

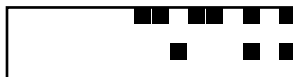
Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
 Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

Ranking of Issues

1. Consider the impact of each of the following on the college then select the response that best represents *your* perspective about the relative level of importance of the issue to the college.

	Unimportant	Somewhat important	Very important	Critical
1.1 On campus security and police presence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Stability of Administration, consistency of leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Restructuring the college relationships (Willow International separation, Integration of Madera/Oakhurst).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Improving communication between district office, the college and centers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Ensuring students have equal academic services and opportunities regardless of which campus they attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Ensuring students have equal support services and opportunities regardless of which campus they attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Intra- District campus transparent budget/funding allocation model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Infrastructure building and technology replacement/maintenance plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 Poor perceptions of the college in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 Ramifications of class cuts, maintaining basic skills courses and curriculum aligned with current job market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 Establishing partnerships with local high schools to help incoming freshmen transition at college level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12 Staff and student morale – pessimism due to uncertainty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13 Please identify any critical issues not on this list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. From the list, please indicate the top 5 critical issues from *your* perspective in order of priority with 1st being your highest priority.



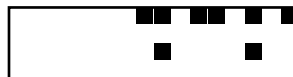
2. From the list, please indicate the top 5 critical issues from *your* perspective in order of priority with 1st being your highest priority. [Continue]

	1st	2nd	3rd	4th	5th	Not included in top 5
2.1 On campus security and police presence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Stability of Administration, consistency of leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Restructuring the college relationships (Willow International separation, Integration of Madera/Oakhurst).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Improving communication between district office, the college and centers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Ensuring students have equal academic services and opportunities regardless of which campus they attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Ensuring students have equal support services and opportunities regardless of which campus they attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Intra- District campus transparent budget/funding allocation model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Infrastructure building and technology replacement/maintenance plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Poor perceptions of the college in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10 Ramifications of class cuts, maintaining basic skills courses and curriculum aligned with current job market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11 Establishing partnerships with local high schools to help incoming freshmen transition at college level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Staff and student morale – pessimism due to uncertainty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consider the potential impact of each of the following objectives on the college and then select the response that best represents your perspective in the priority of the objective to the college with Low priority being addressed at some time in the future, High priority being addressed in a 2-4 year time frame, and Critical priority being addressed within a year.

3. Student Success

Reedley College is committed to assisting students in achieving their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth through student support programs that will enhance success in a diverse global economy.



3. Student Success

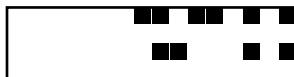
Reedley College is committed to assisting students in achieving their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth through student support programs that will enhance success in a diverse global economy. [Continue]

- | | Low Priority | High Priority | Critical Priority |
|--|--------------------------|--------------------------|--------------------------|
| 3.1 Develop strategies to address unique needs of students to ensure their academic success. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Improve student success rates by increasing persistence and completion rates for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3 Assist students in creating a clear vision towards an obtainable goal, through the development of an educational plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 Offer instructional programs that provide basic skills, transfer preparation, CTE and lifelong learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Other objective not mentioned? | | | |

4. Student Access and Services

Reedley College is devoted to student success by serving the ever changing unique diverse student population of the San Joaquin Valley through its commitment to strengthen and improve campus resources, while providing and promoting access to student development and completion.

- | | Low Priority | High Priority | Critical Priority |
|---|--------------------------|--------------------------|--------------------------|
| 4.1 Evaluate course offerings/class schedules to ensure sequencing that will allow students to finish a program in a reasonable amount of time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 Improve student admission, registration, counseling and orientation to maximize student educational planning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 Provide services and activities that create opportunities for educational and personal growth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.4 Provide broad-based instructional support through technology, tutorial services, writing center and library services to meet the diverse needs of its students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



4. Student Access and Services

Reedley College is devoted to student success by serving the ever changing unique diverse student population of the San Joaquin Valley through its commitment to strengthen and improve campus resources, while providing and promoting access to student development and completion. [Continue]

4.5 Other objective not mentioned?

5. Teaching and Learning

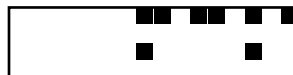
Reedley College will strive to provide the highest quality instructional programs using current and emerging instructional methods and technology to advance and support student's educational goals.

- | | <i>Low Priority</i> | <i>High Priority</i> | <i>Critical Priority</i> |
|---|--------------------------|--------------------------|--------------------------|
| 5.1 Evaluate current faculty development opportunities and explore new opportunities for professional development that will foster innovation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 Ensure continuous integration and implementation of the college's cycles of program review to improve institutional effectiveness. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 Improve the comprehensive basic skills delivery plan in order to maximize entry into degree applicable programs. Ensure that students that test below college level are required to complete basic skills classes before being allowed access to college level classes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.4 Coordinate curriculum to maximize certificates and degrees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.5 Other objective not mentioned? | | | |

6. Economic and Workforce Development

Reedley College is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and will strive to assure access to quality career technical programs.

- | <i>Low Priority</i> | <i>High Priority</i> | <i>Critical Priority</i> |
|---------------------|----------------------|--------------------------|
|---------------------|----------------------|--------------------------|



6. Economic and Workforce Development

Reedley College is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and will strive to assure access to quality career technical programs. [Continue]

- | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| 6.1 | Increase the number of quality work experience, apprenticeships, job shadowing, service learning, and internship experiences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2 | Assess, maintain and develop effective and relevant career technical programs and curriculum in collaboration with external partners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3 | Ensure continued support of signature programs, including infrastructure improvements to align with industry standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4 | Engage in ongoing dialog with the community regarding college programs, services, activities and community needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.5 | Other objective not mentioned? | | | |

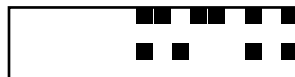
7. Organizational Development and Effectiveness

Reedley College is committed to continually improving its institutional, fiscal, and technological effectiveness for each campus.

- | | | <i>Low Priority</i> | <i>High Priority</i> | <i>Critical priority</i> |
|-----|---|--------------------------|--------------------------|--------------------------|
| 7.1 | Develop and implement a human resources staffing plan for Reedley, Madera an Oakhurst locations and align with the district-wide staffing plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.2 | Implement a plan for restructuring to ensure that instruction and services are sufficient and consistent across locations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.3 | Reedley College, Madera and Oakhurst will support Willow International in its efforts to become a college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.4 | Increase collaboration between Reedley, Madera and Oakhurst that work towards the integration of uniformed policies, procedures and processes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.5 | Other objective not mentioned? | | | |

8. Communication

Reedley College is committed to continually improving effectiveness in communication.



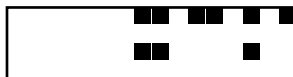
8. Communication

Reedley College is committed to continually improving effectiveness in communication. [Continue]

- | | Low Priority | High Priority | Critical Priority |
|--|--------------------------|--------------------------|--------------------------|
| 8.1 Establish effective communication and collaboration about college programs, services, activities between centers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.2 Evaluate methods and delivery systems used to communicate between all RC campuses and centers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.3 RC will engage in open and clear communication between its campuses, constituent groups and internal and external communities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.4 Other objective not mentioned? | | | |

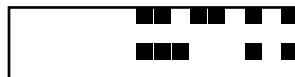
9. From the list, please indicate the top 5 objectives from *your* perspective in order of priority with 1st being your highest priority.

- | | 1st | 2nd | 3rd | 4th | 5th | Not in my top 5 objective |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| 9.1 Develop strategies to address unique needs of students to ensure their academic success. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.2 Improve student success rates by increasing persistence and completion rates for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.3 Assist students in creating a clear vision towards an obtainable goal, through the development of an educational plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.4 Offer instructional programs that provide basic skills, transfer preparation, CTE and lifelong learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.5 Evaluate course offerings/class schedules to ensure sequencing that will allow students to finish a program in a reasonable amount of time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.6 Improve student admission, registration, counseling and orientation to maximize student educational planning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



9. From the list, please indicate the top 5 objectives from *your* perspective in order of priority with 1st being your highest priority. [Continue]

- | | | | | | | | |
|------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9.7 | Provide services and activities that create opportunities for educational and personal growth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.8 | Provide broad-based instructional support through technology, tutorial services, writing center and library services to meet the diverse needs of its students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.9 | Evaluate current faculty development opportunities and explore new opportunities for professional development that will foster innovation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.10 | Ensure continuous integration and implementation of the college's cycles of program review to improve institutional effectiveness. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.11 | Improve the comprehensive basic skills delivery plan in order to maximize entry into degree applicable programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.12 | Ensure that students that test below college level are required to complete basic skills classes before being allowed access to college level classes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.13 | Coordinate curriculum to maximize certificates and degrees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.14 | Increase the number of quality work experience, apprenticeships, job shadowing, service learning, and internship experiences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.15 | Assess, maintain and develop effective and relevant career technical programs and curriculum in collaboration with external partners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.16 | Ensure continued support of signature programs, including infrastructure improvements to align with industry standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.17 | Engage in ongoing dialog with the community regarding college programs, services, activities and community needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.18 | Develop and implement a human resources staffing plan for Reedley, Madera an Oakhurst locations and align with the district-wide staffing plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.19 | Implement a plan for restructuring to ensure that instruction and services are sufficient and consistent across locations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



9. From the list, please indicate the top 5 objectives from *your* perspective in order of priority with 1st being your highest priority. [Continue]

- | | | | | | | | |
|------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9.20 | Reedley College, Madera and Oakhurst will support Willow International in its efforts to become a college. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.21 | Increase collaboration between Reedley, Madera and Oakhurst that work towards the integration of uniformed policies, procedures and processes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.22 | Establish effective communication and collaboration about college programs, services, activities between centers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.23 | Evaluate methods and delivery systems used to communicate between all RC campuses and centers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.24 | RC will engage in open and clear communication between its campuses, constituent groups and internal and external communities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

