

Feedback  
21 Sept.

break up,  
made comments  
each group reported out.

Reedley College  
Follow-Up Report



Submitted by

Reedley College  
955 N. Reed Avenue  
Reedley, California 93654

To:

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

October 2012

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**Reedley College**

**Certification of the Institutional Follow-Up Report**

DATE:

TO: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

FROM: Reedley College  
995 North Reed Avenue  
Reedley, CA 93654

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

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

_____	_____
Mr. Ronald Feaver	President, Board of Trustees
_____	_____
Dr. Deborah G. Blue	Chancellor, State Center CCD
_____	_____
Mr. Michael White	Interim President, Reedley College
_____	_____
Dr. Marilyn Behringer	Accreditation Liaison Officer
_____	_____
Mr. Jeff Ragan	President, Academic Senate
_____	_____
Mr. Juan Terado	President, Classified Senate
_____	_____
Ms. Jessy Torres	President, Associated Student Body

## Table of Contents

Certification of the Institutional Follow-Up Report .....	2
Table of Contents .....	3
Report Preparation.....	4
Responses to Team and Commission Recommendations.....	9
<b>College Recommendation 1</b> .....	9
<b>College Recommendation 2</b> .....	19
<b>College Recommendation 3</b> .....	28
<b>District Recommendation 1</b> .....	30
<b>District Recommendation 2</b> .....	48

## Report Preparation

Reedley College began its preparations for the Follow-Up Report in early February 2012 to respond to the recommendations cited in the letter reaffirming accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) dated February 1, 2012. Then Vice-President of Instruction, Dr. Marilyn Behringer, led the conversation about the timeline, responsible parties, review process and adequate resource support, and then finalized the details of the preparation plan. The timeline for the response can be found on page \_\_\_ of this document.

Members of the Accreditation Steering Committee took the lead for the preparation of the progress report with assistance from the District Liaison for the District Recommendation, the Strategic Planning Committee for College Recommendation #1, the Program Review and SLO Coordinator, Eileen Apperson, for College Recommendation #2 and the College Council, for College Recommendation #3.

In May 2012 a draft outline of the report was emailed to the entire college community with a request for comments. A presentation of the accreditation recommendations and progress to date was made on August 9, 2012 to the certificated faculty and on August 10, 2012 to the classified staff.

**To be continued until the report is submitted...**

*~~Reedley~~ Talk about success since 2008.*



**Timeline for Preparation of the Response and Submittal of the Follow-up Report**

<b>Date</b>	<b>Activity</b>
<b>March 9, 2012</b>	Strategic Planning Committee meets, considers Integrated Planning document
<b>March 30, 2012</b>	Accreditation Steering Committee meets to consider visiting team report and response
<b>April 20, 2012</b>	Strategic Planning Committee meets
<b>April 27, 2012</b>	Accreditation Steering Committee meets to consider response
<b>May 1, 2012</b>	College President presents progress on Follow-Up Reports to the Board of Trustees at its monthly meeting.
<b>May 15, 2012</b>	Academic Senate endorses Integrated Planning document
<b>May 16, 2012</b>	Draft outline of college response sent to college community
<b>June 6, 2012</b>	Strategic Plan assessment summary report draft is completed
<b>June 2012</b>	ALO and co-chair complete first draft of the response
<b>August 9, 2012 and August 10, 2012</b>	Campus "Accreditation Summit" (Duty Day) and Classified Assembly to inform all employees of progress to date.
<b>August 13, 2012</b>	Instruction begins.
<b>August 24, 2012</b>	Accreditation Steering Committee meets to review/provide input on the draft response
<b>September 4, 2012</b>	First reading, SCCC Board of Trustees
<b>September 7, 2012</b>	Accreditation Steering Committee meets to review/provide input on the draft response
<b>September 5 - 17, 2012</b>	Changes are made to response based on feedback from constituency groups and BOT
<b>September 18-24, 2012</b>	Copies of response are prepared for BOT
<b>October 2, 2012</b>	Second reading, SCCC Board of Trustees
<b>October 3-4, 2012</b>	Final changes are made to response, copies of response are prepared for ACCJC and team and flash drives are created
<b>October 5, 2012</b>	College mails the report to the commission and visiting team in preparation for follow-up visit.

## Participants in Preparation of Reedley College Progress Report

### Accreditation Progress Report Steering Committee

Marilyn Behringer  
Anna Martinez  
Donna Berry  
Shelly Connor (D.O.)  
Melanie Highfill  
Mario Gonzales  
Michelle Johnson  
Terry Kershaw (NC)  
Cynthia MacDonald  
Thomas Mester (WI)  
Linda Nies  
Gary Sakaguchi  
Kayla Urbano (ASG)  
Stephanie Vasquez (ASG))  
Michael White

### Recommendation #1

College Council  
Strategic Planning Committee  
Academic Senate

Comment [MB1]: Add names of members

Marilyn Behringer  
Eileen Apperson  
Jeff Burdick  
Linda Cooley  
Jeff Ragan  
Bill Turini  
Leah Unruh

### Recommendation #2

Program Review Committee

Comment [MB2]: Add names of members

Eileen Apperson  
Marilyn Behringer  
Pam Gilmore  
Michelle Johnson

**Recommendation #3**

College Council

Marilyn Behringer  
Michael White

Comment [MB3]: Add names of members

DRAFT

### **Acknowledgements**

I wish to thank all members of the College listed as responsible parties within this report and all those who have contributed to its preparation.

If you have any questions, do not hesitate to contact Dr. Blue or me.

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**Mr. Michael White**  
**Interim President Reedley College**



## Responses to Team and Commission Recommendations

### College Recommendation 1

As recommended by the 2005 Accreditation Team and to build on its achievements to date in developing program review and improving institutional planning, the college should develop a practical, integrated planning model with the following characteristics:

1. A focus on a limited number of mid- to long-term initiatives to improve student learning and student support services.
2. A plan with concrete strategies and actions that are specific, measurable, attainable, results-oriented and time based, and that specify individuals or groups responsible for their completion.
3. A process that clearly ties this planning model to the college's resource allocation processes.
4. Processes for regularly assessing not only the progress in achieving the goals of the plan but also the effectiveness of the integrated planning model itself.
5. A model that is inclusive of all institutional planning activities and that clarifies the functions of program review and the various resource committees.
6. A planning model that clarifies the relationship of the planning processes at Reedley College and the other planning processes of the State Center Community College District.  
(Standards I.B.1 through I.B.7; II.A.2, II.B, II.C, III.A, III.A.6, III.B, III.B.2, III.C, III.C.2, III.D, III.D.1, III.D.3, IV, IV.A, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g.)

### Descriptive Narrative

Reedley College was in the process of developing an Integrated Planning model when the Fall 2011 accreditation visit occurred. This document has been changed significantly since that time based on input from the college Strategic Planning Committee, College Council, Academic Senate and Classified Senate [RC AS Minutes 4-10-12, College Council Minutes 4-25-12]. The document was endorsed by the Academic Senate and College Council in Spring 2012 [waiting on approval and posting of minutes]. At the core of the Integrated Plan is the Figure 1 of this document which shows the inter-relationship between all of the major college plans and the resource allocation process.

The Integrated Plan and the accompanying figures shown below as Figure 1 and Figure 2 show the interrelationship between all of the college constituency groups as well as the interrelationship between all of the planning documents, program review, annual reports and resource allocation. The Strategic Plan is a key part of the Integrated Planning model and

contains concrete strategies and actions that are specific, measurable, attainable, results-oriented and time based.

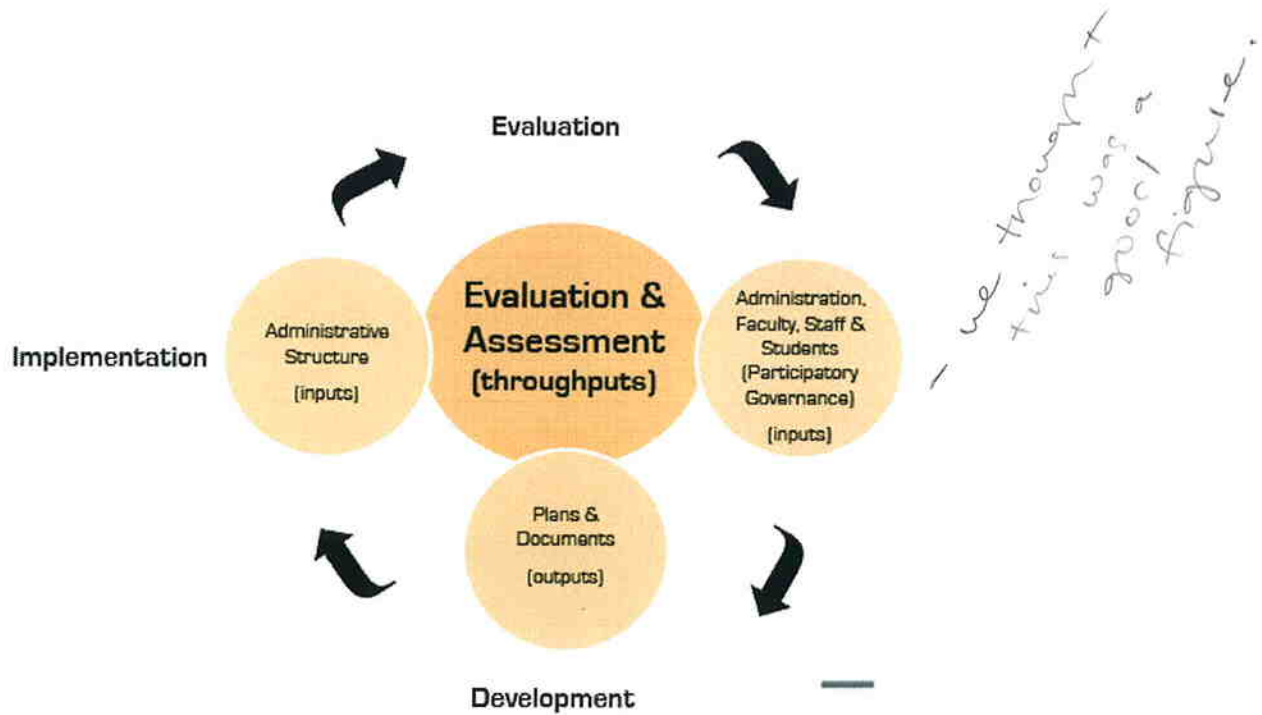


Figure 1

An example of how the Integrated Planning process is implemented is found in the new Reedley College Entrepreneurship Center (E-Center.) The inspiration for the E-Center was the business faculty and the business entrepreneurship program. Recognizing a need within both program students and the community the faculty requested funding to establish an E-Center as part of program review. The Program Review Committee endorsed this discipline goal [asked Eileen for ev]. College Council discussed and also endorsed the project. A request was sent by the faculty to the Facilities Committee and the Budget Committee to both identify a location and secure funding to create the E-Center. A room with easy accessibility for the community and metered parking in a near-by parking lot was identified that could be rededicated as an E-Center. Faculty in the Communication department agreed to relocate their classes. Two Business instructors and one Economics instructor agreed to relocate their offices to the E-center and

provide staffing. A small amount of college funds were used for touch-up painting. A \$35,000 grant from the Coleman Foundation which was received as part of a joint project with the Lyles Center at CSU Fresno was used to purchase furniture and computers for the new center. The Reedley College E-center opened at the beginning of the fall 2012 semester.

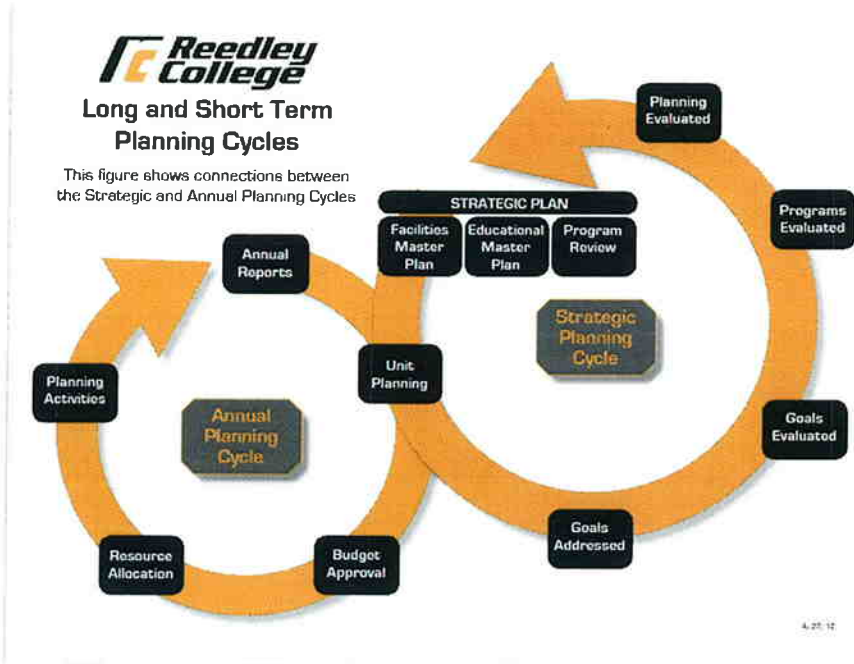


Figure 2

The Reedley College **Integrated Plan** is consistent with, and referred to in, the State Center Community College District **Integrated Plan**. Additionally, the Reedley College Strategic Plan is developed using a similar methodology and on a timeline that is coordinated with the District Strategic Plan. The current SCCC District Strategic Plan covers the time period 2012 – 2016; the timeline for that plan is shown on the next page, The timeline for the next Reedley College Strategic Plan follows the district strategic plan timeline. It will be developed during the Spring 2013 semester and will cover 2013 – 2017.

## DEVELOPMENT OF THE 2012-2016 STATE CENTER COMMUNITY COLLEGE DISTRICT STRATEGIC PLAN

### January 2012, 2016

The Board of Trustees participates in a Visioning process to develop a vision for the Strategic Plan. The District Strategic Planning Committee begins preparing the *2012-2016 State Center Community College District Strategic Plan*.



### February 2012, 2016

The Board of Trustees invites internal stakeholders to a Strategic Conversation to discuss the themes from their Visioning Process. The findings from the Strategic Conversation provide data for the community Charrette which will involve internal and external stakeholders in addressing the next strategic plan.



### March 2012, 2016

The District Strategic Planning Committee reviews a comprehensive data portfolio, and the quantitative and qualitative data from the Visioning, Strategic Conversation, and Charrette. Based on this review, the District Strategic Planning Committee develops District Objectives and Action Plans for the next four years. The Action Plans identify specific tasks, timelines for completion, and the group or office responsible for completing each task.



- The District Strategic Planning Committee uses data to prepare the final *2012-2016 State Center Community College Districtwide Strategic Plan* and forwards the final draft to the Chancellor.
- If the Chancellor approves, the *2012-2016 State Center Community College Districtwide Strategic Plan* is presented to the Board of Trustees. If the Chancellor does not approve, collaboration and compromise continues until he/she approves.
- The *2012-2016 State Center Community College Districtwide Strategic Plan* is implemented beginning in the Fall semester.

**Reedley College  
Strategic Plan Timeline  
2008 – 2012**

**Year 1 (2008-2009):**

- Annual reporting system piloted by select governance committees
- ✓ Annual reports from pilot group submitted to Strategic Planning Committee in May 2009.

**Year 2 (2009-2010):**

- ✓ All governance committees completed and submitted annual reports to Strategic Planning Committee in May 2010.

**Year 3 (2010-2011) and Year 4 (2011-2012):**

- ✓ In depth analysis, including trend analysis, strategic direction analysis, identification of gaps, and annual committee reports.

Fall semester:

- ✓ Trend analysis was conducted that incorporates the submitted annual reports for years 1 and 2.
- ✓ Strategic directions progress reviewed and analyze.
- ✓ Results of trend analysis will be disseminated

Spring semester:

- ✓ Committees will address gaps identified in the trend analysis.
- ✓ Governance committees will submit annual reports in May.
- ✓ The trend analysis will continue.
- ✓ Joint Strategic Planning Committee/College Council/Governance Committee Chairs retreat to complete analysis.

**Year 5 (2012-2013):**

- ✓ Internal/external scans; community involvement (charrette); new four-year plan developed & approved.

Fall semester:

- ✓ Internal and external scans.
- ✓ Community involvement via charrette.

Spring semester

- ✓ A new four-year plan developed& approved for 2013-2017.

The Reedley College 2008-2012 Strategic Plan contains specific goals and objectives that are measurable and ~~that are~~ assessed on a regular basis. Goal 3 specifically addresses students learning and student support services. To address this goal, Reedley College has made a conscious effort to address Student Success. ~~During this time span~~ Reedley College created and hired two new positions, a Student Success Director and an Outreach and Matriculation Coordinator, both of whom are responsible for implementing programming and services to address student success. In regards to facilities, Reedley College is in the process of establishing a Student Success Center and a Transfer Center which will be connected and housed in the same building. These centers will serve as the central location for students to receive and access the services and information they need to propel themselves to be successful students. While the building process is still being completed Reedley College has already established a workgroup to address how we can improve student success on our campus and in the valley. This workgroup is called the College Readiness Forum.

The College Readiness Forum (CRF) is a collaboration of administrators, faculty, and staff from Reedley College and local High Schools focused on STUDENT SUCCESS. The CRF has 3 main objectives: 1.) strengthen use of data, 2.) establish college readiness dialogue between Reedley College (RC) and high schools (HS), 3.) better align math and English curriculum between RC and HS. Each of these objectives have detailed action steps, time line and key performance indicators identified on the CRF Objective document. The CRF is actively making progress as demonstrated by the following accomplishments:

- Establishment of CRF with participants from RC and local HS from Math, English, Outreach & Matriculation, Counseling, and Administration.
- Modification of Math Placement Test Cut Scores and test descriptions, and the creation and implementation of the Math Placement Pre-Test: a diagnostic test high schools can implement to specifically identify areas of math students attending their schools are sufficient and deficient in.
- KCUSD Board approved the use of ERWC as the Senior English Curriculum in an attempt to better align their curriculum with California State University's and Reedley College.
- Hosted an ERWC training for local HS English Instructors and RC Faculty.
- Created and manage the CRF Organization on Blackboard.

The CRF has made great strides within the past year of its existence. CRF meets once a semester (Fall/Spring) at Reedley College for a workshop. During the workshops Math and English Faculty, staff, and Administrators from RC and HS meet face to face and in special workgroups (i.e., English, Math, Counseling/Outreach) to address specific topics related to student success and CRF objectives. In addition to meeting two times per year, Reedley College created a CRF organization on Blackboard. Blackboard provides all of our acting members and other interested visitors (open organization) the opportunity to view and access CRF objectives, workshop agendas/presentations, discussion board, English and Math resources, representative information, and updates/announcements.

both measurable and assessed regularly.

"Considers" In an effort to ensure growth in student success... Reedley College...

we (RC) can

word choice (address) => (planned)

Reedley College has also established a timeline for the integrated planning, budget and program review processes that illustrates how they are sequenced in order to work together.



### Reedley College Integrated Planning, Budget & Program Review Timeline, 2012

	2012-2013		2013-2014		2014-2015		2015-2016	
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Program Review, SLO, PLO and ILO Assessment Activities	Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, ILOs)	Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, ILOs)	Improvements Launched	Assessment Activities
Program Review	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)		Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)		Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)
Resource Allocation & Priorities	Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)			Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)			Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)	
Annual Budget Cycle	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)
Long Range & Strategic Planning	College Mission	Educational Master Plan	Strategic Plan	Integrated Plan	Facilities Master Plan			
	Institutional Research, Data Collection, & Program Evaluation							

Maybe evaluate the color choice of this box. Use over looked it



- Calendar is well organized

	2015-2016		2016-2017		2017-2018		Spring	Summer
	Fall	Spring	Fall	Spring	Fall	Spring	Summer	Summer
Program Review, SLO, PLO and ILO Assessment Activities	Improvements Launched	Assessment Activities	Improvements Launched	Assessment Activities	Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, ILOs)	Fall Flex Day (Report on SLOs, PLOs, ILOs)
Program Review	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)		
Resource Allocation & Priorities	Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)		Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)		Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)			
Annual Budget Cycle	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget	Board Approves Tentative Budget
Long Range & Strategic Planning	College Mission	Educational Master Plan	Strategic Plan	Integrated Plan	Facilities Master Plan			
	Institutional Research, & Data Collection, & Program Evaluation							

- Same things got overlooked

**Evaluation Summary**

Reedley College has taken the appropriate steps and has met the requirements of college recommendation 1.

**Next Steps**

1. Internal and external scans will be conducted to assess the 2008-2012 Reedley College Strategic Plan
2. The assessment of the 2008-2012 Reedley College Strategic Plan will be finalized and made available to both internal and external constituencies.
3. The new 2013-2017 Reedley College Strategic Plan will be developed.
4. The Reedley College Integrated Plan will be updated.

## College Recommendation 2

In order to meet the Standard and the Commission's 2012 timeline to be at the "proficiency level" in the identification, assessment and use for improvements of student learning outcomes, the team recommends that the college accelerate its activities to ensure that each course and program has measurable outcomes that are published widely, that those outcomes are regularly assessed, that the results of that assessment are clearly documented, widely discussed, and used in decision making aimed at aligning institution-wide practices to support and improve student learning.

(II.A.1.a, II.A.1.b, II.A.1.c, II.A.2, II.A.3)

### Descriptive Narrative

All course and program (academic and support services) student learning outcome assessment reports are posted on Blackboard within a program's folder and linked to on the College website. Evidence of assessments also located with each program's folder is a three-year assessment timeline, mapping of course to program to institution (GE) outcomes, proof of dialogue, and assessment tools. These are updated on a continuous basis by each program. While budget has prohibited the purchase of reporting software, the current system is organized, accessible, and functional.

Faculty and staff have taken advantage of these folders to store and share data, a variety of assessment tools, and assessment information with their adjunct faculty. Updated regularly, this system of posting and reporting allows faculty and staff to be fully invested in the outcomes assessment process.

The SLO Coordinator relies on these reports for yearly assessment summaries, collecting data on assessment types, results and action plans, and highlighting programs and courses which have been positively influenced by their assessments. The Student Learning Outcomes coordinator met with faculty and staff from units throughout the college (including Madera, Oakhurst and Willow International) that needed assistance in assessing their SLOs and PLOs throughout the 2011-2012 academic year. The college also conducted an analysis of all classes that had not been offered in the last three years, and that it would not be financially viable to offer for the next three to four years, thus making SLO assessment impossible and placed these courses on abeyance. As a result, virtually all areas of the college were at the proficiency level by the time that the ACCJC report was submitted in March 2012 as shown by the following data from that report:

Percent of all college courses with defined Student Learning Outcomes	100%
Percent of all college courses with on-going assessment of learning outcomes	96.4%
Percent of all college programs with defined Student Learning Outcomes	100%
Percent of all college programs with on-going assessment of learning outcomes	98.2%
Percent of all student and learning support activities with defined Student Learning Outcomes	100%
Percent of all student and learning support activities with on-going assessment of learning outcomes	92.1%

~~Should be lowered~~  
Should be lowered

Student Learning Outcomes are in place for all courses, programs, degrees, and certificates. Course outcomes are posted on the College website and program outcomes posted on the website and in the College catalog.

Nearly all courses and programs (including academic degrees and certificates and support services) conduct ongoing assessments, with 43% of courses and 37% of programs completing at least one assessment cycle to date. An estimated 40% more are completing their assessment cycle by the end of fall 2012. While 66% of course assessments state that their results are positive, other responses such as “conduct further assessment” (22%), “use new or revised teaching methods” (21%) “develop new ways of evaluating student work” (18%), and “revise course syllabus or outline” (13%) illustrate how these assessments are influencing teaching and learning at the College. Action plans for support services show “results are positive” (57%), “conduct further assessment” (21%), “use new or revised resources or services” (21%), “develop new methods of evaluating student learning” (21%), “plan purchase of new equipment or supplies” (7%), “make changes in staffing plans” (0%), and/or “engage in professional development about best practices” (7%).

Should be in a chart not in ~~the~~ a paragraph

Assessment types for courses include any variety of item analysis of exams (70%), assignments based on rubrics (44%), assessments based on checklists (3%), direct observation of performances (44%), student self-assessments (13%), CATs (1%), and/or capstone projects (10%). Instructional programs show similar assessment types. For student support programs, assessments types include direct observation of performances (7%), student self-assessments (43%), and/or external/internal data (36%). Before the end of the Fall 2012 semester all college courses not in abeyance, all college programs and all student and learning support activities will have ongoing assessment of student learning outcomes. (NOTE: Numbers shown above are currently being updated and will show significant increases in the final response.)

As of Spring 2012 all college units complete annual update reports on progress towards completing their Program Review recommendations, any new program needs and a summary of progress the program has made on SLO assessment. Additionally, all Program Reviews, GELOs, PLOs and SLOs are posted on Blackboard. (Please note that Reedley College uses the terminology GELOs (General Education Learning Outcomes) as the equivalent of ILOs (Institutional Learning Outcomes)).

Outcome data is routinely shared with the College during Duty Day, at various flex workshops, and within constituency group meetings. Early in the process, faculty and staff were encouraged to share their assessment and data-gathering techniques over a series of informational email postings.

The yearly Reedley College Student Learning Outcomes Assessment Summary provides the current data on completion of course, academic programs (including degree and certificate), and student support programs and highlights assessment activities, results, and action plans of a variety of courses, academic programs, and support services.

Among this information are the Institutional outcomes (GELOs) assessments which are systematically summarized each semester and their results shared with the College.

One example of the dialogue and identified gaps occurred during the creation of the blended degree outcomes. Faculty teaching within these degrees determined that several of their degrees were being under-awarded. This dialogue reached college-wide (during Duty Day and within Curriculum, Academic Senate, and College Council meetings) as the need to decide on degree offerings for students. It was also determined within many program meetings that many certificates and courses were not being sought by students, spurring a clean-up of courses, certificates and the breadth and purpose of the particular programs.

Talking about  
courses that are  
not being sought  
by students.  
Dropping courses.

Another example of the dialogue and identified gaps also began within program meetings as it was determined that collection of assessment data among adjunct faculty was troublesome, especially in those cases where adjunct faculty were sole instructors for a course, and in a few cases sole instructors for a program. Again, the college-wide discussion of commitment to programs, student opportunities, and the direction of the College occurred within a variety of constituency groups, namely Program Review and Academic Senate.

Perhaps the main gap identified is the use of assessment results and subsequent action plans to influence college-wide planning, allocation of resources, and "improvement and further alignment of institution-wide practices to support and improve student learning". In response to this gap, the Program Review Chair, working with the Program Review Committee and Student Learning Outcome Assessment Advisory Committee (a sub-committee of Program Review) is in the process of revising the Cycle Three Handbook to incorporate SLO assessment planning, mapping, and reporting of results and action plans exclusively within the program review report. SLO mapping and assessment analysis was first placed into the Cycle Two handbook in its 2007 revision. The SLO section of the handbook was revised to more direct questions regarding results and action plans in the Cycle Three handbook (approved spring 2009) further reflecting the programs' assessment processes; however, a separate SLO process worked alongside program review and not exclusively within the program review process. This mirrored, yet separate SLO reporting process was necessary as the College worked its way toward the proficiency level. Now, with nearly every course, program, degree, and certificate assessed at least once, these before mentioned committees believe full inclusion of SLO assessment is best placed within the program review cycle. This streamlining will address this gap as programs determine their goals for their programs and those goals are made known to the College and will assure our movement through the Sustainable Continuous Quality Improvement stage for both SLOs and Program Review.

Chart

The current Cycle Three Program Review Handbook asks how SLO assessments are used for program improvement. Assessment results and action plans, along with other quantitative and qualitative data, influence the program's goals. These goals (termed "recommendations" in the Cycle Two Handbook) are responded to in the Annual Program Review Report. Summaries of the Program Review reports are presented to College Council (comprised of representatives of the College-wide constituency groups). These summaries include the program's SLO assessment information. In addition, oral presentations of each program are open to the College and recorded, then posted on Blackboard along with their reports. Programs are encouraged to share their SLO assessment findings as a part of their oral presentations.

In addition, SLO assessment progress is one criterion addressed in the Annual Program Review progress report. As a part of the funding allocation process, those programs seeking additional funding are required to use student learning outcome assessment data, results, and action plans within their Resource Action Plan Proposal (RAPP). The Program Review committee is also discussing a change in committee membership to include a representative from the Budget Committee and a representative from College Council. The purpose for this proposed change is to solidify our integrated planning based on program review and SLO needs. This will also aid in communications among these committees.

The following table outlines the progress of Reedley College with relation to Program Review and SLOS.

<u><b>Characteristic of Institutional Effectiveness in Student Learning Outcomes</b></u>	<u><b>Activities leading to and surrounding implementation</b></u>	<u><b>Progress Indicators</b></u>	<u><b>Evidence</b></u>
<p>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</p> <p>2011 Revision: Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates, and degrees.</p>	<p>Fall 2006: Norena Badway presentation on writing SLOs and assessment</p> <p>Fall 2006: Program Review Committee updates Cycle Two Handbook, addressing outcomes</p> <p>Fall 2008: CCCAOE workshop on SLOs</p> <p>Spring 2009: SLO Coordinator leads Duty Day presentations on SLOs and Assessment</p> <p>Spring 2009: Joint Program Review and Curriculum ad-hoc committee draft General Education (Institutional) Learning Outcomes</p> <p>Fall 2009: Assessment Advisory Committee drafts Course/Program Assessment Timelines</p> <p>Fall 2010:</p>	<p>Spring 2007: Program Review Cycle Two Handbook, including program learning outcomes is approved by constituencies</p> <p>Fall 2007: All Reedley College course outlines have been modified to include course student learning outcomes</p> <p>Fall 2008: A Reedley College Student Learning Outcomes Coordinator is assigned</p> <p>Spring 2009: Senates and College Council approve General</p>	<p>Course outlines provided on Curricunet</p> <p>Program Review Reports posted to Blackboard site by Program</p> <p>Fall 2009 Duty Day Materials</p> <p>General Education (Institutional) Learning Outcomes are posted online and presented to the college at numerous events</p> <p>Course/Program Assessment Timelines posted on Student Learning and Assessment Blackboard site in Program Folders.</p> <p>Degree/certificate learning outcomes posted to online college catalog, fall 2010</p> <p>Degree/certificate learning outcomes published in college catalog, spring 2012</p> <p>Fall 2011 Physical Science and Social Science blended degree learning outcomes established and mapped.</p>

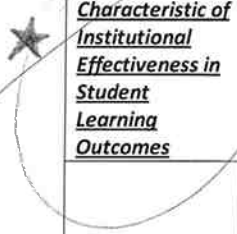
<u>Characteristic of Institutional Effectiveness in Student Learning Outcomes</u>	<u>Activities leading to and surrounding implementation</u>	<u>Progress Indicators</u>	<u>Evidence</u>
	<p>Program/degree/certificate learning outcomes compiled in one document</p> <p>Spring 2011: Physical Science and Social Science degree instructors write degree outcomes and determine assessment</p> <p>Spring 2012: Liberal Arts, Fine Arts, Liberal Studies, and Liberal Arts and Sciences degree instructors write degree outcomes and determine assessment</p>	<p>Education (Institutional) Learning Outcomes</p> <p>Spring 2010: Courses and programs to have completed their Course/Program Assessment Timelines</p> <p>Fall 2010: Program Review Cycle Two is complete along with all program learning outcomes in place</p> <p>Spring 2011: Inventory taken on assessment timelines and mapping</p> <p>Inventory on assessment reporting taken each semester</p> <p>Materials posted to college web site</p>	<p>Spring 2012 Physical Science and Social Science blended degree learning outcomes data results and action plans reported to college.</p> <p>Spring 2012 Liberal Arts, Fine Arts, Liberal Arts and Sciences, and Liberal Studies blended degree learning outcomes established and mapped.</p> <p>Fall 2012 Under-awarded blended degrees reported to college</p> <p>Spring 2012 SLO web site is updated, showcasing program "profiles of learning"</p>
<p>Results of assessment are being used for improvement and further alignment of institution-wide</p>	<p>Spring 2010: Duty Day presentations resulted in many faculty revising their course SLOs into manageable, measurable, and meaningful statements</p>	<p>100 % of all courses that come through curriculum have addressed the modification of</p>	<p>Assessment Reporting forms posted on Student Learning Outcomes and Assessment Blackboard site</p> <p>Program Review Cycle Three reports posted on Program Review</p>

<u>Characteristic of Institutional Effectiveness in Student Learning Outcomes</u>	<u>Activities leading to and surrounding implementation</u>	<u>Progress Indicators</u>	<u>Evidence</u>
practices.  2011 Revision: Results of assessment are being used for improvement and further alignment of institution-wide practices.	Spring 2008: Program Review Committee drafts Cycle Three Handbook, asking programs to describe how assessments are used for improvement	their SLO's  Fall 2010: First programs to complete Program Review Cycle 3. Reports include responses to program learning outcomes assessments and program changes based on results	Blackboard site  Program Review Annual Reports contain SLO assessment progress
There is widespread institutional dialogue about the results.  2011 Revision: There is widespread institutional dialogue about the results of assessment and identification of gaps.	Spring 2010: Duty Day  Spring and Fall 2010: Messages regarding assessment and evaluation are shared through college-wide emails  Fall 2010: Division Assessment Summits held for instructional and non-instructional programs  Spring 2011 and consecutive semesters: SLO Coordinator to highlight and report on one GELO area and the ways in which programs are addressing the GELO	Spring 2010 Duty Day brought all campuses together to discuss course/program SLOs  Fall 2010: Division Assessment Summits brought faculty and staff from all sites together to discuss program learning outcomes  "Semesterly" GELO summary reports	Disciplines and programs worked together revising course/program SLOs and shared their results with the campus during a poster-session  Revised program learning outcomes statements posted on College website and Blackboard  College-wide email messages regarding assessment and evaluation are posted on SLO/Assessment Blackboard site  Semester GELO reports compiled by SLO coordinator highlight various assessment techniques used to measure GELO  Spring 2012 Blended degree results and action plans reported to college.  Spring 2012 Assessment summary, including assessment result and action plan data, and summary of sample assessment activities, results, action plans, and gaps reported to the college.
Decision-making	Ongoing: Departments,	RAPPs submitted	Programs routinely update their



<u>Characteristic of Institutional Effectiveness in Student Learning Outcomes</u>	<u>Activities leading to and surrounding implementation</u>	<u>Progress Indicators</u>	<u>Evidence</u>
<p>includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</p> <p>2011 Revision: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.</p>	<p>disciplines and programs meet to decide on SLO revision, assessment timelines, evaluation results, etc.</p> <p>Fall 2010: Departments meet with SLO coordinator to discuss "closing the loop" strategies and importance</p>	<p>and prioritized every semester</p> <p>GELO Assessment Summary compiled each semester and reported to College Council and college-wide</p>	<p>SLO/Assessment Blackboard folders to include: 1.assessment timelines, 2.assessment reports/assessment tools, 3. Communication/meetings/agendas, 4. SLO mapping</p>
<p>Appropriate resources continue to be allocated and fine-tuned.</p>	<p>Ongoing: College Council hears and prioritizes Resource Action Plan Proposals (RAPPs)</p>	<p>Revised Resource Action Plan Proposals include SLO references.</p>	<p>Resource Action Plan Proposals posted to Blackboard Strategic Planning site</p>
<p>Comprehensive assessment reports exist and are completed on a regular basis.</p> <p>2011 Revision: Comprehensive assessment reports exist and are completed and updated on a regular basis.</p>	<p>Fall 2009: Assessment Advisory Committee drafts the Course and Program Assessment Reporting Forms</p>	<p>Fall 2009: Senates and College Council approve Course and Program Assessment Reporting Forms</p> <p>Spring 2010: Courses and Programs begin "closing-the-loop" on assessment evaluation and reporting their findings as</p>	<p>Course and Program Assessment Reporting Forms are posted on College website and Blackboard</p> <p>As of spring 2011 76% of programs completed assessment reports</p> <p>Fall 2012: Assessment completion data shared with the College.</p>

Good!



<u>Characteristic of Institutional Effectiveness in Student Learning Outcomes</u>	<u>Activities leading to and surrounding implementation</u>	<u>Progress Indicators</u>	<u>Evidence</u>
		determined by their Assessment Timelines	
Course student learning outcomes are aligned with degree student learning outcomes.	<p>Fall 2009: Counselors determine key GE courses to map to degree outcomes</p> <p>Fall 2009: Assessment Advisory Committee drafts a GE Mapping Matrix</p> <p>Spring 2010: Non-instructional and Certificated Programs meet to draft Matrix, mapping of Non-instructional and Certificated Programs to GELO</p> <p>Fall 2010: Programs meet at Division Assessment Summits to complete mapping</p>	<p>Fall 2010: mapping of courses to GELOs to be complete</p> <p>Fall 2010: Non-instructional and certificated programs to GELOs to be complete</p> <p>Fall 2010: All Program Outcomes to be mapped to GELOs</p>	All mapping posted on SLO/Assessment Blackboard site within Programs' folders Inventory taken on completed mapping and posted on Blackboard, each semester
Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.	Spring 2010: The Assessment Advisory Committee, with the assistance of the Counseling Dept. and an Academic Senate ad-hoc committee, draft the Student Graduate Survey	<p>Fall 2010: The Student Graduate Survey is approved by Academic Senate</p> <p>Fall 2010: Students begin taking the graduation survey, responding to the degree by which GELOs have been met</p>	<p>The Student Graduate Survey data is posted on the SLO/Assessment Blackboard site, in progress</p> <p>Assessment of graduation survey and improvements based on results, in progress</p>

**Evaluation Summary**

Reedley College has taken the appropriate steps and has met the requirements of college recommendation 2.

**Next Steps**

1. Continue to regularly review and assess the alignment of the planning and resource allocation process to student learning needs.
2. Continue to share and review best practices in teaching and student support services.
3. Review our Program Review and SLO process on a regular basis as required for continuous quality improvement.





### College Recommendation 3

In order to meet Standards, the team recommends that the college further clarify its participatory governance decision-making structures and processes to identify clearly the responsibilities of committees and individuals for decision-making. (Standard IV.A.2.a; IV.A.3; IV.A.5)

#### Descriptive Narrative

Since Fall a number of changes have been made to address this recommendation. Since Fall 2011, the Reedley College Participatory Governance Handbook has been modified to include the Integrated Planning insert and model. The graphic of this model (Figure 1 of this report) was developed by the College Council and the Strategic Planning Committee. The handbook now also includes a timeline of integrated planning, budget and program review and a schedule of all participatory governance committee meetings.

Willow International Community College Center has established a curriculum committee, an academic senate, an academic standards committee, an equivalency committee and a program review/ SLO committee all of which function as subcommittees of the respective Reedley College committees.

College Council approved in Spring 2012 and began in Fall 2012 to include reports from representatives on all participatory governance committees on each agenda in order to close the loop on reporting to/from each of those committees. This change assures that College Council is aware of all items being considered by the participatory governance groups. Additionally, an end of the month report of participatory governance committee actions will be collected and synthesized by the Public Information Office to be sent to all college employees the beginning of each month.

As a result of an analysis of the calendar of committee meetings conducted in Spring 2012, College Council also decided to meet an additional time each month beginning in Fall 2012 in order to better facilitate decision making and to better coordinate with those committees that require two meetings. An example of the problem that was addressed occurred with the Reedley College Academic Senate and the Madera Faculty Association subcommittee to the Academic Senate which both require a minimum of two readings of all items. For example, in the past, when College Council met the second Wednesday of each month it was too late to put an item on the Academic Senate and Faculty Associate agendas for the following Wednesday because the respective executive boards had met the day before to finalize the agenda so the item would not be heard until the first Tuesday of the next month. The second reading would be the third Tuesday of that month, but College Council would have already met for the month. This meant that an item that was sent to the constituent groups, in April would not be returned to College Council until May and changes could not be addressed until the following fall. Now, with College Council meeting twice a month

good example of the process

that same item could be returned to College Council in time to be addressed before the end of the academic year.

Too better integrate decision making with the Willow International Community College Center, the Madera Center, and the Oakhurst Campus the Willow International Campus President and the Interim Vice President of Academic and Student Services of the Willow International Community College Center along with the Dean of Instruction and Dean of Student Services of the Madera Center and the Director of the Oakhurst Campus have joined the Presidents' Cabinet of Reedley College. Additionally, effective during the Spring 2012 semester, the Dean of Instruction of the Madera Center started attending the weekly Instructional Deans Meeting. In Summer 2012 the Dean of Student Services at the Madera Center also started attending the weekly Instructional Deans Meeting.

Activity	Participatory Governance	
	Status	Evidence
Integrated Planning document to be included in Participatory Governance Handbook	Integrated Planning document under consideration by constituency groups	Integrated Planning document  SPC, College Council, Academic Senate agendas and notes for Fall 2011 and Spring 2012
Participatory governance committee operating agreements reviewed and updated 2011-2012	In progress	Agendas and minutes of participatory governance committees and College Council  Updated operating agreements
Committee reporting included on agenda to better coordinate and facilitate participatory governance decision-making.	Approved May 2012	Minutes of College Council 5/2012 and College Council Agendas beginning June 2012

→ Does their need to be further clarity of how minutes were kept (or who kept them) to support this as evidence?

**Evaluation Summary**

Reedley College has taken the appropriate steps and has met the requirements of college recommendation 3.

**Next Steps**

1. The comprehensive update of all committee operating agreements for the Participatory Governance Handbook will be completed.

## **District Recommendation 1**

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

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

The following summarizes the processes in which the Reedley College, Willow International College Center, Fresno City College and District leadership teams, councils, committees, and task forces are engaging to address district-wide governance, planning and resource allocation decision-making.

### **Descriptive Summary of Governance Structure to Support Dialogue**

Through this recommendation, the Commission directed SCCC to bring together its colleges, centers and District Office to create systematic and ongoing processes to engage in continuous dialogue about areas that are critical to the growth of the District and the expansion of the number of its colleges and centers. Furthermore, the Commission requires this dialogue to include all of the District's stakeholders, including community members, students, faculty, classified staff and administrators. Recognizing the need to improve planning and coordination between its colleges and centers, SCCC's leaders have implemented new approaches to creating, developing and aligning its plans and planning processes in each of the areas listed in the recommendation.

SCCCD has been working for nearly two years to develop the structures and systems needed to support ongoing dialogue and coordination around planning for the increase in the number of colleges and the planned growth of the college centers. The dialogue has been pervasive and has been supported by faculty and classified senates, faculty and classified unions, administrators, the Board of Trustees, and community representatives.

Districtwide governance bodies have been expanded to include working groups and task forces with defined charges, standing committees and councils with broadened roles and responsibilities, and operating agreements to define their scope, charge, representation and membership, and selection of members. These include: the District Strategic Planning Work Group which later became the District Strategic Planning Committee; the District Budget and Resource Allocation Task Force, which is being vetted through constituency groups to become a standing District Budget and Resource Allocation Advisory Committee; the District Facilities Planning Committee, an existing standing committee; and the Communications Council, the existing Districtwide participatory

governance body which will be codified with a broadened scope in a new operating agreement to be vetted by constituency groups Districtwide and finalized in fall, 2012.

These working groups, task forces, committees and councils require that dialogue and information is shared with their campus constituency groups and governance bodies. The input received is brought back to the Districtwide governance bodies to ensure continuous, timely, and deliberative dialogue, as well as the creation, development and alignment of District and college plans and planning processes in the areas identified in this team recommendation.

3 How it works

### District Governance Processes and Dialogue

SCCCD's Districtwide participatory governance body, Communications Council, is composed of representatives of faculty and staff constituency groups from the colleges/centers and District Office. Prior to the October, 2011, accreditation site visit, SCCCD's leaders recognized that the District's decisionmaking processes should be strengthened to increase participation and transparency. For more than two years, SCCCD has been engaged in a Districtwide effort to design and implement a broad-based participatory governance infrastructure that is essential to insure continuous, timely, ongoing dialogue. Since then, more than 100 individuals have participated in workgroups and task forces that were formed to address the development and alignment of District and college plans and planning processes. Some of these groups evolved into permanent, standing, participatory committees which are now represented on the Communications Council.

Repetitive already mentioned

These various activities, while requiring extensive time and effort on the part of many people, have resulted in a cultural transformation throughout the District, as stakeholders have come to recognize that there are permanent committees, work groups and task forces that provide ongoing channels for them to participate in strategic and functional planning. SCCCD's faculty, classified staff, administrators and students have embraced the opportunity to work collaboratively to shape the District's future.

### Examination of Impact of Increase in Colleges and Future Roles of Centers

The Board of Trustees approved the Educational Master Plans for the colleges and centers on March 2, 2010. The draft Districtwide Educational Master Plan prepared by the Maas and Associates consultants was not accepted by the new Chancellor and was revised as the 2009-2010 Districtwide Summary of Priorities & Recommendations based on the College Educational Master Plans. This new document was not presented to the Board for formal adoption; however, it was vetted by Communications Council which gave feedback to the Chancellor. The Communications Council feedback guided the revision of the document to serve as a resource for discussions and decisions regarding the future increase in colleges and centers and signature programs. The document serves as "a guiding document for the District focusing on educational master planning, future space needs, projected growth, programs of instruction, priorities and recommendations for the future."

drafts denied

In fall, 2012 Chancellor's Cabinet established working groups to address dialogue around the critical areas of signature programs and enrollment management; as well as to identify, collect and analyze data used to make data-driven decisions regarding the increase in college and future roles of centers.

In addition, in March, 2012, the Chancellor's Cabinet formed a Sub-group which includes the Chancellor, Presidents and Vice Chancellors as well as other Cabinet members as needed. The Sub-group, which initially focused on transitional planning for the Willow International Community

College Center ("Willow") and potential impacts on the other colleges, centers and District as a whole, began expanding its scope of planning on August 20, 2012 to insure a systematic, ongoing dialogue and process for examining impacts of increased colleges and future roles of centers in response to the accreditation teams' recommendation.

Evidence: [March 2, 2010 Board meeting minutes](#); [Consideration to Approve Educational Master Plans for Fresno City College, Reedley College, and the North Centers](#); [Need the 2009-2010 District-wide Summary of Priorities & Recommendations](#); [October 26, 2010 Communications Council notes](#), [District Educational Master Plan](#); [11-30-10 Communications Council meeting notes](#); [Educational Master Plan revised draft](#)

### **Descriptive Summary of Plans and Planning Processes Identified in the Accreditation Recommendation**

SCCCD's Districtwide governance process provides the framework for the ongoing planning that has occurred and continues to address each of the areas listed in the recommendation, discussed on the following pages.

#### **District Strategic Plan**

Starting with the formation of a District Strategic Planning Workgroup in the Fall, 2010, SCCC began to establish and implement a comprehensive, integrated strategic planning process, with input from all constituent groups, including community stakeholders. The Workgroup updated and reported on accomplishments for the 2008-2012 Strategic Plan, created a timeline for developing the 2012-2016 SCCC Strategic Plan, and obtained approval of the operating agreement that established the Districtwide Strategic Planning Council (DSPC), SCCC's permanent Districtwide strategic planning body.

**District Strategic Planning Workgroup:** In the Fall, 2010, the Chancellor directed the formation of a Districtwide Strategic Planning Workgroup (DSPW). The DSPW, which operated for nearly a year, included members from faculty, classified staff and students from all colleges, centers and the District Office. The DSPW updated the 2008-2012 SCCC Strategic Plan and presented reports of accomplishments to constituent groups and the Board of Trustees; the group created a timeline for development of the 2012-2016 SCCC Strategic Plan; and it created and obtained approval of the operating agreement for a new, permanent Districtwide strategic planning body. The DSPW was supported in these tasks by consultants from the College Brain Trust which included Dr. Fran White, retired Superintendent/President of the Marin Community College District; Ms. Julie Slark, retired Vice Chancellor for Planning and Research and Educational Services; and Ms. Dona Boatright, retired Vice Chancellor for the California Community Colleges System Office.

**SCCCD Integrated Strategic Planning Timeline:** At the same time as the DSPW updated the 2008-2012 SCCC Strategic Plan, it created a timeline for the development of the 2012-2016 SCCC Strategic Plan. The Workgroup then aligned the timelines for development of strategic plans at the colleges and centers to follow the District's timeline. The Chair of the DSPW presented the integrated planning timeline and processes to the Board of Trustees in July, 2011, and provided an update at a special meeting in December, 2011.

repeated

Repeated info. about 2012-2016 Strategic plan

\*Not saying what exactly the Strategic plan is



**District Strategic Planning Committee (DSPC):** During spring 2011, the District Strategic Planning Workgroup developed a draft operating agreement to establish the District Strategic Planning Committee (DSPC), which has become the District's permanent planning body. Membership on the DSPC includes administrators, classified staff, faculty and students from all colleges/centers and the District Office. The DSPC's draft operating agreement states the following purposes:

- To recommend goals and objectives that align with the District's Strategic Plan;
- To recommend guidelines and measurements by which to monitor progress towards the completion of these goals and objectives;
- To coordinate planning between the District and colleges/centers; and
- To ensure that the colleges'/centers' Strategic Plans align with the District's Strategic Plan.

The DSPC draft operating agreement was first discussed at Chancellor's Cabinet in May, 2011. It was presented to the Communications Council in October and November, 2011. Communications Council representatives sought input on the draft from their constituents and revisions and additions were integrated into a final version that was presented back to the Communications Council for review and consensus to approve in January, 2012. The DSPC was formed in February, 2012, and its initial task was to develop, disseminate for input, and receive approval of the 2012-2016 SCCC Strategic Plan.

*Evidence:* [May 9, 2011](#) Chancellor's Cabinet minutes; [October 25, 2011](#) Communications council minutes; [November 29, 2011](#) Communications council minutes; [January 31, 2012](#) Communication council minutes; [Feb. 13 2012](#) Chancellor's Cabinet minutes, *DSPC Operating Agreement*; [Strategic Planning Committee Operating Agreement](#).

**Board Visioning Session, Strategic Conversation and Charrette:** SCCC's initial steps to develop the 2012-2016 SCCC Strategic Plan were to create processes for continuous, timely and deliberative dialogue and input regarding the plan. These processes included the Board of Trustees' Visioning Session, the District's first Strategic Conversation, and SCCC's traditional communitywide Charrette.

In January, 2012, the Board of Trustees participated in a Visioning process that created an opportunity to "dream out loud" on the future direction for the District. Twelve themes emerged from the Visioning Session. These then became topics for districtwide dialogue at SCCC's first Strategic Conversation.

The Strategic Conversation was an informal but structured event designed to engage Board members and internal stakeholders in discussions about the future direction of the District. The Liaison for Districtwide Strategic Planning and the District Dean of Human Resources began preparation for the Strategic Conversation in December, 2011, in collaboration with Chancellor's Cabinet. These individuals provided regular updates to the Chancellor's Cabinet, the Board of Trustees, and the DSPC, which provided support for this event.

All colleges and centers were represented at the Strategic Conversation through the attendance of more than 160 trustees participants, including trustees, administrators, faculty, classified staff and students from across the District. The planning committee set up tables with a mix of individuals from the colleges and centers, with each table pre-designated to discuss one of the themes the Board

had identified in its Visioning process; and to brainstorm strategies for achieving each theme's objectives.

The Strategic Conversation was very well received by participants, who encouraged the District to continue the practice in order to promote continuous dialogue among and between the campuses, District Office and Board of Trustees. The DSPC incorporated the recommendations that emerged from the discussions into the goals and objectives of the 2012-2016 SCCC Strategic Plan as appropriate.

Following the Strategic Conversation, internal and external stakeholders were invited to participate in a community Charette on March 1, 2012. The Charette expanded upon the findings from the Strategic Conversation in preparation for creation of the 2012-2016 Strategic Plan. More than 150 community members, trustees and college/center staff participated in the Charette. At the Charette, community members were placed at tables that mixed college/District staff, faculty and administrators. Each table was assigned one of the following five strategic planning goals for discussions:

- Access and Awareness
- Excellence in Teaching and Learning
- Workforce Readiness and Communication
- System Effectiveness: Planning and Assessment
- Resource Development

In the first part of the event, table discussion focused on broad based themes and topics related to the strategic goal. In second component, the table discussion became more focused on specific recommendations for achieving each goal. Participants' recommendations were reviewed by the DSPC and incorporated into the 2012-2016 SCCC Strategic Plan as appropriate.

*Evidence:* [January 24, 2012](#) Board of Trustees minutes, *Visioning for the Future*; [January 9, 2012](#) Chancellors Cabinet summary, *Reports on Strategic Conversation*; [January 18, 2012](#) Chancellors Cabinet minutes, *Strategic Conversation Planning*; [January 23, 2012](#) Chancellor's Cabinet minutes, *Strategic Conversation Planning*; [February 1, 2012](#) Chancellor's Cabinet minutes, *Strategic Conversation Planning*; [February 6, 2012](#) Chancellor's Cabinet minutes, [February 13, 2012](#) Chancellor's Cabinet minutes; [January 10, 2012](#) Board of Trustees presentation, *Strategic Conversation*; [February 7, 2012](#) Board of Trustees minutes, *Comments from Strategic Conversation*; [Evaluation of the 2012 Strategic Conversation](#); [Summary of Strategic Conversation Themes](#); [February 21, 2012](#) Chancellor's Cabinet minutes, *Charette*; [February 27, 2012](#) Chancellor's Cabinet minutes, *Charette*; [March 1, 2012](#) Board of Trustees agenda; [March 1, 2012](#) Board of Trustees minutes, *Charette*; [March 5, 2012](#) Chancellors Cabinet minutes, *Charette Wrapup*.

**Development and Approval of the 2012-2016 SCCC Strategic Plan:** In May, 2012, the DSPC completed its initial draft of the 2012-2016 SCCC Strategic Plan, informed by the internal and external input received from the Visioning Session, the Strategic Conversation and the Charette, as well as an extensive analysis of information included in the District Data Profile, the 2012 ACCJC accreditation letters, and research gathered by the College Brain Trust. In May, 2012, the Chancellor's Cabinet extensively reviewed the initial draft and provided recommendations for revisions.

The 2012-2016 SCCCDC Strategic Plan was presented for a first reading by the Board of Trustees on May 1, 2012. The Goals, Values, and Mission were adopted on June 5, 2012 and the Plan was adopted by the Board of Trustees on July 3, 2012. The colleges' and centers' strategic plan updates are scheduled for 2013-2017 in a timeline that ensures alignment to the District's Strategic Plan.

*Evidence:* [April 24, 2012 Communications Council Minutes](#), *Strategic Planning Committee* [May 21 Chancellor's Cabinet Minutes](#), *2012-2016 Strategic Plan*; [May 29, 2012](#) Chancellor's Cabinet minutes, *Strategic Plan Responsibility Matrix 2012-2016*; [May 1, 2012](#) Board of Trustees minutes, *2012-2016 Strategic Plan Update*; [June 4, 2012](#) Chancellor's Cabinet summary; [June 5, 2012](#) Board of Trustees minutes, *2012-2016 SCCCDC Strategic Plan Update*; [July 2, 2012](#) Chancellor's Cabinet minutes, *Review of Board meeting item*; July 3, 2012 Board of Trustees minutes ([link to be added](#)).

**Integrated Planning Workshop:** To support the work of the planning committees, all planning groups and constituencies across the District were invited to participate in a workshop on integrated planning on April 9, 2012, led by consultants from the College Brain Trust. The workshop included members of the various planning committees at both the campus and Districtwide levels. The purpose of the integrated planning workshop, attended by 56 faculty, staff and administrators from all campuses, was to further inform and provide training on integrated planning and how the various planning efforts at the District fit into a single process.

**Ad Hoc Workgroup on Integrated Planning:** In late spring, 2012, the DSPC appointed eight individuals to serve on an Ad Hoc Workgroup on Integrated Planning, including six members from the DSPC, selected because of their expertise or experience in integrated planning; the Vice Chancellor for Finance and Administration; and the Interim President at Fresno City College. Working within a compacted timeline, the tasks for the Ad Hoc Workgroup on Integrated Planning were to create the *SCCCDC 2012-2013 Integrated Planning Model* and to finalize the *SCCCDC 2012-2013 Integrated Planning Manual*, while ensuring that appropriate and transparent feedback from constituent groups occurred. The Ad Hoc Workgroup worked through April and May, 2012, to identify the District's model for integrated planning and to develop an integrated planning manual that clearly articulates the planning process to all constituents. The process was facilitated collaboratively by the Chair of the DSPC and College Brain Trust consultants.

To accomplish its tasks, the Workgroup reviewed examples of integrated planning models and manuals at other multi-campus districts, identified the components typical in integrated planning, cross-referenced those components with the processes used at SCCCDC, and, where gaps were identified, added new processes with completion dates.

The Ad Hoc Workgroup revised the first draft of the *SCCCDC 2012-2013 Integrated Planning Model* and the *SCCCDC 2012-2013 Integrated Planning Manual* based on feedback from the Chancellor's Cabinet, the Communications Council, Districtwide managers and other constituent groups at the colleges and centers.

The first draft *SCCCDC 2012-2013 Integrated Planning Manual* demonstrates how planning, allocation of resources for planning initiatives and evaluation of plans are interconnected between the colleges/centers and the District. The manual further demonstrates how the colleges' and centers' integrated planning processes connect to district-level planning in the following ways:

- The 2012-2016 SCCCD Strategic Plan identifies the institutional goals for the District. The colleges and center's strategic plans align to the District's strategic plan by integrating the goals and objectives into their campus level plans. The colleges and centers are responsible for action plans that contribute to the successful achievement of the District's strategic plan's goals and objectives.
- The 2012-2016 SCCCD Strategic Plan Annual Report identifies the progress on the goals and objectives at both the District and campus level.

On an annual basis, the DSPC will review the manual for currency and validity. The DSPC will update the manual on a four year cycle to correspond to the District strategic planning process and timeline.

The *SCCCD 2012-2013 Integrated Planning Model* and the *SCCCD 2012-13 Integrated Planning Manual* were reviewed by the Communications Council on July 31, 2012, and were disseminated to constituency groups for review and comment.

*Evidence:* [April 24, 2012](#) Communications Council minutes, *Strategic Planning Committee and Integrated Planning Update*; [May 21, 2012](#) Chancellor's Cabinet minutes, *Integrated Planning Responsibility Matrix 2012-13*; [May 29, 2012](#) Chancellor's Cabinet minutes, *Integrated Planning Manual*; [June 11, 2012](#) Chancellor's Cabinet minutes, *Integrated Planning Manual*; [July 31, 2012](#) Communications Council minutes, *District Integrated Planning Model*; [Draft Integrated Planning Manual](#); [Integrated Planning Model](#); [July 30](#) [Chancellor's Cabinet meeting minutes](#); [March 21, 2012](#) Chancellors Cabinet minutes; [Integrated Planning Workshop Powerpoint](#); [April 18, 2012](#) Chancellor's Cabinet minutes, *Integrated Planning Debrief*.

#### **Facilities Master Plan**

**Districtwide Facilities Committee:** Since 2005, the Districtwide Facilities Committee has served as SCCCD's forum for dialogue between and among its colleges and centers regarding facilities planning, prioritization of facilities projects across the District, and communication about facilities needs. The districtwide Facilities Committee is an advisory committee that includes nine administrators from the District Office and all campuses, five faculty representatives including academic senate and faculty union representatives, four classified staff members including classified senate and classified union representatives, and two student representatives. The committee meets quarterly to discuss facilities needs and set priorities, and provides information back to the members' constituent groups at each location. The Districtwide Facilities Committee has been instrumental in reviewing and providing input on the Facilities Master Plan.

**SCCCD Facilities Master Plan:** In 2009-10, after the Educational Master Plans were developed for the colleges and centers and approved by the Board of Trustees, SCCCD initiated a request for proposals to develop Facilities Master Plans for the colleges, centers and District Office. In June, 2011, the Board of Trustees approved a contract with an architectural firm, Darden Architects, and the facilities master planning process was initiated with site assessments and review of the Educational Master Plans.

With support from Darden Architects, the Associate Vice Chancellor of Business and Operations, the Construction Services Manager, and all Facilities and Operations staff have been continuously engaged with staff at the colleges, centers and District Office; students; the Chancellor's Cabinet and the Board of Trustees in the following activities:

- Project initiation;
- Site assessments;
- Demographic analysis;

well explained on this <sup>36</sup>  
page.

- Educational program needs and alternative analysis;
- Prioritization and funding analysis;
- Staff and community dialogue; and
- Board input and review.

The Districtwide Facilities Committee has participated in review and input on each phase of the development of the Facilities Master Plan. In addition, Darden Architects met with the Site Facilities Subcommittees at the colleges and centers. The Site Facilities Subcommittees reviewed the analysis of existing conditions, assessed the educational planning data, evaluated a series of development options, and made decisions that led to the development of the Facilities Master Plan recommendations.

In addition to presentations at the campus level, the facilities master planning processes have been discussed by the Chancellor's Cabinet to provide updates, promote dialogue and assure coordination of District, colleges' and centers' planning processes.

**Facilities Master Plan Town Hall Meetings:** To further promote dialogue and to offer students and community members the opportunity to review and provide input on the Facilities Master Plan, Town Hall meetings were scheduled at each campus, attended by community members, faculty classified staff and students. More than 70 individuals attended Fresno City College's Town Hall on May 2, 2012; 58 individuals attended Reedley College's Town Hall on May 4, 2012; and 20 individuals attended the North Centers Town Hall on May 8, 2012. The purpose of the Town Hall meetings was to inform constituency groups at all campuses about the Facilities Master Plan and to engage in input and dialogue around facilities needs and concerns prior to presenting the plan to the Board of Trustees for consideration and approval.

**Approval of the Facilities Master Plan:** The Board of Trustees, along with the community at large, has been engaged in ongoing dialogue about the facilities needs of the District, especially in the context of the expansion of the planned number of colleges and the anticipated growth of the college centers. At the Board of Trustees special meeting in December, 2011, the Associate Vice Chancellor of Business and Operations reported on the districtwide Facilities Master Plan process, progress and timelines. The report highlighted the facilities master planning organizational structure, activities to be carried out, progress to date, and the timeline for completion. The Facilities Master Plan updates were presented to the Board of Trustees in March, 2012, and at the Board of Trustees annual retreat in April, 2012.

The Facilities Master Plan was submitted to the Board of Trustees for initial review at its July 3, 2012, meeting. Darden Associates presented a Powerpoint presentation that outlines the process for and participation in creating the Facilities Master Plan, as well as the details of the plan itself. This presentation documents the widespread participation from internal and external constituents in the formulation of the plan. The Facilities Master Plan was approved by the Board of Trustees at its meeting of September 7, 2012.

SCCCD's Facilities Master Plan includes recommended modifications to each campus, such as site improvements, modernization projects and potential new buildings. According to Darden Architects, with the input and collaboration of the various constituents, campus needs and potential projects were prioritized by their importance relative to the needs of students and their success.

Evidence: June 7, 2011 Board of Trustees minutes, *Consideration to Authorize Agreement for Facilities Master Planning Services*; December 13, 2011 Board of Trustees minutes, *Facility Master Plan Update/Future District Bond Measure*; January 18, 2012 Chancellors Cabinet minutes, *Facilities Master Planning Update*; February 27, 2012 Chancellor's Cabinet minutes, *Facilities Master Plan Update*; Facilities Master Plan presentation; March 6, 2012 Board of Trustees agenda, *Facilities Master Plan Update*; March 6,

made it clear.

[2012 Board of Trustees minutes, Facilities Master Plan Update](#); [March 6, 2012 Facilities Master Plan Update Presentation](#); [April 20-21, 2012 Board of Trustees Retreat agenda, District Facilities Master Plan](#); [April 21, 2012 Board of Trustees Retreat minutes](#); [Facilities Master Plan retreat presentation](#); [March 21, 2012 Chancellors Cabinet minutes, Facilities Town Hall Meeting](#); [March 26, 2012 Chancellors cabinet minutes Facilities Town Hall Meeting](#); [FCC Town Hall Meeting, May 2, 2012](#); [RC Town Hall Meeting, May 4, 2012](#); [NC Town Hall Meeting, May 8, 2012](#); [Districtwide Facilities Master Plan Presentation, July 3, 2012](#); [Communications Council July 31 minutes, Facilities Master Plan update](#); (add the Board of Trustees July 3, 2012, meeting minutes when approved) (add the September 7, 2012 meeting minutes when approved)

### **Technology Planning**

**Technology Summit:** On June 1, 2011, the Acting Vice Chancellor, Educational Services, convened a Districtwide Technology Summit for all information technology staff. This was the first initiative to engage in more deliberative dialogue among our technology staff regarding the issues and needs for more coordination of technology planning and initiatives at the colleges, centers and District Office.

**Districtwide Technology Assessment:** Campus Works, Inc., a higher education technology consulting firm, was selected to conduct a Districtwide technology assessment. Data gathering for this assessment, which took place on December 5-9, 2011, included the following:

- Interviews with approximately 100 individuals at the District Office, Fresno College, Reedley College and Willow International Community College Center;
- Visits to classrooms and tours of facilities at each location;
- One-on-one interviews with nearly all of the technology staff at the District Office, Fresno College and Reedley College; Meetings with senior leadership at the District Office, Fresno College and Reedley College; Open forums for faculty, staff and students at Fresno College, Reedley College and Willow; and
- Focus groups with administrative and academic users throughout the District.

The Chancellor presented the SCCC Information Technology Assessment Summary Points at the Special Board of Trustees Meeting on December 13, 2011. The summary report was followed by a presentation by the CEO of Campus Works, Inc. and the team leader who conducted the assessment at a Special Board of Trustees meeting on January 24, 2012. On that same day, forums were held at the colleges and centers at which time the reports were presented to faculty, staff, administrators and students who had the opportunity to ask questions specific to their interests. Campus Works, Inc. presented a follow up of its assessment to the Board of Trustees at its annual retreat on April 20, 2012.

**Ongoing Technology Planning:** To continue the work of technology planning for the colleges and centers and District Office, a Technology Planning and Prioritization group, consisting of the Vice Chancellor, Finance and Administration; the Campus President, Willow; and the Acting Vice Chancellor, Educational Services, met on August 15, 2012, to discuss a charge statement for an ongoing technology planning task force and to identify its composition. This workgroup will bring together the technology plans from all campuses, will establish a technology planning and prioritization group that is inclusive of all District constituent groups, and will update SCCC's Technology Master Plan and align it with the colleges' and centers' technology plans.

**Evidence:** ([June 7, 2011 Board meeting minutes](#), p. 6: *Chancellor's Report*; [December 13, 2011 Board of Trustees Minutes](#), *Technology Assessment Update*; Campus Works [Technology Assessment presentation](#); ([BOT Meeting Minutes 1-24-12](#) *Information Technology Assessment: First Look Report*; [April 20-21 Board](#)

I thought these documents were well put together

of Trustees Retreat agenda: Technology Cyber Audit and Campus Works Proposal; April 20 board retreat minutes;

### **Organizational Reporting Relationship of the Centers**

**Title Change, Campus President of Willow International Community College Center:** On December 13, 2011, SCCCD's Chancellor updated the Board of Trustees regarding the organizational reporting relationships that must be changed and the planning issues that must be addressed by Reedley College, Willow, the Madera Center, Fresno City College and the District Office in order to advance Willow's candidacy and demonstrate its readiness for being granted initial accreditation. The Board expressed an interest in the Chancellor bringing forward a recommendation to change the title of the Vice Chancellor of the North Centers to Campus President, Willow International Community College Center, and approval of a new position description for Campus President, Willow International Community College Center for recruitment, given Dr. Kershaw's impending retirement. This change and other recommended updates to the organizational charts of Reedley College and the District were presented to the Board of Trustees for their discussion and further direction at the February 7 and March 6, 2012, meetings. The change in title was approved on March 6, 2012.

**Organizational Reporting Structure of the Centers:** The organizational structure of the District Office, colleges and centers was discussed in detail by the Willow Transitional Planning Team. Dr. Kershaw developed a draft document that identified areas to be addressed regarding the reporting relationships between the Willow, Madera and Oakhurst Centers, and Reedley College in order to support Willow's candidacy for accreditation. This plan included the change in reporting relationship between the Campus President of the Willow International Community College Center and the President of Reedley College. Prior to July 1, 2012, the Campus President, formerly Vice Chancellor, North Centers, reported directly to the Chancellor. As of July 1, 2012, the Campus President has had a direct reporting relationship to the President of Reedley College, and an indirect reporting relationship to the Chancellor.

**Willow Transitional Planning Meetings:** The Chancellor has formalized the convening of weekly transitional staff planning meetings for Willow that include the Presidents, Vice Chancellors, and other administrators on an on-call basis as needed. The meetings are identified on the Chancellor's Cabinet agenda and the outcomes are noted in the meeting notes so there is evidence and transparency for the faculty, staff, administrators, students and Board of Trustees.

**Transitional Staffing Plan, Willow International Community College Center:** The faculty and staff at Reedley College, the Willow, Madera and Oakhurst Centers, and the Board of Trustees were informed by the Chancellor that in order to meet ACCJC eligibility requirements for candidacy, the North Centers must be separated and the proposed Campus President must have 100 percent responsibility for Willow exclusively. Transitional planning was completed to realign administrative reporting relations for the Madera and Oakhurst Center to Reedley College administrators, effective July 1, 2012.

Prior to his retirement, the Campus President, Willow International Community College Center/ Vice Chancellor of the North Centers, presented a transitional staffing plan with timelines for implementation of the first phase by July 1, 2012, and the second phase by July 1, 2013. The transitional staffing plan for the Willow International Community College Center has been discussed extensively with the Chancellor's Cabinet, in the weekly transitional planning meetings with the Chancellor and college/center presidents, with staff at Willow and Reedley College, and with the Board of Trustees. The Chancellor presented the updated plan to the Board of Trustees at its annual retreat on April 20-21, 2012. It was implemented by the Chancellor effective July 1, 2012.

*Evidence:* [February 7, 2012 Board of Trustees minutes: Public Employee Appointment/Employment](#); [March 5, 2012 WI Transitional Planning Team meeting notes](#); [Willow Transitional Planning Meeting March 21, Willow Transitional Staffing Plan](#); [Willow Transitional Planning Meetings March 26, Willow Transitional Staffing Plan](#); [March 6, 2012 agenda: Consideration to Change Title of Vice Chancellor, North Centers, to Campus President, Willow International Community College Center/Vice Chancellor, North Centers](#) [March 6, 2012 Board of Trustees Minutes: Public Employee Appointment/Employment](#). Add the new position description for Campus President WICCC. Add new organizational chart [Willow Transitional Planning Team March 5, 2012](#), [March 5, 2012 Chancellors Cabinet minutes Organizational Chart Update](#); [April 20-21 Board of Trustees Retreat agenda: District Organizational Review](#); [April 20 board retreat minutes](#). Add the Willow transitional plan

### **Location of Signature Programs**

***Strategic Conversation on Signature Programs:*** The DSPC created a forum for dialogue regarding the definition and approach to identifying signature programs by including this as one of the topics at the February, 2012, Strategic Conversation described in the strategic planning section of this report. Participants at the Strategic Conversation discussed definitions of signature programs, indicating that programs such as the police academy, nursing, music/performing arts and others are examples of programs that could become “signature” at various campuses in order to maximize resources. Participants also discussed the need for advisory committees, community groups and others to provide input and data on specific programs that are student-centered and that meet the unique needs of each community SCCCD serves.

In addition to the broadbased dialogue that occurred at the Strategic Conversation, SCCCD has created other avenues for discussion about signature programs. Three Districtwide groups are engaged in discussions around planning for signature programs, allocating resources to support establishing and expanding signature programs, and evaluating the effectiveness of the processes. The first of these groups consists of deans of divisions that incorporate CTE programs at the campuses/centers. The second group is the Educational Coordinating and Planning Committee; and the third is the presidents from each campus/center. The Acting Vice Chancellor, Educational Services, has encouraged multiple approaches to addressing planning and coordination around signature programs; as this dialogue evolves, the efforts of these various constituents, described on the following pages, provides an invaluable resource to inform the identification and allocation of resources to signature programs at all colleges and centers.

***Dialogue Around Signature Programs in CTE:*** In April, 2012, several deans from the colleges and centers who oversee various CTE programs met with the Acting Vice Chancellor, Educational Services. In this meeting, the deans expressed concerns about the lack of a comprehensive and broadly understood definition of the term “signature programs” as it applies to SCCCD. They agreed that SCCCD must reach consensus regarding a universally applied definition of “signature programs.” They also agreed that the District must create a deliberate, data-driven process with input from key Districtwide stakeholders and external advisory committees to identify signature CTE programs at each campus and to allocate the requisite financial and human resources to those programs to insure their success.

The CTE deans agreed to continue to meet as a Districtwide advisory group, with an expanded membership to include all deans with responsibility over CTE programs, to develop and recommend a process for allocating funding from Perkins and other sources to support the development and/or maintenance of signature programs.



**Educational Coordination and Planning Committee:** The Educational Coordination and Planning Committee (ECPC), a Districtwide body led by the Acting Vice Chancellor for Educational Services, considers curriculum changes, including new courses and programs, modifications to courses and programs, and deletion of courses and programs for presentation and approval by the Board of Trustees. Representation on the ECPC includes the Vice Presidents of Instruction at all colleges/centers, curriculum committee representatives, and faculty representatives. The Chancellor has discussed a proposal to expand the scope of work of the ECPC to include approval of programs. The ECPC has agreed to review and update its purpose and charge defined by Administrative Regulation 4020 to include the formulation and proposal of academic priorities and signature programs. This work commenced over the summer and has continued into the fall.

**Taskforce to Identify Signature Programs:** The Acting Vice Chancellor, Educational Services, and the presidents at each campus have been charged with creating a structure and process for defining signature programs at SCCCD. To commence this work in the summer, 2012, the Acting Vice Chancellor conducted research on alternative definitions and methodologies for identifying signature programs which will be shared with the Vice Presidents of Instruction in fall, 2012. This process will be inclusive, transparent, and driven by data regarding the needs of each community served by the colleges/centers for programs in general education, career/technical education, and basic skills instruction. The process will include an evaluation of the viability and desirability of existing programs, and will then incorporate an evaluation of new programs to be established.

**Evidence:** Feb. 7, 2012 Board of Trustees Minutes: Comments from Strategic Conversation; Summary of Strategic Conversation Themes; Pre-ECPS May minutes and ECPC May minutes, to be sent via e-mail; if the ECPC meets again in August, these draft meeting minutes need to be included here.)

### **Resource Allocation Model**

**District Resource Allocation Model Task Force (DRAMT):** In order to improve SCCCD's resource allocation process and to link resource allocations to planning priorities, in May, 2011, the Chancellor requested the colleges/centers constituency groups to appoint representatives to the Districtwide Resource Allocation Model Taskforce (DRAMT). The DRAMT was charged with developing and recommending a comprehensive resource allocation model that defines the process for allocating fiscal resources to the colleges, centers and District Office units.

The DRAMT, chaired by the Vice Chancellor, Finance and Administration, has 26 members from all campuses and centers who were selected to represent faculty, classified staff, students and administrators. Membership includes the College Business Officers and the District Director of Finance. The Chancellor's Cabinet formulated the DRAMT's composition to ensure broad representation in the development of SCCCD's resource allocation model.

The DRAMT has met twice monthly throughout 2011 and 2012, with the exception of the summer months. Given the broad-based nature of the task force membership, some members had limited experience with the District's revenue sources and expenditures and its annual budgeting cycle and processes. The first meetings of the task force, therefore, were devoted to explaining California Community College finance and SCCCD budgeting procedures and colleges, centers, and District Office allocations. Task force members from campus business offices and the SCCCD Finance and Administration unit provided training on the budget and budgetary frameworks. This early focus on training and information sharing was invaluable in preparing all members to fully participate in discussions and to formulate recommendations.

**SCCCD Resource Allocation Model:** The DRAMT's year-long efforts culminated in the finalization of Phase I of SCCCD's Resource Allocation Model, with Phase II currently under development and slated for completion in November, 2012. The initial Resource Allocation Model is focused on fiscal resources, with

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