li>• EAT Program with WIB</li> </ul>	<p><input type="checkbox"/> Completed</p> <p><input type="checkbox"/> Ongoing</p>	
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			<input type="checkbox"/> Pending	
<p>Jim Chin</p> <p>Monica Cuevas</p> <p>Vikki Piper</p> <p>Brad Millar</p>	<p>Review the overall curriculum of the College Centers and develop courses in the career/technical area to assist in addressing local and regional workforce needs.</p>	<ul style="list-style-type: none"> <li>• TAA/C 6 Grant (MM &amp; Welding)</li> <li>• Nursing Grant (LVN to RN)</li> <li>• Madera WIB IS Brief Courses Program</li> <li>• Madera WIB Customer Services Program</li> </ul> <p>Oakhurst WIB IS Brief Courses</p> <p>(Next Steps: Continuing to seek grants for funding)</p>	<input type="checkbox"/> Completed  <input type="checkbox"/> Ongoing  <input type="checkbox"/> Pending	<p>SP #1, #3, #7</p>
<p>Jim Chin</p> <p>Monica Cuevas</p> <p>Vikki Piper</p> <p>Brad Millar</p>	<p>With respect to the outlying education site in Oakhurst, consider pursuing educational training programs in hospitality and the general area of environmental studies with the National and state park services along with the option of developing nontraditional delivery systems for such courses. Ensure that such courses are not a duplication of current programs at Reedley College.</p>	<p>On hold, classes deleted</p> <p>(Next Steps: The full-time faculty will need to look into restoring the Hospitality courses. The Coordinator and Dean of Instruction will review the environmental studies classes and work with the National Park Service to determine the potential for these types of classes. Look at forestry classes that already exist.)</p>	<input type="checkbox"/> Completed  <input type="checkbox"/> Ongoing  <input type="checkbox"/> Pending	<p>SP #1, #3</p>

<p>Jim Chin Monica Cuevas Vikki Piper Brad Millar</p>	<p>Provide faculty/staff training and opportunities to develop new curriculum and services that specifically address the unique characteristics of the student population at each center.</p>	<ul style="list-style-type: none"> <li>● Attend district wide AARC reporting</li> <li>● This last year, the OCCC expanded its Business class offerings to meet student demand.</li> <li>● District wide workshops and meetings</li> </ul> <p>(Next Steps: Offering ESL for the 1<sup>st</sup> time in years at MCCC, meeting the needs of the students)</p>	<p><input type="checkbox"/> Completed</p> <p><input type="checkbox"/> Ongoing</p> <p><input type="checkbox"/> Pending</p>	<p>SP #3</p>
<p>Jim Chin Monica Cuevas Vikki Piper Brad Millar Michelle Johnson</p>	<p>In cooperation with the other colleges in the district, develop and implement a district-wide, standardized process for the assessment and placement of students in identified courses and also to provide for the placement of students in both traditional and non-traditional course offerings.</p>	<p>A District wide Enrollment Management Committee is being created. Currently, the Vice Presidents have crafted the Membership and Operating agreement and which are being reviewed by Chancellor's Cabinet. In addition, the FCC and RC have been in discussion to use Accuplacer for assessment. RC is in the process of validating that instrument and should be finished summer 2013. FCC is in the process of collecting data for their own validation. (see RC recommendation #1 and #7)</p>	<p><input type="checkbox"/> Completed</p> <p><input type="checkbox"/> Ongoing</p> <p><input type="checkbox"/> Pending</p>	<p>see RC recommendation #1 and #7</p>

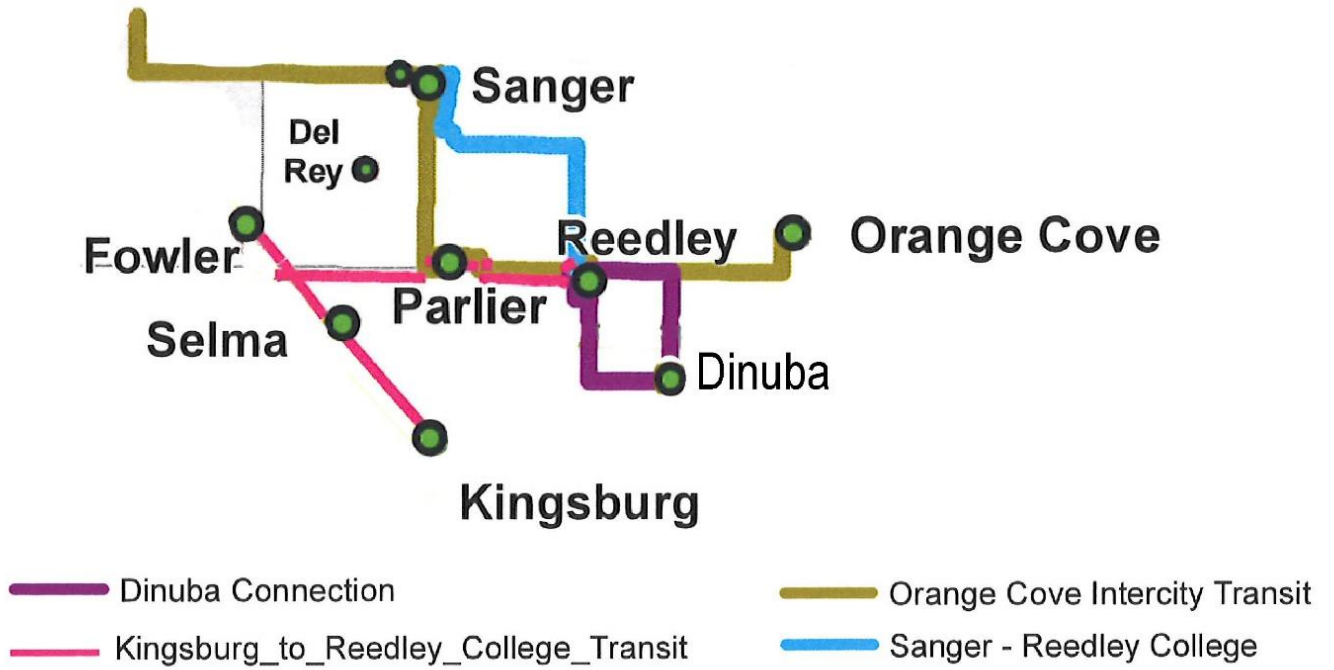


# APPENDIX A3-Reedley College Organizational Chart



## Appendix A4-Transportation Maps

Map of available transit systems for students at the Reedley College Campus



Map of available transit systems for students at the Madera Community College Center of Reedley College and the Oakhurst Community College Center of Reedley College campuses.

## MADERA COUNTY CONNECTION SYSTEM MAP



## APPENDIX B-INSTRUCTIONAL PROGRAM DESCRIPTIONS

### DIVISION A

**Department: Composition, Literature and Communication Studies**

**Program:** Communication

**Program description:** The Communication program empowers students to construct and deliver presentations with communicative competence and confidence. Students will demonstrate the dynamics of effective communication in a variety of settings and contexts. The program offers both an AA degree and an AA-T degree allowing students to transfer to a four year university with a solid foundation of communication studies.

**Strategies based on substantiated program review goals:**

- Working one on one with students in the Communication Lab.
- Offering opportunities for students to see professional speakers on campus.
- Utilizing social media and internet to communicate with students.
- Offering a variety of courses that address interests and needs of the students including communication apprehension.

**Rationale with themes of Vision 2025 in mind:** Acquire modern teaching facilities that allow for an expansion of the Communication Lab. Continue and expand on campus professional speaking opportunities. Providing excellence in instruction with all communication courses and having students transferring with a high success rate.

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**Program:** Composition

**Program description:** Composition program builds students' writing abilities from basic skills to transfer-level critical thinking courses.

**Strategies based on substantiated program review goals:**

- Assess students;
- Acquire funding for Turnitin, Speakers Series, 1W1 and Symmetry;
- Continue CRF;
- Engage in professional development.

**Rationale with themes of Vision 2025 in mind:** Acquire modern teaching facilities with fine and performing arts building, provide excellence in instruction with professional development, and support cultural activities with ongoing speakers' events.

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**Program:** Creative Writing

**Program description:** The Creative Writing program provides opportunities for students to foster their introductory-level interests in writing poetry, fiction, creative nonfiction, and screenplays.



**Strategies based on substantiated program review goals:** Acquire funding for increased campus-community engagement through the Speakers Series, IW1, and Symmetry.

**Rationale with themes of Vision 2025 in mind:** Acquire modern teaching facilities with fine and performing arts building, provide excellence in instruction with professional development, and support cultural activities with ongoing speakers' events.

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**Program:** Film

**Program description:** The Film program gets students to comprehend, explore, and analyze films based on filmmaking techniques, cultural and historical significance, filmic meaning, and film theory and criticism.

**Strategies based on substantiated program review goals:** Assess students; increase breadth and depth of course offerings; stay current with audio/visual technologies; provide students with extracurricular events/speakers.

**Rationale with themes of Vision 2025 in mind:** Acquire modern facilities with fine and performing arts building, and provide excellence in instruction with professional development related to film.

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**Program:** Honors

**Program description:** The Honors program encompasses elements of academic instruction and enrichment, co-curricular learning community, counseling, and scholarship programs.

**Strategies based on substantiated program review goals:** Some strategies we plan to implement during the 2015-2016 academic year based on substantiated program review goals include:

1. Hold regular meetings of the Honors Advisory Council. Honors student representatives, Honors faculty, and administrators will meet monthly to discuss implementation of strategies needed to meet goals.
2. Regularly meet with STEM instructors to discuss ways to partner to help STEM Honors students.
3. Increase the number of Honors students, through collaboration with the Outreach Office to effectively target feeder high school instructors and counselors, for recruiting eligible Honors students for this program.

**Rationale with themes of Vision 2025 in mind:** Provide a high-quality program; expand to serve even more; join Honors Transfer Council; release time for coordinator; coordinate with MCCC Honors Program.

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**Program:** Literature

**Program description:** The Literature program offers students a wide variety of genres and theories in order to deepen their understanding and appreciation of literature.

**Strategies based on substantiated program review goals:** Continue to teach a variety of multicultural texts; access relevant theoretical schools through improved database

**Rationale with themes of Vision 2025 in mind:** Maintain access to databases like JSTOR; provide excellence in instruction with professional development

**Department: Composition, Literature and Communication Studies**

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**Program:** Writing Center

**Program description:** The Writing Center provides support for students' writing process to help students successfully achieve academic and career goals.

**Strategies based on substantiated program review goals:** Adequate hours and staff; embedded tutoring; adequate facilities; online tutoring; professional development for tutors and faculty.

**Rationale with themes of Vision 2025 in mind:** Expand hours and number of sessions available, expand embedded tutor program so available to all basic skills classes, provide adequate online support (internally or externally), continue to maintain professional development.

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**Department: Fine Arts and Social Sciences**

**Program:** Criminology

**Program description:** The Criminology program offers scientific study of the nature, extent, management, control, consequences, and prevention of criminal behavior, both on the individual and social levels.

**Strategies based on substantiated program review goals/Rationale with themes of Vision 2025 in mind:** Our program goals are designed to contribute to Reedley College's effort to be an academically premiere college in Career Technical Education. An AA-T degree was created to further encourage student success and completion at Reedley College and aid in working toward the accreditation of Madera Community College.

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**Program:** Fine and Studio Art

**Program description:** The Fine and Studio Arts program offers two major degrees. The AA-T degree in Studio Arts is designed to give students basic skills in 2D and 3D composition, an introductory level of knowledge of art history and computer digital art familiarity. The Associate Degree in Fine Arts is an interdisciplinary program which embraces the philosophy that the arts communicate value through both content and performance experience.

**Strategies based on substantiated program review goals:** None.

**Rationale with themes of Vision 2025 in mind:**

Be an academically premier college (STEAM)

- Have a dedicated 3-D printing lab with the latest in additive and subtractive 3-D printing technology

- Develop a coding program to train multi-media graphic designers and artists to become creative problem-solvers

Have modern facilities, new and remodeled

- Add a design and printmaking studio
- Add a sculpture studio and yard
- Remodel and add to the ceramics studio
- Extend the capacity of the digital media lab to include a dedicated 3-D printing lab

Be a hub for the community and for cultural activities

- Have an art gallery integrated into the future Fine and Performing Arts facility OR have an art gallery integrated into the new and/or remodeled art buildings.

**Program:** History

**Program description:** The History program provides study of the human past, tracing the economic, cultural, social, intellectual, and cultural development of society over time.

**Strategies based on substantiated program review goals/Rationale with themes of Vision 2025 in mind:**

- Offer a broad range of high quality courses in in United States History, Western Civilization, World Civilization, and Gender/Ethnic history; and
- provide students with the tools and assistance to succeed in the study of History
- through the study of History, endow students with a broad understanding of human society and the capacity to contribute to the world around them in a meaningful way.

**Program:** Music

**Program description:** The Music program provides core classes for the music major; courses that fulfill the Area C general education course requirements; instruction in voice, piano, and guitar for both the music major and the general student; and performance groups for the music major, general student, and community members.

**Strategies based on substantiated program review goals:** The most important goal is to establish a recording studio so that a one-year certificate; two-year certificate; and A.A. degree in Music Business can be offered.

**Rationale with themes of Vision 2025 in mind:**

The Music Department at Reedley College wants to offer courses that will:

- Make Reedley College an academically premier college
- Provide excellence in instruction
- Be a leader in student success and completion

**Program:** Philosophy

**Program description:** The Philosophy program offers students opportunities for “Critical examination of the categories for describing reality, the nature and contexts of human experience, the methodology of rational inquiry, and criteria of practice, including ethics, aesthetics, logic, and the history of ideas.” (CCCCOTOP)

**Strategies based on substantiated program review goals:** Continue requests for implementation of PR goals to RC/MCCC/OCCC administration.

**Rationale with themes of Vision 2025 in mind:** Increase availability of technology in PHIL classrooms, and of paid PHIL tutors.

**Program:** Philosophy

**Program description:** The Philosophy Program consists of high-level, transferable classes that provide students with a strong philosophical foundation. The Philosophy Program includes classes on classic and contemporary philosophical topics in epistemology, metaphysics, ethics, and logic.

**Strategies based on substantiated program review goals/Rationale with themes of Vision 2025 in mind:** Some substantiated Program Review goals include lowering section caps, increasing student access to philosophy tutors, and hiring an additional instructor at the Clovis Community College Center, all of which are essential to continually provide excellence in instruction, thereby improving student success and enhancing Reedley College’s reputation as an academically premiere college.

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**Program:** Political Science

**Program description:** The Political Science program offers students the opportunity to “study public policies, political systems, and political behavior.” Political scientists “study the origin, development, and operation of political systems. They research political ideas and analyze governments, policies, political trends, and related issues.”

**Strategies based on substantiated program review goals/Rationale with themes of Vision 2025 in mind:** All of our program review goals were deemed either “substantiated” or “well substantiated,” and each of them were aimed at contributing to Reedley College’s efforts to become “an academically premier college” (development of an AA-T degree in Political Science), “provide excellence in instruction” (replace the retired full-time instructor at MCCC/OCCC), and “be a leader in student success and completion” (the monitoring of our identified student learning outcomes and the establishment of prerequisites for our transfer-level courses).<sup>1</sup>

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**Program:** Psychology

**Program description:** The Psychology program offers the opportunity for students to examine the many ways that scientists discuss and explain human behavior and mental processes. Psychologists explore concepts relating but not limited to the nervous system, sensory and perceptual processes, states of consciousness, learning ability, memory, motivation and emotion, human development, personality, and stress management.

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<sup>1</sup> The identified “efforts” were excerpted from the draft *Vision 2025* document.

**Strategies based on substantiated program review goals:** The department request that the prerequisites for PSY 2 be raised to ENG 125/6 and the advisories raised to ENG 1A, and the goal of an increase in the proportion of courses achieving the departmental goal of an average 70% correct on post-test scores of SLO measures were substantiated.

**Rationale with themes of Vision 2025 in mind:** These strategies are consistent with the themes of creating an "academically premier college," in providing "excellence in instruction," and becoming a "leader in student success and completion."

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**Program:** Sociology

**Program description:** The Sociology program offers students the opportunity to “study the principles and theoretical perspectives of social behavior and their application to everyday social life.” Sociologists “study to understand the basic principles underlying individual behavior and the interaction with society.”

**Strategies based on substantiated program review goals:** All program review goals were “substantiated” and were aimed at contributing to RC’s efforts in becoming “an academically premier college” (development of a SOC 1B Critical Thinking about Social Problems), “provide excellence in instruction” (hired full-time instructor at North Centers, hired another part-timer, added more class offerings) and “be a leader in student success and completion” (the monitoring of SLOs).

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**Department:** Reading and Languages

**Program:** English as a Second Language

**Program description:** The ESL program helps students to acquire English language skills to succeed in certificate, degree and transfer programs.

**Strategies based on substantiated program review goals:** The faculty work with student services and regional feeder schools to optimize access for ESL students in the Reedley College and MCCC service areas.

**Rationale with themes of Vision 2025 in mind:** The ESL program supports the college vision through excellence in instruction and providing a pathway toward completion.

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**Program:** Linguistics

**Program description:** The Linguistics program offers two degree-applicable, transferable courses. Linguistics 10 is for general education credit, and Linguistics 11 is for students preparing to enter university multiple subject credential programs.

**Strategies based on substantiated program review goals:** The linguistics program will offer courses that meet the educational needs of students as they prepare to graduate and transfer.

**Rationale with themes of Vision 2025 in mind:** Online and distance learning course offerings in linguistics are accessible at all locations.

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**Program:** Reading

**Program description:** The Reading program offers direct instruction in three levels of reading courses below transfer designed to help students acquire the skills necessary to read and understand college-level material more effectively, efficiently, and independently.

**Strategies based on substantiated program review goals:** The program will continue to offer sufficient sections of reading courses so that entering students may take the appropriate course at the beginning of their college experience.

**Rationale with themes of Vision 2025 in mind:** Students are more likely to be persistent and successful if they are fully prepared in reading.

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**Programs:** World Languages (Spanish & French) and American Sign Language

**Programs descriptions:** The World Languages and American Sign Language programs offer degree-applicable and transferable courses that help fulfill general education requirements.

**Strategies based on substantiated program review goals:** The programs will continue to offer American Sign Language courses, as well as world language courses (French and Spanish) to help students fulfill general education requirements, and to obtain one of the following degrees: an A.A. in World Languages or an A.A. for Transfer in Spanish.

**Rationale with themes of Vision 2025 in mind:** Students should become successful world citizens and be prepared to face a multicultural society.

## **DIVISION B**

**Department:** Mathematics, Computer Science and Engineering

**Program:** Computer Science

**Program description:** The Computer Science program provides students opportunities to pursue a career in the computer science field. The program allows students to explore the possibility of majoring in computer science and provides the prerequisite classes for the computer science major. The program also supports science and engineering major students to satisfy their requirements in programming. The Computer Science program offers online and distance-learning classes as a way to reach out to students at other campuses.

**Strategies based on substantiated program review goals:** The computer science program review goals will pave the way to strengthen computer science program. Providing a transfer associate degree (goal #1) and offering all core courses (goal #2) ensure students transfer to a four-year institution. Create outreach activities in computer science (goal#3) to inspire and motivate K-12 students to build a career in computer science field. Establishing a designated computer lab with various operating systems (goal #4), provides learning environment and facility to ensure students success.

**Rationale with themes of Vision 2025 in mind:** The strategies describe above allow computer science program support the Vision 2025 in following areas: be a leader in student success and completion, have modern facilities, and be a hub for the community.

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**Program:** Engineering

**Program description:** The Engineering program offers students the opportunity to earn an associate's degree while completing lower division coursework in engineering and preparing for transfer in one of many areas of engineering. Students prepared to enter calculus can finish these requirements in two years and transfer to a university as a junior. Engineering students successfully transfer to many universities, such as Cal Poly, UC Merced, UC Berkeley, UC Davis, and Fresno State.

**Strategies based on substantiated program review goals:** The Engineering program review goals center on access and success of students. Promoting engineering (goal #6) allows students to discover an interest in engineering at a young age and consider Reedley College as a pathway for pursuing that career. Providing support for software and equipment (#3, #4) will ensure that students are able to learn with modern engineering tools. Finally, improving access to all courses required in the program (#7) will help students to complete their requirements in a reasonable period of time.

**Rationale with themes of Vision 2025 in mind:** The above strategies help students identify their degree goals and find a pathway to pursue those goals – consistent with the college's vision of *student success and completion*. *Providing modern facilities* for engineering courses helps students achieve their goals and ensures *excellence in instruction leading to an academically premier college*.

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**Program:** Mathematics

**Program description:** Mathematics

The Math program offers students to opportunity to develop critical thinking, logic and problem solving skills-abilities necessary for success in every career or field of study. The Math program serves students at all levels, giving them the math skills necessary to earn a certificate, an associate degree, or a transfer degree. The Math Center continues to be instrumental in increasing success rates over all levels of math, as well as recruiting students into the S.T.E.M. fields.

**Strategies based on substantiated program review goals:** The primary goal of the college is to increase student access and success. Increasing the number of high demand math sections leads to an increase in availability and access to the math classes students need for a timely completion. Hence, the hiring of a new full-time instructor is crucial to ensuring student access and program growth. Full-time teachers are available for advising during office hours and tutoring in the math center, and they have access to professional development to stay current on best teaching practices.

**Rationale with themes of Vision 2025 in mind:** The math department strives to provide excellence in instruction, contributing to the college's vision to be an academically premier college and to be a leader in student success and completion. A major factor contributing to student success and completion will be access to the classes in the student's educational plan, necessitating an increase in the number of math sections offered and of classrooms available to grow. The expansion of facilities and infrastructure dedicated to the math program is a stepping stone to becoming an academically premier college.

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**Department: Physical Education and Health Science**

**Program: Child Development**

**Program description:** The Reedley College Child Development Department provides courses leading to an associate degree and/or Certificate in Child Development. The program offers the opportunity for coursework, practicum and lab placement, and work experience.

**Strategies based on substantiated program review goals:** Continue to serve the growing student population and prepare students for the workforce by researching the most innovative teaching approaches.

**Rationale with themes of Vision 2025 in mind:** Continually review program to meet the changing needs of community stake holders. Provide a clear pathway of success through course offerings and prerequisites with stackable certificates.

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**Program: Dental Assisting**

**Program description:** The Dental Assisting program provides the skills needed for the students to receive their Registered Dental Assisting License. They have many tasks, ranging from providing patient care and taking x-rays to recordkeeping and scheduling appointments. The students learn and obtain information during the lecture portion of the course. Then they work in laboratory classes on the typodonts, manikins, each other, and outside patients. The last six weeks they are in a clinical situation work hands on with the dental team. The students are hired very quickly because the dentists recognize Reedley College as one of the best and most comprehensive in the Central Valley. The program strives to teach the students skills, keep up to date with the technology and learn to be a part of the dental team.

**Strategies based on substantiated program review goals:** Be ready for the future with the best and most up to date technology. The program continues to grow and be impacted with only taking about half of the students registered. The program needs to enlarge and update the facility to accommodate more students, which will happen with the new science building. The program needs at least one more full-time instructor for consistency for the students.

**Rationale with themes of Vision 2025 in mind:** Be the best technical education for Dental Assisting in the San Joaquin Valley. Employment of dental assistants is projected to grow 25 percent from 2014-2022, much faster than the average for all occupations. Ongoing research linking oral health and general health will likely continue to increase the demand for preventive dental services.

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**Program: Food and Nutrition**

**Program description:** The Foods and Nutrition program offers students the opportunity to take Foods and Nutrition courses for careers pertaining to the diverse issues of foods, nutrition, and health. Foods and Nutrition courses contribute to other degree granting programs.

**Strategies based on substantiated program review goals:** Students utilized the Diet Analysis Program in face-to-face and online courses. Students successfully created profiles, used this tool to analyze the



nutritional value of the food eaten, adjust the diet to meet personal health goals, and gain a better understanding of how nutrition relates to their life.

**Rationale with themes of Vision 2025 in mind:**

Research and implement the most innovative in teaching approaches which will best meet the needs of our population. Faculty will continue seek out opportunities to attend conferences, workshops and other means of gaining knowledge in improved instruction.

Continually review the Child Development program to meet the changing needs of community stake holders. Excellent instructional strategies, content and pedagogy ensure that students are best prepared for employment after graduation.

Provide a clear pathway of success through international course offerings and prerequisites. The department will create a system of stackable certificates which feed into an associate's degree. These smaller levels of completion available through certificates creates a stronger sense of self-efficacy leading to greater associate degree completion.

Continue to provide more courses online. The Child Development program was approved for Substantive distance educational proposal, to offer more of our courses online opening the possibility for more online instruction.

To have a new state of the art Child Development Pavilion at Reedley College which will include a Child Development Lab School for 100 children, instructional offices, faculty offices and meeting rooms and a new Child Development Center at MCCC including toddler and preschool classrooms and additional office space.

Continue to dialogue with community stake holders as well as district colleagues to create pathways enabling student success at very campus. Increased collaboration with District child development department.

Increase the department's community involvement through student and faculty engagement in sponsored events which encourage community involvement.

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**Program:** Health Care Interpreter Program

**Program Description:** The Health Care Interpretation Certification Program prepares bilingual and bicultural individuals to develop skills necessary for effective interpretation in health care settings, to bridge the cultural gap, to develop cultural competency and improve linguistic and cultural communication for health care clients. Interpreters will utilize these skills in community based organizations to provide accurate health care information and perform cultural advocacy as required by Federal law. Prior to entrance into Health Interpreter Program orientation and assessment of bilingual skills is required.

**Strategies Based On Substantiated Program Review Goals:** To Substantiate HCIP to include Program Review Goals is to hire a full-time Coordinator/Faculty member to achieve effectiveness, consistency for the program to continue to be viable. Offer Distance Education course Health 14 with collaboration with MCCC. Offer new Mental Health Course for interpreters to develop unique skills to be able to interpret for this growing population. To propose, an Orientation Day, every Spring Semester for recruitment of more males.

**Rationale with Themes of Vision 2025 in Mind:**

1. Hire a Full-time Coordinator/Faculty member to have an office. Would have student contact hours for academic or personal counseling.
2. Have a larger budget for Stipends (Guest Speakers), Conferences, Workshops, Training, Texts for loan, Scholarships and Supplies.
3. Offer Mental Health Course for interpreters to develop interpreting skills for this unique population in a professional matter.
4. Have yearly Orientation Day for HCIP every Spring Semester to recruit more males into the program.
5. Double our Student Affiliations Agreements Partnerships including Fresno Community, Clovis Hospitals for students to complete their internship requirement.
6. Have Pre-requisite eligibility for English 125 & 126 and OT 10 (Medical Terminology)

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**Program: LVN**

**Program description:** The Vocational Nursing program is accredited by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). It requires three semesters of full-time study once the admission requirements are completed. The curriculum focuses on knowledge of basic biological and psychological concepts and cultural principles, and the development and application of nursing skills and caring humanistic behavior.

Upon completion of the program, the graduate receives a Certificate of Achievement from Reedley College and is eligible to take the National Council Licensure Examination (NCLEX-PN) for licensure as a Vocational Nurse in the State of California.

**Strategies based on substantiated program review goals /Rationale with themes of Vision 2025 in mind:** Our program goals are aimed towards making” Reedley College district an academically premier college in career technical education”, by providing the full time faculty needed to improve student success in the nursing program. Assessment technologies institute evaluation testing materials are aimed at maintenance and improvement of the nursing program. The SCCC, MCCC LVN program “provides excellence in instruction” as demonstrated by students passing their state test for licensure Initiating TEAS testing as a prerequisite for the nursing program to improve retention and enable better academic readiness will help with “student success and completion”. Maintaining well-supplied skills lab will ensure that MCCC “has modern facilities, new and remodeled”. Starting an IV certification class for LVN’s who have passed their NCLEX will help “be the hub for the community” by providing workforce ready nurses.

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**Program:**

Nursing Assistant Training

**Program Description:**

The Nursing Assistant Training program is taught at Palm Village, a well-equipped Retirement Community with long term care located 1.5 miles from Reedley College. After successful completion of

the one semester intensive theory and clinical practice students are eligible to take the American Red Cross NAT Exam to become a Certified Nurse Assistant.

**Strategies Based On Substantiated Program Review Goals:**

Goals for NAT have not been substantiated.

**Rationale with Themes of Vision 2025 in Mind:**

Staff of highly trained, well experienced nursing instructors that utilize state mandated curriculum to support student in achieving high success rates, theory and clinical instructors are experienced practitioners in the field, will expand program from two cohorts per year to four cohorts and develop additional clinical off campus relationships for students, will increase the number of students completing with Nursing Assistant Training Certificates and expand the certificate to include health and medical terminology, increase dialogue with MC's nursing program to promote student articulation to future degree completion and support Madera Community College's nursing program, develop on campus classroom and lab experience for students enrolled in the NAT program, specifically seek students input via end-of-year surveys/questionnaires to identify areas of instruction and services needing improvements, Offer program courses morning, afternoon, and evening and to create additional qualified NAT students to seek positions in the community.

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**Program:**

Physical Education

**Program Description:**

The fundamentals and techniques in the physical education activity classes require instruction two to three days a week giving students the opportunity for at least three activity hours per week. The department offers a variety of activity courses for students in addition to an introductory to physical education lecture course. These courses are designed to develop attitudes, appreciation, personal skills and applied techniques in all types of activities included in the broad physical education program.

**Strategies Based On Substantiated Program Review Goals:**

The physical education department goals will provide an accessible educational environment by providing updated facilities for students and the community (goal 2, 3, 4, 6, 7, 8, 9) and continue to provide updated curriculum for students (goals 11 & 12).

**Rationale with Themes of Vision 2025 in Mind:**

Staff of highly trained, well experienced instructors with cutting edge techniques/information to develop the student population, will have a solid athletic training and coaching certification program in full operation, will increase the number of students graduating with PE/Coaching/Athletic Training Certificates, Increase dialogue with MC's PE department and partner with them to support its transition towards full accreditation, physical education and athletics will offer courses and add intercollegiate

team for soccer and beach volleyball, specifically seek students input via end-of-year surveys/questionnaires to identify areas of instruction and services needing improvements, Offering a variety of courses morning, afternoon, and evening with the opportunity for students to repeat each course three times maximum, for personal development.

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**Program:** Registered Nursing, LVN to RN Bridge

**Program description:** The MCCC Registered Nursing program is a continuation sequence for those who have achieved licensure as Vocational Nurses. It is a one year bridge program whereby an LVN can achieve academic and professional advancement. The LVN to RN Associate Degree Nursing Program is aligned with the Reedley College Mission Statement. The program respects students as individuals with differing backgrounds and support systems but who have the common goal of attaining the knowledge necessary to practice as registered nurses. The Nursing Department, through a responsive curriculum and strong community partnerships, facilitates graduates to think critically, demonstrate leadership, employ ethical standards and to compete effectively in the healthcare workplace.

Nursing education provides a comprehensive knowledge base which enables the student to keep abreast of the rapidly changing and expanding body of nursing science. Teaching/learning is defined as the right and responsibility of nurse educators to utilize sound educational practices and theoretical concepts to present knowledge and promote skill competency reflective of current healthcare practices. The clinical laboratory is an integral component of nursing education. It is the environment where the student builds upon a theoretical foundation which explores ethical and cultural values while merging within the science of a wellness to illness health care continuum.

Nursing education is based on a curriculum which focuses on client-centered care, evidence-based practice, cultural diversity and which integrates knowledge of nursing science with other health-care disciplines. A caring environment enhances learning, promotes self-efficacy and nurtures the student toward successful program completion and readiness to succeed on the National Council Licensure Exam for Registered Nurses (NCLEX).

This program is designed for completion by Licensed Vocational Nurses and it requires one academic year beyond completion of prerequisite courses, and non-Nursing breadth requirements. LVN to RN students embark upon the core curriculum after successful completion of RN 160 – Nursing Transition, a 2 unit summer session course. The core curriculum is 23 units of theory, hospital clinical and skills lab.

Upon successful completion of all college and nursing program requirements, a graduate will achieve an Associate of Science Degree and status as a graduate of Reedley College. Degree requirements include a grade of “C” or better in all prerequisites and in all nursing coursework.

**Strategies based on substantiated program review goals:**

The first Program Review is pending 5 years of program performance. The program first accepted students in summer of 2011. Three cohorts have completed and the fourth cohort, 2014/2015 is in session. Program Review goals will be consistent with and substantiated through compliance with the state regulatory agent - the Board of Registered Nursing (BRN). Program review goals will be aimed at promoting Reedley College’s success to

- become an academically premier college
- provide excellence in instruction

- earn recognition as a pathway leader for student success and completion
- support community college accreditation processes through the consistent achievement of first-time graduate NCLEX pass rates of greater than 75% (the BRN minimum standard for RN education programs)
- provide modern facilities – including an updated nursing skills lab (on campus)
- engage in collaborative, intentional and integrated planning utilizing professional health care affiliates
- be recognized as a hub for the community to
  - disseminate healthcare knowledge
  - promote access to professional health education training programs
  - facilitate health resource enlightenment

**Rationale with themes of Vision 2025 in mind:** Program stabilization is an essential goal. A full-time administrative Director of Nursing can contribute much to this purpose. Additionally, full-time faculty will better secure and strengthen the foundation upon which a successful teaching/learning nursing model can be achieved. The direction of this young program hinges upon quality instruction continuity, curriculum assessment/change, program review and steps toward envisioned growth, all of which will serve to establish the RN program as formidable in the community.

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**Department: Science and Geography**

**Program: Biology**

**Program description:** The Biology program offers students an opportunity where they will be able to identify the phyla/classes of organisms, their structures, and physiology. The students will know the human body macroscopically to the organ-system level and the microscopic/ histological level. The students will have the hands on experience and be able to work with the equipment in a health setting such as an EKG machine, otoscope, microscope, spectrophotometer, autoclave, etc. The students will have a basic understanding of aseptic transfer, microbiological techniques, and pathogenicity

**Strategies based on substantiated program review goals:** One of the program’s substantiated program review goals is to hire a new full time biology instructor. The program was ranked 2<sup>nd</sup> by RC Department Chairs for a new Biology Instructor. This is the fifth year it have been ranked in the top three. The Biology program hired a new Full Time instructor in Fall 2015. The program increased its budget through the STEM Grant, mini grants and careful purchasing. The program has added and changed labs to keep technology current.

**Rationale with themes of Vision 2025 in mind:** The Biology Department is working to increase the number of transfer students, keep the 28 sections of Biology at different days and times, continue our articulation and C-ID work, and better the quality of our classes and success rates. We have tutors and Beyond the Classroom to help the students. We have completed the remodel of all three labs and fully stocked a fourth lab to meet the needs of the students and classes. We bring transfer presenters to our club and classroom and continue to advise students on courses, articulation, and career options.

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**Program: Chemistry**

**Program description:** The Chemistry program encompasses introductory chemistry courses, chemistry courses for science and medical majors, and a two semester organic chemistry sequence that articulates

with the CSU and UC campuses. Students can take a four semester sequence of chemistry before transferring to a 4 year institute to complete their degrees.

**Strategies based on substantiated program review goals:** In order to maintain all of the current chemistry courses, and to expand to distance learning and hybrid courses, we need to hire another full time faculty member, expand the laboratory and classroom space, apply for additional grant funding, and keep our analytical instrumentation running.

**Rationale with themes of Vision 2025 in mind:** This will help us "be an academically premier college" in offering students the same standard of chemistry courses they would obtain in their first two years at a 4 year institution. We offer small classes with hand-on experience and personal assistance from the instructor. Thus we "provide excellence in instruction". We will "have modern facilities, new and remodeled" when the new science building is constructed. Our fume hoods will be up to code, we can accommodate more students safely in our laboratories and run more large-group instruction classes. Overall this will help our students succeed in chemistry.

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**Program:** Geography

**Program description:** The Geography program offers classes in *both* the natural sciences (i.e., physical geography courses in Environmental Conditions and Land Formation) and in the social sciences (i.e., a human geography course with World Regional Geography) at all Reedley College campuses. Recently, a Geographic Information Systems (GIS) course has been offered at the Reedley campus, along with an online version of the Environmental Conditions course.

**Strategies based on substantiated program review goals:** The main strategy for the Geography Program at Reedley College and the MCCC and OCCC for many years has been to hire another full-time geography instructor. With the recent retirement of a full-time geography professor at the Reedley College campus, the filling of this vacancy is currently of the utmost priority.

**Rationale with themes of Vision 2025 in mind:** Provide excellence in instruction: The aforementioned strategy regarding the vacancy of a full-time geography instructor is indeed the main priority since full-time faculty at a campus provide a department with organization, planning, rigor, and vision.

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**Program:** Physics

**Program description:** The Physics program provides basic introductory level courses in both physics and astronomy. The physics courses consist of two sequences. The two-semester, trigonometry physics courses, Physics 2A and 2B, support the premedical (for some campuses), pre-dental, pre-pharmacy and some biology degrees. The physics sequence that is calculus-based is three semesters long: Physics 4ABC. This sequence supports the science, math and engineering majors. The astronomy class fulfills the general education requirement of a science with lab transfer class for non-science majors.

**Strategies based on substantiated program review goals:** To continue growing the enrollments in the physics classes to support the transfer degrees that each sequence supports.

**Rationale with themes of Vision 2025 in mind:** By continuing to grow the enrollments, we will be assisting the college in all of the vision statements

## DIVISION C

**Department: Agriculture and Natural Resources**

**Program: Agriculture Business**

**Program Description:** The Agriculture Business program provides students with an in-depth understanding of modern business principles combined with the breadth of agricultural knowledge necessary for successful employment within the increasingly complex business operations of production agriculture and agribusinesses. Through the use of entrepreneurial projects and work-based learning activities, students are provided with the opportunity to apply management strategies and decision-making tools directly to real world projects. Agriculture business students can be found selling Reedley College Farm products at local farmers markets, producing one-of-a-kind marketing products in our greenhouse facility, or travelling to the United Kingdom to participate in an international business entrepreneurship competition. The program meets the diverse educational needs of its students by providing a wide variety of educational pathways including: multiple certificate options; an A.S. Degree; and an Associate Degree for Transfer.

**Strategies based on substantiated program review goals:** Hands on experience with the latest business technology and work-based learning opportunities allow the Agriculture Business Program to successfully prepare students for transfer to four-year programs; as well as position them for immediate employment within local industry. Through the use of strong industry partnerships and close connections with local industry leaders, the Agriculture Business Program is able to establish a direct link between students and the local labor market.

**Rationale with themes of Vision 2025 in mind:** The Reedley College Agriculture Business Program offers education that directly addresses many challenges identified within VISION 2025. This program centers on providing graduates with the knowledge and experience necessary to be the guiding force behind the management of California's most valuable resources – labor, water, and soil. Regional labor market trends indicate that our most substantial employment needs are within the marketing, sales and management sectors of Agriculture. The Reedley College Agriculture Business Program will continue to be successful in meeting that labor market shortage.

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**Program: Animal Science**

**Program Description:** The Animal Science program is a broad-based program that prepares students for a wide variety of career fields in agriculture (including Agriculture Education, Food Science & Processing, Equine, Veterinary/Animal Health, Animal Nutrition, Animal Behavior, Ranch Management, and associated fields in Ag Business and Plant Science). Courses focus on various aspects of food animal production, marketing, and processing and also the care and management of equine species. Considerable emphasis is placed on student acquisition of employment “soft” skills and technical skills through a carefully planned combination of lecture and laboratory activities as well as student involvement in leadership activities and industry events beyond the classroom.

**Strategies based on substantiated program review goals:**

The program provides quality instruction and hands-on learning opportunities through a variety of methods. Industry-standard equipment and current technology are utilized by students in lab settings.

One full-time and two part-time instructors facilitate student involvement in intercollegiate competitive events as well as numerous on-campus and off-campus leadership activities. An industry-based advisory committee provides recommendations on curriculum, facilities, equipment, staffing, internships, job placement and other matters as deemed pertinent. Key program review goals include: 1) To hire a full-time instructional technician devoted to the needs of the animal science program; 2) To hire at least one additional full-time animal science instructor beyond the current staff of one full-time faculty; and 3) To finish the construction/reconstruction of a complete set of animal science instructional facilities that will allow for the safe and secure housing, as well as the efficient, economical and ethical management, of varied species of livestock.

**Rationale with themes of Vision 2025 in mind:**

The animal science program is continually striving for improvement as it aims to work harmoniously with other stakeholders (i.e. students, fellow AGNR department faculty & staff, other departments & campus programs, administration, various campus support services, and advisory/community/industry representatives) in connecting the interests of its students to opportunities for direct employment in the field and/or advanced technical training and/or transfer to four-year institutions. If this vision is accomplished, the number of students that successfully complete a program of study within animal science (i.e. “Program Completers”) and subsequently transition to employment or advanced study should increase.

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**Program:** Forestry and Natural Resources

**Program description:** The Natural Resources program is the largest two-year forestry degree program in California. This associate of science degree program teaches skills that prepare students for entry-level employment in a variety of natural resources careers including forest recreation, wildlife, timber, and fire suppression. The program uses lecture, plus extensive hands-on laboratory exercises to provide practical technician experiences. A college forest near the Sierra National Forest and over one mile of Kings River Riparian ecosystem are utilized as outdoor classrooms. Cooperative student job training is required for completion of the program, and typically involves students in paid employment with entities such as the US Forest Service or private timber companies. The Reedley College Forestry Program has articulation with state college four-year programs.

**Strategies based on substantiated program review goals:** The program is providing industry-standard equipment to offer instruction with current technology and applications. Three full-time and four part-time staff instructors are facilitating academic, leadership and career professional activities including individual advising and assistance in job placement. The Program has accomplished, and is maintaining accreditation by the Society of American Foresters in California. Demographic diversification is being promoted including efforts to increase the enrollment of female students. An active professional advisory council monitors and guides the program so that curriculum changes are based on community and industry employer needs.

**Rationale with themes of Vision 2025 in mind:** The Reedley College Forestry and Natural Resources Program offers education that directly addresses many challenges identified within VISION 2025. This program centers on training graduates to manage natural resources that are necessary for the health and security of the nation. Water, air and soil quality are critically important to sustainability of the growing human population. Commodities supplied by forest ecosystems drive our economic system which is based on availability of renewable and non-renewable natural resources. The wise, scientifically sound management of these resources will determine the future of the world.



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**Program:** Mechanized Agriculture

**Program description:** The Mechanized Agriculture Program is the largest heavy equipment repair program and the only program accredited through the Associated Equipment Distributors (AED) in the state of California. Both the associate of science degree and certificate programs prepare students for entry-level employment as equipment repair technicians on diesel powered construction equipment, agricultural equipment, trucks and forklifts. The program splits instruction between lecture and hands-on lab activities in a block scheduled format. All students complete a summer internship as part of the instructional program. Facilities include a 7200 square foot enclosed shop building and an additional 4000 square feet of covered instructional space. Shops are equipped with bridge and jib cranes, an extensive assortment of tools and equipment, and a large number of engines, transmissions, hydraulic and electrical components, along with running machines, all used in the instructional program. The majority of graduating students enter the workforce directly after completing both the degree or certificate programs.

**Strategies based on substantiated program review goals:** Quality training aids and exceptionally strong industry support allow the Mechanized Agriculture program to offer a relevant and effective instructional experience for students. Three full-time instructors, a full-time instructional technician, and three part-time instructors make up the teaching team. An embedded counselor meets regularly with students to help with scheduling issues. Instructors are very involved in actual job placement and work closely with industry partners in developing internships and full-time employment opportunities for graduating students.

**Rationale with themes of Vision 2025 in mind:** Instructors work closely with advisory committee members and industry partners in developing curriculum and instructional experiences that will continue to prepare students for challenging and rewarding careers as equipment technicians. Engine emissions and air will continue to be a driving force in engine technology and the need for students to service and repair complex systems will be critical. Computer controlled engine, transmission and hydraulic systems will become even more common, which will create a demand for graduates with sound technical skills and the ability to learn and adapt. The programs challenge will be to develop an entry-level technician with a strong basic mechanical background that can continue to grow and learn as technology evolves.

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**Program:** Plant & Soil Science

**Program description:** The Plant & Soil Science Program has five main functions within the AgNR Department at Reedley College. The first is to prepare plant science students with plans to transfer to CSU or other colleges for lower division competencies and skills. Secondly, many students that choose not to transfer to four-year colleges but to work within the agricultural industry require principles, practices, and skills for entry-level jobs. The third is to provide plant science core classes to animal science, agriculture business, mechanized agriculture, and environmental horticulture students. Fourth, the Plant Science & Soil Program serves all Reedley College students for classes that apply to general education, IGETC and CSU transfer, and A.S. Degree requirements. Finally, Plant & Soil Science is ultimately responsible for areas on the school farm, including demonstration fields, almond & olive orchards, grain, forage and vegetable seed fields and raisin and wine vineyards.

**Strategies based on substantiated program review goals:** The Plant & Soil Science Program at Reedley College supports the college mission, philosophy and vision by providing a highly accessible,

student-centered learning environment that emphasizes hands-on learning, quality curriculum, one-on-one student advising, and access to current technology utilized by industry.

Personal leadership skills (such as teamwork, work ethic, organizational skills, responsibility, accountability, efficiency, attention to detail, and the ability to work with individuals of diverse ethnic and socioeconomic backgrounds) are promoted through a wide array of classroom, laboratory and co-curricular activities.

**Rationale with themes of Vision 2025 in mind:** The Reedley College Plant & Soil Science Program offers education that directly addresses many challenges identified within VISION 2025. This program centers on training graduates to manage natural resources that are necessary for the health and security of the nation. Water, air and soil quality are critically important to sustainability of the growing human population. Commodities supplied by forest ecosystems drive our economic system which is based on availability of renewable and non-renewable natural resources. The wise, scientifically sound management of these resources will determine the future of the world.

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**Department: Industrial Technology**

**Program:** Aeronautics

**Program Description:** The Reedley College Aviation Maintenance Technology Program provides the hands-on training needed to become an FAA licensed Aviation Maintenance Technician. Repair and overhaul of various aircraft systems including, airframes, engines, electrical and hydraulic systems, and regulations important to the aircraft industry are covered in lecture and hands-on lab course work administered by three full time instructors.

**Strategies based on substantiated program review goals:** In order to maintain FAA Certification ability for students, instructors must keep current with aviation technology through continuing education. Funds for this purpose are a priority. Maintaining equipment, tools, engines, etc. is also necessary for student work stations with increasing funding for this need a priority. Adding a fourth full time instructor to refill the retired position form 2010 will help with increasing student enrollments.

**Rationale with themes of Vision 2025 in mind:** The following Vision 2025 themes will be met.

...be an academically premier college. Maintaining instructor skills as well as work stations will allow for increased student success.

...provide excellence in instruction. Delivering more classes and providing more one-on-one time with instructors will result from the addition of a fourth instructor and will increase student learning.

...be a leader in student success and completion. Accommodating more students will give more opportunities for community people to learn skills that will transfer to jobs and careers.

Develop a new Flight Science program with the support of an industry partner and the V.A. that leads to a Certificate of Completion and that will lead up to a pilot license.

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**Program:** Automotive

**Program Description:** The Automotive Program focuses on all the systems needed to keep cars running. Course work is a combination of lecture and hands-on lab. Engine and driveline courses deal with both automatic and manual transmissions with the goal of optimizing performance. Suspension, steering and brakes are covered using state-of-the-art equipment for diagnosis, repair and adjustment of these critical automotive components. Finally, trouble shooting heating and air conditioning systems as well as automotive electrical and electronic systems is covered in detail.

**Strategies based on substantiated program review goals:** In order to return class size to 60 students from the present 40, a third full time instructor is needed to refill a retired position from 2013. Enlarging the shop and classrooms to accommodate increased student loads is also a priority.

**Rationale with themes of Vision 2025 in mind:** The following Vision 2025 themes will be met.

...be an academically premier college. Increasing class size with a third instructor will help meet demand from secondary schools we are seeing now.

...provide excellence in instruction. Delivering more classes and providing more one-on-one time with instructors will result from the addition of a third instructor and will increase student learning.

...be a leader in student success and completion. Accommodating more students will give more opportunities for community people to learn skills that will transfer to jobs and careers.

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**Program:** Manufacturing

**Program Description:** The Manufacturing program provides students interested in manufacturing metal structures and parts the opportunity to receive training in basic machining and welding techniques as well as blueprint reading, hydraulics, electricity, and industrial materials. Advanced students have a choice of career pathways. The Welding track gives advanced training and practice for future certification testing with a variety of welding technologies and methods. The Machine track gives advanced training with conventional lathe and mill work and finishes with CNC program editing and machine operation. The maintenance Mechanic track adds classes in Programmable Logic Controllers, industrial motor controls and industrial electricity.

**Strategies based on substantiated program review goals:** Adding a third full time instructor will allow for increased curriculum in PLCs, motor control, and power transmission. Adding a dedicated career counselor in the manufacturing area tasked with developing and maintaining contacts with local industry is needed to provide the best possibilities for student employment after certification. Remodeling and refurbishing existing shops and equipment is necessary to insure state-of-the art work stations for students.

**Rationale with themes of Vision 2025 in mind:** The following Vision 2025 themes will be met.

...be an academically premier college. A third full time instructor along with a dedicated industrial counselor will give students the best training and skills along with the best chances for gainful employment.

...provide excellence in instruction. Adding an instructor along with improved facilities will make training more effective for students and Reedley College a leader in technical training.

...be a leader in student success and completion. A dedicated counselor focused on IT students and their job placement will insure increased student success and completion.

...have modern facilities, new, and remodeled. New equipment and enhanced facilities will give students the best chance for success.

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**Department: Business**

**Program:** Accounting

**Program Description:** Accounting majors learn how to gather, analyze, record, and interpret information about an organizations financial performance. Financial accounting provides the basic accounting concepts as well as the training for preparing the three basic financial statements: the income statement, the balance sheet and the statement of cash flow. In managerial accounting, students will acquire skills in both finance and accounting that will serve them well at any level of management responsibility including the concepts of cost accounting. In our computerized accounting class, students will be trained in how to maintain the accounting records in a computerized system using QuickBooks.

**Strategies based on substantiated program review goals:**

1. To improve the teaching environment in BE 42 the wall paper and blackout curtains need to be removed; the room should then be painted, the chairs replaced and the carpet professionally cleaned.
2. To maintain and improve quality of accounting instruction at Reedley College.
3. To collaborate with my colleagues at the sister colleges (CCC, North Centers & FCC), discussing teaching tips and best practices regularly to find better ways of engaging students in the learning process.
4. To continue to incorporate the use of software as an aid to students in the accounting classes.
5. To offer Accounting 4A & 4B during the summer term.
6. To work with local businesses to provide internship opportunities for any student who is capable and motivated to pursue one.

**Rationale with themes of Vision 2025 in mind:**

In 2025, Reedley College will be a premier community college by

- 1...providing excellence in instruction  
Extensive programs, completion at all sites, career technical education, STEAM-or Science, Technology, Engineering, Arts, and Mathematics, transfer, agriculture, general education
- 2...leading in student success and completion  
Established Pathways, effective transitions
- 3...working toward the accreditation of Madera Community College  
Collaboration methods, supportive structures, engaged dialogue
- 4...building and maintaining modern facilities  
Reedley Campus: Science, Fine & Performing Arts and Soccer Field  
MCCC: Academic Village 2, Child Development Center

- OCCC: Permanent Buildings
- 5...engaging in collaborative and integrated planning  
To better serve our students through instruction and services
- 6...establishing environments for community engagement and cultural activities
- 

**Program:** Business Administration

**Program description:** ASSOCIATE IN SCIENCE IN BUSINESS ADMINISTRATION FOR TRANSFER DEGREE This degree prepares students to transfer to a California State University in business. It provides students a broad knowledge of modern business and management theories through a carefully structured core curriculum consisting of courses in accounting, economics, and computer information systems.

**BUSINESS ADMINISTRATION, ENTREPRENEUR OPTION  
ASSOCIATE IN SCIENCE DEGREE**

A student who completes this degree will be prepared to assume responsibility for an entry or mid-level managerial position in an organization. This degree provides students with a broad knowledge of modern business and management theories through a carefully structured core curriculum consisting of courses in accounting, economics, management, and computer information systems. Multiple options are available including: accounting, administration, entrepreneurship, general business, information systems, management, marketing, logistics & distribution and real estate.

**BUSINESS ADMINISTRATION, GENERAL BUSINESS OPTION  
ASSOCIATE IN SCIENCE DEGREE**

A student who completes this degree will be prepared to assume responsibility for an entry or mid-level managerial position in an organization. This degree provides students with a broad knowledge of modern business and management theories through a carefully structured core curriculum consisting of courses in accounting, economics, management, and computer information systems. Multiple options are available including: accounting, administration, entrepreneurship, general business, information systems, management, marketing, logistics & distribution and real estate.

**BUSINESS ADMINISTRATION, MANAGEMENT OPTION  
ASSOCIATE IN SCIENCE DEGREE**

A student who completes this degree will be prepared to assume responsibility for an entry or mid-level managerial position in an organization. This degree provides students with a broad knowledge of modern business and management theories through a carefully structured core curriculum consisting of courses in accounting, economics, management, and computer information systems. Multiple options are available including: accounting, administration, entrepreneurship, general business, information systems, management, marketing, logistics & distribution and real estate.

**BUSINESS ADMINISTRATION, MARKETING OPTION  
ASSOCIATE IN SCIENCE DEGREE**

A student who completes this degree will be prepared to assume responsibility for an entry or mid-level managerial position in an organization. This degree provides students with a broad knowledge of modern business and management theories through a carefully structured core curriculum consisting of courses in accounting, economics, management, and computer information systems. Multiple options are available

including: accounting, administration, entrepreneurship, general business, information systems, management, marketing, logistics & distribution and real estate.

## MANAGEMENT ASSOCIATE IN SCIENCE DEGREE

This associate degree is intended for students who wish to be successful in the business environment. The course of study will prepare the student for employment at both the beginning and intermediate levels of business positions along with beginning and intermediate levels of supervisory positions. They will have acquired the necessary skills, education, and classroom experience to understand how businesses function, the role that management plays in effective business operations, and the many facets of organizational behavior and employee motivation in the workplace. They will be able to apply these skills immediately in the workplace.

### **Strategies based on substantiated program review goals:**

#### **Goals:**

1. Finish Entrepreneurship Center
2. Create small unit certificates in entrepreneurship
3. Acquire mobile computer labs for each of the BA classrooms
4. Acquire Smart boards for BA classrooms
5. Provide updated entrepreneurship and business trade magazines for students to read
6. Update facilities (remove sinks, make look like either office or teaching environment, remove old A/C unit that causes noise pollution)

All of BA's goals were focused on maintaining or improving student engagement, success, and completion. Up-to-date technology, appropriate equipment with supplies needed, and a comfortable work environment will contribute to student success.

### **Rationale with themes of Vision 2025 in mind:**

In 2025, Reedley College will be a premier community college by

#### 1...providing excellence in instruction

The instructors in the Business Administration program provide a wide breath of educational opportunities for our students. Additionally, our faculty has extensive working experience directly related to the instructional topics. We offer Career Technical Educational opportunities as well as terminal and transfer opportunities.

#### 2...leading in student success and completion

The programs within the Business Administration program are designed and taught with the two fold purpose of sharing knowledge and information, and helping our students succeed.

#### 5...engaging in collaborative and integrated planning

Our faculty members have extensive contact with members of Fresno State's faculty. Two of our faculty members teach in for that university. Our Entrepreneurial program is aligned with Fresno State. Additionally, all faculty within the Business "Division" work closely to together to course are offered as at time that ensure that students can complete our program

6...establishing environments for community engagement and cultural activities

We offer business counseling to the community through the Entrepreneurial Center. Our CEO students volunteer their time at various community events.

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**Program:** Information Systems

**Program description:**

Information Systems has several options in 3 active main programs.

Associates Degree and Certificates:

Information Systems, Information Technology Support:

This program prepares students to perform general and specific maintenance and repairs to computers laptops and other computer related equipment. This program also prepares the student to take and pass nationally recognized certification tests and allow students to begin careers in basic computer networking, helpdesk, and IT support.

Information Systems, Networking:

This program prepares the student to be able to network computer equipment from various types of configurations and varying types of server operating systems. The student will understand networking with Internet protocol version 4 and version 8, as well as understanding and performing sub netting given IP address limitations.

Information Systems, Web Design and Web programming:

This program prepares the student for a career in web design. Students will be proficient in creating CS sheets, index pages, and other website related technologies. In addition students will gain the skills required to perform graphic editing, page layout techniques, and HTML integration with graphics.

**Strategies based on substantiated program review goals:**

All of information systems strategies are dependent upon continual improvement in technological support and technological modernization as industry moves forward. Our strategies can be condensed into three main areas: infrastructure; staff development; and finally continuous technical modernization to stay within 2 to 3 years of the direction that industry is taking. Specific goals are listed below:

1. Develop a Game Programming Certificate
2. Include Cyber and network security curriculum
3. Modernize existing classroom for Information Systems
4. Develop Cross campus video classrooms to allow for traditional low enrollment courses to increase enrollment from outlying centers
5. Develop comprehensive and integrated cloud storage for faculty access to schedules, resources, and for collaborative committee uses. Instead of using unsecured Google Docs

6. Modernize technology labs. Get rid of power strips, knee knockers, and trip hazards
7. Provide faster internet! 25 Mbits or above.
8. Develop Multi-Broadcast lecturing and lab network to increase enrollment in critical areas.
9. Further develop community contacts, and businesses for a path for internships, and employment

**Rationale with themes of Vision 2025 in mind:**

The information systems program will meet the desires and themes of vision 2025 by continuing to strive for improvement in our program. Areas of concentration are:

Expanding community and local industry involvement in curriculum development and job placement

Continually updating and upgrading infrastructure and IT equipment

Expanding our current internship program with local businesses communities and our industry partners such as IBM and Microsoft

Continuing to push for infrastructure improvements to allow for more extensive IT labs and hands-on opportunities for students

Continuing to link curriculum with nationally recognized industry certificate programs

Linking with STEM to get a “technology” Component into the STEM grant

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**Program:** Office Technology

**Program description**

Administrative Assistant Program: This program prepares students to efficiently perform general office work including: using application software to create and edit documents, spreadsheets, and database files; managing a records system; applying basic accounting skills; sorting and distributing mail; and managing a phone system. Positive communication skills are developed throughout the program including skills necessary to attain a position in an office and succeed in the work place.

Medical Administrative Assistant Program: Upon completion of this degree, the student will be able to register new patients and assist with form completion, retrieve charts, enter patient data and demographics into a computer database, perform various typing requests, maintain and file treatment records, prepare schedules, call patients with appointment reminders, answer phones and route messages, call the pharmacy for prescription order refills and arrange for a patient's hospital admission. They will also be able to make sure copies of lab test results are mailed to patients and demonstrate the ability to meet deadlines and handle multiple tasks. Keyboarding and computer skills, knowledge of word processing applications, thorough knowledge of medical terminology, efficient filing skills, basic grammar, spelling and arithmetic, knowledge of the scheduling, registration, or admission process and excellent customer services skills are learned and practiced in this program.



### **Strategies based on substantiated program review goals:**

#### **Goals:**

1. Remodel of Por5
2. Additional teacher's workstation in Bus41
3. Five ergonomic workstation chairs in Por5 (5 to seat additional workstations added in 2011)
4. Four new laser printers: 2-Por5, 2-Bus41
5. One color ink-jet printer: Bus41
6. Replacement of current open bookshelf in POR5 with locking closed bookshelves
7. Continuation of the 5-year computer replacement cycle
8. Supplies (printer toner, paper, ink cartridges, file folders, medical labels, resume paper)
9. Self-contained heating/cooling system for Bus41

#### **Strategies:**

All of OT's goals were focused on maintaining or improving student engagement, success, and completion. Up-to-date technology, appropriate office equipment with supplies needed, and a comfortable work environment will contribute to student success.

#### **Rationale with themes of Vision 2025 in mind:**

In 2025, Reedley College will be a premier community college by

- 1...providing excellence in instruction  
Extensive programs, completion at all sites, career technical education, STEAM-or Science, Technology, Engineering, Arts, and Mathematics, transfer, agriculture, general education
- 2...leading in student success and completion  
Established Pathways, effective transitions
- 3...working toward the accreditation of Madera Community College  
Collaboration methods, supportive structures, engaged dialogue
- 4...building and maintaining modern facilities  
Reedley Campus: Science, Fine & Performing Arts and Soccer Field  
MCCC: Academic Village 2, Child Development Center  
OCCC: Permanent Buildings
- 5...engaging in collaborative and integrated planning  
To better serve our students through instruction and services
- 6...establishing environments for community engagement and cultural activities

## APPENDIX C-STUDENT SERVICES PROGRAM DESCRIPTIONS

### **Program: Athletics**

#### **Program Description:**

The Athletic Department offers intercollegiate programs that are designated as a non-instructional programs but co-exist with the Physical Education Department –instructional program. Reedley College is one of 105 California Community Colleges that offers students the opportunity to participate in intercollegiate athletic programs. The Athletic Department fields teams in 11 intercollegiate athletic programs with five men's teams and six women's teams. Intercollegiate athletic teams for women's are volleyball, golf, basketball, softball, tennis, and equestrian. Intercollegiate teams for men's are football, golf, basketball, baseball, and tennis. All California Community Colleges with intercollegiate athletic programs are governed under the California Community College Athletics Association. The California Community College Athletic Association is an integral part of California's extensive community college system. As authorized by the State Legislature, the Education Code provides the CCCAA the opportunity and authority to establish the rules and regulations to administer the athletic activities.

The Athletic Department strives to provide athletic experiences and academic support services that allow student athletes the opportunities for earning an Associate of Arts/Science Degree and/or meeting transfer requirements to a four-year institutions, and prepare each student athlete to be mentally and physically equipped to compete in the Central Valley Conference and eventually at a four year college level. Additionally, the Athletic Department is committed to following the CCCAA Constitution/Bylaws, Big 8 Conference Constitution/Bylaws, NCFC Constitution/Bylaws, and the Central Valley Conference Constitution/Bylaws and Central Valley Conference sport supplements.

#### **Substantiated Program Review goals:**

Athletic Department program goals substantiated during the last program review cycle concluded for improvement/upgrade of athletic facilities as it pertains to the CCCAA/NCAA playing rules and regulations and adding women's intercollegiate sports for working toward meeting Title IX compliance criteria.

**Vision 2025:** The Athletic Department envisions all intercollegiate facilities are upgraded and meet the CCCAA/NCAA playing rules and safety regulations. The Athletic Department remains in good standing with the CCCAA/CVC/Big 8 conferences and each sport is fully funded and supported by the institution.

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### **\_\_ Program: California Work Opportunities & Responsibility to Kids – CalWORKs**

#### **Program Description:**

The California Work Opportunities and Responsibility to Kids (CalWORKs) Program at Reedley College and the Madera/Oakhurst Community College Centers of Reedley College is designed to help recipients of cash aid earn a certificate or associates degree within a designated timeframe in an effort to develop the necessary skills to gain employment and become economically self-sufficient. The program provides services to eligible students who are referred to Reedley College by the Department of Social Services from Fresno, Madera, and Tulare Counties. In partnership with these various county agencies, students participate in academic/training programs specific to their vocational and/or career goals. Upon

completion of their educational goals, students are prepared to seek viable employment opportunities that can lead to financial independence. CalWORKs students are a “high risk” population for attrition and most require high levels of intensive counseling and support services to advance their educational efforts.

**Substantiated Program Review goals:**

Reedley College

- Implement Peer Mentoring Program
- Revamp WTW Orientation Information and Format
- Require all students to pass Computer Familiarity exam or complete OT 1 or IS 15 to assess for and support students lacking necessary computer skills.
- TV Monitor for active Reedley College/CalWORKs announcements and improve dissemination of information.
- Staff Training for the “On Course” Curriculum (or comparable training) used in Counseling 281
- Increased funding for guest speakers for Domestic Violence in Counseling 283.
- Counseling Cubicles that are sound proof and have doors to allow for counselor/student confidentiality.
- Increased funding for a computer/laptop assigned to the CalWORKs Program for use by CalWORKs students only to complete paperwork required for admissions and for their participation in the County CalWORKs Program, and homework assignments in an effort to improve their computer technology skills.

Madera Community College and Oakhurst Community College Centers of Reedley College

- Counseling Cubicles that are sound proof and provide counselor/student privacy & confidentiality.
  - Purchase Touch Screen to reduce wait-time for students with CalWORKs staff / DSS Staff.
  - Revamp WTW Orientation Information and Format
  - Increased funding for guest speakers for Domestic Violence in Counseling 283.
- 

**Program:** Career Resource Center

**Program Description:**

The Reedley College Career Resource Center (CRC) uses a holistic, integrated service model which facilitates the involvement of the entire college and community in the students’ discovery of who they are, learning how that applies to majors and careers, becoming informed about the world of work, and providing avenues for their active participation in a journey of growth and achievement..

**Substantiated Program Review goals:**

(Currently, the CRC is in the process of moving from the Title V Grant to institutionalization. This spring the CRC will be moving off the Counseling Program Review and will establish specific program review goals for the CRC to then be monitored and substantiated in the future.) Additionally, the CRC tracks all career counseling via SARS, career workshops, employment postings, job placements and career events/services.

**Vision 2025:**

The 2025 Vision for the CRC is that the existing programs and services will be fully institutionalized into the student services division at Reedley College and all of its centers, while actively expanding services to provide additional career and employment resources to assist students’ in gaining career pathway assistance and needed skills for student success.

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**Program: Counseling****Program Description:**

The counseling department strives to provide services and opportunities that support students in navigating pathways to be successful in their educational endeavors.

**Substantiated Program Review goals:**Reedley College Goals

- Institutionalize full-time RC career center coordinator/counselor
- Establish data reporting consistency
- Add full-time RC counselor for first year experience/counseling course training and overseeing
- Continue progress on SLO assessment and implementation
- Reintroduce the “Counseling Course Buffet” to RTG, increasing COUN course offerings to freshman for student success

Madera Community College Center Goal

- Institutionalize full-time SSS/STEM counselors
- Establish data reporting consistency
- Madera development of career/transfer center

**Vision 2025:**

The 2025 Vision for the counseling department is to support a fully inclusive one stop center that engages students and effectively supports equity, access and student success.

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**Program: Disabled Students Programs & Services (DSP&S)****Program Description:**

The mission of the Disabled Students’ Programs & Services (DSP&S) is to ensure accessibility and promote maximum independence of students with disabilities by providing specialized services, instruction, and academic accommodations that support the success of students in their educational pursuits through the college campus and centers.

**Substantiated Program Review goals:**

- Use SARS for student appointments and student services data tracking.
- Uniform use of MIS codes to streamline data collection.
- Quiet, reduced distraction, accessible, monitored location for administration of testing accommodations.
- Campus specific policies & procedures for test proctoring.
- Add a certificated DSP&S Administrator/ Coordinator position.
- Add a certificated DSP&S LD specialist position.
- Implement online faculty training program using the DARE program.
- Maintain up to date technology.

**Vision 2025:** The 2025 Vision for DSP&S is that the existing programs and services will be fully integrated into the student services division at Reedley College and all of its centers.

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### **\_\_ Program: Extended Opportunity Program and Services (EOPS/CARE)**

#### **Program Description:**

The Extended Opportunity Programs and Services (EOP&S) provides comprehensive support services to first generation college students who are affected by language, social, and economically disadvantaged backgrounds. The program serves full-time students and aims to inform and guide them through the higher education process. Participants are provided with intensive counseling services, progress monitoring, tutoring, book vouchers, and priority registration. The program supports students in successfully completing their educational goals, including but not limited to obtaining vocational skills, certificates, associate degrees, and transferring to four-year college institutions. The Cooperative Agencies Resources for Education (CARE) program is a supplemental component of EOPS that is geared for students who are welfare dependent, single head of household, pursuing an education to become economically self-sufficient. CARE provides services that are specifically designed to supplement existing EOPS academic services to help students complete their educational goals.

#### **Substantiated Program Review goals:**

EOPS program goals substantiated during the last program review cycle concluded that EOPS continues to serve students from disadvantaged backgrounds, along with expanding and improving transfer services to program participants. In addition, the EOPS Advisory Committee was reinstated and meets twice an academic year as required by EOPS State Chancellor's Office regulations. Student satisfaction surveys have been developed and implemented, along with a process for tracking and monitoring students' educational goals and program completion.

**\_\_\_ Vision 2025:** EOPS program objectives coincide with Vision 2025 edits and its goals in providing students assistance in meeting their educational goals in the areas of career technical education, AA/AS degrees, and transfer opportunities. The EOPS program is committed to fully engaging students at Reedley College and the Madera/Oakhurst Centers. The EOPS program strives to be a leader in student success efforts that includes providing students a successful college experience and in the completion of their chosen career pathway(s).

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### **Program: Financial Aid**

**Program Description:** The purpose of Financial Aid is to ensure that each student has timely and sufficient resources to enable them to enroll in college, cover their educational costs, maintain their financial aid eligibility, and complete their educational goals.

#### **Substantiated Program Review goals:**

- Streamline processes at all Reedley College sites including providing additional support services to the Oakhurst Community College Center of Reedley College and securing additional Financial Aid staff to support the Madera Community College Center of Reedley College.

- Institute a financial literacy program to compliment the information provided to student loan borrowers and long-range to make a program available to all students.
- Upgrade Colleague to include new financial aid functionality through Self-Service and provide students the ability to complete and sign required financial aid documents on-line.

**Vision 2025:**

Financial Aid envisions a more spacious office with confidential meeting space, the newest technology available for student use, and a paperless office.

**Program: Health Services**

**Program Description:**

Health Services supports students by providing direct nursing assessments, first aid, referrals to outside agencies and behavioral interventions as well as outreach activities regarding prevention of disease and/or treatment of illness and injuries. Our purpose is to support student retention by providing quality health services designed to promote physical, psychological and social well-being, while providing information to assist students in establishing healthy lifestyles.

**Substantiated Program Review goals:**

Motivate students to adopt healthy behaviors related to (definitions of health as defined by Healthy Campus 2010):

1. Physical Activity
2. Overweight and Obesity
3. Tobacco Use
4. Substance Abuse
5. Responsible Sexual Behaviors
6. Mental Health
7. Injury and Violence
8. Environmental Quality
9. Immunizations
10. Access to Health Care
11. Oral Health
12. Diabetes
13. Control of Infection Disease
14. Sleep

Using intervention tools (Title V of the Ed Code) e.g. First Aid

1. Assessment, interventions and referrals
2. First aid
3. Emergency Care
4. Health Appraisal
5. Communicable Disease Control
6. Crisis Management
7. Psychological/Emotional Intervention
8. Health Ed/Health Promotion
9. Student Insurance Program

10. Partnerships with outside agencies
11. Other support services

**Vision 2025:**

Provide interventions appropriate for each stage of behavioral change from simple awareness to maintenance of healthy change. Interventions need to be varied and extended to areas across campus as frequently as possible with the use of effective messages as our data emerges.

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**Program: Library**

- Provide ongoing formal and informal information competency instruction to students to increase students' soft skills to help them succeed in courses and make them more employable.
- Provide online and print resources to support student success and completion
- Provide a quiet, safe space for students to study and engage on campus
- Provide space and expanded opportunities for collaborative learning including group study areas. (This is especially needed at MCCC and OCCC)
- Provide students access to current technology to needed to succeed in their classes. Keep up to date with technological trends
- Ensure that students, regardless of location or mode of instruction, have equitable access to library resources and services
- Students should have access to resources and services 24/7
- Students have access to instruction or reference help from a qualified certificated librarian at all college locations

Library Facilities Needed (at all locations)

- General quiet study space for students
- Study Rooms for collaborative learning
- Dedicated instructional space for information competency instruction
- Space to hold print resources
- Computers for students to complete assignments and access online library resources
- Service desks to help students
- Office space for Librarians to consult with students
- Space for storage of resources and processing of materials

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**\_\_ Program: Matriculation and Outreach**

**Program Description:**

Matriculation and Outreach provide outreach and recruitment to local feeder high schools including Reedley, Immanuel (Reedley), Dinuba, Sanger, Parlier, Fowler, Selma, Kingsburg, and Orange Cove. The program also serves students in Fresno County and selected high schools in Tulare, Kings and Madera counties. In addition, staff regularly visit high school campuses, provide campus tours, assist prospective students with college planning, admissions and registration, facilitate assessment, and maintain communication with prospective students.

**Substantiated Program Review goals:**

*Please note the below substantiated program review goals were created before AB 1456 Student Success Program. These goals are not aligned with the Matriculation and Outreach Programs current structure and services. Spring 2016, the Matriculation and Outreach Program is in the process of rewriting the program review and will be aligning current goals with Matriculation and Outreach Program services and structure.*

All Campuses

- To work with local businesses to provide internship opportunities for any student who is capable and motivated to pursue one
- With the support of the administration the AMT staff needs to continue to develop and foster partnerships that provides the potential for AMT Program growth.
- 5. Continue to promote engineering through the STEM Ambassador program and continue funding of this program to provide it with adequate demonstration supplies.
- 6. Conduct high school outreach to facilitate ESL student matriculation
- 7. Conduct community outreach to non-profit organizations engaged in ESL instruction.
- 8. Prepare students for career employment through entry level skill attainment in natural resources fields that offer strong employment availability.

Reedley College

- Continue communication with feeder high schools through CRF.
- Increased recruitment activities for students to register for CW classes.
- Meet or exceed recruitment in high schools and on campus to maintain 25 capable freshmen and 25 sophomores.
- Need to increase diversity within Honors student population

**Vision:**

Expand quality equitable Matriculation and Outreach recruitment services across Reedley College, Madera Community College Center of Reedley College and Oakhurst Community College Center of Reedley College. Aligning all services with Student Success and Student Equity, California State Legislation Initiatives.

---

**Program:** Reedley Middle College High School

**Program Description:**

The partnership established by Reedley College and Kings Canyon Unified School District, is to improve completion of high school and higher educational goals of students in attendance.

Assessment: RMCHS will complete a thorough program review and an annual CA Community College Chancellor's Office assessment.

**Substantiated Program Review goals:**

RMCHS has not completed the program review cycle

**Vision 2025:** RMCHS will serve the local community, in providing quality education to high school students who aim to challenge themselves in secondary and post-secondary education.

---

**Program:** Residence Hall

**Program Description:**

Provide on campus housing to 100 men and 100 women in safe, clean, and welcoming facility.



**Substantiated Program Review goals:** Not applicable at this time.

**Vision 2025:**

The Residence Hall Program will serve students through services and community engagement

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**Program: Student Activities Office**

**Program Description:**

The Student Activities Office strives to provide programs and events outside the classroom that reflects our diverse culture at Reedley College.

**Substantiated Program Review goals:**

- Implement optional Student Activities Fee to the student body of Reedley College which includes the Madera and Oakhurst Centers
- Implement optional Student Activities Fee to the student body of Reedley College which includes the Madera and Oakhurst Centers
- Purchase replacement furniture for Student Center.
- This report has good inclusion of Madera/Oakhurst and shows a need to expand student activity surveys to center locations. Please attach the Program Learning Outcome report as appendix A. In Cycle Four, include more on ASG's functions and role in the College.

**Vision 2025:**

The Student Activities Office vision is to engage incoming students outside the classroom. Which includes providing students with co-curricular events, intramurals, and continued support to the Associated Student Government.

Program: Title V (Ended September 2015)

**Program Description:**

Title V is a federally funded grant designed to expand educational opportunities and promote success of Hispanic students. Reedley College uses these funds to expand and enhance program quality and services to students in order to support them in completing a degree and/or transferring to an institution of higher education.

Substantiated Program Review goals: Not applicable at this time.

**Vision 2025:**

Supporting students to complete degrees and transfer to universities.

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**\_\_ Program: TRIO Student Support Services, ESL, USDE**

**Program Description:**

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide intrusive support services for individuals from disadvantaged backgrounds. The

purpose of SSS ESL is to increase the number of low-income & first-generation college students & students with disabilities who successfully complete a program of study at the postsecondary level.

**Substantiated Program Review goals:**

The SSS ESL program provides performance reports annually to the US Department of Education. SSS ESL Grant Requirements are “substantiated” annually based on SSS ESL grant objectives related to serving 140 low-income/first generation students, increasing persistence, good academic standing and certificate/degree completion and transfer. Although not formally substantiated through RC Program Review process, an amended program review process for grant funded programs is currently being established for spring 2016.

**Vision 2025:**

The SSS ESL program parallel Vision 2025 edits and its goals in providing students assistance in meeting their educational goals. The SSS ESL program will actively engage with students to meet the performance level to stay in good academic standing, persist, graduate and/or transfer to institutions of higher education as a direct result of attending a premier college that provides successful experiences and demonstrates the commitment to excellence that Reedley College, Madera and Oakhurst Centers provide.

---

**Program: TRIO Student Support Services, USDE**

**Program Description:**

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide intrusive support services for individuals from disadvantaged backgrounds. The purpose of the SSS Program is to increase the number of low-income & first-generation college students & students with disabilities who successfully complete a program of study at the postsecondary level.

**Substantiated Program Review goals:**

The SSS program provides performance reports annually to the US Department of Education. SSS Grant Requirements are “substantiated” annually based on SSS grant objectives related to serving 140 low-income/first generation students, increasing persistence, good academic standing and certificate/degree completion and transfer. Although not formally substantiated through RC Program Review process, an amended program review process for grant funded programs is currently being established for Spring 2016

**Vision 2025:**

The SSS program parallel Vision 2025 edits and its goals in providing students assistance in meeting their educational goals. The SSS program will actively engage with students to meet the performance level to stay in good academic standing, persist, graduate and/or transfer to institutions of higher education as a direct result of attending a premier college that provides successful experiences and demonstrates the commitment to excellence that Reedley College, Madera and Oakhurst Centers provide.

---

**Program: Tutorial Center**

**Program Description:**

The mission of the Reedley College Tutorial Center is to provide students with the knowledge and skills needed to become better independent learners.

**Substantiated Program Review goals:**

1. Tutorial Center funding be increased so as to ensure that the center can:
  - (a) accommodate increasing demand for services,
  - (b) regularly hire adjunct faculty to keep the center open two evening each week,
  - (c) purchase necessary supplies,
  - (d) “purchase” the same number of tutor work hours when the district increases student worker (tutor) pay rates.
2. The Tutorial Center and the college continue the development of online tutoring by collaborating with Fresno City College and North Centers and by providing necessary funds for the employment of tutors, supervisory staff, and equipment and software.
3. The college increase the duty days of the tutorial services instructor from 177 days to 192 days to account for the time required to manage the center throughout the school year, including summer session.
4. The college maintain the integrity of the Tutorial Center facility for use by the Tutorial Center program.

**Vision 2025:**

The vision of the Reedley College Tutorial Center is to actively provide an educational service which, by focusing on students’ individual learning needs, helps build academic knowledge and skills critical to a student’s achievement and ability to better independently learn and achieve their academic goals to their full potential.

---

**Program:** Upward Bound - Math and Science Program

**Program Description:**

The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. The Upward Bound Math and Science program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession.

**Substantiated Program Review goals:** Not applicable at this time.

**Vision 2025:**

...be a leader in student success and completion  
(Established pathways, effective transitions)

Through the services of Upward Bound and Upward Bound Math and Science, students who participate will have one of the highest college completions rates in Reedley College service area.

...be a hub for the community and for cultural activities  
(Community engagement)

UB/UBMS programs will continuously provide activities reaching parents and students in increasing college attendance and completion especially in the area of STEAM through parents and students conferences.

## APPENDIX D-ADMINISTRATIVE PROGRAM DESCRIPTIONS

**Program:** Administrative Services:

**Program Description:**

Administrative Services encompasses a number of college operational departments that include Business Services Office, Building Services, Production Services, Environmental Health and Safety, Communication, and District Food Services operations. Additionally this office is responsible for assuring financial compliance, fiscal management and budgeting, policy adherence and recommendations, procurement and administration of insurance policies coordination and procedures including property and liability claims handling, facilities use coordination, mailroom functions, and information center/receptionist activities. The department is a liaison with district operations in Grounds, Maintenance and Operations, Police Services, and Construction, as well as space reconfigurations and utilization, and development of the district's Five-year Capital Construction and Scheduled Maintenance Plans, which are also part of Administrative Services.

The Administrative Services Office also plays an essential role with Instructional Services and Student Support Services Divisions in achieving the college's mission and objectives. Working closely with these divisions, Administrative Services also coordinates the College's grant activities and assists in acquisition of special project funding.

Administrative Services also coordinates these same areas of responsibility at MCCC and OCCC, although the main offices reside at the Reedley College campus.

**Purpose with Program Review report in mind:**

The Administrative Services Office supports the college mission through providing effective and efficient supportive services to our faculty, staff, and students that facilitate our ability to achieve our strategic directions. Virtually all of our employees and students receive our services. Additionally, one of the most important aspects in support of the college mission is to ensure adequate resources to serve the college community and sustain our operations.

In support of the Reedley College mission statement, the Administrative Services Office has developed a mission statement that focuses

“The Administrative Services promotes the campus strategic priorities by providing student and employee support, financial and regulatory guidance, and a quality learning environment that is aesthetically pleasing, safe, and healthful for the campus community. We do this by providing adequate resources required to meet student learning needs both in services and the environment, delivering responsive services, building teamwork and across divisions and using strategic decision making to achieve goals”.

**Strategies based on substantiated goals:**

ACCJC standard four requires an integrated process to assign resources. The district is developing a resource allocation model to allocate resources from the District to the colleges. The college Budget Committee has developed and is implementing a budget calendar and resource request worksheet for programs to request resources and link to program review and our strategic plans and goals. Ensure that budgeting and planning align so that all expenditure requests are linked to program review, strategic plans, and college goals.

Administrative Services will examine business processes and implement opportunities to streamline process, implement automation where available, and reduce costs in an effort to gain operational efficiencies, effectiveness and cost savings.

Promoting and maintaining a safe college environment conducive to learning.

Success of the Administrative Service Office Units can be measured by data and also in an Administrative Services Satisfaction Survey which was administered to determine the quality with the Unit. With the assistance of the Institutional Researcher, a student/staff satisfaction survey is conducted.

**Rationale with the themes of Vision 2025 in mind:**

Service delivery in a timely fashion is the greatest strength of this unit. When information is requested it is provided in an accurate fashion according to governing board, district and Generally Accepted Accounting Practices or GAAP. Accuracy of information provided is paramount to maintain a high level of integrity to minimize disruption of service delivery. Staff members in the Administrative Services Department are service oriented and provide support when and where required.

Budget development and monitoring have dramatically changed for our Reedley College constituents, therefore providing the necessary tools to help make these transitions easier will be an important task for the Administrative Services team. Supporting Madera Community College Center of Reedley College to become a college is an important theme which Administrative Services always keeps in mind. Allocating ample resources in support of this vision is critical.

Additionally, streamlining process and automation are key in meeting our customer's need. Many of these efforts are districtwide, which makes our task more challenging to accomplish.

Safety will continue to be an ongoing effort of our unit.

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**Program: Building Services:**

**Program Description:**

The Reedley College, Madera Community College Center of Reedley College and Oakhurst Community College Center of Reedley College's Building Services Departments provide effective and efficient support custodial and event services to our faculty, staff, and students. The Mail/Warehouse Department, provides an efficient means handling the college's mail and supplies by creating an operation that is stress-free for staff and students to use.

**Purpose with Program Review report in mind:**

The RC, MCCC and OCCC's Building Services Departments provide effective and efficient support custodial and event services to our faculty, staff, and students. While many of our "services" are provided after normal working hours, we still remain committed to providing exceptional service.

The Mail/Warehouse Department provides an efficient means handling the college's mail and supplies by creating an operation that is stress-free for staff and students to use. This facilitates a stream line approach in providing these materials to our students.

**Strategies based on substantiated goals:**

Pending program review, no substantiated goals at this time.

**Rationale with the themes of Vision 2025 in mind:**

Every student enrolled at Reedley College will, in some manner, be a recipient of services provided by the Reedley College Building Services. As a result, the services provides support excellence in instruction

and student success and completion. Supporting the building of new facilities, modernizing existing facilities and merely providing new furnishings, paint, carpet and blinds are the focus of the building services department in these better budget times. Reviewing cleaning techniques, utilizing more effective and efficient cleaning tools, and creating better inspection techniques will improve the MOR facilities. In support of Madera Community College Center of Reedley College becoming a college, resources have been directed to MCCC in personnel assistance, cleaning tools, and sharing cleaning methods.

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**Program:** Business Services:

**Program Description:**

The Business Services Office provides financial services for Reedley College, Madera Community College Center of Reedley College, and the Oakhurst Community College Center of Reedley College. These services includes collecting and disbursing money for enrollment, tuition, transcripts, health, parking permits, sponsor billing, child lab, food service, residence hall and the tiger one card in accordance with campus, district and state regulation. The Office also handles the distribution and accounting functions of financial aid, scholarships and loans, payroll checks, student refunds, co-curricular activities and associated student body organizations. The Business Services Office is responsible for collecting and reviewing student employment packets prior to their submission to the district Personnel Office. The Office is also responsible for the production and distribution of the student, provisional and permanent part-time hourly-classified timesheets and data entry of the hours worked into the payroll system.

**Purpose with Program Review report in mind:**

The Business Services office (BSO) provides our students with support and guidance relative to their financial needs and obligations to the college as a part of their successful learning experience. The focus is on serving the campus community courteously and promptly without sacrificing quality. This office is diverse and reflects the campus community.

The Business Services Office has developed a mission statement that focuses on student satisfaction:

“The Business Services Office seeks to provide the highest level of customer service possible. We understand that our role in the community college is to provide support services to the institutional, instructional, and student service functions. We are committed to offering the highest level of service and continue to strive toward improving the conduct and methods of our business practices. Our desire to achieve this standard of service is the cornerstone from which we develop, implement, and evaluate our efforts.”

**Strategies based on substantiated goals:**

The Business Services Office (BSO) provides proficient support to students and staff regarding financial matters and information necessary to manage their operational funds. The BSO has maintained a knowledgeable staff, many of whom are longtime Business Office employees. Compliance with rules and regulations is standard, and the BSO continues to implement local, state and federal guidelines with accuracy and transparency. Service delivery in a timely fashion is the greatest strength of this unit. When information is requested it is provided in an accurate fashion according to its governing board, the district and Generally Accepted Accounting Practices (GAAP). Accuracy of information provided is paramount to maintain a high level of integrity to minimize disruption of service.

Communication is a challenge with the constant changing dynamics of local, state, and federal regulations. Therefore, it is imperative to communicate effectively with students and staff. The growing use of online resources and lessening of printed material has also become a challenge in communication. The BSO is often the first independent financial interaction the student has, making clarity in communication even more essential.

Business Services will examine business processes and implement opportunities to streamline process, implement automation where available, and reduce costs in an effort to gain operational efficiencies, effectiveness and cost savings. Current areas of concentration include Online Payroll Processing, Online Requisitions, and document scanning.

Success of the Business Service Office Unit can be measured by data and also in the Business Services section of an Administrative Services Satisfaction Survey which was administered to determine the quality with the Unit. With the assistance of the Institutional Researcher, a student/staff satisfaction survey is conducted.

**Rationale with the themes of Vision 2025 in mind:**

Service delivery in a timely fashion is the greatest strength of this unit. When information is requested it is provided in an accurate fashion according to governing board, district and Generally Accepted Accounting Practices or GAAP. Accuracy of information provided is paramount to maintain a high level of integrity to minimize disruption of service delivery. Staff members in the Business Services Office are service oriented and provide support when and where required.

MCCC will be the next college in our district. The Business Services Office supports this transition in preparing MCCC's staff and equipment needs to create a fully functional independent Business Services Office in MCCC.

Streamlining processes and automation are key in meeting our customer's need. Many of these efforts are districtwide, which makes our task more challenging to accomplish.

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**Program:** Food Services:

**Program Description:**

Food Services at Reedley College are the only self-operated food services in the district at this time. Food Services provide breakfast, lunch and dinner options for students, faculty and staff Monday thru Friday. Food service also provides catering for all events on campus as well as some off campus events within the community.

**Purpose with Program Review report in mind:**

The Reedley College Food Services Department at Reedley College is the only self-operated food services in the district at this time. Food Services provide breakfast, lunch and dinner options for students, faculty and staff Monday thru Friday. Food service also provides catering for all events on campus as well as some off campus events within the community. The Food Services Department also monitors the vending on campus. As a licensed retail food facility, Food Services must comply with the California Uniform Retail Food Facilities law, which includes monitoring all student and campus-related food activities. Food Services is an auxiliary service unit.

In support of the Reedley College mission statement, Food Services has developed the following mission statement:

“Through our shared values we will provide quality food service to all students, staff, faculty, guests and to the community in support of the student centered educational environment of Reedley College.”

Food Service provides job opportunity and training, including food safety, to students of various backgrounds and competency levels including Adult Transition Program, Federal Work Studies, CalWORKs, Workability (DSPS), and Central Valley WIC Dietetic Intern Program.

**Strategies based on substantiated goals:**

Food Services is an auxiliary enterprise unit for Reedley College providing healthy and nutritious options for students and staff, while maintaining a balanced budget. A struggling economy has hurt café sales in recent years and high union wages and benefits keep salary costs higher than industry. As a result, Food Services is not a self-sustaining operation and operates in the red, utilizing college general fund dollars to support the operations.

Updating the appearance of the serving area should entice more customers to use the services and reduce the current loss. Improved use of space in the kitchen and dish washing area would allow increased customer service instead of utilizing labor to wash dishes. Updating old equipment with energy efficient options would reduce energy costs. By updating facilities and creating an inviting atmosphere in the café serving area and updating kitchen facilities and equipment, the food services will attract and keep new customers which will reduce the monetary loss currently occurring in the food service department. The addition of a credit card terminal has increased sales and improve the level of technology currently in use in the department. In the future food service is looking into a new Point of Sales system which would allow online ordering to reduce wait times and improve customer flow.

Food service utilizes an annual survey from students and staff validated by the institutional researcher. A profit and loss statement is another form of analyzing success of the program. Along with customer comments which are the most useful tools in analyzing the success of the program.

**Rationale with the themes of Vision 2025 in mind:**

The Reedley College Food Services Operation supports several themes of Vision 2025. Providing healthy and nutritious options for students and staff supports student success and completion by keeping students on the campus for meals. Building relationships in the community to increase catering sales outside of campus supports community engagement. By updating facilities and creating an inviting atmosphere in the café serving area and updating kitchen facilities and equipment, the food services will attract and keep new customers.

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**Program:** Office of the President:

**Program Description:**

The Reedley College Office of the President includes the President and Administrative office, the Institutional Research Office, and the Marketing and Communications Office

**Purpose with Program Review report in mind:**

The Reedley College Office of the President includes the President and Administrative office, the Institutional Research Office, and the Marketing and Communications Office.

The president is the primary liaison between the college and the greater community, is responsible for the overall college program, and leads the college as it works toward its goals and objectives. She works



closely with other local education leaders and with those at the State level. The Secretary to the President provides high-level administrative support to the president. She oversees the president's calendar and arranges all travel, is responsible for budget planning and monitoring as well as record maintenance, coordinates events hosted through the Office of the President, and ensures effective implementation of initiatives on behalf of the President.

The Institutional Research Office of Reedley College serves a primary contact for many federal, state, and professional organizations and coordinates institutional reporting to these agencies.

Functions of the office include the following:

- Collecting, analyzing, maintaining, and disseminating institutional data to support institutional strategic planning, assessment, forecasting, and decision-making.
- Providing institutional data to external agencies as well as for college consortia-related reports, and various college guides and publications.
- Collecting, interpreting, and disseminating data from external sources, agencies, and organizations.
- Responding to ad-hoc requests for data from senior administrators and other college constituencies.
- Promote consistency and clarity in data definitions, collection procedures and data management across functional areas.

The Marketing & Communications Office of Reedley College is responsible for meeting the informational needs of campus users, the public, and media. They coordinate all internal and external communications including public/media relations, marketing, publications, and social media and strive to provide accurate, timely and consistent messages regarding Reedley College

**Strategies based on substantiated goals:**

No substantiated goals at this time.

**Rationale with the themes of Vision 2025 in mind:**

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**Program:** Office of Instruction (O of I):

**Program Description:**

The Reedley College Office of Instruction oversees all educational programs offered at RC, MCCC, OCCC and at all off campus sites. It includes the Vice President of Instruction Office, Dean Offices, and Curriculum Analyst.

**Purpose with Program Review report in mind:**

The Office of Instruction oversees all educational programs offered at RC, MCCC, OCCC and at all off campus sites we have an MOU with, such as High Schools, Vocational Centers, Palm Village etc. Course scheduling, enrollment management, curriculum development, Distance Education are all managed with collaboration of Student Services and Administrative Services and continuously with student success and RC's Strategic Plan in mind. Continuous quality improvement of all our courses, and offering effective pathways for students is our main goal.

**Strategies based on substantiated goals:**

The O. of I. has developed with partner high schools and the VROP Dual Enrollment opportunities for all 14 feeder High Schools. Data show that students in the Central Valley who have limited access to higher education are in great need of remediation. The O. of I. has developed effective pathways to diminish the need for remediation. One year scheduling is completed and will be followed by one year registration so that students will be more persistent. With Fresno City College we are a pilot college for the Common Assessment Initiative. The O. of I. is not afraid implementing change, because our student population changes.

**Rationale with the themes of Vision 2025 in mind:**

The Office of Instruction works hard to strengthen the Madera Community College Center of Reedley College and prepare it for candidacy in 2019. By adding a Director to the Oakhurst Community College Center of Reedley College and more strategically working on growth permanent buildings may be a reality in the foreseeable future.

Many full time faculty positions, especially in the CTE areas, are hired to anchor essential programs. Since the RC campus shows significant growth as well we continue to hire faculty in areas where the need is greatest, such as Automotive Technology, Nursing, Criminology and Biology. An Instructional Designer will be hired soon to develop online course offerings so that more students who cannot come to campus due to work of child care can be served. An online degree will be available in the near future. Many aspects of the OEI will be coordinated by the Instructional Designer and the DE Coordinator.

New buildings for the RC Middle College High School are forthcoming and we look forward to add yet more college classrooms to our current slate to continue to serve even more students in face to face classes. In the 2016 bond measure a new Science Building and new Ag Science complex are included. The Child Development department has a vision for their new building as well.

A permanent Farm Production Supervisor will be hired and a farm store will be developed so that students in the Ag Business department can sell the products that the farm provides: almonds, olive oil and even wine.

For Forestry, Natural Resources and the Aviation Maintenance Technology programs we are looking at new curriculum development as well as for Manufacturing and Ag Business at MCCC. The FYE program will be expanded so that more students who test into remedial math and remedial English can be assisted in their first year of college.

After passage of the bond a Fine and Performing Arts Center will be built on the RC campus supporting students not only in vocal and instrumental music and arts, but also in the STEM areas. Food Safety curriculum is added and a dedicated Food Safety lab is under construction. An on-road trucking program will be added to our current successful AgMech area, because labor market data show a great need for truck mechanics.

## APPENDIX E-DATA

### Appendix E1-Degrees Awarded Broken Down by Ethnicity

The following tables indicate degrees awarded by ethnicity based on annual reporting.

Reedley College	AA	AA-T	AS	AS-T	CA	CA 12	CA 18	CA 30	CA 60	CC	CN	NUL L	Total
<b>2010-2011</b>	<b>336</b>		<b>230</b>		<b>312</b>					<b>2</b>	<b>304</b>	<b>1</b>	<b>1185</b>
AFRICAN AMERICAN/NON-HISPANIC	10		1		3								14
AMERICAN INDIAN/ALASKAN NATIVE	7		4		6						4		21
ASIAN/PACIFIC ISLANDER	13		13		4						4		34
HISPANIC	168		140		194					2	218	1	723
OTHER	23		5		15						6		49
Unknown	3		3		1						5		12
WHITE/NON-HISPANIC	112		64		89						67		332

Reedley College	AA	AA-T	AS	AS-T	CA	CA 12	CA 18	CA 30	CA 60	CC	CN	NULL	AVG
<b>2010-2011</b>													
AFRICAN AMERICAN/NON-HISPANIC	3%		0%		1%					0%	0%	0%	1%
AMERICAN INDIAN/ALASKAN NATIVE	2%		2%		2%					0%	1%	0%	2%
ASIAN/PACIFIC ISLANDER	4%		6%		1%					0%	1%	0%	3%
HISPANIC	50%		61%		62%					100%	72%	100%	61%
OTHER	7%		2%		5%					0%	2%	0%	4%
Unknown	1%		1%		0%					0%	2%	0%	1%
WHITE/NON-HISPANIC	33%		28%		29%					0%	22%	0%	28%

Reedley College	AA	AA-T	AS	AS-T	CA	C A 12	C A 18	C A 30	C A 60	C C	CN	NUL L	Total
<b>2011-2012</b>	<b>290</b>	<b>1</b>	<b>234</b>	<b>6</b>	<b>334</b>					<b>3</b>	<b>299</b>		<b>1167</b>
<b>AFRICAN AMERICAN/NON-HISPANIC</b>	11		5		4					1	3		24
<b>AMERICAN INDIAN/ALASKAN NATIVE</b>	4		1		1						2		8
<b>ASIAN/PACIFIC ISLANDER</b>	14		18	1	10						19		62
<b>WHITE/NON-HISPANIC</b>	90		71	1	80						66		308
<b>HISPANIC</b>	155	1	130	4	228					1	205		724
<b>OTHER</b>	14		6		11						2		33
<b>Unknown</b>	2		3							1	2		8

Reedley College	AA	AA-T	A S	AS-T	C A	C A 12	C A 18	C A 30	C A 60	CC	CN	NULL	AVG
<b>2011-2012</b>													
<b>AFRICAN AMERICAN/NON-HISPANIC</b>	4%	0%	2%	0%	1%					33%	1%		2%
<b>AMERICAN INDIAN/ALASKAN NATIVE</b>	1%	0%	0%	0%	0%					0%	1%		1%
<b>ASIAN/PACIFIC ISLANDER</b>	5%	0%	8%	17%	3%					0%	6%		5%
<b>HISPANIC</b>	53%	10%	56%	67%	68%					33%	69%		62%
<b>OTHER</b>	5%	0%	3%	0%	3%					0%	1%		3%
<b>Unknown</b>	1%	0%	1%	0%	0%					33%	1%		1%
<b>WHITE/NON-HISPANIC</b>	31%	0%	30%	17%	24%					0%	22%		26%

Reedley College	AA	AA-T	AS	AS-T	CA	C A 12	C A 18	C A 30	C A 60	C C	CN	NUL L	Total
<b>2012-2013</b>	<b>245</b>	<b>20</b>	<b>239</b>	<b>28</b>	<b>414</b>	<b>25</b>				<b>2</b>	<b>599</b>		<b>1572</b>

<b>AFRICAN AMERICAN/NON-HISPANIC</b>	6		6		11	3					9		35
<b>AMERICAN INDIAN/ALASKAN NATIVE</b>	3			2	1						10		16
<b>ASIAN/PACIFIC ISLANDER</b>	10	3	16	2	21	2					50		104
<b>HISPANIC</b>	13 8	13	15 8	12	21 4	1 5				2	37 8		930
<b>OTHER</b>	4	2	7	1	4						14		32
<b>Unknown</b>	4		1		58						3		66
<b>WHITE/NON-HISPANIC</b>	80	2	51	11	10 5	5					13 5		389

Reedley College	AA	AA-T	AS	AS-T	CA	CA 12	C A 1 8	C A 3 0	C A 6 0	CC	CN	NU LL	Tot al
<b>2012-2013</b>													
<b>AFRICAN AMERICAN/NON-HISPANIC</b>	2%	0%	3%	0%	3%	12%				0%	2%		2%
<b>AMERICAN INDIAN/ALASKAN NATIVE</b>	1%	0%	0%	7%	0%	0%				0%	2%		1%
<b>ASIAN/PACIFIC ISLANDER</b>	4%	15%	7%	7%	5%	8%				0%	8%		7%
<b>HISPANIC</b>	56%	65%	66%	43%	52%	60%				100%	63%		59%
<b>OTHER</b>	2%	10%	3%	4%	1%	0%				0%	2%		2%
<b>Unknown</b>	2%	0%	0%	0%	14%	0%				0%	1%		4%
<b>WHITE/NON-HISPANIC</b>	33%	10%	21%	39%	25%	20%				0%	23%		25%

Reedley College	AA	AA-T	AS	AS-T	CA	C A 1 2	C A 1 8	C A 3 0	C A 6 0	C C	CN	NUL L	Tot al
<b>2013-2014</b>	<b>20 9</b>	<b>39</b>	<b>25 6</b>	<b>81</b>	<b>55 7</b>	<b>4 9</b>	<b>3 9</b>				<b>30 4</b>	<b>7</b>	<b>154 1</b>
<b>AFRICAN AMERICAN/NON-HISPANIC</b>	7	1	5	2	8	1					5		29
<b>AMERICAN INDIAN/ALASKAN NATIVE</b>	2	1	3	1	11	1					4		23
<b>ASIAN/PACIFIC ISLANDER</b>	6	3	16	5	36	6					20		92

<b>HISPANIC</b>	14 3	21	15 6	49	35 6	2 6	3 1				19 4	6	982
<b>OTHER</b>	6		4		14	2					1		27
<b>Unknown</b>	1	1	14		2						3		21
<b>WHITE/NON-HISPANIC</b>	44	12	58	24	13 0	1 3	8				77	1	367

Reedley College	AA	AA-T	AS	AS-T	CA	CA 12	CA 18	C A 3 0	C A 6 0	C C	CN	NU LL	Tot al
<b>2013-2014</b>													
<b>AFRICAN AMERICAN/NON-HISPANIC</b>	3%	3%	2%	2%	1%	2%	0%				2%	0%	2%
<b>AMERICAN INDIAN/ALASKAN NATIVE</b>	1%	3%	1%	1%	2%	2%	0%				1%	0%	1%
<b>ASIAN/PACIFIC ISLANDER</b>	3%	8%	6%	6%	6%	12 %	0%				7%	0%	6%
<b>HISPANIC</b>	68 %	54 %	61 %	60 %	64 %	53 %	79 %				64 %	86 %	64 %
<b>OTHER</b>	3%	0%	2%	0%	3%	4%	0%				0%	0%	2%
<b>Unknown</b>	0%	3%	5%	0%	0%	0%	0%				1%	0%	1%
<b>WHITE/NON-HISPANIC</b>	21 %	31 %	23 %	30 %	23 %	27 %	21 %				25 %	14 %	24 %

Reedley College	AA	AA-T	AS	AS-T	C A	CA 12	CA 18	CA 30	C A 6 0	C C	CN	NUL L	Tot al
<b>2014-2015</b>	<b>16 0</b>	<b>64</b>	<b>23 5</b>	<b>126</b>	<b>4 4</b>	<b>11 1</b>	<b>40 3</b>	<b>14 3</b>	<b>1 2</b>		<b>33 9</b>		<b>163 7</b>
<b>AFRICAN AMERICAN/NON-HISPANIC</b>	8	2	4			3	7	4	1		3		32
<b>AMERICAN INDIAN/ALASKAN NATIVE</b>		1			1		8	3			4		17
<b>ASIAN/PACIFIC ISLANDER</b>	3	2	17	8	2	6	10	4	1		21		74
<b>HISPANIC</b>	10 7	45	15 2	90	2 1	74	27 7	89	7		23 9		110 1
<b>OTHER</b>	5	3	9	1		2	6				2		28
<b>Unknown</b>			3								1		4
<b>WHITE/NON-HISPANIC</b>	37	11	50	27	2 0	26	95	43	3		69		381

Reedley College	AA	AA-T	AS	AS-T	CA	CA 12	CA 18	CA 30	CA 60	C C	CN	NU LL	Total
<b>2014-2015</b>													
<b>AFRICAN AMERICAN/NON-HISPANIC</b>	5%	3%	2%	0%	0%	3%	2%	3%	8%		1%		2%
<b>AMERICAN INDIAN/ALASKAN NATIVE</b>	0%	2%	0%	0%	2%	0%	2%	2%	0%		1%		1%
<b>ASIAN/PACIFIC ISLANDER</b>	2%	3%	7%	6%	5%	5%	2%	3%	8%		6%		5%
<b>HISPANIC</b>	67%	70%	65%	71%	48%	67%	69%	62%	58%		71%		67%
<b>OTHER</b>	3%	5%	4%	1%	0%	2%	1%	0%	0%		1%		2%
<b>Unknown</b>	0%	0%	1%	0%	0%	0%	0%	0%	0%		0%		0%
<b>WHITE/NON-HISPANIC</b>	23%	17%	21%	21%	45%	23%	24%	30%	25%		20%		23%

**Appendix E2-Powerpoint from Opening Day Fall 2015**

## Educational Master Plan Launch

*We Motivate and Inspire Students to Succeed*



955 N. Reed Avenue, Reedley, CA 93654  
T: 559-438-3641 F: 559-438-5040  
www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638  
T: 559-475-4800 F: 559-475-4820  
www.madrecenter.com



P.O. Box 1910, 40241 Hwy 41, Oakhurst, CA 93644  
T: 559-683-2940 F: 559-683-4193  
www.oakhurstcenter.com

## EMP –College Council -Ad Hoc Committee

- Spring 2010: First EMP created by outside consultants
- Ad Hoc Committee Reviewed the recommendations and requested to rewrite the entire plan
- VP of Instruction and the Faculty Strategic Planning Chair are Co-Chairs for this committee (Linda Cooley/Eileen Apperson, Jan Dekker)
  
- Committee Members:
- Donna Berry, Rick Garza, Ryan LaSalle, Maria Ortiz, Jason Meyers, John Fitzer, Jim Chin, Brad Millar, David Atencio, Gary Sakaguchi, George Villagrana, Michelle Johnson/Chuck Kralowec, Vikki Piper/Darin Soukup

## EMP-Purpose

“The Educational Master Plan will guide Reedley College in projecting the educational programs and support services needed to establish long term targets for student success.”

-10 year plan

Assists with Accreditation

-Guiding principles, Integrate existing plans

-Utilize Data (Labor Market and Demographics –  
Provided by EMSI)

-Connect existing plans to data to help formulate long  
term EMP goals



## Long Term Goals

- Mission, Vision and Values
- Institutional Learning Outcomes
- Institutional Effectiveness
- Vision 2025



### **Strengths:**

- Internally Written!
- Based on Vision 2025, ILO's
- Integrate Existing Plans
- Goals that are substantiated!
- Living Document
- Built in Review and Assessment

In 2025, Reedley College will be a  
Premier Community College by...

- 1...providing excellence in instruction  
Extensive programs, completion at all sites, career technical education, STEAM-or Science,  
Technology, Engineering, Arts, and Mathematics, transfer, agriculture, general education
- 2...leading in student success and completion  
Established Pathways, effective transitions
- 3...working toward the accreditation of Madera Community College  
Collaboration methods, supportive structures, engaged dialogue
- 4...building and maintaining modern facilities  
Reedley Campus: Science, Fine & Performing Arts and Soccer Field  
Madera Campus: Academic Village 2, Child Development Center  
Oakhurst Campus: Permanent Buildings
- 5...engaging in collaborative and integrated planning  
To better serve our students through instruction and services
- 6...establishing environments for community engagement and cultural activities

Looking at the Vision 2025 goals come up with:

One thing **your program** can do to help us reach one of the goals

One thing **your division** can do to help us reach one of the goals

One thing **your campus** can do to help us reach one of the goals

Share your ideas

Write your ideas on the yellow sheet paper provided on your table



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### Appendix E3-Vision 2025 from Opening Day Fall 2015

Program	Division	Campus
<p>Updating computer labs            Up to date IT lab            Faculty development to stay current            Updated mobile lab in E-Center            MCCC: Mobile computer lab in regular classrooms            Expand cohorts – goal 2            Support programs that increase enrollment            Use fine arts programs to engage the community in support of the FPA building            Expand MCCC Art dept. to include 3-D ceramics and sculpture            Psychology, Geography and History are all part a balanced general education helping to prepare students for lifelong learning            Counseling course guidelines to assist and create uniformity and excellence            Framework for courses; quality instruction consistency            New wellness center combining nurse, psych services and athletic trainer            Building and equipment available to all providers, sharing of information (collaboration) and supporting each other will enhance site success            Emphasize the importance of agriculture in STEM projects, not only important for Reedley College but for the central valley            EOPS: increase basic skills instruction offerings, support and services            Tutorial: Establish and maintain strong connections with faculty – for referral to tutoring            SSSP &amp; Title V: Provide intrusive counseling at a higher level            Political Science: will continue to grow the Constitution Week Conference            English Dept.: will grow the literary arts. We could also have increased interaction/communication with</p>	<p>All classrooms video/audio capture agility            Better and more communication with division            Dean support and facilitating communication with counseling            Continue fund raising for the CFPA            Our division will look to create and maintain prerequisites and standards to improve student success/completion            Identify and consider students’ needs to engage and assist            More athletic opportunities on campus for students            MCCC needs a complete compliment (like services) before they can become a college they need to increase college nurse to full time. They need to bring in psychological services – there is no coverage at this time.            Collaboration within our division on support workshops and activities            Ensuring rigor in the classrooms            Expect student to think critically / get beyond            Mandate basic skills courses first (ME first)            More learning communities (library, reading, etc.)            Have program meet and share idea, concepts regarding successful practices, techniques etc....            Provide additional advising to students ensuring that they complete the SEP for their major            Infusing more critical thinking into courses cross disciplines            Professional development support            Collaborate to schedule STEM courses that do not conflict with each other</p>	<p>AC and heating fixed            Set up a venture fund for college students            Online searchable filter able schedule of courses            More hybrid classes in MCCC            Streamline multi-campus degrees and certificates            Help with scheduling of cohorts            Help with placing students into cohorts            Expand the facility and faculty to provide increased enrollment            MCCC will be working to increase student population to provide stable base for creating a new community college            Create cultural clubs to establish cultural fairs and build relationship and strengthen community engagement            More family oriented activities to motivate students and include their personal lives            New construction – classrooms and offices            Collaboration between student services and instruction            Nominal student activity fee            Institutionalized: making sure that students get basic skills instruction and that they truly meet all requirements            More interaction/communication within all departments with K-12 (esp. feeder high schools)            Institutional support of mandatory basic skills courses and tutoring campus wide mandate            Make transfer level content courses have English 1A as a prerequisite            Hire more permanent full time instructors            Fund more instructors and counselors where needed – more imbedded counselors            More degrees offered at the MCCC            Campus – specifically AD-T            Variety of course offerings at different times to accommodate students schedules at MCCC and Reedley            Build a performing arts center            Better band and performing courses offered – a REAL Band class/teacher</p>

<p>Reading and Lang.  Support rigorous reading and writing across the disciplines  Increased use of Turnitin.com services across the disciplines  Support information competency across the disciplines  Expand Manufacturing floor space (buildings, classrooms) both at Reedley and MCCC Mfg. is 3<sup>rd</sup> largest industry in valley and will continue to grow. Upgrading technology to meeting new mfg. requirements.  Hold an open house for the auto, aero, etc. set up an information booth at car shows, airport fly-ins etc.  Insure teaching of relevant industry practices  Reedley Communication: program can provide excellence in instruction by creating standards for comm faculty  MCCC philosophy hire or recruit qualified adjuncts and expand the program  Use the upcoming STEM grant to build a dedicated engineering/computer science lab space  Develop a computer science course for non-stem majors to keep up with developing computer technologies.  Increase number or embedded tutors – expand math center, develop and provide supplemental instruction courses  DSP&amp;S can support #5 through integrated planning and collaboration to establish the testing center  Outreach and Matriculation: # 2 by helping to integrate SSSP into a cross-cultural (both sides of the house) vision  “We’re already doing it”  Improve counseling technology to support student engagement  Biology: stats proving the need of a nursing program (RN)  MCCC Math: Provide faculty</p>	<p>Increase communication and collaboration between disciplines through flex activities  Student services division can support #'s by increasing collaborative communication to enhance integrated planning in projects such as the testing center  Collaborate with instructional programs - student engagement, success  MCCC – stem center help  RC work so schedules align with no conflicts  Farm store  Composting  Work with industry to expand and enhance programs  Cross department collaborations between STEAM – provide more technology – apps, online and tablets  Working with instructors in pre-requisite courses, (biology, food/nutrition, chemistry), to help prepare students for success in nursing programs  DEDICATED counselor for division and for department  Promote awareness of bonds for expansion of buildings  Gold hour – meetings schedule no classes to faculty can ALL attend  Bridges grant  Student aides  Practice what you preach – environmentally based buildings (solar)</p>	<p>Support continuance and expansion of math center  Support expansion of classrooms available for instruction  Maintain facilities  Update technology – (and maintain existing – clean it once in a while)  Continue to institutionalize positions that were initially funded through categorical programs but demonstrate significant value to supporting students and campus efforts for success such as DSPS LD specialist  Communicate value as goals and college mission  MCCC more student activities  RC – coordination of cross curricular schedules  River and Riparian environmental resources  Increase faculty involvement in professional development  Purchase Grammarly program license  Support faculty full time and adjunct with professional development  Support and compensate adjuncts for prep time and to participate in campus and department events  Welcome tables around campus to support students the first few weeks  Expand new student orientation at nontraditional times  Bike friendly  Single use plastic bottles  Filtered water dispensers  Reserved parking for carpooling and clean air vehicles</p>
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<p>mentorship  MCCC Math: aid in placement  Implement the farm plan  Develop on-highway component of diesel program add solar shade structures in ag mech equip and to save \$ on electricity and protect expensive equipment  #4 expansion of math center: facility/aid hours, online tutoring expand our new center.  The MCCC &amp; Reedley science program can collaborate to enhance offerings that will provide additional access for students and thereby increase student success.  ESL pathway to Engl 1A needs to be looked into based on research and best practice. With a pathway to transfer doors may open for students not making it through  Time during duty day for programs to work together outside of meeting  Department retreats  Streamlined communication access all areas  Administrative support to help faculty to keep programs up to date  Student clubs – pre-professional, green club  Student internship programs – SJRPT  Student field trips – Cal academy of science</p>		
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# M.O.R. IN MOTION

Madera, Oakhurst, Reedley Continuous Quality Improvement

Vol. 9 · October 2015

WE MOTIVATE AND INSPIRE STUDENTS TO SUCCEED

## Message from the President



Dr. Sandra Caldwell

Another school year is in full swing at Reedley College. We have continued our momentum from a year ago and with it a brighter future. The outstanding faculty and staff we have are committed to improving the learning experience for our students and support services as we stand by our Wildly Important Goal 'We motivate & inspire students to succeed.'

We have continued to seek and expand our academic programs while filling much needed positions across the MOR campuses. Transformation has taken place in the form of a new STEM Tutorial Center at Madera Community College Center and the new Testing Center in Reedley to name a few. These are exciting times for many of us!

On Opening Day many of you stepped up making contributions for the Center of Fine & Performing Arts campaign kick off! Many of you contributed to the Strategic Plan as the outcomes and drivers were determined at the Strategic Planning Workshop on Aug. 6. At Opening Day, the college brainstormed methods for implementing the drivers. In this report, you will see the progress of the Strategic Plan, updates from our Fine & Performing Arts campaign, and reports from the Academic and Classified Senate. Thank you again for all that you do!

*The Institutional Effectiveness Partnership Initiative team visit on Dec. 4 will help us develop our Institutional Effectiveness protocol.*

## Students and educators attend Manufacturing Day In Madera



Madera Community College Center in collaboration with Madera County Compact and several manufacturing companies held activities on Oct. 2 for Manufacturing Day 2015. The event was a success as over 100 students from various Madera County high schools were exposed to manufacturing careers and increase awareness of the manufacturing companies that exist in Madera County. Students toured two manufacturing plants and were given presentations and workshops at the Madera Center.



*RIGHT: Congressman Jim Costa speaks with students during the Manufacturing Day at Madera Community College Center on Oct. 2, 2015. ABOVE: Madera Community College Center Instructor Erik Hanson speaks to Madera County High School students about hydraulics. Congressman Jim Costa had an opportunity to briefly speak with students during the Manufacturing Day event. Dr. John Pitzer welcomed the students before their scheduled tours of manufacturing plants in Madera County.*



## CLASSIFIED SENATE REPORT

The school year is underway and we are glad to see so many new and returning faces on campus! Already we are off to a great start as I am pleased to announce that we have a majority of the committee assignments filled.

The Classified Senate held its first meeting of the semester and members of the Senate worked on calendar items for the remaining of the fiscal year. Thank you everyone for their input. We are looking forward to continuing and improving some of the major projects from a year ago. Various clubs from the campus and individuals helped with community and school wide activities. For example, our Coats 4 Kids Drive was able to provide over 100 new and used coats for children. Activities like the Coats 4 Kids Drive are being planned as well as a few fundraising activities that have played a key role in continuing to provide scholarships for students of our Senate members.

It is with great pleasure to report that Dr. Claudia Habib has offered to pay for a guest speaker for our Nov. 11 "Flex Day" (staff development). Details are in the works but we will definitely keep all informed.

In closing, thank you again for all your support and I look forward to seeing many of you at one of our events this semester.

- Corinna Lemos, Classified Senate President

## ACADEMIC SENATE REPORT

Welcome back everyone to another great semester. This month I would like to highlight the collaborative work of our Academic Senate. We have spent the past few years working to improve our collaboration and communication with the other district Academic Senates at Fresno and Clovis. We feel that it is important to encourage district wide communication. To that end, the three Academic Senate Presidents meet together at least monthly and are in constant contact through email and text. Together we have been able to address several issues affecting faculty throughout the district. We have looked at AR 7120 on hiring committees, addressed concerns about the facilities bonds, and the importance of faculty voices on administrative hiring committees. We are currently collaboratively working on AR 2510 regarding participation in local decision-making. Our Equivalency and Curriculum Chairs are also working together for the betterment of our colleges. Last year we looked at the equivalency procedures at Fresno City College and found a best practice that we adopted. I would encourage all of you to collaborate with your colleagues throughout the district. See if they have a best practice that you could use to improve student success or share one of your own. What we have found through this collaboration is that we have more in common than we realized. We also feel that we serve students best by making our entire district strong.

Yours in collaboration,  
- Stephanie Curry, Academic Senate President



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State Center Community College District



## News in Brief

### Center for Fine and Performing Arts campaign update

The internal fundraising campaign for the Center for Fine and Performing Arts at Reedley College is off to a fantastic start! We have already raised over \$125,000 toward our goal of \$200,000. Congratulations to the AGNR, Industrial Tech, and Business Division for winning the first leg of our semester-long competition. They had the largest percentage of their team submit pledge forms in the first 24 hours and were treated to a catered lunch. The Student Services Division is currently in the lead for the conference room naming rights with just about \$25,000 raised. During the first two weeks of October, a Photo Scavenger Hunt took place, complete with prizes, for all those who have turned in their pledge forms already. Please save-the-date of November 10, 2015 for a Paint Night to benefit the CFPA.



*The RC AGNR, Industrial Tech and Business Division enjoyed a free lunch on Sept. 2 for winning the first Center for the Fine and Performing Arts campaign competition.*

### Phone number change

The main phone line at Reedley College, 638-3641, is being replaced by 638-0300 by the District Office. Currently, both numbers are working, but as of January 1, 2016, only the new number, 638-0300, will work. In anticipation of this change over, please begin using the new number now, and remember to change the phone number to 638-0300 on all communications including email signatures, announcements, mailings, letters, flyers, etc. Extensions and direct lines will not be affected by this change. All new business card orders have already begun using the new number.

### Listed below are Educational Master Plan themes that emerged from the opening day activity:

Facilities: Maintenance and new construction  
Student Success: Institutionalized to help students - basic skills first, prerequisites added when needed for transfer courses  
Communication: More interaction/collaboration for divisions/departments/programs  
Human Resources: More full time faculty, counselors and support staff  
Arts: Build performing arts building AND programs in the arts (band, art and more)with course offering times varied to allow for non traditional students to attend  
Professional development  
Support prep time/office hours for adjuncts  
Greener and/or more eco friendly campuses  
Improve technology  
Updated Webpage  
Madera specifically: Increase enrollment and more student activities

Just a friendly reminder to share with students and colleagues regarding Reedley College's designated smoking areas. Areas with a designated bench, black umbrella and signage are located near the Residence Hall, on the lawn between the Sociology and Administration buildings, on the lawn between DSPS and the



Library, near the Aeronautics building, and on the lawn near the Agriculture building. Under the new ordinance, parking lots are exempt except for the daycare parking lot and the area of Parking Lot D that is within 100 ft. of the daycare facility.

If you encounter someone smoking outside of the designated smoking areas please be courteous in addressing where the smoking areas are located. If you are uncomfortable approaching an individual smoking outside the designated smoking areas, please feel free to contact an administrator.

3

## Year 2: Strategic Plan Summary (2014-2015)

You may recall that work on our Strategic Plan in 2014-15 began with the identification of 3 drivers to focus the most energy on and an additional 3 outcomes that should result from this focus. Listed below is a summary of last year's efforts.

Objective	Drivers	Progress
1.4: Develop strategies to address unique needs of students to aid their academic success.		<ul style="list-style-type: none"> <li>• Extended Tutorial Center Hours</li> <li>• Math Focused Workshops</li> <li>• Student Athletic Retention Program</li> </ul>
4.1: Assess, maintain and develop effective and relevant career technical education programs in collaboration with business and industry		<ul style="list-style-type: none"> <li>• Hiring of Job Developer</li> </ul>
5.2: Ensure Instruction and services for students are sufficient, equitable and consistent across locations		<ul style="list-style-type: none"> <li>• Development of an HR Staffing Plan</li> </ul>

Objective	Outcomes	Progress
2.1: Evaluate course offerings to ensure sequencing that will allow students to finish a program in a reasonable amount of time.		<ul style="list-style-type: none"> <li>• Instituting a Math and English First Program</li> <li>• Scheduling Review from All Programs</li> <li>• Two year enrollment management plan</li> </ul>
3.3: Provide and support opportunities for faculty development that foster innovation		<ul style="list-style-type: none"> <li>• Increased staff development funding</li> </ul>
6.2: Promote communication & collaboration about college programs, services and activities between Reedley, Madera and Oakhurst		<ul style="list-style-type: none"> <li>• Meetings with various community groups</li> </ul>

## Year 3: Strategic Plan Work (2015-2016)

The President's Advisory Cabinet along with our Institutional Researcher and Strategic Planning, Standing Accreditation & Student Success Committee Co-Chairs went through an exercise to identify the 2015-16 drivers and outcomes. On Opening Day in August, the entire college brainstormed strategies that are in place or should be in place to achieve these objectives.

### Designated Driver

**Objective 2.1:** Evaluate course offerings to ensure sequencing that will allow students to finish a program in a reasonable amount of time.

### Drivers

**Objective 2.3:** Provide broad-based instructional support services relevant to the diverse needs of the students.

**Top Opening Day Ideas:** Increased counseling and advising, increased academic support services, advising days, professional development.

**Objective 2.4:** Maintain a safe environment conducive to learning while providing services and activities that maximize the opportunity for educational and personal.

**Top Opening Day Ideas:** Proactive Maintenance, more cultural-based student activities, professional development regarding safety across campuses, general safety.

**Objective 6.4:** Maintain and improve communication between Reedley, Madera and Oakhurst and their surrounding communities.

**Top Opening Day Ideas:** Campus and community events, open house and campus tours, improve webpage, identify what services the community has to offer to our students, connect with our feeder schools.

### Outcomes

**Objective 4.3:** Increase the number of quality work and internship experiences, apprenticeships, and job shadowing and service learning opportunities.

**Objective 5.6:** Utilize, improve and maintain technology and facility infrastructure to support academic success.

**Objective 6.1:** Engage in open and clear communication between Reedley College and the District.

## **Appendix E5- Opening Day Fall 2015 Follow Up Online Survey**

Thank you for your participation in the fall 2015 Duty Day activities. In order to make these sessions more informative, inclusive, valuable, and transparent, please take a few minutes to respond to the following questions regarding your knowledge of the Strategic Plan, Educational Master Plan, and ILO assessment/CCSSE. Data from your responses will be used in our next accreditation report.

### **Educational Master Plan:**

Regarding the Educational Master Plan, I believe I am a part of decisions and the process of making decisions.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

There is an increased level of transparency from the creation of the Educational Master Plan.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

Regarding the Educational Master Plan, I believe I am being heard and that my opinion matters.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

Regarding the Educational Master Plan, I believe my actions will be acted upon.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

I believe there is an increased level of communication regarding the Educational Master Plan.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

I believe I learned something new about the Educational Master Plan on Duty Day.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

I learned something new and will incorporate the new information into my classes/services.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree, Does Not Apply*

I believe the Educational Master Plan efforts will make significant changes within the college.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

I Believe the duty day activities gave me a voice in the Educational Master Plan.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

If not what could the Ed Master Plan Committee do to increase participation?

*Comments:*

### **Strategic Plan:**

Regarding the Strategic Plan, I believe I am a part of decisions and the process of making decisions.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

I believe there is an increased level of transparency from the assessment of the Strategic Plan.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

Regarding the Strategic Plan, I believe I am being heard and that my opinion matters.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

Regarding the Strategic Plan, I believe my actions will be acted upon.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

I believe there is an increased level of communication regarding the Strategic Plan.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

I learned something new about the Strategic Plan during Duty Day.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

I learned something new and will incorporate the new information into my classes/services.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree, Does Not Apply*

I believe the strategic planning efforts have made significant changes within the college.

*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

I believe the Duty Day activities gave me a voice in the Strategic Plan.

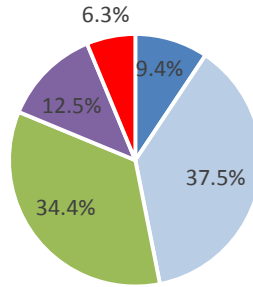
*Strongly Agree, Agree, Neither Agree or Disagree, Disagree, Strongly Disagree*

If not, what could the Strategic Planning Committee do to increase participation?

*Comments:*

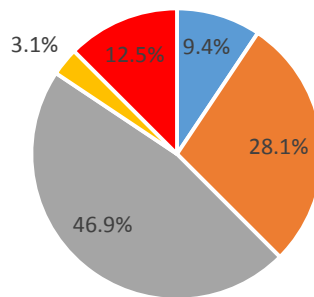
**Appendix E6-Results from Opening Day Fall 2015 Follow Up Online Survey**

Regarding the Educational Master Plan, I believe I am a part of decisions and the process of making decisions.



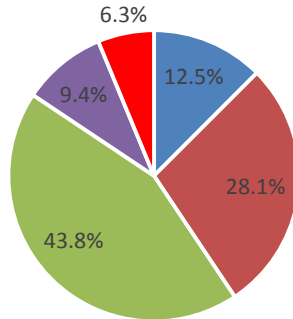
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

Regarding the Educational Master Plan, I believe my actions will be acted upon.



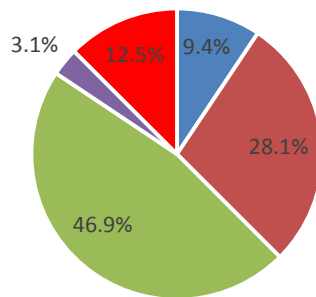
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

Regarding the Educational Master Plan, I believe I am being heard and that my opinion matters.



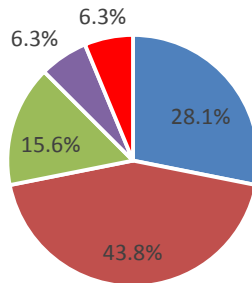
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

Regarding the Educational Master Plan, I believe my actions will be acted upon.



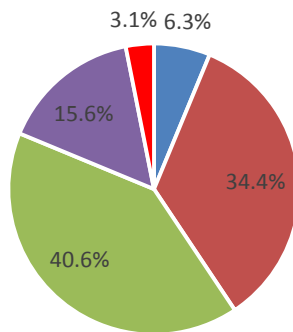
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I believe there is an increased level of communication regarding the Educational Master Plan.



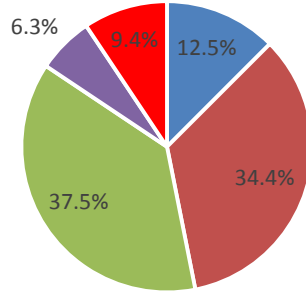
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I believe I learned something new about the Educational Master Plan on Duty Day.



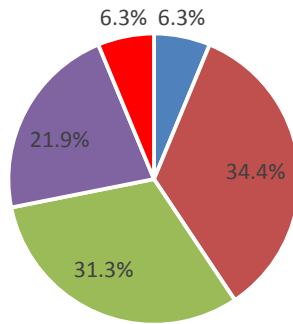
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I believe the Educational Master Plan efforts will make significant changes within the college.



■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

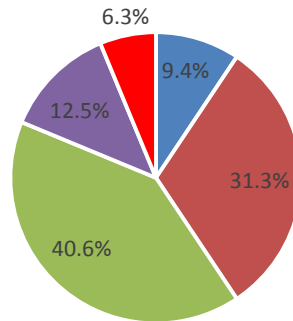
I believe the duty day activities gave me a voice in the Educational Master Plan.



■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

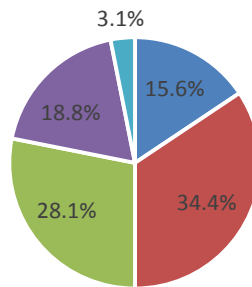


Regarding the Strategic Plan, I believe I am a part of decisions and the process of making decisions.



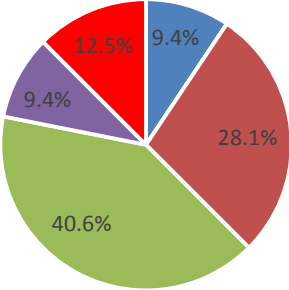
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I believe there is an increased level of transparency from the assessment of the Strategic Plan.



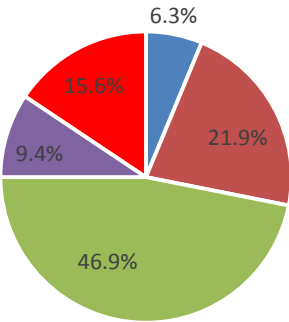
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

Regarding the Strategic Plan, I believe I am being heard and that my opinion matters.



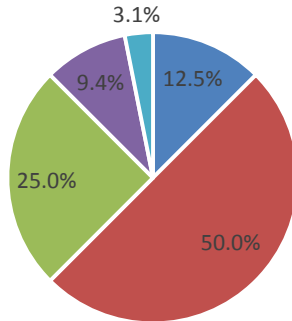
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

Regarding the Strategic Plan, I believe my actions will be acted upon.



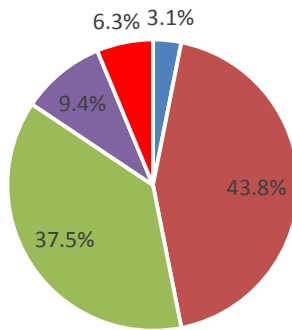
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I believe there is an increased level of communication regarding the Strategic Plan.



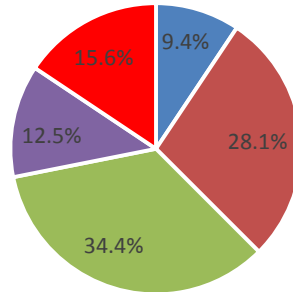
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I learned something new about the Strategic Plan during Duty Day.



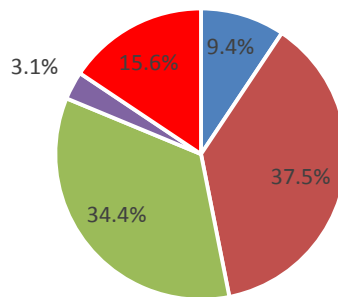
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

Regarding the Strategic Plan, I believe I am a part of decisions and the process of making decisions.



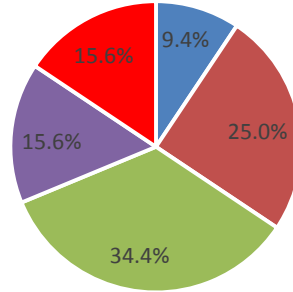
■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I believe the strategic planning efforts have made significant changes within the college.



■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

I believe the Duty Day activities gave me a voice in the Strategic Plan.



■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree