**Accreditation Notes from**

**SP 11 Flex Day**

**January 7, 2011**

**Standard I**

Planning agendas:

* The Student Learning Coordinator and Student Learning Outcomes Assessment

Committee will be responsible to maintain ongoing dialogue about continuous improvement of student learning.

* The College Center Council will improve center-wide communication relative to providing feedback regarding funding and implementation of improvements as a result of the College Center Council annual planning and resource allocation process, as described in the College Center Handbook.
* The center will explore ways to expand the Office of Institutional Research services in order to keep up with the need to document assessment results and continue to use the analysis of data as the driving force behind the dialogue and integrated planning efforts of the college center.
* The center will improve upon the ability to access data on the campus website which is available in a single location and easy to understand. (gap?)

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* Improve dialogue about SLOs
  + Eileen will have NC and RC data
    - Concern: Please—we do not want to have to report SLO results 2 times in 2 different formats—once to Reedley and once to WI. It wastes too much time filling out forms and moving/copying data and reports.
  + Erik will have just NC data
  + Example from history and English: specific faculty members take responsibility for different courses, contact adjunct faculty, receive data and enter it onto a spreadsheet
  + Standard spreadsheet form?
    - Concerns: Not all departments’ data will fit into the same categories
    - Tracking numbers and percentages. History focuses on percentages. Psychology includes numbers because it gives sampling size
  + Keep spreadsheet/report in a single location
  + Reporting face-to-face and online classes separately
  + Timeline for improvement? This is what the planning agenda will do for us.
  + Erik will help to coordinate some of these concerns.
  + Have a basic grid that talks about not every detail of what we’re measuring but the gist of what we’re measuring and the significant findings. Keep a page or two with the “meat” of what we’re learning from our SLO assessments. List ideas from each department? List what we can learn from each assessment/summary of assessment + what we changed.
  + Do we know who to communicate with? First level: department at all sites. We need a structure for communication and reporting. Structure is there through Reedley College. Do we send to Erik and he sends to Eileen? Or do we send to both Erik and Eileen?
  + We have a committee for SLOs with Reedley. Committee could be responsible for coming up with grids, forms, etc.
  + SLOs are being done for accreditation, but we need to remember that SLOs primary purpose is for us to evaluate ourselves and to make improvements. We need to compile best practices to support all departments and faculty.
  + There is some confusion about how often we do assessments, what we do with assessments, and so on. How often we do assessments is a department decision, as long as we assessing all courses and doing something useful with the data. The Outcomes Assessment Committee is working to clarify this confusion. WASC doesn’t have a timeframe either. We want to the SLO assessment in a way that is meaningful to us.
    - Example: Geography has 4 courses; each course is assessed every two years.
  + Are we eventually going to put this in a system like WebAdvisor and enter the information each semester? Erik and the committee is working to answer this question.
* Improve communication on funding and improvements for institutional effectiveness
  + People are not aware as they could be of the funding cycles that are in place.
  + Ideas of how we could better communicate:
    - We get e-mails right now.
    - We could send out e-mails that link to a single site with funding info
    - In the next two years, we will be putting together a plan to improve communication about funding (planning agenda for Standard 3D).
    - Blackboard site for College Center Council and access funding info.
    - A summary of where we find data because it is easy to forget where to find information. That seems to be in the works. Erik will help to improve the website and better organize information. Something for Duty Day next fall.
  + One of the issues is getting the amounts that have been allocated. There has to be some way of finally telling Division Reps that amounts have been finalized. Let people know what their action plans have been allocated, what they can use it on, and when they need to use it by, etc. Closing the loop. There should be some way to make sure that we don’t create ill feelings and let those who did not receive an allocation know why they did not receive funding.
* Expand institutional research for planning
  + Michelle is only part-time, so how do we fill in the gap?
  + There is an institutional research site, and we can pull out data for each individual site.
  + Can we hire students from or through Fresno State to help Michelle?
  + Looking for different ways to get information?
  + Before, data was stuck in DataTel and now data is in simpler databases—teach people how to use the Sequel (sp?) database?
  + We’re calculating empirical data. Dump it into a common database. We need one file with student enrollment by individual classes and grades. Query through the database and query the one that interests you.
    - Select information that we need. Up to us to do the further analysis.
    - Descriptive data needs to be interpreted.
    - Faculty may need further instruction about technology and interpreting data.
    - Michelle and researcher at FCC are working to create a database with this information, making the data more accessible to users.
  + We’re well on our way to making improvements.
  + At other schools, they have resources for faculty to pull data from SLOs, even small sampling sizes, to learn about student success, participation, etc.
  + Do other schools have committees for research? A committee could help with putting out surveys so we don’t duplicate surveys or have multiple surveys with similar topics. The committee could support the researchers and help faculty collaborate on surveys.
* Expand access to data
  + Redundant. Already addressed.

**Standard IIA**

Planning Agendas:

* II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
* II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.
* II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvement.

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1. By 2012, the campus will be at the proficiency level for the Student Learning Outcomes rubric established by WASC.
   1. We are well on our way, but there is more work to be done in order to be prepared to demonstrate we are using data from the SLO’s to improve student success.
      1. There was discussion about developing a matrix or system which allows Departments to insert their data and post to a general site for all disciplines to view and use for their SLO’s. In other words, develop a common method of reporting and assessing SLO’s that allows for flexibility within disciplines.
   2. Improve using the results to improve student learning
   3. We want to report to something beyond the Reedley College website. The website is not very useable.
   4. The key is how do we take we what we’ve learned and proving that we’re using that information to make improvements. Would that be in the next report? Demonstration of improvement?
      1. As individual departments, we may track progress over time, but we want to communicate that progress.
      2. We need something more uniform.
2. Create a Distance Education Plan to include activities related to training and facilities for full-time and part-time faculty.
   1. It was suggested that a formal, specific plan should be formulated and implemented to address the gap in training and preparing faculty for instruction of online classes at Willow International Center. The following items to be included were identified:
      1. Method and criteria how a class is identified/chosen to be offered in online mode of delivery.
      2. Steps to improve online class; Publisher support and resources are important.
      3. Training for faculty teaching online classes.
         1. Training should be made available to NC online instructors. Questions/concerns were as follows:
            1. Should the same training be required for all online instructors?
            2. It was brought up that in some cases, the mandated training offered at other colleges which require a course be taken before instructors can teach online was full or cut due to lack of funding in the budget. i.e., Can we offer adequate training while avoiding these potential problems?
         2. A suggestion was made that there is a contact person to field questions about online classes from both faculty and students.
         3. Training for how to run a DL and online course is informal at this point. Because DL will likely expand in the future, we need to make course offerings and training more formal.
            1. Is demonstrating effectiveness of DL and online courses in curriculum?
            2. How do we choose the classes that we’re going to put online?
            3. DL committee? Reedley has a committee, but there is gap between its purpose and what it does. It has a Blackboard site under Organizations.
            4. If there is a disparity between success in online and F2F, we need to show how we’re going to bridge the gap?
            5. Training: some people know how to use technology and have taught online before; should these instructors have to re-do basic training? FCC had training in place, but they cancelled it because they didn’t have funding.
            6. Publisher has helped with doing a class online.
            7. We can always try an online class and take it offline if it doesn’t work. It would be up to the department to decide if an online course is effective or not and share this information.
   2. Jason Gardner stated that the Reedley College Distance Education Committee is an existing committee designed to address issues related to Distance Education. It was suggested that we send these notes to Jason for presentation and feedback at the next RCDE meeting.

**Standard IIB**

Planning Agendas:

* Once college status is achieved, develop a College Catalog for the new Clovis Community College.
* Once college status is achieved, adequately staff Student Services units per staffing plan.
* Implementation of Web Advisor’s E-Advising program

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* How to best address the staffing in student services
* Current statement not a planning agenda?
* Focus on 2 year plan, not gaps that will be completed.
* Once college status is achieved, adequately staff Student Services unit per staffing plan
  + Need additional counselors. Should this be on the agenda? Or is this a goal?
* Implementation of E-Advising
  + Do student educational plans online. The district is working with us on this.
* SARS (Alert and E-SARS)
  + Hope to implement both of these soon.
* Admissions Application Service Requests
  + When a student fills out the application, there is an area in which they can indicate what services they might need, and we can follow up with them about these services. About 20 services listed.

**Standard IIC**

Planning Agendas:

* The Library will conduct a Library Instruction session effectiveness survey in the spring semester 2011The Tutorial Center will conduct mid-semester surveys to evaluate how well it is meeting students’ needs and where it could improve services.
* The library will compile annual usage data to evaluate services.

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* Combine 4-6, or take these off the planning agenda- what do you do after you collect the data?
* How will you get instructors more involved to use the library services? (currently using email & letter in boxes)
* Librarian conducts presentations for the instructors to learn about the library resources and/or how to tailor a class.
* Develop “training videos” (ala “youtube”) that would better facilitate topics or areas common to all needed knowledge (standard) to/for all instructors. (Can be made via Tegrity or Camtasia).
* The library will work with the administration to support the growth of the library and increase the collection as we move towards college status and additional revenue becomes available.
  + We may acquire more materials in future semesters
* A collection development policy specific to Willow International Center will be developed in preparation for college status.
  + Right now our policy is under Reedley and we will be developing our own policy
* The proposed staffing plan will be followed to provide additional library support once Willow International becomes Clovis Community College
* The library will conduct a Library Instruction session effectiveness survey in the spring semester 2011.
  + Pre and post test survey to find out if students are aware of services, what a database is, the difference between a database and a website, etc. Students are simply not aware of the resources available.
  + Are students learning information competency at the Tutorial Center?
* The Tutorial Center will conduct mid-semester surveys to evaluate how well it is meeting students’ needs and where it could improve services.
  + Library and Tutorial can work together to increase students’ information competency.
* The library will compile annual usage data to evaluate services.
  + We’re compiling a lot of data and want to add tracking of database usage. Database tracking is not currently available for the NC because Reedley pays for the databases.
* What do we do after we collect the data? (Collecting data does not need to be on the planning agenda.)
* Flex Day Presentation: Library Instruction Session for instructors, so that they are more aware of the information Cynthia presents and the ways she can tailor the presentations to their classes.

**Standard IIIA**

Planning Agendas:

* Need to hire additional technical support staff.
* Develop and implement a new full-time faculty orientation.
* As we hire more faculty we will work with the district Human Resources Office to increase the diversity of our applicant pools to better reflect the demographics of our students and our community.
* Increase diversity of faculty and staff.
* As the budget allows, increase staff development opportunities.
* Develop and implement a new Full-time faculty orientation.

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Develop and implement a faculty orientation program for new full-time faculty.

* Reedley College has a new Faculty Orientation Program. Review Reedley College’s new Faculty Orientation Program and study how to implement at the Willow International Center.
* Have new faculty read Faculty Handbook
  + Debbie writes it with input from everyone
  + Handbook is revised each year
* Online/video training for new faculty (so they know how to use WebAdvisor, Course Compass, etc.)
* District HR is putting together orientation
* Concerns: when we start adding growth positions and adding a significant number of new faculty, we’ll need more formal training in place (like Reedley’s New Full-Time Faculty Orientation Program).
* Could make this a staff development program as well.
* Part-time faculty orientation could include orientation to the college environment because faculty are frequently not aware of Faculty Senate, Curriculum Committee, etc.
* Mentoring program—new faculty mentored by tenured or tenure-track faculty member. The mentor gets a stipend. Mentoring of new full-time faculty does take place between the new faculty member and his or her committee.
* Fresno State has course through continuing education about community college teaching. (Is this a good program?)

**Standard IIIB**

Planning Agendas:

* none

**Standard IIIC**

Planning Agendas:

* The College Council will need to develop a strategy for funding a replacement cycle.
* The gap that has been identified is how to sustain the level of technology over the long-term. The initial funding for building the campus has provided state of the art technology. The funding allocation for on-going operations needs to be formalized.

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* Faculty input on future room redesign and development.
  + a.     Where computer placed in the room.
  + b.    Layout for projector
  + c.     Etc.,
* Develop a technology priority list
  + How do we prioritize
  + Replacement prioritization
* Action Plan, TAC, and Program Review
  + How does it fit.
* Develop a technology replacement plan that includes a plan for funding
  + As we develop a plan, we need to develop an agenda for prioritizing replacements
  + That process is in place now as part of the Action Plan process
  + TAC should develop a rubric that looks at course requirements, instructional needs, support services, so that it is built into the Action Plans
  + How do you plan for things that go out mid-year or during the cycle? That’s why we always have to have a reserve.
  + Do we ever have to replace something because the warranty runs out? After 3 years, we’re in “self-warranty mode.”

**Standard IIID**

Planning Agendas:

* To improve communication of results of Action Plan Funding request process
* Training for Deans and support staff which is also open to general center population in order to enhance understanding of budgeting process and how to access and interpret budget information.
* Work with the district office to assist in the development of a budget allocation model that is appropriate for funding all district colleges and centers.
* While financial information is readily available, it has been determined that training is necessary to facilitate access and understanding of financial information. This training would be targeted for Budget Managers and support staff but would also be open to general center population.

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* Budget allocation- Reedley will lose $$ as they loose the Willow FTES. Reevaluation of reallocation- tied to staffing plan. DO must allocate $ to support our staffing plan- positions we need/are required for full college status (not necessarily true).
* 50% rule ratio- may be reallocation of human resources- move people across campuses. Chancellor working on formula- everyone will have a voice in this process. Get involved in CCC!
* Organizational Review- College Brain Trust will be jumping off point for this process.
* Improve communication about budget to constituents.
  + 30% of those surveyed did not think budget information was accessible.
* Provide training for Deans and support staff. Training will be provided to general center population.
  + Training—because even if people can locate the information, they do not always know how to interpret the information.
* Work with the DO to assist in the development of a budget allocation model that is appropriate for funding all district colleges and centers.
  + NC gets one point of money, salaries are deducted (97%), and remainder is allocated to centers for operational costs (3%).
  + The problem is that the district allocates funds based on historical allocation, and this won’t work when we become a full college. The district has to look at other allocation models, looking at FTES to FTEF (efficiency).
  + Will Madera and Oakhurst budgets come from the Clovis College allocation or the Reedley College allocation? This hasn’t been determined yet.
  + There will be a give and take of funds, not simply just an addition.
  + Adding support staff and instructional staff (to meet accreditation/state requirements) will require the district to change, too. Does the district HAVE to give us the money? Not necessarily. We may get reallocated positions from FCC or RC.
  + The chancellor is working on this issue right now.
  + All three self-studies will note this item on the planning agenda.
  + Everyone will have a voice in this budget allocation model because it has to be transparent and rational, so that everyone understands it.

**Standard IV**

Planning Agendas:

* The College Center Council should determine which new college committees will be needed upon receiving initial accreditation status and have operating agreements in place for the committees.
* Once candidacy has been approved, the Faculty Association leadership needs to draft a College Academic Senate Constitution and By-Laws, an operating agreement for a College Academic Senate Curriculum Committee, and operating agreements for any other College Academic Senate Standing Committees.
* It is purposed to expand the number of Board meetings in order to include additional workshop style meetings where further discussion and input can be provided by and between the Board and Administration to further enhance the budget planning and monitoring process. Workshops would include the following:
  + Planning Goals and Priorities for Budget Development Workshop (February)
  + Budget Development Status Report with Emphasis on how the Planning Goals and Priorities for the Budget is being integrated into the budget (existing March Board Retreat)
  + Tentative Budget Presentation and Board Input Workshop (May)
  + Final Budget Review and Discussion Workshop (August)
* Increase the knowledge of the operational responsibilities and functions of the district in support of the colleges and centers.
* Implement a budget resource allocation model for the colleges and centers within the State Center Community College District.

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* Create timeline for formation of leadership groups/committees.
* Increase # of workshops of budget w/ Board of Trustees.
* Increase knowledge of operational responsibilities.
* Plan a timeline for transition into a planning agenda. Timeline is already included in evidence.
* As WI goes to Clovis Community College, need to have processes & committees ready to be formed. Ex: College Center Council to College Council.
* Determine how & which committees will function through College or Academic Senate.
* Prepare Faculty Association to become Faculty Senate (create bylaws and constitution).
* The College Center Council should determine which new college committees will be needed upon receiving initial accreditation status and have operating agreements in place for committees.
* The NC Faculty Association should prepare a constitution and by-laws for an academic senate.
* The NC Faculty Association should determine which academic senate committees will be needed upon receiving initial accreditation status and have operating agreements in place for the committees.
* Increase the number of budget workshop meetings with the Board of Trustees.
* Increase the knowledge of the operational responsibilities and functions of the district in support of the colleges and centers.
* Implement a budget resource allocation model for the colleges and centers within the SCCCD.
* Since we’re planning on having a basic timeline for the transition by the end of the semester, should the timeline be in the planning agenda? The timeline is evidence.