People, Places, Tech, & Money: Standard III

The title of this article is Standard III in a nutshell. It is all about Resources, specifically: Human, Physical, Technology, & Financial. Basically, it covers all resources of an institution. Reedley College employees have been hard at work gathering evidence to prove how well we manage these areas.

Standard IIIA covers Human Resources. It examines the selection and evaluation process of personnel and professional development opportunities.

IIIB looks at the Physical Resources of a college. It takes a close look at whether facilities, equipment, land, and other assets are safe, secure, and support student learning.

Technology is the topic of IIIC. This section examines technology maintenance, upgrades, networking, and training to ensure they support all operations within the college (learning, teaching, communication, research, and more).

The final section in this standard is IIID, Finances. This section looks at how our college handles its budgets and distribution of resources.

One of the key themes in the self study is that of "planning." It is critical for RC to link all of its activities to decision-making in the best interest of the college and its mission. The teams of Standard III have been busy collecting evidence that RC does this successfully in the four resource areas of this standard.

The December Town Hall highlighted the Human & Financial aspects of this standard. The January Town Hall will focus on Physical & Technology resources.

> *To learn more and engage in discussion regarding Standard III (specifically IIIB & IIIC), come to the Town Hall on Tues., Jan. 18 at 3:00pm in LRC-104 (WI in AC2-149B & MC in AV1-207).*

Thanks, Scott!

On December 23, Reedley College will say farewell to its Vice President of Business Services, Scott Thomason, as he retires after many jobs well done.

Scott began working at RC in 1980 and left in 1996. He then returned a few years ago to replace Gene Blackwelder. He has worn many hats at the college, serving as Classified Business Office Manager, Interim Bookstore Manager, Director of Financial Aid, Dean of Students, and finally his current position as VP of Administrative Services.

Scott earned Associate degrees from FCC (Liberal Studies) and Community College of the Air Force (Resource Management). He received his Bachelors in Business and his MBA from Fresno State.

Scott has been married 40 years to his wife, Sharie. They live close to their son, daughter-in-law, and baby granddaughter, Lucia Blue.

In his retirement, Scott plans to work temporary assignments and projects for California Community Colleges. He will be doing the book keeping for his church and serving as assistant pastor. His primary plans, however, are to work on his wife's "honey do list." All of this, of course, while doting on his new grandbaby.

We are grateful for all you have done for RC over the years, Scotty; and we wish you the best — you have earned it!

Important dates:

- Jan. 18 at 3:00pm in RC's LRC-104, WI's AC2-149B, & MC's AV1-207 —Town Hall meeting highlighting Standard IIIB & IIIC, Physical & Technology Resources

- February 1, 2011 — Final draft to final formatting

- April 1, 2011 — Final draft to Senates

- Summer 2011 — Final draft to Board of Trustees & Chancellor

- October 2011—Accreditation team site visit

We're on Blackboard

The most current drafts of the self study standard sub-sections can be found under the Accreditation 2011 organization. Then, click the Drafts tab and open the "Second Drafts" folder.

Self-Study Co-Chairs:

— *Marilyn Behringer, Vice-President of Instruction*

— *Anna Martinez, Communication Instructor*

Feel free to contact Marilyn or Anna with any questions or comments about accreditation — or to volunteer to help!

Evidence Into Action: SLO Assessment

When we first begin to document and evaluate our assessments with colleagues, these are some of the things we discover:

Our outcomes (course and/or program) should be revised. This isn't what our students really learn.

We need better evidence—a better assignment or measuring tool is needed.

We need a better sample. The sample was, perhaps, too small, leaving us to unfairly generalize results to all students.

We need a better rubric. The criteria are not reasonable for our outcome.

We need to do more direct assessment.

We collected too much evidence and the thought of evaluating it is too overwhelming.

We need to involve more of us. Decisions are being made by just a few.

We need to get our part-time instructors/staff more involved.

We need a more reasonable assessment plan, tool, or timeline.

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Don't be dismayed as these concerns are a part of the assessment process when we care about our students' learning. These discoveries lead us in a positive direction. Another question may be . . .

When there are many ways to close the loop, what should we do?

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If you are faculty, consider these ideas when completing the final comment on your Course and/or Program Assessment Reporting Form which asks for a brief description of your plans for change and improvement:

Pedagogy changes: Change course assignments, provide better formative feedback to students, use more active and collaborative learning strategies to motivate and engage students, consider non-traditional assignments such as service learning.

Curriculum changes: Add an additional course, change prerequisites, re-sequence courses to scaffold learning.

Student support changes: Develop specialized, innovative support with Tutorial, Writing, and/or Math Center personnel, create mentoring opportunities, coordinate projects with support services.

Faculty support changes: Host across-the-disciplines writing workshops, participate in faculty workshops, participate in professional development.

Equipment/Supplies/Space: Update computers and/or software, improve labs.

If you are student services and support staff, consider these ideas when completing the final comment on your Program Assessment Reporting Form which asks for a brief description of your plans for change and improvement:

Change how tasks are completed

Reorganize staff assignments

Work with staff from other programs or faculty for program improvement

Offer and take advantage of skills and technology training

Request new/updated computers and/or software

Research specialized equipment

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And don't be surprised if the results support the status quo. Celebrate and share your successes!