**Reedley College Educational Master Plan Annual Progress Report**

| **Timeline/ Responsibility** | **Recommendation** | **Action Steps to Date** | **Current Status** | **Link to 2008-2012 Strategic Plan** |
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| **REEDLEY RECOMMENDATIONS** | | | | |
| Michael White | 1. With an eye toward the anticipated creation of Clovis Community College; Reedley College should continue to review the current organizational responsibilities of the College and Centers’ personnel. Additionally, Reedley College, in concert with representatives of Fresno City College and the educational centers, should work with the District to develop a revised oversight structure such that the current satellite education centers and future centers, such as the Southeast Center, are dedicated to parent institutions in a manner that provides equity in enrollment and efficiency of day-to-day operations. | * Madera Transition Plan document authored by Dr. Kershaw guided 2012-2013 oversight. * Revised Reedley, Madera, Oakhurst organizational structures submitted as evidence addressing ACCJC college recommendation # 1. * Draft Reedley College administrative structures submitted to the SCCCD Chancellor May 2013 for consideration.   (Next Steps: Note: that although this recommendation was listed in the Educational Master Plan it needs to be noted that the Southeast Center is not under the purview of Reedley College. The center belongs to Fresno City and will remain under their direction unless the District/Board state otherwise.) | Completed  Ongoing  Pending | SP #5 & #7 |
| Juan Tirado | 2. Utilizing information provided in the Age and Ethnicity Profile Table, Race and Ethnicity Profile Data and Baseline Curriculum Fall 2008 Table, the College should analyze the apparent disparity between the number of students enrolled in English as a Second Language classes and the need for such classes among the service area population and consider appropriate action. The College should also consider alternative means of identification of second-language learners and expansion of services for those students enrolled at the College | * Implemented Accuplacer ESL Test in the “Reg to Go” recruitment at local high schools * Added higher level classes of ESL English before transfer * Met with community Adult school programs to advocate our services to identify gap in services for transition of adult immigrant students to Reedley College ESL program   (Next Steps: Create a plan to bridge the gap in levels of instructional offerings for the adult immigrant population in their transition to Reedley College. This will create a pathway for this segment of the population now that a “disparity” in services has been identified for students coming from the adult schools in the Reedley College service area.) | Completed  Ongoing  Pending | SP #2 & #3 |
| David Clark | 3. Reedley College should engage in a review at both the college and district level of the feasibility of developing additional or expanded instructional programs. As part of this process, the College should, with representatives from Fresno City College and the educational centers, work with the District to identify “Signature Programs” for each of the Colleges and educational centers. | A district wide Signature Programs Task Force has been formed that includes representatives from Fresno City College, Reedley College, Willow International and Madera Centers to develop criteria to identify signature programs. The purpose of the taskforce is to develop uniform district wide criteria.  (Next Steps: Once the criterion has been developed, each campus will evaluate their own programs to identify them as signature status) | Completed  Ongoing  Pending | SP #1, #2, #3 |
| Ryan LaSalle | 4.Based on data and analysis in the Participation Rate Analysis Section, Snapshot of the Service Area and Age Profile and State Chancellor’s Office guidelines, the College should enhance staff development activities regarding the marketing of the College and recruitment of students to both the proposed new instructional programs as well as the existing programs. As part of this process, the College should also consider expanding and promoting staff development for, and the offering of, nontraditional methods for delivering classes and services. | * Reg-to-Go * College Night (every Sept.) * College Fairs (and parent’s night) all feeder schools * RC presence at Adult Education * RC presence at special community events (festivals—Raisin Festival, Selma, Fresno Fair, Ag Show, Farmer’s Market) * Reedley Fiesta * Campus Tours (all FUSD 6th graders visit RC) * Campus Tours for DSPS, migrant education * Financial Aid workshops (on campus) * Ambassadors used for RC appearances at community events and for campus tours * Welcome Tables at semester starts (on campus) * Information Tables for email activation, SEP (on campus) * RC marketing and outreach via STEM Conference, Green Summit * Annual Reports, Board Reports (available and sent to media, community leaders, and community legislators) * Madera Center host Spring Extravaganza * Oakhurst Community Unity * Special events and Speaker Series announced to media, feeder schools, and community leaders * New and existing programs marketed to all media as well as Chambers of Commerce, and Workforce Investment Board * Social media used to announce and market programs and events * Reedley College Speaker Series * Reedley College 1W1   (Next Steps: Continue process with FTES Targets. Recruitment of students being mindful of diversity and our population.) | Completed  Ongoing  Pending | SP #1, #2, #3 |
| Maria Kelly | 5.As a result of recent legislative changes in the state of California and priorities established by the SCCCD Board of Trustees, Interview Summaries, and Maas Companies; knowledge and experience in facilities planning and development at all of the colleges/centers in the District should develop a College-wide awareness of environmentally sensitive “green” activities including the inclusion of LEED identified building practices for all capital construction projects and staff development activities to highlight College-sponsored “green” activities. | * Completed survey with PGE consultant to identify energy conservation needs and projects (2013) * Ongoing replacement of lighting tubes and installation of motion sensors in classrooms * Installed educational solar panels (STEM-2011) * STEM construction projects are pursued with architects that are LEEDS certified * Developed course curriculum to initiate new Solar Certification Program (Manufacturing Department) * Have organized and hosted five annual Green Summits, emphasizing education on living a green and sustainable lifestyle and job opportunities in this field * Investigating the opportunity to be part of a national green college consortium * Maintain paper recycling program through joint efforts of Green Club and Building Services * Strive to include in grants components that relate to living green and sustainability * Investigate and encourage the use of green experiments in the science classrooms * Installation of VDI (Virtual Desktop Infrastructure), saving energy through reduced power usage and decreased heat generation   (Next Steps: Use of Prop 39 Dollars: align current projects and identify new projects within the guidelines established, Prioritize List) | Completed  Ongoing  Pending | SP #7 |
| Anna Martinez  Linda Cooley | 6. In cooperation with Fresno City College and the educational centers in the District, the College should continue to develop and implement an appropriate program of articulation between the colleges so as to promote consistency in an effort to better facilitate the transfer of credit for coursework between the instructional locations throughout SCCCD. | * Faculty are encouraged by the Curriculum committee to contact their counter parts at other locations regarding changes to common courses. * In addition CurricuNet was set up to contact the deans at other colleges/locations to inform faculty of changes to common courses. * ECPC is also asked to review courses and to point out if common courses are being changed and to verify that a collegial discussion has been made prior to curriculum being sent to the board. * Lastly representatives from all locations worked on changing the AR 4260 so that courses can utilize a content review for pre requisites. The colleges had to work together to make this much needed change happen. Each college agreed the procedures would be different for each location but at least this would give them some flexibility to implement pre requisites.   (Next Steps: Next step add Clovis Community College when they become a college.  SB1140 and CID  Goal of 1440 Degrees) | Completed  Ongoing  Pending | SP #3 |
| Michelle Johnson | 7. In cooperation with Fresno City College and the educational centers in the District, Reedley College should engage in the review, development, and implementation of a District-wide process for the assessment and placement of students in appropriate courses. | * A District wide Enrollment Management Committee is being created. Currently, the Vice Presidents have crafted the Membership and Operating agreement and which are being reviewed by Chancellor’s Cabinet. * In addition, the FCC and RC have been in discussion to use Accuplacer for assessment (thereby having one common assessment tool and cut scores).   (Next Steps: RC is in the process of validating that instrument and should be finished summer 2013. FCC is in the process converting to Accuplacer and anticipates validation testing to begin followed by discussions within the district as to cut scores and placement.  Pursue tracking of students’ success piloting tracking 12 cohort.) | Completed  Ongoing  Pending | SP #4 |
| Michelle Johnson | 8. To be compliant with State Chancellor’s Office guidelines and Title 5 of the Education Code, the College, in cooperation with the District Department of Institutional Research, should develop a database program that allows for the reporting and analysis of all instructional programs of the College based on WSCH/FTEF, which is the accepted state-wide standard for efficiency of instructional programs. Included in this analysis are both traditional and non-traditional courses and programs including all online and web-based classes. | Several reports have been created through the District IT office allowing for enrollment numbers to be readily available and easily understood. The reports can be found at <http://reports.scccd.edu>. Additionally, the District IR staff is meeting with IT staff to develop an additional data set that will allow for more robust and consistent data reporting. Disaggregated data will include face to face vs. online instruction for reporting. Currently, this information is being updated manually at the end of each year and distributed to enrollment management and distance ed committees for review and discussion.  (Next Steps: Addressing problems with data for signature programs, lab components, etc.  Ensure accuracy of reports) | Completed  Ongoing  Pending | SP #3, #5, #6 |
| Donna Berry  Jeff Ragan  Gary Sakaguchi | 9. In the process of designing future facilities for the College, ensure that the needs of the instructional programs and support services are the basis for the design of facilities. | * A review of the campus Facility Master Plan was facilitated done in conjunction with the Ed Master Plan by Brian Speece. * All of the constituent groups gave input for revisions and validated the updated plan. * The updated plan was presented to the SCCCD Board in March 2012 * Approved (add dates)   (Next Steps: Develop IP FPP based on state guidelines  Integrate RMCHS into FMP  Working with city planners on widening project) | Completed  Ongoing  Pending | SP #7 |
| Donna Berry | 10. It is essential to implement an annual District-wide budget development process that is based on measureable, cost effective criteria and takes into consideration the unique needs of each site. | * A District wide Resource Allocation Task Force was established in May, 2011 to develop an allocation model that equitably distributes revenues to all locations within the district. * A draft model was developed by the task force that uses the components of the State SB361 allocation model. * The three main components of the model include an off the top funding for district wide approved strategic initiatives, base funding for colleges and centers equal to the state amount, and a variable component that is driven by FTES. * This model was presented to each of the campuses and district office in open forums during October, 2012. * Feedback from the forums was compiled. * Reedley College Budget Committee worked in 2012-13 to develop, pilot, and vet a budget development process which includes a Budget Development Planning Calendar and Budget Development Worksheet for resource requests for RC, MC & OC. * This process will be used in the development of the 2014-15 budget.   (Next Steps: Feedback is currently being evaluated by the Task Force for potential components to be added to the model. Additionally, a transition plan is being developed by the Task Force to bridge any variance in funding from the previous allocation process and the newly developed allocation model. It is intended that the new District wide Allocation Model will be used to allocate 2014-15 Revenues) | Completed  Ongoing  Pending | SP #7 |
| **MADERA/OAKHURST RECOMMENDATIONS** | | | | |
| Jim Chin  Monica Cuevas  Vikki Piper  Brad Millar | As indicated for all colleges in the district, develop a college-wide awareness of environmentally sensitive, “Green”, activities including the inclusion of LEED identified building practices for all capital construction projects, staff development activities to highlight college sponsored “green” activities and the integration of environmentally sensitive topics in identified instructional programs. | * Spring Extravaganza (Madera) * Community Unity (Oakhurst) * District Facility Planning   (Next Steps: Use prop 39 dollars and prioritize list) | Completed  Ongoing  Pending | SP #7 |
| Jim Chin  Monica Cuevas  Vikki Piper  Brad Millar | In cooperation with the other colleges in the district, develop and implement a comprehensive program of articulation between the colleges to ensure consistency in prerequisites, units of credit and curriculum so as to allow students to transfer credit for coursework among the instructional locations throughout SCCCD. | State Center Consortium working with local high schools   * Curriculum committee * EAT Program with WIB | Completed  Ongoing  Pending |  |
| Jim Chin  Monica Cuevas  Vikki Piper  Brad Millar | Review the overall curriculum of the College Centers and develop courses in the career/technical area to assist in addressing local and regional workforce needs. | * TAA/C6 Grant (MM & Welding) * Nursing Grant (LVN to RN) * Madera WIB IS Brief Courses Program * Madera WIB Customer Services Program   Oakhurst WIB IS Brief Courses  (Next Steps: Continuing to seek grants for funding) | Completed  Ongoing  Pending | SP #1, #3, #7 |
| Jim Chin  Monica Cuevas  Vikki Piper  Brad Millar | With respect to the outlying education site in Oakhurst, consider pursuing educational training programs in hospitality and the general area of environmental studies with the National and state park services along with the option of developing nontraditional delivery systems for such courses. Ensure that such courses are not a duplication of current programs at Reedley College. | On hold, classes deleted  (Next Steps: The full-time faculty will need to look into restoring the Hospitality courses. The Coordinator and Dean of Instruction will review the environmental studies classes and work with the National Park Service to determine the potential for these types of classes. Look at forestry classes that already exist.) | Completed  Ongoing  Pending | SP #1, #3 |
| Jim Chin  Monica Cuevas  Vikki Piper  Brad Millar | Provide faculty/staff training and opportunities to develop new curriculum and services that specifically address the unique characteristics of the student population at each center. | * Attend district wide AARC reporting * This last year, the Oakhurst Center expanded its Business class offerings to meet student demand. * District wide workshops and meetings   (Next Steps: Offering ESL for the 1st time in years at Madera, meeting the needs of the students) | Completed  Ongoing  Pending | SP #3 |
| Jim Chin  Monica Cuevas  Vikki Piper  Brad Millar  Michelle Johnson | In cooperation with the other colleges in the district, develop and implement a district-wide, standardized process for the assessment and placement of students in identified courses and also to provide for the placement of students in both traditional and non-traditional course offerings. | A District wide Enrollment Management Committee is being created. Currently, the Vice Presidents have crafted the Membership and Operating agreement and which are being reviewed by Chancellor’s Cabinet. In addition, the FCC and RC have been in discussion to use Accuplacer for assessment. RC is in the process of validating that instrument and should be finished summer 2013. FCC is in the process of collecting data for their own validation. (see RC recommendation #1 and #7) | Completed  Ongoing  Pending | see RC recommendation #1 and #7 |