**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 2013**

## 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 to demonstrate that the institution has addressed the recommendations noted by the ACCJC, fully resolved deficiencies, and continues to meet accreditation standards.

We certify that there was broad participation by the campus community, and we believe this follow up report accurately reflects the nature and substance of this institution.

Signed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ms. Isabel Barreras President, Board of Trustees, SCCCD

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. Deborah G. Blue Chancellor, SCCCD

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. Sandra Caldwell President, Reedley College

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mr. David Clark Accreditation Liaison Officer

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mr. Jeff Ragan President, Academic Senate

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mr.Nathan Saari President, Classified Senate

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ms. Viviana Acevedo President, Associated Student Government

## Table of Contents

[Certification of the Institutional Follow-Up Report 2](#_Toc335838913)

[Table of Contents 3](#_Toc335838914)

[Report Preparation 4](#_Toc335838915)

[Timeline for Preparation of the Response and Submittal of the Follow-up Report 6](#_Toc335838916)

[Responses to Team and Commission Recommendations 10](#_Toc335838917)

[District Recommendation 1 10](#_Toc335838918)

[College Recommendation 1 26](#_Toc335838920)

## Report Preparation

Reedley College began its preparations for this Follow-Up Report in March 2013 in response to the recommendations cited in the letter removing warning status and reaffirming accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) dated February 11, 2013. The then interim president led the conversation about the process, responsible parties, evidence collection, and adequate resource support.

Members of the Accreditation Steering Committee took the lead for the preparation of the report, including the faculty co-chair for the 2011 self study, the vice president of instruction, the interim college president, the vice president of administrative services, and the program review and student learning outcomes coordinator. The vice chancellor of educational services & institutional effectiveness, Dr. George Railey, provided assistance for the district recommendation response.

In June of 2013, a draft outline of the report was emailed to the above participants with a request for comments. In July, a first draft of the response to College Recommendation 1 was emailed to a working group from the Accreditation Steering Committee for feedback. The draft was sent to Dr. Railey and the district office writing team on \_\_\_\_\_\_\_\_\_\_\_. A presentation of the accreditation recommendations and progress to date was made on August 9, 2012 to the certificated faculty at the college fall 2012 Duty Day (first day faculty are back for the semester) that included Reedley, Madera, and Oakhurst [255]. A similar presentation was made on August 10, 2012 to the classified staff at their fall 2012 Classified Assembly [256].

Accreditation Self-Study Co-Chair, Anna Martinez, presented the accreditation response to the Associated Student Government (ASG) on August 16. ASG members broke into teams that each reviewed a portion of the response. At the ASG meeting, the groups reviewed their comments and all comments were compiled onto a copy of the draft [252, 253]. ASG comments were considered and incorporated into the draft. On September 25, ASG endorsed the accreditation response and the integrated planning model document [429, 430].

On August 27, the Classified Senate heard a presentation from the accreditation co-chair on the accreditation response. Marilyn Behringer presented the integrated planning document and talked to Classified Senate when they considered the accreditation response for a second time on September 17. Due to the lack of a quorum, the response was submitted to members for an electronic vote. Classified Senate approved the accreditation response and integrated planning document on September 21 [258].

The Academic Senate heard a presentation from the accreditation liaison officer and the accreditation co-chair on the accreditation response and the integrated planning document on August 28. All constituency groups were asked to submit comments by September 11. At the September 11 meeting, the Academic Senate approved the responses to the district recommendation and college recommendations 2 and 3 [259]. A meeting was held on September 14 to discuss in more detail the Academic Senate concerns with the clarity of the response to college recommendation 1. As a result of that meeting, changes were made to the response to college recommendation #1. College recommendation1 was endorsed by Academic Senate on September 25, 2012 completing the Academic Senate endorsement of the response [260].

**Evidence for the Report Preparation**

252 ASG Comments Part 1

253 ASG Comments Part 2

254 Campus Presentation on SCCCD Strategic Planning for RC Strategic Planning

255 Duty Day Fall 2012 Presentation

256 Classified Assembly Fall 2012 Presentation

257 Opening Day Fall 2012 Agenda

258 Classified Endorsement Memo

259 RC AS Minutes 9-11-12

260 Academic Senate Endorsement

429 ASG Integrated Plan Model endorsement

430 ASG Report Endorse



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

|  |  |
| --- | --- |
| **Date** | **Activity** |
| **March 9, 2012** | Strategic Planning Committee meets, considers integrated planning document |
| **March 30, 2012** | Accreditation Steering Committee meets to consider visiting team report and response |
| **April 20, 2012** | Strategic Planning Committee meets |
| **April 27, 2012** | Accreditation Steering Committee meets to consider response |
| **May 1, 2012** | College president presents progress on Follow-Up Report to the Board of Trustees at its monthly meeting. |
| **May 15, 2012** | Academic Senate endorses draft of integrated planning document |
| **May 16, 2012** | Draft outline of college response sent to college community |
| **June 6, 2012** | Strategic Plan assessment summary report draft is completed |
| **June 2012** | ALO and co-chair complete first draft of the response |
| **August 9, 2012 and August 10, 2012** | Campus “Accreditation Summit” (Duty Day) and Classified Assembly to inform all employees of progress to date. |
| **August 13, 2012** | Instruction begins. |
| **August 24, 2012** | Accreditation Steering Committee meets to review/provide input on the draft response |
| **September 4, 2012** | First reading, SCCCD Board of Trustees |
| **September 7, 2012** | Accreditation Steering Committee meets to review/provide input on the draft response |
| **September 5 - 17, 2012** | Changes are made to response based on feedback from constituency groups and Board of Trustees |
| **September 18-25, 2012** | College constituency group review and approval of response |
| **September 25 - 29** | Response copies are prepared for Board of Trustees |
| **October 2, 2012** | Second reading, SCCCD Board of Trustees |
| **October 3-4, 2012** | Final changes are made to response, copies of response are prepared for ACCJC and team and flash drives are created |
| **October 5, 2012** | College mails the report to the commission and visiting team in preparation for follow-up visit. |



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

|  |  |
| --- | --- |
| **Date** | **Activity** |
| **February 14, 2013** | College communicates news of removal of warning status and reaffirmation of accreditation to campus community via email and website. |
| **March 13, 2013** | A subcommittee of the Accreditation Steering Committee meets to begin work on the follow up report. |
| **May 22, 2013** | An outline of the follow up report is emailed to the subcommittee for review and comments. |
| **July 15, 2013** | A first draft of the response to College Recommendation 1 is emailed for feedback to working group from Accreditation Steering Committee. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Participants in Preparation of Reedley College Follow Up Report**

**Accreditation Liaison Officer**

David Clark - Administration

**Accreditation Follow Up Report Subcommittee**

David Clark (Co-chair) - Administration

Anna Martinez (Co-chair) - Faculty

Donna Berry - Administration

Michael White – Administration

Sarina Torres – Classified

Eileen Apperson – Faculty

**Accreditation Steering Committee**

**College Council**

Viviana Acevedo - Student

Maria Ortiz - AFT

Donna Berry - Administration

David Clark - Administration

Mary Helen Garcia - CSEA

Melanie Highfill - Classified Senate

Ryan LaSalle - Academic Senate

Stephen “Jay" Leech - Madera Center Faculty Association

Lisa McAndrews - Administration

Brett Nelson - CSEA

Jeff Ragan - Faculty

Stephanie Curry - Non-instructional Faculty

Jessy Torres - Associated Student Government

Juan Tirado - Classified Senate

- Academic Senate

- Associated Student Government

Michael White - Administration

**District Recommendation**

George Railey (DO) -- Administration

## Responses to Team and Commission Recommendations

### **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

(Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, III.A.2, III.A.6, III.B.1.a,III.B.2.b, III.C.2, III.D.1, IV.A.5, IV.B.3.a, IV.B.3.c)

**Response to District Recommendation #1**

**Introduction**

Districtwide coordination is at the forefront of SCCCD strategic planning efforts. Current planning strategies focus on aligning campus and district plans in each area of emphasis and establishing detailed processes and timelines to facilitate this shift [501].

Beginning in fall 2010, the districtwide stakeholders recognized the need to increase participation and create transparency in planning and decision-making processes. This movement toward coordinated planning has been critical as the district increases the number of colleges and centers. Particular focus must be paid to location of programs and services throughout the district. Inclusive dialogue has been instrumental in developing structures and systems to effectively support such planned growth. The dialogue among constituent groups has included the academic and classified senates, American Federation of Teachers (AFT), Classified School Employees Association (CSEA), administrators, the Board of Trustees, students, and community representatives.

Dialogue has been formalized through the development and expansion of several committees charged with specific roles and responsibilities related to strategic planning. These bodies include: the District Strategic Planning Work Group [502] which later became the District Strategic Planning Committee [503, 504, 518, 545]; the District Budget and Resource Allocation Model Task Force [505], which is being vetted through constituency groups to become a standing District Budget and Resource Allocation Advisory Committee [506]; the Strategic Planning for Districtwide Facilities Committee, an existing standing committee [507, 508] and the District Decision Making Taskforce (DDMT) [538, 573, 600, 604, 609]. The DDMT operating agreement explains the committees charge to ensure that meaningful collaboration exists and the voices of governance constituent groups are heard in the decision making process [611]. In addition, plans are in place to establish districtwide working groups/task forces in the areas of enrollment management, identification and support of signature programs [586], human resources planning [601] and technology planning [571, 575-577]. The broad representation on these bodies facilitates communication with campus constituencies providing for feedback loops and continuous dialogue.

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 commission’s recommendation. Ultimately, this will support the alignment of districtwide planning efforts.

**District Strategic Plan**

In fall 2010, SCCCD began the development of a comprehensive, integrated strategic planning process that includes districtwide coordinated planning and alignment of colleges, centers, and district office/districtwide plans for facilities, technology, organizational reporting, signature programs, funding allocation, human resources and research capacity. The stages of this process are detailed below.

The planning process began with the formation of the District Strategic Planning Workgroup (DSPW). The DSPW was operational spring 2011 through spring 2012 and included faculty, staff, and students from all colleges, centers and the district office [502]. With support from the College Brain Trust [511], the DSPW assessed and presented the accomplishments resulting from the 2008-2012 Strategic Plan [512], created a timeline for developing the 2012-2016 SCCCD Strategic Plan [501], obtained approval in spring 2011 of the operating agreement that established the Districtwide Strategic Planning Committee (DSPC) [503], and aligned the colleges and centers strategic planning timelines to facilitate districtwide coordination and integration. As the colleges begin to update their strategic plans, the goals and objectives will align with the 2012-2016 State Center Community College District Strategic Plan [543]. The chair of the DSPW presented the integrated planning timeline and processes to the Board of Trustees (BOT) in June 2011 [574] and July 2011 [513 p. 10-11], and provided an update at a special BOT meeting in December 2011 [514].

To expand districtwide planning the DSPW transitioned into the District Strategic Planning Committee (DSPC) in January 2012. The DSPC draft operating agreement was discussed in Communications Council in April 2011, presented to Chancellors Cabinet in May 2011[515]. After vetting the draft through constituency groups, Communications Council approved the operating agreement in January 2012 [518] and Chancellor’s Cabinet approved it in February 2012 [545]. Membership on the DSPC includes faculty, classified staff, administrators and students from all colleges, centers and the district office [503].The major tasks of the DSPC include recommending goals and objectives that align with the district’s strategic plan, recommending guidelines and measurements by which to monitor progress towards the completion of these goals and objectives, coordinating planning among the district offices and colleges and centers, and ensuring that the college and center strategic plans align with the district strategic plan [504]. In spring 2012, the DSPC began to draft the 2012-2016 SCCCD Strategic Plan [519, 605].

Dialogue framed the development of the 2012-2016 SCCCD Strategic Plan including the Board of Trustees’ Visioning Session [520 p. 2-4], the district’s first Strategic Conversation [521 p. 6-7, 613-615], and a communitywide charrette [510, 616]. In January 2012, the Board of Trustees conducted a Visioning Session that allowed the Board to review data and identify the future direction for the district. [520 p. 2-4]. The themes identified at the Visioning Session provided the structure for the February 2012 Strategic Conversation which facilitated discussion among the Board of Trustees and internal constituents [523 p. 6 and 17-35]. More than 160 individuals participated including trustees, faculty, classified staff, administrators, and students from all campuses and centers and the district office [524]. An evaluation of the Strategic Conversation indicated that it was an effective means of gathering input for planning purposes [525]. The recommendations that emerged were reviewed by DSPC and the College Brain Trust and helped to inform the development of the goals and objectives in the 2012-2016 SCCCD Strategic Plan [522, 543].

In March 2012, more than 100 community members and internal constituents gathered at the charrette to provide input [510]. The Charrette expanded upon the findings from the Strategic Conversation and the data gathered provided additional information for consideration in the development of the 2012-2016 Strategic Plan. The discussion focused on the following goals: 1) Access and Awareness; 2) Excellence in Teaching and Learning; 3) Workforce Readiness and Communication; 4) System Effectiveness; 5) Planning and Assessment; and 6) Resource Development[526]. The recommendations that emerged were reviewed by the DSPC and incorporated into the 2012-2016 SCCCD Strategic Plan as appropriate [543].

In March 2012, [529] the DSPC analyzed the qualitative data discussed above, and quantitative data gathered by the College Brain Trust [530] to begin drafting the 2012-2016 SCCCD Strategic Plan. In April 2012, the College Brain Trust conducted a districtwide integrated planning workshop attended by 56 representatives from constituent groups throughout the district [531, 532, 533, 604].

In April 2012, the DSPC appointed an Ad Hoc Workgroup on Integrated Planning [534] to work with the College Brain Trust to create the SCCCD 2012-2013 Integrated Planning Model and finalize the SCCCD 2012-2013 Integrated Planning Manual. In July 2012, drafts of the SCCCD 2012-2013 Integrated Planning Model and the SCCCD 2012-2013 Integrated Planning Manual were circulated to the constituent groups for feedback [535, 536, 537, 538, 606]. The integrated planning manual currently being vetted by constituency groups and is scheduled for Board of Trustees approval in November 2012. Once approved, the SCCCD 2012-2013 Integrated Planning Manual will guide districtwide integrated planning, allocation of resources for planning initiatives, and evaluation of planning processes. The manual will be reviewed annually by the DSPC and updated every four years in coordination with the district strategic planning cycle.

District office assessment has been implemented through the District Administrative Services Unit Review (ASUR) [598], an annual program review process for centralized services. The purpose of the ASUR process is to analyze and track District Office unit services to continually improve quality. The ASUR review of all District Office units is taking place between fall 2011, and fall 2014. The review includes analysis of strengths and weaknesses relative to meeting established standards, advancing the SCCCD mission, and supporting district goals and objectives. In addition, the ASUR reports on the previous year’s progress and develops a plan for the coming year to sustain or improve the services provided and contribute to the achievement of the district strategic plan [597].

In May 2012, a draft of the Mission, Vision, and Values was presented to the Board of Trustees [539 p.6-7, 540]. The Mission, Vision, and Values were adopted by the Board in June 2012 [541 p.13] and the 2012-2016 SCCCD Strategic Plan was approved by the Board of Trustees in July 2012 [542 p.12, 543, 596]. In accordance with the SCCCD Strategic Plan Timeline [501], the colleges and centers will update their plans for a 2013-2017 cycle.

The implementation of the 2012-2016 SCCCD Strategic Plan is outlined in the 2012-2016 Strategic Plan Responsibility Matrix [544] developed by the DSPC, members of Chancellor’s Cabinet, and reviewed and revised by the district institutional research coordinator and the colleges’ institutional research offices [606]. Institutional research personnel collaborated to create baseline data to develop measurements of objectives in the matrix [546]. To ensure accountability, the matrix identifies action steps, baseline measures, success measures, timelines for implementation, and responsible parties for each strategic goal and objective.

A 2012-2013 Decision Package provides funding for the Society for College and University Planning (SCUP) to train and certify districtwide leaders in integrated planning [554]. The first SCUP institute will be held in spring 2013.

To communicate the above districtwide activities, SCCCD has published a monthly accreditation and integrated planning newsletter, The Linkage Report [547]. The report illustrates progress toward districtwide integrated planning. The Linkage Report also connects readers electronically to documents referenced in the report. The report also provides links to information in Chancellor’s Cabinet, Communications Council, the Board of Trustees meetings and the district web site ([www.scccd.edu](file:///C:\Users\am007\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\O5OIP6HM\www.scccd.edu)).

**Facilities**

Established in 2005, the Strategic Planning for Districtwide Facilities Committee [507] has served as SCCCD’s districtwide forum for facilities planning and prioritization of facilities projects and needs. The committee meets quarterly and reports back to the constituent groups. The committee has been instrumental in reviewing and providing input on each phase of developing the District Facilities Master Plan [549].

The Board of Trustees approved the Educational Master Plans for the colleges and centers in March 2010 [550 p. 11, 551]. Without input from the appropriate constituents, Maas and Associates summarized the college reports to develop a Districtwide Educational Master Plan which included recommendations for facilities planning. As a result of the lack of input, the Districtwide Educational Master Plan report was submitted to constituent groups for feedback and revision and became a resource document for planning: The 2009-2010 Districtwide Summary of Priorities & Recommendations based on the College Educational Master Plans [552, 608-610]. The document, which provides guidance regarding growth in the colleges and centers and the location of signature programs, was discussed at the February 2012 Strategic Conversation [522].

In 2009-2010, SCCCD initiated a request for proposals to develop Facilities Master Plans for the colleges, centers, and district [607]. In June 2011, the Board of Trustees approved a contract with Darden Architects [553 p. 19-20], and the facilities master planning process began with site assessments and review of the Educational Master Plans.

Districtwide dialogue regarding facilities needs has occurred between the Board of Trustees, the community, the Districtwide Facilities Committee [507], and the campuses. Development of the Facilities Master Plan included project initiation, site assessments, demographic analysis, educational program needs and alternative analysis, prioritization and funding analysis, staff and community dialogue and Board of Trustees input and review. At the December 2011 Board of Trustees meeting, an update of the Districtwide Facilities Master Plan was presented [567 p. 4-6]. The report included the facilities master planning organizational structure, planned activities, progress to date, and a timeline for completion [555]. The facilities master planning process was reviewed by Chancellor’s Cabinet to ensure integration of district, college, and center planning processes [538, 559, 560, 610, 614]. Additional updates were presented to the Board of Trustees in March 2012 [527 p. 6-7, 556] and at the Board of Trustees annual retreat in April 2012 [557, 558].

Town Hall meetings were held at Fresno City College, Reedley College, and the North Centers to discuss facility needs and inform community members and internal constituents about the Facilities Master Plan. More than 70 individuals attended Fresno City College’s Town Hall on May 2, 2012 [561]; 58 attended Reedley College’s on May 4, 2012 [562]; and 20 attended the North Centers’ on May 8, 2012 [563].

The Facilities Master Plan includes proposed modifications to each campus, including site improvements, modernization projects and potential new buildings. Campus needs and projects were prioritized by importance as related to student success. In July 2012 Darden Associates presented the Facilities Master Plan to the Board of Trustees [542 p. 6-7, 564]. This presentation documented the extensive participation from internal and external constituents in the formulation of the plan. The plan received final approval at the September 2012 Board of Trustees meeting [612].

**Technology**

In June 2011, a districtwide Technology Summit was convened to engage districtwide technology staff in dialogue regarding increased coordination of technology planning and initiatives at the colleges, centers, and district [566]. Campus Works, Inc., a higher education technology consulting firm, was selected to conduct a districtwide technology assessment. Data gathered in December 2011 included interviews with approximately 100 individuals at colleges, centers, and the district, facilities tours, districtwide interviews with technology staff and administrators, recommendations from open forums, and data from user-based focus groups [590].

The chancellor presented the SCCCD Information Technology Assessment Summary Points at the Special Board of Trustees Meeting in December 2011 [567 p. 3-4, 568, 590]. Campus Works presented a detailed report at a Special Board of Trustees meeting in January 2012 [569 p. 6-8] and at districtwide open forums. Based upon feedback from the open forums, Campus Works presented a follow up assessment to the Board of Trustees annual retreat in April 2012 [570].

To facilitate technology planning, the Districtwide Technology Task Force [571] will begin meeting in October 2012 [575] to develop and recommend the elements of a comprehensive technology plan for the district and to further recommend the composition of a standing District Technology Committee [577]. The proposed charge for the committee includes development and implementation of a district technology plan to assure that technology planning is integrated with institutional planning [573, 576].

**Organizational Reporting Relationship of Centers**

A title change from the vice chancellor of the North Centers to campus president, Willow International Community College Center was discussed at the December 2011 and February 2012 Board of Trustee meetings [567 p. 7, 523 p. 15]. Chancellor’s Cabinet has also been reviewing the organizational reporting structure of the college and campus presidents [528, 573, 600, 610]. The change in title to campus president, Willow International Community College Center was approved at the March 2012 Board of Trustees meeting [527 p. 11, 579].

The Willow Transitional Staffing Plan was developed to address the reporting relationships between the Willow and Madera Centers, the site at Oakhurst, and Reedley College [572]. The plan includes a timeline with implementation of the first phase by July 1, 2012, and the second phase by July 1, 2013. The plan outlined a change in assignment and reporting between the campus president, Willow International Community College Center and the president of Reedley College. Prior to July 2012, the campus president, Willow International Community College reported directly to the chancellor. The campus president is now exclusively assigned to Willow and reports directly to the president of Reedley College, with an indirect reporting relationship to the chancellor [580, 612]. The plan has been discussed extensively at Chancellor’s Cabinet, in weekly Willow Transitional Meetings, with Willow and Reedley College staff, and the Board of Trustees. The Willow Transitional Meeting occurs weekly after Chancellor’s Cabinet to discuss the impact of changes in the district organizational structure [581, 610]. The updated plan was presented to the Board of Trustees at its annual retreat in April 2012, implemented July 1, 2012 and the official organizational chart was approved by the board September 4, 2012 [557, 578].

Faculty release time at Willow International was granted beginning spring 2012 to aid the transition from a Faculty Association to a Faculty Senate. A Memorandum of Understanding (MOU) and Agreement was signed which modifies Article XII, Section 12: Reassigned time for Academic Senate [602]. This MOU describes the agreement with State Center Federation of Teachers to provide 1.5 FTE to Willow to conduct academic senate activities. In fall 2012, faculty will work collegially with Willow’s College Center Council to modify the current joint Reedley College committees for program review and student learning outcomes to separate committees for the Willow campus [603 p.5].

**Location of Signature Programs**

As the roles of the colleges and centers evolve, the definition and location of signature programs is critical as well as the establishment of criteria for identification as discussed at the February 2012 Strategic Conversation [522]. In order to maximize resources for signature programs and meet the needs of the local community, participants in the Strategic Conversation identified the need for advisory committees and community groups to provide input and data.

The acting vice chancellor for educational services and institutional met with the college and campus presidents in August 2012, to begin a dialogue regarding signature programs. The discussion included the formation of a districtwide SCCCD Academic Priorities Task Force including a draft composition and committee charge. Additionally, existing program guidelines and the importance of developing standard definitions were discussed [573, 586].

**Funding Allocation**

Absent a formal resource allocation model, SCCCD was tasked to improve its resource allocation process and to tie resource allocation to planning priorities. In May 2011, the chancellor requested districtwide constituent groups appoint representatives to the Districtwide Resource Allocation Model Taskforce (DRAMT) [584, 585], charged with the development of a comprehensive resource allocation model to define the process for allocating fiscal resources to the colleges, centers, and district. With broad representation [505] the DRAMT met twice monthly throughout the 2011-2012 academic year [587, 588]. To ensure effective participation, members of the DRAMT were trained on finance and SCCCD budgeting procedures.

Phase I of the SCCCD’s Resource Allocation Model was drafted in spring 2012 with Phase II scheduled to be completed fall 2012 [589]. In April 2012, the DRAMT finalized Phase I for presentation to the Chancellor’s Cabinet for review and input [533, 604]. The second draft was presented to the Board of Trustees at its annual retreat in April 2012 [591]. Phase I focuses on fiscal resources, identified cost centers within the district, and funding allocations for each area. Long-term plans include a model for human, physical, and technology resource allocation. In spring 2012, the DRAMT established a framework for Phase II which will address miscellaneous funding streams, health fees, and lottery and will be vetted for review and feedback in November 2012.

The formula-driven allocation model addresses distribution of resources at a districtwide level and does not prescribe funds or expenses for each cost center [592, 593]. The colleges and centers have specific budget development processes unique to each site that tie into their strategic planning models and reflect organizational cultures and priorities. The district model provides the flexibility for the colleges and centers to effectively support their strategic plans.

The vice chancellor, finance and administration, presented the model to the districtwide management team at its quarterly meeting in August 2012 [594]. The presentation included a simulation of the model using the district’s 2011-2012 apportionment and FTES [595]. The model will continue to be vetted to college and center constituency groups throughout the fall semester with the final comprehensive model to be presented for review and approval in November 2012. The SCCCD Resource Allocation Model will be presented for open discussion at each campus and center. Once approved, the model will be recommended for implementation for the 2013-2014 fiscal year to ensure SCCCD establishes a fully integrated budget allocation process.

A draft operating agreement has been developed to establish the permanent District Budget and Resource Allocation Advisory Committee (DBRAAC) [506]. With districtwide representation, the DBRAAC is designed to serve as the district’s highest level resource planning body. Upon approval, the DBRAAC will recommend fair and equitable distribution of district resources, cost savings, and revenue strategies to assist in the preparation of the annual budget, priority of proposed districtwide initiatives, ad hoc committees essential to district budget and resource planning, and implementation and evaluation of the current plan to address the dynamic allocation of funds as related to college, center, and district strategic plans. The DBRAAC operating agreement was submitted to Communications Council in July 2012 and will continue to be vetted to college and center constituency groups throughout the fall 2012 semester. Input from college and center constituency groups will be integrated into the final version of the operating agreement and once Communications Council makes a recommendation, the operating agreement will go to Chancellor’s Cabinet for approval.

**Human Resources**

In order to support integrated districtwide human resources planning and align district and college planning processes, the district is creating a Human Resource Staffing Plan Task Force [537, 600, 601]. The committee task force charge will be developed using data from the College Brain Trust, the SCCCD 2012-2016 Strategic Plan, and the corresponding baseline data [530, 543, 546]. Possible areas of focus include creating an integrated districtwide human resource staffing plan that guides core restructuring in several auxiliary units, planned vacancies in classified and faculty positions due to budgetary issues, and reassignment of employees into vacant positions. In addition, the task force may examine ways to reflect the diversity of the SCCCD service area in its workforce and analyze human resource committee structures and decision making at each campus to facilitate integration of campus and district human resources planning. Ultimately, a recommendation will be made for a standing districtwide human resources planning committee.

Districtwide human resource planning is currently focused on ensuring that staffing levels will support the future structure of the colleges and centers and assessing the impact of the structure on the colleges and centers. The Willow Transitional Staffing Plan ensures adequate staffing as Willow pursues candidacy and initial accreditation. This plan details the addition of new positions, upgrading of existing positions, reassignment of existing positions, and the transitioning of part-time positions to full-time. The staffing plan also includes positions that should be functional by fall 2016 if initial accreditation is granted [578].

**Research Capacity**

In 2011, the College Brain Trust recommended improved coordination of districtwide research efforts as a result of an organizational review of centralized functions [530]. In response to the recommendation, the district has changed the position of associate vice chancellor, workforce development and educational services to vice chancellor of educational services and institutional effectiveness [542 p. 8, 582] to coordinate districtwide institutional research.

As the colleges, centers, and district align districtwide planning, structures have been put in place to build research capacity across the district to support increased planning, resource allocation, and decision-making. The acting vice chancellor, workforce development and educational services has established a districtwide research group that includes district and campus institutional research staff. The research group is charged in part with developing a comprehensive plan to enhance research capacity utilizing current resources. The group is also charged with recommending a districtwide research agenda that aligns with district and college strategic planning goals. The chancellor has recommended formalizing the working group [573].

On September 24 2012, Chancellor’s Cabinet approved the proposed SCCCD Research Group Charge, reporting structure and membership.

On the October 2, 2012 agenda of the Board of Trustees is a request for approval of a part-time district office institutional research coordinator who will work under the supervision of the vice chancellor, educational services and institutional effectiveness, to augment the districtwide institutional research group. While the position will be funded initially by an external grant, over time the district will consider expanding the position to full time, supplemented by additional grants and/or general fund dollars to assure sustainability.

To increase capacity for data-driven decision-making, a management information system (MIS) is in place for use by campus and district research offices and others to ensure the use of common data sets, resulting in improved efficiency and streamlined reporting districtwide. Utilizing standard query language (SQL) the MIS enables research staff at the colleges and district to employ common data sets for the development of reports to support districtwide decision- making [583].

**Next Steps**

Implementation of ongoing districtwide integrated planning linking plans to resource allocations includes finalization and/or creation of documents and committee structures that describe and support the processes, timelines for informing all employees of the district about the planning processes, and training on the use of the planning manuals at the campus level.

In the areas of technology planning, human resources planning, definition and location of signature programs, and expansion or research capacity, working groups are still in formational stages. By the end of fall 2012, task forces or working groups will be formed and fully functioning to respond to the district’s need for coordination and dialogue in those areas. As with other planning efforts, these districtwide groups will be representative of internal and external constituents, including faculty, classified staff, administrators, and students.

The following timeline that identifies tasks completed and future activity demonstrates the districtwide commitment to coordination and ongoing implementation of integrated planning:

**State Center Community College District and Colleges/Centers Strategic Plan Timeline**

**District Only (Fall 2012-Fall 2016)**

|  |  |  |
| --- | --- | --- |
| **DATE** | **ACTIVITY** | **RESPONSIBLE PARTY** |
| March 2011\* | Survey for minor updates / Timeline Created | District |
| April 2011\* | 1st Draft | District |
| May 2011\* | Final Draft | District |
| June 2011\* | Board approval of timeline  And final draft which includes minor revisions | District |
| Aug.-January 2012\* | Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all area internal and external scans. | District |
| February 2012\* | Charrette & all survey information gathered | District |
| April 2012\* | 1st Draft | District |
| May 2012\* | Final Draft |  |
| June 2012\* | Board approval of strategic plan for district | District/Board |
| July 2012\* | Implementation of new district strategic plan | District |
| Aug.-January 2013 | Annual scan for district (1st year) | District |
| March 2013 | Summary of results from annual scan, report of progress, if changes are pertinent minor revision made if not just report to Board | District |
| June 2013 | Annual report to Board of Trustees on district strategic plan | District/Board |
| Aug.-January 2014 | Annual scan for district (2nd year) | District |
| March 2014 | Summary of results from annual scan, review of results from 1st year report, recommended changes made to the Board. (these are minor updates) | District |
| June 2014 | Minor revisions/updates to the district strategic plan are presented to the Board of Trustees | District/Board |
| July 2014 | Implementation of changes to district strategic plan | District |
| Aug.-January 2015 | Annual scan for district (3rd year) | District |
| March 2015 | Summary of results from annual scan, review of results from 1st year report, recommended changes made to the Board of Trustees. (these are minor updates) | District |
| June 2015 | Minor revisions/updates to the district strategic plan are presented to the Board of Trustees | District/Board |
| July 2015 | Implementation of changes to district strategic plan | District |
| Aug.-January 2016 | Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans. (4th year) | District |
| February 2016 | Charrette & all survey information gathered | District |
| April 2016 | 1st Draft | District |
| May 2016 | Final Draft |  |
| June 2016 | Board approval of district strategic plan | District/Board |
| July 2016 | Implementation of new district strategic plan | District |

\*Completed Activities

**Colleges/Center (Fall 2013-Fall 2017)**

|  |  |  |
| --- | --- | --- |
| **DATE** | **ACTIVITY** | **RESPONSIBLE PARTY** |
| Aug.-January 2013 | Colleges/centers prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/centers will develop college/ center strategic plans that include the District Strategic Plan goals. | Colleges |
| February 2013 | Charrette, all survey information gathered | Colleges |
| March 2013 | 1st Draft | Colleges |
| May 2013 | Final Draft  Presentation to appropriate constituency groups | Colleges |
| June 2013 | Board presentation of Strategic Plan for each college/center | College/Board |
| July 2013 | Implementation of College/Center Strategic Plans | Colleges |
| Aug.-January 2014 | Annual Scan for Colleges (1st year) |  |
| March 2014 | Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council | Colleges |
| May 2014 | Reports to constituency groups and College Council | Colleges |
| Aug.-January 2015 | Annual scan for Colleges/Centers (2nd year) | Colleges |
| March 2015 | Summary of results from annual scan, review of results from 1st year report, recommend changes to the board. (minor revisions) | Colleges |
| May 2015 | Changes given to constituency groups, College Council and the Board | Colleges/Board |
| June 2015 | Board approval | Board |
| July 2015 | Implementation of modified College/Center Strategic Plans | Colleges |
| August 2015 – January 2016 | Annual scan for Colleges/Centers (3rd year ) | Colleges |
| March 2016 | Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council | Colleges |
| May 2016 | Changes or report given to College Council and constituency groups | Colleges |
| June 2016 | District Strategic Plan is approved | Board/District |
| August 2016 – January 2017 | Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans (4th year). Colleges/Center prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/center will develop college/center strategic plans that include the District Strategic Plan goals | Colleges |
| February 2017 | Charrette, all survey information gathered | Colleges |
| March 2017 | 1st Draft | Colleges |
| May 2017 | Final Draft / Presentation to appropriate constituency groups | Colleges |
| June 2017 | Board presentation of Strategic Plan for each college/center | College/Board |
| July 2017 | Implementation of College/Center Strategic Plans | Colleges |

**Approved by Strategic Planning Workgroup on April 15, 2011, Reviewed and approved by Integrated Planning Workgroup on April 29, 2011, Approved by Board of Trustees July 5, 2011**

**Campus Alignment, Coordination, and Dialogue for Districtwide Planning**

Reedley College was represented on all of the taskforces and committees discussed in the response to the district recommendation.

Two members of the Reedley College Strategic Planning Committee were also members of the District Strategic Planning Workgroup, The Reedley College Strategic Planning Committee was regularly informed and consulted about the districtwide plan and the planning process. The Reedley College Strategic Planning Committee agreed to modify the timeframe for the Reedley College Strategic Plan in order to align it with the SCCCD Strategic Plan. Reedley College had intended to develop a 2012-2016 Strategic Plan, but will instead develop a 2013-2017 Strategic Plan. The Reedley College Strategic Planning Committee conducted a workshop on September 28, 2012 for Reedley College, Madera Center, and Oakhurst Campus staff and faculty to begin visioning for the new strategic plan. Outcomes for this planning workshop were: 1) addressed critical areas of concern for an internal survey, 2) established goals; 3) established preliminary objectives needed to address goals; 4) examined alignment of the district strategic plan and the relevance of the current strategic plan. Final outcomes of this September 28th workshop will drive a campuswide survey as the second internal scan to be administered before the end of November [126, 127]. Reedley College employees (including Madera and Oakhurst), along with community members, took part in the workshop to help determine the goals and objectives of the 2012-2016 SCCCD Strategic Plan. Reedley College was also represented on the district ad hoc workgroup on integrated planning. Presentations about the SCCCD strategic planning process, the 2012-2016 SCCCD Strategic Plan and the SCCCD Integrated Planning Model were made at Reedley College, the Madera Center, and the Willow International Center [512].

The Reedley College Facilities Committee contributed to the development of the SCCCD Facilities Master Plan as it related to the Reedley College campus. Numerous presentations were made on campus so that all interested individuals could hear about, view, and react to the plans [527]. During the 2012-2013 the Facilities committee will review the district facilities plan and incorporate applicable aspects into the college’s Facilities Master Plan [613].

Reedley College took a leadership role in the transitional planning for the Willow International Community College Center. As a result of the transition, there is a much closer relationship between Reedley College and its centers. The Willow International campus president now reports to, and meets regularly with, the Reedley College president. She also serves as a member of the Reedley College Full Cabinet. Additionally, Reedley College administrators are serving the Madera Center and outside community groups each week at the Madera Center [421]. Madera Center and Oakhurst personnel participated in the Reedley College opening day activities at the beginning of the fall 2012 semester which included a presentation and an opportunity for written feedback on the accreditation response [257].

Reedley College, the Madera Center, and Oakhurst are represented on the District Resource Allocation Model Task Force (DRAMT), and contributed to the development of the SCCCD Resource Allocation Model [588]. Reedley College, the Madera Center, and Oakhurst will be represented on the District Budget and Resource Allocation Advisory Committee (DBRAAC) which is currently being vetted, when it becomes operational.

**Evidence for Response to ACCJC District Recommendation #1**

126 Strategic Planning Workshop 9.28.12

[127 Strategic Planning Committee Notes 9.10.12](http://classmedia.scccd.edu/RCAccreditation/Evidence%202012/127-Strategic%20Planning%20Committee%20Notes%209.10.12.docx)

[257 Opening Day Fall 2012 Morning Agenda draft 8.2.12](http://classmedia.scccd.edu/RCAccreditation/Evidence%202012/257-Opening%20Day%20Fall%202012%20Morning%20Agenda%20draft%208.2.12.docx)

501 Timeline for 2012-2016 SCCCD Strategic Plan

502 District Strategic Planning Workgroup Members

503 District Strategic Planning Committee (DSPC) Members

504 District Strategic Planning Committee Operating Agreement

505 District Budget and Resource Allocation Model Task Force

506 District Budget Resource Allocation Advisory Committee (DBRAAC) Operating

Agreement (Draft)

507 District Facilities Planning Committee Members

508 District Facilities Planning Committee Operating Agreement

509 Communications Council Members

510 Board of Trustees Minutes 3-1-12

511 College Brain Trust Members

512 District Strategic Planning Workgroup Power Point 10-4-11

513 Board of Trustees Minutes 7-5-11

514 Board of Trustees Presentation 12-13-11

515 Communications Council Notes 4-26-2011 and Chancellor’s Cabinet Meeting

Notes 5-9-11

516 Communications Council Notes 10-25-11

517 Communications Council Notes 11-29-11

518 Communications Council Notes 1-31-12

519 District Strategic Planning Committee Meeting Notes 3-2-12

520 Board of Trustees Minutes 1-24-12

521 Board of Trustees Minutes 1-10-12

522 Summary of Strategic Conversation Themes

523 Board of Trustees Minutes 2-7-12

524 Strategic Conversation Participants

525 Strategic Conversation 2012 Evaluation

526 SCCCD Charette3-1-12

527 Board of Trustees Minutes 3-6-12

528 Chancellor’s Cabinet Meeting Notes 3-5-12

529 District Strategic Planning Committee Meeting Notes 3-9-12

530 College Brain Trust Report on 2008 Strategic Plan Update

531 Integrated Planning Workshop Participants 4-9-12

532 Integrated Planning Workshop PowerPoint

533 Chancellor’s Cabinet Meeting Notes 4-18-12

534 Ad Hoc Integrated Planning Workgroup Members

535 SCCCD 2012-2013Integrated Planning Model

536 SCCCD 2012-2013Integrated Planning Manual (Draft)

537 Chancellor’s Cabinet Meeting Notes 7-30-12

538 Communications Council Meeting Notes 7-31-12

539 Board of Trustees Minutes 5-1-12

540 Board of Trustees Presentation 5-1-12

541 Board of Trustees Minutes 6-5-12

542 Board of Trustees Minutes 7-3-12

543 2012-2016 SCCCD Strategic Plan

544 2012-2016 Strategic Plan Responsibility Matrix

545 Chancellor’s Cabinet Meeting Notes 2-13-12

546 2012-2016 SCCCD Strategic Plan Baseline Data

547 The Linkage Reports

548 Chancellor’s Cabinet Members

549 Districtwide Facilities Planning Committee Meeting Minutes

550 Board of Trustees Minutes 3-2-10

551 SCCCD Educational Master Plans

552 2009-2010 Districtwide Summary of Priorities and Recommendations Based on the College Educational Master Plans

553 Board of Trustees Minutes 6-7-11

554 Decision Package for Society for College and University Planning (SCUP) Institute

555 Board of Trustees Facilities Master Plan Presentation 12-13-11

556 Board of Trustees Facilities Master Plan Presentation 3-6-12

557 Board of Trustees Minutes 4-21-12

558 Board of Trustees Retreat Facilities Master Plan Presentation 4-21-12

559 Chancellor’s Cabinet Meeting Notes 3-21-12

560 Chancellor’s Cabinet Meeting Notes 3-26-12

561 FCC Town Hall Meeting 5-2-12

562 RC Town Hall Meeting 5-4-12

563 NC Town Hall Meeting 5-8-12

564 Board of Trustees Districtwide Facilities Master Plan Presentation 7-3-12

565 2012-2025 Districtwide Facilities Master Plan - BOT Agenda 9-4-12

566 Technology Summit Agenda 6-1-11

567 Board of Trustees Minutes 12-13-11

568 SCCCD Information Technology Assessment PowerPoint

569 Board of Trustees Minutes 1-24-12

570 Board of Trustees Minutes 4-20-12

571 Districtwide Technology Taskforce Membership (Draft)

572 Willow Transitional Staffing Plan (Draft)

573 Chancellor’s Cabinet Meeting Notes 9-11-12

574 Board of Trustees Presentation 6-7-11

575 Districtwide Technology Task Force Meeting Notes

576 District Technology Task Force Charge (Draft)

577 District Technology Committee Charge (Draft)

578 Updated Willow Transitional Staffing Plan

579 Campus President Willow Brochure Language

580 SCCCD Organizational Chart BOT Agenda 9-4-12

581 Willow Transitional Meeting Notes

582 Vice Chancellor, Educational Services and Institutional Effectiveness Job Description

583 District Institutional Research Website (<http://ir.scccd.com>), SCCCD Research Group 8-30-12 Minutes and SCCCD Research Group Charge

584 DRAMT Charge Memo from Chancellor Blue 5-13-11

585 Chancellor’s Cabinet Meeting Notes 5-2-11

586 Signature Programs Agenda and Minutes 8-28-12 and SCCCD Academic Priorities Task Force Charge

587 DRAMT Agendas

588 DRAMT Minutes

589 RAMT Timeline and Planning Calendar

590 SCCCD Information Technology Assessment Summary Points

591 Board of Trustees Retreat (DRAMT) Presentation 4-20-12

592 RAMT Minutes 4-13-12

593 Resource Allocation Model Narrative

594 Resource Allocation Model Task Force PowerPoint

595 Resource Allocation Model Simulation

596 Board of Trustees Strategic Plan Presentation 7-3-12

597 ASUR PowerPoint

598 ASUR Resource Team Membership

599 BOT Strategic Conversation PowerPoint 1-10-12

600 Chancellor’s Cabinet Meeting Notes 8-13-12

601 Human Resource Staff Plan Task Force (Draft)

602 Faculty Association Release Time MOU 3-30-12

603 Board of Trustees Minutes 4-3-12

604 Communications Council Meeting Notes 4-24-12

605 District Strategic Planning Workgroup Agendas and Minutes 2012

606 Chancellor’s Cabinet Meeting Notes 5-29-12

607 Chancellor’s Cabinet Meeting Notes 11-1-10

608 Communications Council Meeting Notes 10-26-10

609 Communications Council Meeting Notes 11-30-10

610 Chancellor’s Cabinet Meeting Notes 2-27-12

611 District Decision Making Taskforce (DDMT) Operating Agreement

612 Board of Trustees Meeting Minutes 9-4-12 (Draft)

613 Chancellor’s Cabinet Meeting Notes 1-9-12

614 Chancellor’s Cabinet Meeting Notes 1-18-12

615 Chancellor’s Cabinet Meeting Notes 1-23-12, 2-1-12, 2-6-12

616 Chancellor’s Cabinet Meeting Notes 2-21-12

**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 which 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, liLA, III.A.6, III.B, III.B.2, III.C, IIIC.2, III.D, III.D.1, III.D.3, IV, IV.A, IV.A.l, IV.A.5, IV.B.1, IV.B.3.g.)

**Descriptive Narrative**

Reedley College has a strong commitment to educational quality, integrity, effectiveness, and student success. The college would like to thank the ACCJC for its work in helping to ensure these attributes stay at the forefront of all Reedley College activities and planning. The college is confident that it has fulfilled each of the six sub parts of the integrated planning recommendation (College Recommendation 1) as evidenced by the implementation of the college budget allocation process.

Information concerning Reedley College’s removal from warning status with the ACCJC was communicated to the campus community on February 14, 2013. As directed in the commission letter dated February 11, 2013, the Follow-Up Report, Follow-Up Visit Report, and commission action letter was immediately available to signatories, the Board of Trustees, the district chancellor as well as campus and local community members through emails, meetings, and the [college website](http://www.reedleycollege.edu/index.aspx?page=731) [Chancellor’s Friday memo to SCCCD trustees, President’s email to Chancellor, Exec Cabinet minutes]. The interim president also included these documents in his weekly email to the Reedley, Madera, and Oakhurst faculty, staff, and administrators [804].

Answer directly (pg 13 ACCJC letter) – that the budget allocation **process** is in place – The new Budget Allocation process was piloted in 2012-2013 and will be fully implemented in 2013-2014. The budget development process, which includes the Budget Development Planning Calendar and the Budget Request Worksheets, have been completed and approved through all the college governance groups [\_\_\_\_\_\_]. The Budget Committee took the following steps to ensure that all constituency groups had input into and understanding of the process:

1. The new budget request worksheets were presented to Academic Senate, , Classified Senate, the Strategic Planning Committee, & department chair meetings for input between October 2012 and January 2013 [\_\_\_\_\_\_].
2. Recommendations from these groups were evaluated by the budget committee and updates to the Budget Request Worksheet were made during January 2013 [\_\_\_\_\_\_\_\_\_].
3. Detail was added to the budget development planning calendar to allow for ample feedback by the various constituency groups as the worksheet moved through the process during January 2013 [\_\_\_\_\_\_\_\_\_\_\_\_\_\_].
4. The pilot of the new budget process began with Budget Worksheet training sessions on how to complete the worksheets in early February of 2013 [\_\_\_\_\_\_\_\_\_\_\_\_\_\_].
5. Completion of the worksheets by the budget managers (flowchart of the process) were submitted to Administrative Services where they were summarized on to one spreadsheet and given to the Budget Committee for evaluation of the requests on February 28, 2013 [\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_].
6. Feedback and questions flowed back and forth between the Budget Committee and budget managers as the committee evaluated and prioritized the requests during March of 2013.
7. A short survey was sent to constituents who completed the budget worksheets to obtain feedback during April of 2013 [\_\_\_\_\_\_\_\_\_].
8. As a result of the budget process pilot, the Budget Committee updated the 11-2013 draft Reedley College budget principles, guidelines, and priorities to be vetted back through College Council for input [\_\_\_\_\_\_\_\_\_\_].
9. The Budget Committee also made minor adjustments to the budget development planning calendar and forwarded to college council for final approval [\_\_\_\_\_\_\_\_\_\_].
10. The Budget Committee developed a draft flowchart of the overall Reedley College allocation process and a more specific flowchart of the resource allocation worksheet in May of 2013 [\_\_\_\_\_\_\_\_\_\_].
11. A tentative budget was developed using results from the pilot resource allocation process and worksheets [\_\_\_\_\_\_\_\_\_\_].

Plans are now being developed to roll out the finalized Resource Allocation Process, including the budget calendar and worksheets in fall of 2013. This includes a brief PowerPoint presentation atthe opening day general session and training sessions for budget managers.

Reedley College has completed activities that, when linked to the budget allocation process, define institutional integrated planning. The budget flowchart provides a good visual representation of this planning. Through the use of this new process and the budget worksheet, the budget is now clearly tied to several integral components of overall college planning:

1. The Strategic Plan – The 2013-2017 Strategic Plan is now complete having been approved by all constituent groups in spring 2013 [\_\_\_\_\_\_\_\_]. The Board of Trustees approved the plan on July 2, 2013\_\_\_\_\_ [\_\_\_\_\_\_\_\_\_\_]. As proposed in the “next steps” of the Reedley College October 2012 Follow Up letter [806 p. 36], internal scans to complete the Strategic Plan were completed in the forms of a strategic workshop and a survey [\_\_\_\_\_\_\_\_\_\_\_\_\_]. External scans were also completed in the forms of demographic research and two charrettes [\_\_\_\_\_\_\_\_\_]. Information on the completion of the plan will be provided to faculty and staff on opening day of fall 2013, and a brochure will also be posted and distributed to the external partners who have been involved in the process (e.g. \_\_\_) [\_\_\_\_\_\_\_\_\_\_\_\_]. The previous Strategic Plan was also evaluated [\_\_\_\_\_\_]. In order to tie the budget allocation process to the new plan, the Budget Worksheet includes a column where any request for funds must be linked to a Strategic Plan initiative/goal [802, \_\_\_\_\_\_\_\_\_\_\_\_\_].
2. Program Review – In the already well-established process of program review, departments must indicate in their reports how their programs help support the college mission statement and Strategic Plan [\_\_\_\_\_\_\_\_\_\_\_\_\_\_]. With the addition of the new budget process, departments need to indicate on the budget worksheet how a request for funds links to a Program Review substantiated goal (a goal that has been deemed “substantial” is one that the Program Review Committee has agreed is supported by evidence within a department’s Program Review report) [802, \_\_\_\_\_\_\_\_\_\_\_\_].
3. Educational Master Plan -- The Educational Master Plan is in its final stages of approval as College Council will be finalizing its review in the fall of 2013 [803]. The plan was completed as a “crosswalk” showing alignment with the Strategic Plan [\_\_\_\_\_\_\_\_\_\_\_\_\_\_].
4. College Goals - During the 2012-2013, the then interim president worked alongside College Council to develop 2012-2014 College Goals. The College Council then took these goals to their constituents for vetting. The budget worksheet requires that funds be tied to these College Goals.

, The budget process now in place at Reedley College helps to coordinate all elements of college planning. Additionally, the process helps the college align with district plans. The budget development planning calendar also demonstrates that college integrated planning coordinates with district deadlines [\_\_\_\_\_\_\_\_\_\_\_\_]. With the revised Reedley College Budget Allocation Process now in place campuswide, the college feels it has fully met College Recommendation 1.

The college has fulfilled each of the six components of College Recommendation 1 and has made even more substantive progress since the ACCJC team’s visit in November 2012. The college has been deliberative in ensuring that the new budget allocation planning process ties to each of the recommendation components.

1. **A focus on a limited number of mid- to long-term initiatives to improve student learning and student support services**. Reedley College has taken a “bottom up” approach to this goal by having faculty and student services managers link all funding requests to the college Strategic Plan, their own substantiated Program Review goals, and to college goals [\_\_\_\_\_\_\_\_\_\_]. Student learning and support services goals are included in the Strategic Plan, Program Review report, and college goals [\_\_\_\_\_\_\_\_\_\_].
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.** The integrated planning insert that is included in the Participatory Governance Handbook defines how all elements of college planning work together [805 p. 17]. The new budget allocation process has now completed a critical piece of the planning puzzle. In spring 2013, the Budget Committee completed the pilot of the budget allocation process and made changes and updates to the process based on feedback from the survey and their own experience. Concurrently, the first of the budget worksheet requests were evaluated [\_\_\_\_\_\_\_\_\_\_\_]. The allocation process fits nicely into the overall planning process of the college.
3. **A process that clearly ties this planning model to the college’s resource allocation processes.** As stated previously, Reedley College has completed the activities that, when linked to the budget allocation process, define institutional integrated planning. The budget is now tied to several integral components of overall college planning including the Strategic Plan, Program Review, College Goals and the Educational Master Plan. The Budget Worksheet has been critical in this coordination.
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.** In the October 15, 2012 Follow Up Report, Reedley College outlined one of its “next steps” stating, “The Reedley College Integrated Plan will be assessed and updated to be consistent with the 2013-2017 Reedley College Strategic Plan” [806 p. 36]. To accomplish this, College Council has scheduled a review of the Integrated Plan for early fall of 2013 now that the Board of Trustees approved the college 2013-2017 Strategic Plan in July [\_\_\_\_\_\_\_\_\_\_\_\_\_]. To ensure regular assessment of planning and that the Integrated Plan is updated to be consistent with the 2013-2017 Reedley College Strategic Plan, the Reedley College Strategic Planning Committee will have a first review of the plan, then make recommendations to College Council (as per the “next steps” sited in the Reedley College October 2013 Follow Up Report [806 p. 36]. Additionally, the budget calendar will aid this assessment process [\_\_\_\_\_\_\_\_\_\_] as the budget development process will also be continually evaluated.
5. **A model that is inclusive of all institutional planning activities and that clarifies the functions of program review and the various resource committees.** Flowcharts were created to illustrate the inclusiveness of all planning activities [\_\_\_\_\_\_\_\_]
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 (SCCCD).** (e.g. revolving cycle of off-set strategic plans) This can be seen through both the strategic planning cycles between the district and the college and through the budget development calendar.

The Reedley College Strategic Plan is now developed using a similar methodology and on a timeline that is coordinated with the district Strategic Plan. The current SCCCD Strategic Plan covers the time period 2012 – 2016 while the Reedley College Strategic Plan (approved spring 2013) covers 2013 – 2017 [\_\_\_\_\_\_\_\_\_\_\_\_].

The new college budget development calendar reflects the district budget development timeline. This calendar demonstrates how college integrated planning coordinates with district deadlines as well [\_\_\_\_\_\_\_\_\_\_\_\_\_].

**Next Steps**

Plans are now being developed to roll out the finalized resource allocation process, including the budget calendar and worksheets in fall of 2013. This includes a brief PowerPoint presentation that is planned for the opening day general session in fall of 2013 and training sessions being scheduled for budget managers.

Other steps?....

**Evidence for Response to ACCJC College Recommendation #1**