

| 2011-2012 Committee Reports | | | | |
|--|--|---|---|--|
| Strategic Direction1: Public and Private Partnerships | | | | |
| Goal Statement: Reedley College strengthens the community through building partnerships. | | | | |
| Objective 1.1 Establish, maintain, and enhance partnerships with educational institutions for students to successfully transition from high school to the college and from the college to other postsecondary institutions. | | | | |
| Committee's Actively Addressing | Activity/Project | Manner in which activity supports objective | Progress | Provide supportive data if available |
| Institutional Research | Tracking and analyzing EAP data, working with faculty to track students entering/finishing | Used to support discussion between EAP feeder school faculty and RC/NC faculty | annual | **EAP support docs from CSU website, download annually (2010, 2011, 2012). Create report of all Feeder Schools. Use by school to discuss alignment with K-12 curriculum to college. ** Data in EAP folder |
| Institutional Research | Tracking student transfers to CSU and UC annually | Used to support successful transition to other post-secondary institutions | Annual | **Transfer data from NSCH ARCC report |
| Institutional Research | High School Reports | Used for discussion with HS concerning matriculation of students | Annual | Follows incoming freshmen students by local area high schools through matriculation and first year for success, retention, gpa ARCC |
| ECPC | Articulation agreements | Shows partnerships between schools | Annual update | Spring 2012 – RC = 19 Spring 2013 - |
| Composition Literature and Communication | Members of the Composition and Literature program meet with area HS instructors. | Assignment and grading standards are discussed in an attempt to make a more seamless transition from HS | The conversations will continue next semester as a part of an “intersegmental” activity with 4 area high schools. | English 252-1A data. Capture % of HS incoming students who need remediation. Make a table to track with looking for positive change in 3-5 years. |

| | | to CC. | | | | | | | | | | | | | | | | | |
|-----------------------------|---|--|--|---|-------------|---|---|---------|-----|------|---------|-----|------|---------|-----|------|---------|-----|------|
| Upward Bound Summer program | This program is designed to help students who have potential but many obstacles to overcome. 170 students participate each year from Reedley, Parlier, Orange Cove, Selma, Dinuba, Fowler High Schools. | Demonstrates help in transition from HS to College | Yearly goal: : 85% , of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school. | Progress remains positive in 2 of 3 grant areas. The Upward Bound SD and M/S show an average of 93% and 100% for 2009-10 to 2010-11. The Upward Bound PRO is having a harder time and averages 71% on this goal with a range from 63% to 86% over 4 academic years (2007-08 through 2010-11). | | | | | | | | | | | | | | | |
| Curriculum | SB1440 Student Transfer Achievement Reform Act became effective on January 1, 2011. The implementation of this legislation required that Reedley College faculty and staff meet with various contingency groups throughout the year. The legislation directly | Communication via face-to-face meetings throughout the State, Webinars, emails, State Academic Senate Website, CVHEC meetings. These activities promote partnerships between RC and the CSU and UC systems, faculty and degree programs. | Three transfer degrees were approved, Spring 2011. Will be tracking student degrees starting Fall 2012. Business Administration currently being sent through will update as needed | <p>Psych – Transfer Degrees – baseline Fall 2012 Math – Transfer Degrees – baseline fall 2012 Comm – Transfer Degrees – Baseline Fall 2012 BA – SP12 going through curriculum, tracking to begin as completed</p> <p>SP13 – 11 transfer degrees 3 in progress</p> <p>Track # of AA/T and AS/T from here out. Also how many declare as program/major goal?</p> <p>Transfer to UC/CSU</p> <table border="1"> <thead> <tr> <th>Cohort Year</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2002-03</td> <td>641</td> <td>42.3</td> </tr> <tr> <td>2003-04</td> <td>527</td> <td>44.2</td> </tr> <tr> <td>2004-05</td> <td>470</td> <td>39.4</td> </tr> <tr> <td>2005-06</td> <td>506</td> <td>44.1</td> </tr> </tbody> </table> <p>CCCCO Transfer Velocity Report</p> | Cohort Year | N | % | 2002-03 | 641 | 42.3 | 2003-04 | 527 | 44.2 | 2004-05 | 470 | 39.4 | 2005-06 | 506 | 44.1 |
| Cohort Year | N | % | | | | | | | | | | | | | | | | | |
| 2002-03 | 641 | 42.3 | | | | | | | | | | | | | | | | | |
| 2003-04 | 527 | 44.2 | | | | | | | | | | | | | | | | | |
| 2004-05 | 470 | 39.4 | | | | | | | | | | | | | | | | | |
| 2005-06 | 506 | 44.1 | | | | | | | | | | | | | | | | | |

| | addresses Objective 1.1 in that it requires RC to develop and coordinate two-year transfer degrees, leading to "successful transition from...college to other postsecondary institutions". | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------|--|---|------------------|---|------|-----------|---------|-----------|-------------|----|-------|-------|-------------|-----|-------|-------|-------------|-----|-------|-------|-------------|-----|-------|-------|-------------|-----|-------|-------|-------------|-----|-------|-------|-------------|----|-------|-------|--------------|------------|--------------|--------------|
| DSPS | Outreach via TTC | DSP&S counselor partners with K-12 staff to assist with transition. | Ongoing Program | Devser - 240 participation & retention <table border="1"> <thead> <tr> <th>Term</th> <th>Headcount</th> <th>Success</th> <th>Retention</th> </tr> </thead> <tbody> <tr> <td>Spring 2007</td> <td>97</td> <td>94.85</td> <td>97.94</td> </tr> <tr> <td>Spring 2008</td> <td>137</td> <td>95.80</td> <td>100.0</td> </tr> <tr> <td>Spring 2009</td> <td>162</td> <td>98.77</td> <td>100.0</td> </tr> <tr> <td>Spring 2010</td> <td>248</td> <td>99.19</td> <td>99.19</td> </tr> <tr> <td>Spring 2011</td> <td>126</td> <td>100.0</td> <td>100.0</td> </tr> <tr> <td>Spring 2012</td> <td>117</td> <td>100.0</td> <td>100.0</td> </tr> <tr> <td>Spring 2013</td> <td>78</td> <td>100.0</td> <td>100.0</td> </tr> <tr> <td>Total</td> <td>965</td> <td>98.37</td> <td>99.59</td> </tr> </tbody> </table> | Term | Headcount | Success | Retention | Spring 2007 | 97 | 94.85 | 97.94 | Spring 2008 | 137 | 95.80 | 100.0 | Spring 2009 | 162 | 98.77 | 100.0 | Spring 2010 | 248 | 99.19 | 99.19 | Spring 2011 | 126 | 100.0 | 100.0 | Spring 2012 | 117 | 100.0 | 100.0 | Spring 2013 | 78 | 100.0 | 100.0 | Total | 965 | 98.37 | 99.59 |
| Term | Headcount | Success | Retention | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2007 | 97 | 94.85 | 97.94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2008 | 137 | 95.80 | 100.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2009 | 162 | 98.77 | 100.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2010 | 248 | 99.19 | 99.19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2011 | 126 | 100.0 | 100.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2012 | 117 | 100.0 | 100.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2013 | 78 | 100.0 | 100.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 965 | 98.37 | 99.59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ECPC | Articulation Agreements | Collaboration with High Schools | Annual | 2008-09 = 2009-10 = 2010-11 = 2011-12 = | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EOPS | Outreach with local feeder high schools to recruit new incoming EOPS students. | EOPS Educational Advisor works with high school Learning Directors in helping prospective EOPS student transition to RC | On-going program | Prospective students recruited through RTG for Fa'13 is at approximately 280 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Objective 1.2 Establish, maintain, and enhance partnerships with businesses to offer worker education, work experience, internships, and job placement opportunities. | | | | | | | | | | |
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| CRC | 1. Reedley College Career Resource Center 2. JobX Online job board | 1. The CRC prepares students for future employment through one-on-one appointments, workshops, and other career related activities 2. RC JobX is an online job posting board for both on campus and off campus work and volunteer opportunities | 1. The CRC opened in Aug 2011 2. RC JobX is being piloted in SP 12 | 1. Total student contacts for FA 11: 1,575 <ul style="list-style-type: none"> • One-on-one counseling appointments/ showed: 254 • One-on-one counseling appointments/ no-show: 113 • One-on-one counseling appointments/ unscheduled: 92 • Other recorded student contacts: 1,116 • Total student contacts: 1,575 • Total unduplicated student contacts: 1,011 2. No data available at this time | | | | | | |
| IR | Track #19V classes over time | These are the students enrolled in work experience | Indicates number of students over time in job placement or work experience areas | Location | Fa09 | Sp10 | Fa10 | Sp11 | Fa11 | FA12 |
| | | | | RC | 141 (2.0) | 99 (1.4) | 129 (1.8) | 78 (1.1) | 107 (1.6) | 71 (1.1) |
| | | | | MC | 28 (.9) | 41 (1.3) | 48 (1.7) | 30 (1.0) | 33 (1.2) | 32 (1.1) |
| | | | | OC | 14 | 10 | 8 | 11 | - | - |
| | | | | Total | 183 | 150 | 185 | 119 | 137 | 103 |
| DSP&S | WAIII Job Development | Job developer establishes/maintains connections with local employers to place students. | Ongoing | WAIII reports re placements | | | | | | |
| Objective 1.3 Demonstrate commitment to the community through participation in community and service area events | | | | | | | | | | |
| Student Activities | Kid's Day paper sales. - Paper sales raise funds for Children's' | Helping students increase awareness as to belonging to the community. | Yearly | 2013 – 4,000.00 | | | 2012 - | | | |
| | | | | 2011 – 5,537.00 | | | 2010 – 6,884.00 | | | |
| | | | | 2009 – 5,484.00 | | | | | | |

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| | Hospital of Central California | | | |
| | United Way Campaign - Staff financial donations supports United Way 211 program. The 211 program offers legal, medical, housing assistance to Reedley community and surrounding Fresno County areas. | Helping staff increase awareness as to belonging to the community. | Yearly | 2010- 2011 RC Staff has donated over 2600.00 dollars to the United Way. 2012-13 United Way donations = 1871.00 |
| Math/ CSCI/ ENGR Dept. STEM Program | STEM Ambassadors led educational activities and organized robotics clubs at K-12 schools in service area. | Local schools and students receive support from Reedley College. | Activities continue each year. New school contacts created each semester. | The STEM ambassadors visit 5 local High Schools to interest the students in joining a career in a STEM program. They also visit the Fresno College Night (See Full STEM Report) |
| Residence Hall | Residence hall can house up to 140 students | The facility supports students who might otherwise not be able to attend college. | Monthly - Annually | 2013sp = 96 students 2012sp = 120 students 2012fa = 140 students The residence hall students serve many functions yearly. Some examples are Reedley Street Fair and Adopt-a-Family at Christmas. See full report. |
| Facilities | Use of facilities by community | | | The community (outside organizations) events for 2011 total 82. Out of the 82 events, 43 were of no charge and the |

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| | members | | | remaining events were charged a minimal charge. Most of these events occur every year at approximately the same time of year. It would be pretty safe to say that we could times this number by 3 to represent the past 3 years of history for events. |
| DSP&S | Participation in Community Events | Information distribution and clarifies processes to access services | Ongoing | <ol style="list-style-type: none"> 1. Western Regional Disability Conference 2. Clovis Evening with the Agencies 3. Monte Vista Parent Resource Night 4. CVRC Transition Planning Events |
| Objective 1.4 Information about college programs, services, activities, successes, etc. is communicated to the community in an ongoing and consistent manner | | | | |
| Composition, Literature, and Communication | The Chant Online is our web-based student publication covering school and community activities through print, podcasts and live video webcasting. | This supports the mission by utilizing new technology to promote events, services, activities, successes, to the public and students at large. | We have made significant progress in the last year. Starting with a simple blog-based approach, we now have a media enhanced and social media integrated news site. Future plans include mobile phone apps and the development of regularly scheduled webcasts. | Website address is http://www.thechantonline.com Unlike a school newspaper, this online publication reaches out into the community. In the past semester we have had more than 11,000 unique visitors to the website. Therefore, this activity is reaching out into the community. An example of this was our participation in the Green Summit. We did live webcasts from the summit providing the opportunity for community members who could not come on campus to watch the events at home. |
| Admissions and records | Reedley has instituted a standard email address system for the Students which facilitates communication to the community | Provides standardized email that is required for all student communications. | 2010-2011 | Over the next few years, track number of discontinued or non-activated emails per term. Number should decrease. Numbers are reported as unduplicated Headcount and percentage is calculated using total Unduplicated Headcount. FA2009 = 3,225 (46.1%) FA2010 = 1,246 (17.7%) FA2011 = 573 (8.5%) |
| Office of PIO – Lucy Ruiz | Cultural events organized on campus, such as <i>El 16 de</i> | Community members find out about cultural activities on | On-going. | How often Lucy emails activities. |

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| | <i>septiembre</i> and <i>Cinco de Mayo</i> , are advertised on and off campus in the form of flyers and posted on the campus electronic marquee. | campus (RC's electronic marquee or flyers posted on-campus). | | |
| Office of PIO – Lucy Ruiz | Articles in local papers | | On-going | How often this occurs? |
| Strategic Direction 2: Enhancing the College Climate & Integrating with the Community | | | | |
| Goal Statement: Reedley College values growth in collegiality, diversity, personal development, open access, and campus safety. | | | | |
| Objective 2.1 The College engages in open dialog through inclusive shared governance processes that include representatives from administration, faculty, staff, and students. | | | | |
| Committee's Actively Addressing | Activity/Project | Manner in which activity supports objective | Progress | Provide supportive data if available |
| College Council | Creation of Participatory Handbook | Handbook lists committee memberships and terms | Completed Fall 2009. Currently being reviewed and updated | Completed Handbook is on Blackboard under College Council documents and updated on a regular basis. |
| Curriculum | Curriculum Committee, consisting of department representation by faculty as well as RC Academic Senate faculty representatives and student representatives, | As stated by the Objective itself: The College engages in open dialog through inclusive shared governance processes that include representatives from administration, | Ongoing | http://www.reedleycollege.edu/index.aspx?page=320 This link shows the minutes, attendance, committee make-up, records. The Curriculum Committee continues to monitor that all divisions are represented. Participatory Governance Handbook, pg. 25 |

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| | met every Thursday, 3:00-5:00 p.m., September through October and February through April. Representatives from Administration are non-voting members of the RC Curriculum Committee. | faculty, staff, and students. | | |
| Distance Education Committee | One of our goals is to maintain a high level of enthusiasm and to address any challenges of a new medium for teaching with a diverse group of individuals in order to shape the future of DE education. | The DE Committee works closely with the Academic senate and other campus committees to be open and to insure adequate representation of all of our stakeholders, including students. A scheduled rotation of membership ensures adequate membership and enthusiasm. | Ongoing | The DE committee continues to monitor that all divisions are represented. Participatory Governance Handbook, pg. 29 |
| All Academic Departments | Representatives on Academic Senate, Curriculum Committee, | 2010-2011 | ongoing | As noted in the Participatory Governance Handbook |

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| | <p>Matriculation Committee, Technology Advisory Committee, Accreditation Sub-committee, Student Success Committee, Educational Master Plan Committee, and Faculty Hiring Committees</p> | | | |
| <p>Program Review</p> | <p>Programs are provided written comments from the Committee on the standing of their initial reports (6th week of third semester), oral presentations by the program are heard by the Committee in an open forum (10th week of the third semester), and the Committee votes on the substantiation of program goals (16th</p> | <p>A committee of the Academic Senate, the Program Review Committee is comprised of instructional and non-instructional staff and administration.</p> | <p>The Program Review Committee meets the 6th, 10th, and 16th weeks of the semester.</p> | <p>100% of programs have completed their Cycle Two reports. Participatory Governance Handbook, pg. 61</p> |

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| | <p>week of the third semester). A summary of these reports is presented to College Council for their approval.</p> | | | |
| Salary Advancement | <p>This committee consists of 4 faculty members (1 serves as chair) and an administrator. Decisions on pre-approval of courses and salary advancement are made only after careful consideration, discussion, and input from all on the committee.</p> | <p>The makeup of this committee is good evidence of an example of shared governance on campus.</p> | Ongoing | Participatory Governance Handbook, pg. 64 |
| Staff Development Committee | <p>Currently responsible for approving training for faculty and staff, as well as maintaining training standards and being frugal with scarce</p> | <p>The Staff development committee is diverse, and is made up of a wide cross section of job titles and professions. All decisions are transparent and available via the</p> | Ongoing | Participatory Governance Handbook, pg. 65 Committee minutes and agenda items are available online via Blackboard |

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| | funding. Our major project now is to modernize our methods for communication with stakeholders, as well as ensuring an open dialog exists between the administrative staff and the academic senate. | internet. | | |
| Objective 2.2 | | | | |
| Increase diversity by providing opportunities in social enrichment and cultural activities both on and off campus. | | | | |
| Composition, Literature, and Communication | Speakers Series and 1W1 events. | Authors from diverse backgrounds read their work to the student body at these events. | Annual | Speakers Series events included: SF Shakespeare Company, Gary Soto, Kevin Moffett, and Frank X. Gaspar. The 1W1 events included Poet Michael Medrano Poet Kevin Clark Nonfiction writers Eileen Apperson James Espinoza Why Poetry Matters reading featuring students and faculty in celebration of Nation Poetry Month |
| PIO – Lucy Ruiz | Announcements to students and staff regarding social enrichment and cultural activities both | Email as well as print and media (print and radio) coverage are addressed by the PIO on a regular basis. | As available. Usually several times a month in email format, flyers, and marquee. | |

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| | on and off campus | | | |
| Objective 2.3 A safe campus environment is created and maintained. | | | | |
| District Operations | Campus police report through the District Office - Monitoring of such activities is critical for safety. | Keeping track of police action helps maintain a safe environment. | Yearly reporting | 2010 – 204 police reports 2011 – 179 police reports = -12.5% decline 2012 – |
| Lucy | First to Know | Reports emergency information quickly via email/text to students | As needed | Operational since 2008Fa Used once at RC for a Power Outage in 2010. |
| | Ranked #3 statewide for safety. | | Annual update | |
| Health Center Services | Monitor and analyze reported Student and Public Accidents for ways to better facilitate safety | | Annual Update | 2009-61 2010-71 2011-87 2012 - |
| 2010-2011 Committee Reports | | | | |
| Strategic Direction 3: Teaching and Learning Excellence | | | | |
| Goal Statement: Reedley College provides innovative learning opportunities. | | | | |
| Objective 3.1 To meet the needs of students and the community, the College offers instructional programs that provide basic skills, transfer preparation, workforce preparation, and lifelong learning opportunities. | | | | |
| Committee's | Activity/Project | Manner in which | Progress | Provide supportive data if available |

| Actively Addressing | | activity supports objective | | |
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| Composition, Literature, and Communication | Curriculum management | The programs rely on assessment data to improve alignment of courses, offerings, and instruction to meet the needs of the students. | Due to budget concerns, several of the transfer, lifelong learning opportunity, and basic skills courses have been cut. | The Composition and Literature program provides a breadth of courses including basic skills, transfer literature and creative writing courses. The Communication program now has the AA-T degree The Composition and Literature program will have the AA-T English degree |
| Curriculum | Weekly Curriculum Committee meetings, reviewing new and/or modified course outlines and/or programs of instruction including student learning outcomes. | Curriculum is brought to committee as a reflection of the needs of students for basic skills, transfer preparation, workforce preparation. | Ongoing | http://www.reedleycollege.edu/index.aspx?page=320 |
| Department of Reading and Languages, English as a | The ESL Program offers five levels of instruction from beginning | Courses are offered at a level that reflects the needs of the community. | | Site the measure used to know what community needs are based on? Is that Enrollment management? |

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| Second Language | to intermediate-high English as a second language. ESL264 Learning Community with OT 9 Beginning Keyboarding | 2010-2011 | | |
| Department of Reading and Languages, Foreign Languages | On campus, Beginning French (French 1) is offered every semester, as well as courses for beginning Spanish students (Spanish 1 & 2) and advanced Spanish students (Spanish 3NS & 4NS). In addition, we offer Spanish classes at our satellite | All Spanish and French courses currently offered are transferable, fulfill general education requirements, and provide lifelong learning opportunities. | On-going. | Chart indicating arrangement of courses on and off campus by level (Basic Skills, Transfer, Workforce Prep?) |

| | schools (Sanger, Selma, etc.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Math/ CSCI/ ENGR Dept. | Math courses offered range from basic arithmetic to differential equations. Transfer courses in CSCI and ENGR are offered. Students receive support in math courses at math study center. | Courses are available to students. Support for courses are available for students. | Continues every semester. Continues every semester. | <p># of courses baseline in each area</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Fall 2009</th> <th colspan="2">Fall 2010</th> <th colspan="2">Fall 2011</th> </tr> <tr> <th>Math</th> <th>Basic Skills</th> <th>Not Basic Skills</th> <th>Basic Skills</th> <th>Not Basic Skills</th> <th>Basic Skills</th> <th>Not Basic Skills</th> </tr> </thead> <tbody> <tr> <td>Transfer to UC or CSU</td> <td>-</td> <td>13</td> <td>-</td> <td>12</td> <td>-</td> <td>12</td> </tr> <tr> <td>Transfer to CSU</td> <td>-</td> <td>2</td> <td>-</td> <td>3</td> <td>-</td> <td>3</td> </tr> <tr> <td>Not Transferable</td> <td>15</td> <td>38</td> <td>13</td> <td>39</td> <td>12</td> <td>38</td> </tr> </tbody> </table> <p>How many students use math center? Let's track GPA, success/ reten (improvement) of these students by STID?</p> | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Math | Basic Skills | Not Basic Skills | Basic Skills | Not Basic Skills | Basic Skills | Not Basic Skills | Transfer to UC or CSU | - | 13 | - | 12 | - | 12 | Transfer to CSU | - | 2 | - | 3 | - | 3 | Not Transferable | 15 | 38 | 13 | 39 | 12 | 38 |
| | Fall 2009 | | Fall 2010 | | Fall 2011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | Basic Skills | Not Basic Skills | Basic Skills | Not Basic Skills | Basic Skills | Not Basic Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transfer to UC or CSU | - | 13 | - | 12 | - | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transfer to CSU | - | 2 | - | 3 | - | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Transferable | 15 | 38 | 13 | 39 | 12 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Department of Reading and Languages, Reading | The developmental reading program offers three levels of instruction below the first transfer-level English course. | Courses are offered at a level that reflects the needs of the community | | Is there support for this? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IR | Breakdown | Use | Updated Annually in | <table border="1"> <thead> <tr> <th>Section Type</th> <th>% Change 2008fa-</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> | Section Type | % Change 2008fa- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | by Transfer, BS, CTE | longitudinally as comparative data for Planning | the Fall | <table border="1"> <tr> <td></td> <td>2011fa</td> </tr> <tr> <td>Transfer</td> <td>- 6.6%</td> </tr> <tr> <td>Non-Transfer</td> <td>- 40.2%</td> </tr> <tr> <td>Total</td> <td>- 16.2%</td> </tr> </table> <p>See full report for details</p> | | 2011fa | Transfer | - 6.6% | Non-Transfer | - 40.2% | Total | - 16.2% | | | | | | | | | | | | |
| | 2011fa | | | | | | | | | | | | | | | | | | | | | | | |
| Transfer | - 6.6% | | | | | | | | | | | | | | | | | | | | | | | |
| Non-Transfer | - 40.2% | | | | | | | | | | | | | | | | | | | | | | | |
| Total | - 16.2% | | | | | | | | | | | | | | | | | | | | | | | |
| IR | Track Program Awards | | Updated annually | <table border="1"> <tr> <td></td> <td>AA</td> <td>AS</td> <td>Cert. 18-<30</td> <td>Cert. 6-<18</td> </tr> <tr> <td>2008-09</td> <td>185</td> <td>511</td> <td>188</td> <td>18</td> </tr> <tr> <td>2009-10</td> <td>163</td> <td>429</td> <td>330</td> <td>-</td> </tr> <tr> <td>2010-11</td> <td>237</td> <td>356</td> <td>303</td> <td>2</td> </tr> </table> <p>CCCCO DataMart</p> | | AA | AS | Cert. 18-<30 | Cert. 6-<18 | 2008-09 | 185 | 511 | 188 | 18 | 2009-10 | 163 | 429 | 330 | - | 2010-11 | 237 | 356 | 303 | 2 |
| | AA | AS | Cert. 18-<30 | Cert. 6-<18 | | | | | | | | | | | | | | | | | | | | |
| 2008-09 | 185 | 511 | 188 | 18 | | | | | | | | | | | | | | | | | | | | |
| 2009-10 | 163 | 429 | 330 | - | | | | | | | | | | | | | | | | | | | | |
| 2010-11 | 237 | 356 | 303 | 2 | | | | | | | | | | | | | | | | | | | | |
| Objective 3.2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Establish a baseline in order to improve courses and programs through the analysis of multiple measures | | | | | | | | | | | | | | | | | | | | | | | | |
| Composition, Literature, and Communication | Ongoing SLO Assessment is taking place | Faculty-lead assessment is taking place at each course and within the programs. | Courses and programs are being assessed and reported on according to the assessment timelines. | See individual course and program assessment reporting forms. | | | | | | | | | | | | | | | | | | | | |
| Distance Education Committee | Develop a method to evaluate online instructors given several unique factors in teaching that is not normally observed in a traditional classroom. | DE Committee participated with an Ad Hoc committee formed by the Academic Senate, in creating a section for the evaluation of online instructors The DE | 100% | See DE section in Blackboard Can you provide? I don't see any data or reports except agendas and meeting notes. | | | | | | | | | | | | | | | | | | | | |

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| | Help develop standards for online course outlines for the Curriculum Committee | Committee assisted in developing online course outlines and standard Curriculum Committee forms | | |
| Department of Reading and Languages, English as a Second Language | SLO Assessment | 2010-2011 | Ongoing | See individual course and program assessment reporting forms. |
| Department of Reading and Languages, English as a Second Language | Student Learning Outcome Assessment. Language faculty meets three to four times per semester to exchange ideas on SLO rubrics, assessment, and reporting. | The analysis of SLO data has helped language instructors improve teaching methodologies, as well as the overall state of the programs. | On-going. | See individual course and program assessment reporting forms. |
| Math/CSCI/ | Assessed SLO's in | SLO's are being | Meeting SLO assessment timeline. | See individual course and program assessment reporting forms. |

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| ENGR Dept. | following courses: MATH 101, MATH 250, MATH 4B, MATH 5B, MATH 102, MATH 7, ENGR 8, ENGR 2, ENGR 4, ENGR 6, CSCI / ENGR 40. | assessed. Results are analyzed to recommend changes. | | |
| Department of Reading and Languages, Reading | SLO Assessment | 2010-2011 | Ongoing | See individual course and program assessment reporting forms. |
| Program Review/ SLO assessment | Student Learning Outcomes and Assessment and Program Review | The SLO process and program review report writing analyze assessment and success data in order to improve courses and programs. | SLO process is systematic and ongoing. Program review reports are written in a five year cycle with annual updates. | As of fall 2011, 75% of courses and programs were being assessed. Cycle Two of Program Review is completed, and we are halfway through Cycle Three. |
| DSPS | SLO Assessments | Evaluates effectiveness of classes | SP11 done, FA11 in progress | SLO Assessments |
| Committee's Actively | Activity/Project | Manner in which activity | Progress | Provide supportive data if available |

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| Addressing | | supports objective | | |
| IR | Evaluation of ARCC data | Manages baseline data, trends, discussions to all groups through President's Office | Evaluated annually | ARCC report, 500 word response with analysis. Once the final data is provided, analysis of each area is completed and reported to constituents, Chancellor, and Board. **See full report. |
| Objective 3.3 | | | | |
| Evaluate the variety of methods and delivery systems used to facilitate instruction. | | | | |
| Distance Education Committee | Constant improvement of technical methods of facilitating online instruction | The DE committee has instituted several plans such as, exploring new and efficient ways to manage online classes, obtaining grants to transcribe instruction for deaf students, Staff development training in Blackboard and best practices. | | See email from Lucy Ruiz Is there a way to monitor the staff development area? At minimum, see who is taking development, follow up with an email as to how it may have improved/changed their teaching (if any)? |
| Distance Education | Convert from | Done as a result of | Spring 12 and ongoing | DE Committee minutes Fall 11. |

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| <p>Committee (DE), Technology Action Committee (TAC)</p> | <p>Tegrity to Camtasia for lecture capture and provide appropriate training.</p> | <p>Tegrity's price increase. Several lecture caption programs were considered, and Camtasia offered the best services for students/instructors for the best value.</p> | | |
| | <p>Secured funding through a grant for implementation of closed-captioning of online audio/video</p> | <p>Done to ensure deaf students have access to audio/visual material online</p> | <p>_____ to present</p> | <p>DE Committee minutes _____.</p> |
| | <p>Discussion of creating social media guidelines for instructors</p> | <p>More instructors are using social media, and dialogue is occurring to help minimize risks to students and instructors (e.g. privacy</p> | <p>Fall 11 to present</p> | <p>DE Committee minutes Fall 11.</p> |

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| | | violations). | | |
| | Creation of a standard statement for online courses to be included in the course schedule | Created in an effort to align online student and instructor expectations and requirements. | Spring 11 | DE Committee minutes Spring 11-Fall 11. |
| | Provide training to faculty in Blackboard | In an effort to keep faculty up to speed on the latest versions of Blackboard and its potential to assist student learning. | Ongoing | Workshop flyers and Flex Day schedules |
| STEM | Establishment of STEM math tutorial center | Completed upon realization that students need a designated math tutorial space. | Spring 2010 Annual STEM Report provides information on STEM students using the Math Center | STEM grant reports, STEM data supporting student success through Math tutorial center, TAC Strategic Plan Internal Scan Committee report. |

| STEM | Math Tutoring | Math Center provides support for students | Annual STEM Report provides information on STEM students using the Math Center | <table border="1"> <caption>Math Center Usage Data</caption> <thead> <tr> <th>Semester</th> <th>Hispanic used MATH Center</th> <th>Hispanic No MATH Center</th> <th>non-Hispanic No MATH Center</th> <th>non-Hispanic Used MATH Center</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>70.2%</td> <td>51.2%</td> <td>54.4%</td> <td>71.4%</td> </tr> <tr> <td>Spring 2010</td> <td>66.6%</td> <td>48.5%</td> <td>58.0%</td> <td>70.9%</td> </tr> <tr> <td>Fall 2010</td> <td>71.5%</td> <td>52.0%</td> <td>54.8%</td> <td>75.0%</td> </tr> <tr> <td>Spring 2011</td> <td>69.8%</td> <td>53.6%</td> <td>57.7%</td> <td>76.7%</td> </tr> </tbody> </table> | Semester | Hispanic used MATH Center | Hispanic No MATH Center | non-Hispanic No MATH Center | non-Hispanic Used MATH Center | Fall 2009 | 70.2% | 51.2% | 54.4% | 71.4% | Spring 2010 | 66.6% | 48.5% | 58.0% | 70.9% | Fall 2010 | 71.5% | 52.0% | 54.8% | 75.0% | Spring 2011 | 69.8% | 53.6% | 57.7% | 76.7% |
|-----------------|---------------------------|---|--|--|----------|---------------------------|-------------------------|-----------------------------|-------------------------------|-----------|-------|-------|-------|-------|-------------|-------|-------|-------|-------|-----------|-------|-------|-------|-------|-------------|-------|-------|-------|-------|
| Semester | Hispanic used MATH Center | Hispanic No MATH Center | non-Hispanic No MATH Center | non-Hispanic Used MATH Center | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2009 | 70.2% | 51.2% | 54.4% | 71.4% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2010 | 66.6% | 48.5% | 58.0% | 70.9% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2010 | 71.5% | 52.0% | 54.8% | 75.0% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2011 | 69.8% | 53.6% | 57.7% | 76.7% | | | | | | | | | | | | | | | | | | | | | | | | | |
| See Full report | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DSPS | SLO Assessments | Evaluates methods of instruction within classes. | SP11 done, FA11 in progress | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tutoring Center | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math center | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IR | Distance ed report | Analysis of data over time with regard to succ/reten in | Updated annually | Current report = 2010-11 (updated) Monitor for changes in success/retention See full report for details | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | DE courses and their FTF counterparts | | | | | | | | | | | | | | | | | | |
|---|---|--|-------------|--|-------------|-------------|-------------|-----|---|-------------|-------------|-------------|---|-------------|-------------|-------------|---|-------------|-------------|-------------|
| Student Success Committee | Counseling Report | Monitors use and success rates of ESL students who use ESL counselor | Annual | <table border="1"> <thead> <tr> <th>2011-12</th> <th>Succ</th> <th>Retention</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>Target Students seen by ESL Counselor n=85</td> <td>71.6</td> <td>92.4</td> <td>2.38</td> </tr> <tr> <td>Other Students seen by ESL Counselor n=133</td> <td>75.2</td> <td>95.5</td> <td>2.48</td> </tr> <tr> <td>All Reedley College Students n=6,702</td> <td>67.0</td> <td>90.8</td> <td>2.26</td> </tr> </tbody> </table> | 2011-12 | Succ | Retention | GPA | Target Students seen by ESL Counselor n=85 | 71.6 | 92.4 | 2.38 | Other Students seen by ESL Counselor n=133 | 75.2 | 95.5 | 2.48 | All Reedley College Students n=6,702 | 67.0 | 90.8 | 2.26 |
| | | | | 2011-12 | Succ | Retention | GPA | | | | | | | | | | | | | |
| | | | | Target Students seen by ESL Counselor n=85 | 71.6 | 92.4 | 2.38 | | | | | | | | | | | | | |
| | | | | Other Students seen by ESL Counselor n=133 | 75.2 | 95.5 | 2.48 | | | | | | | | | | | | | |
| All Reedley College Students n=6,702 | 67.0 | 90.8 | 2.26 | | | | | | | | | | | | | | | | | |
| ** See 2011-12 SSC Counseling Report for details | | | | | | | | | | | | | | | | | | | | |
| Anna Martinez (Administrator BB) | BB report | Track data usage for BB users | | Could show increase in DE/online tool usage and understanding?? | | | | | | | | | | | | | | | | |
| Objective 3.4 Broad-based instructional support is provided through technology, Tutorial Services, Writing Center, and library services that meet the diverse needs of its students. | | | | | | | | | | | | | | | | | | | | |
| Library Services | Library services including: circulation, reference, and instruction | Development of collection to provide support across the curriculum both print and online, Provide students with one-on-one reference help and information competency instruction | Yearly | FY 08-09 Library Attendance 131,501 FY 09-10 Library Attendance 154,560 FY 10-11 Library Attendance 141,940 FY 12-13 Library Attendance | | | | | | | | | | | | | | | | |

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| RC Library | Laptop Loan Program | Introduced in August the library loans out 15 laptops for students to use to complete assignments | | 1542 Checkouts 2012-2013 year. |
| Tutorial Center | Peer tutoring service | Instructional support for students needing and wanting to improve academic performance. | Ongoing | Yr 2009-10 15,696 hours of tutoring Yr 2010-11 18,920 hours of tutoring Su & Fa 2011 11,245 hours of tutoring 80-90 tutors employed each semester Student success and retention data is maintained. |
| TWM (Tutorial, Writing, Math Center) Group | Periodic meeting of the tutorial center coordinators and other interested staff. | Provides forum for collaboration among the various campus tutorial activities. | Ongoing | Group formed Spring 2009. Meets at least once each semester. Meeting notes available. Joint brochure advertising services developed. Tutorial and STEM Math centers merge for summer session services. |
| | STEM Math Study Center | Provides free drop-in tutoring in the STEM areas: Mathematics, Physics, Chemistry, Engineering and Computer Science with an emphasis | Yearly | 2010-11: 764 students used the Math center 2011-12: 497 Stem Students used the Math Center **See STEM report for details (IR Request #193) |

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| | | on the Mathematics. | | | | | | |
| The Writing Center's group, walk-in, online, and embedded tutoring resources are supported by the Composition and Literature Program. | The Writing Center Program supports student-centered learning. | Ongoing: Both the student surveys and institutional research demonstrate that students are more likely to be retained and to succeed. | See student learning outcome reports. | | | | | |
| | | | | Group Tutoring Students | Group Tutoring Hours | Walk In Students | Walk In Hours | |
| | | | | FA09-SP10 | 354 | 5146 | 240 | 288 |
| | | | | FA10-SP11 | 306 | 4137 | 169 | 121 |
| | FA11-SP12 (to date) | 316 | 3115 in FA | 113 | 226 | | | |
| Distance Education Committee | Key advisor in implementing campus wide technology changes to improve online instruction and traditional instruction. | Email, course management system, and online services are provided to students | Ongoing | Is there some quantifying way to look at this? Perhaps even the BB stats? How many students access online services? Do they improve? Is there a baseline that can be established to work toward continual improvement? | | | | |
| Math/CSCI/ENGR Dept. | Blackboard is used widely in department to distribute | Technologies are used to enhance learning environment. | Continues every semester. | Is there some way to baseline the use of technology and its' impact on the students? Are more diverse students accessing or not? How do you base program improvement? | | | | |

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| | materials to students. Tablet PC's and Tegrity lecture recordings are used to provide more support to student learning. Online HW systems are used which provide feedback to students on their work. | | | |
| Department of Reading and Languages, Reading | Tutorial Center participation, Writing Center participation, and classroom collaboration with instructional librarian | ongoing | | Library SLO report? Is that appropriate? STID of tutorial services can help show student progress/ success |
| Math Center | STEM Math Study Center | Provides free drop-in tutoring in the STEM areas: Mathematics, Physics, | Yearly | 2010-11: 764 students served 2011-12: 884 students served - 497 were STEM majors |

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| | | Chemistry, Engineering and Computer Science with an emphasis on the Mathematics. | | |
| Counseling | SARS-ALERT | SARS-ALERT is the new Early Alert Referral software program that helps promote student success and retention. | Every Term | Student referral totals: FA11: 321 SP12: 643 (as of 3/9/12) |

Strategic Direction 4: Student Services

Goal Statement:
Reedley College supports students' personal growth and lifelong educational development.

Objective 4.1
Provide an educational planning process that provides students with the necessary tools and skills to identify, plan, implement, and achieve their goals.

| Committee's Actively Addressing | Activity/Project | Manner in which activity supports objective | Progress | Provide supportive data if available |
|---------------------------------|---|--|---|---|
| Counseling | 1. Student SEP appointment with counselor. 2. COUN courses (i.e. | 1. A Student Education Plan is written up to assist the student a concept of | 1. On going 2. Courses are offered every semester. | Quantify the number of students obtaining an SEP each term, and educated SEP, and if they continue on their path. Perhaps a mass emailing at the end of the term to see if students are still in touch with plan. How to measure if this is effective? Talk to those students in COUN courses specifically as pilot group? Are they your typical student? |

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| | COUN 53, COUN 120, COUN 264) | the requirements and time of completion. A copy is given to the student another copy is placed in the student file. 2. Student education planning is addressed in some form in these courses along with class assignments. | | |
| Math/ CSCI/ ENGR Dept. | Math department met with matriculation coordinator to discuss needed improvements to the math placement testing system. | Placement in the correct math course is vital to student success. | Discussions are ongoing. | Implemented Spring 2012 |
| Counseling | Created Online | Monitor activity on | Survey each student for use with | First report due Fall12 – updated annually |

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| | Orientation, completed sp 12 | Online Orientation | improving/changing/monitoring – Annual | |
| Objective 4.2 | | | | |
| Provide services and activities that create opportunities for personal growth. | | | | |
| Composition, Literature, and Communication | See objective 2.2 <i>Symmetry</i> publication | <i>Symmetry</i> publishes student writing, using student editors. | <i>Symmetry</i> is published every spring semester | How about an email to each student who submits/publishes over time that might ask questions as to personal growth because of their experience with this publication? |
| Counseling | 1. Counselor sponsored workshops (ie. career exploration, resume writing, time management, etc.) 2. COUN courses (ie COUN 34, COUN 47, COUN 53, COUN 263, COUN 281, COUN 282 & COUN 282. | 1. These workshops provide relevant personal information & tools that aids motivation and success in college & life. 2. These courses address personal development such as life planning, career awareness, study skills, parenting, money management, leaderships skills, etc. | 1. Offered every semester. 2. Courses offered every semester. | Provide STIDs so as to follow up with students. Create form for exit to indicate what was learned. Measure increase of services/ satisfaction of services/ perception of increased growth from workshops over time Fall 2011 SEPs – 621 (unduplicated 567) Spring 2012 SEPs – 394 (unduplicated 354) |

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| Department of Reading and Languages, English as a Second Language | ESL 260LS Learning community with COUN 264 First Year College Orientation | 2010-2011 | | Engage students to see what growth has occurred? |
| Math/CSCI/ENGR Dept. | STEM Ambassador class provides students enrolled in class an opportunity to learn more about their chosen career field and to practice public speaking. | | | How many students? Are there varying levels of attendance depending on speaker? Any way to measure if this is effectively helping students focus/grow toward a field? |
| STEM, AG, Business Ambassadors | Peer mentoring, discussion | By going back to high schools, these students are able to relate to the HS students about college life | Annual | |
| FASS | Michael Cole (PHIL) and Janice Ledgerwood | <i>Alpha Gamma Sigma</i> engages in | Annual | |

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| | <p>(ART) serve as co-advisors for Alpha Gamma Sigma, the California Community College Scholastic Honor Society.</p> <p>Michael Cole (PHIL) and John Terrell (PSY) serve as co-advisors for a newly founded campus club, the Critical Thinkers Society. This club encourages rational engagement with, and free-discussion of, topics that are of a central concern to living in our modern</p> | <p>community fundraising events and continually makes financial contributions to local and state charities. Most recently, AGS donated money to Valley Children's Hospital. Students have also participated in local fundraising events such as Kid's Day and Rely For Life, and volunteer their services at sites such as the Poverello House and Community Food Bank. Furthermore, Michael Cole attended a recent AGS Convention with three Reedley College</p> | | |
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| | <p>society.</p> <p>CRIM— Created a Crim Club for Reedley College Criminology students.</p> | <p>Students that provided students with the opportunity to participate in workshops relevant to better serving their campus. Final ly, one Reedley College student received a \$700 scholarship for his academic achievements and service to his College.</p> <p>Amongst other things, the Critical Thinkers Society is designed to help students (a) develop critical thinking and reasoning skills, and detect fallacies and flaws in arguments and</p> | | |
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| | | <p>positions, and determine whether they are valid or invalid, (b) engage in open dialogue and inquiry, allowing them to express their opinions on various issues, (c) evaluate conspiracy theories and learn about the differences between science and pseudoscience, (d) teach students about the Scientific Method and why it is important to our society, (d) learn about contemporary and important issues that are being discussed in our society today, and why they matter to us.</p> | | |
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| | | <i>CRIM</i> — Members of the Crim Club toured Fresno County Juvenile Hall and the Fresno Police Department. | | |
| Objective 4.3 Provide opportunities to interact with the community in order to foster an awareness of the interdependence of students and their community. | | | | |
| Counseling | 1.Registration To Go 2. Transfer Day 3. Kaleidoscope Day –Career Day 4. New Student Orientation | 1. R-T-G orientation given to high school seniors regarding the college. A liaison program which pairs a RC Counselor with a high school counselor from a feeder campus exists. 2. High school seniors are invited to transfer day activities and give a group tour & observation of a classes. 3. High school seniors and community members are invited to kaleidoscope to see the various career & service organizations in the community. 4. New students and their parents are invited for an orientation to the Reedley College. | 1. Every Spring semester. Liaison program will be taken over by RC School Relations. 2. One day every September. 3. One day every Spring semester. 4. Before the start of every semester. | SCCCD RTG survey developed and deployed Spring 2012 for baseline data on satisfaction by location. |
| Entrepreneur club | Student Community service | Students serve at various community events like Rotary and Chamber of Commerce | Annual | 25 club members annually |
| FASS | <i>PSY</i> (and others)—Mental Health First Aid at Madera | Grant program coordinated with county mental health programs | Program in place | |

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| | <i>CRIM</i> —Community service | <i>CRIM</i> —Criminology students a graffiti clean-up day for the City of Reedley. | <i>CRIM</i> --ongoing | |
| Strategic Direction 5: Planning and Assessment | | | | |
| Goal Statement: Reedley College systematically collects and analyzes data for the purpose of improving institutional effectiveness. | | | | |
| Objective 5.1 Employ internal and external scanning and report processes that support strategic planning and assessment to identify and address emerging trends and issues. | | | | |
| Committee's Actively Addressing | Activity/Project | Manner in which activity supports objective | Progress | Provide supportive data if available |
| Salary Advancement | In addition to doing this report each year to link this committee's work with the Strategic Plan, this committee is currently examining the way it operates and is working with the district office to determine if the purpose and product of RC's committee would be more effective with some changes. | By re-examining the purpose and duties of the Salary Advancement Committee, this committee hopes to address issues that have emerged in the past few meetings that have made decisions on course pre-approval and advancement more difficult. | Dialogue began in Spring 2011. If new procedures and/or Salary Advancement pre-approval forms are deemed appropriate, work will begin in Fall 2011. | Agendas for May 2011 meeting and for October 2011 meeting (to be created in October 2011) |
| Institutional Research | ACT Student Survey | Measure of student perceptions | Sp 2010 | The survey was used both 2005 and 2010 and addresses student needs and concerns such as quality of program of study, academic advising, class size, services, etc. The raw data from 2005 is unavailable for comparison, and 2010 is being used as baseline. (See survey Section III for details) |
| Objective 5.2 Supportive systems of learning, assessment, and program improvement are used to increase the College's effectiveness and ensure the integrity of programs and services. | | | | |
| Department of Reading and | Beginning stages of implementing Accuplacer ESL; | 2011 SP establishing cut scores 2010-2011 | ongoing | |

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| Languages, English as a Second Language | SLO Assessment | | ongoing | |
| Program Review | Student learning outcomes, assessment of collected data, and program improvement based on that data is an integral process within the Program Review reports. | Program goals should reflect outcomes data. The Committee considers this data as they vote on the substantiation of goals. | Cycle Three asks specifically for program assessment conclusions. | Data is provided for PR that directly addresses success/retention so that each review process is addressing how well students are doing, if there is a need for improvement, and what will be done to improve. **Cycle 2 completed SLO annual report indicates > 95% completion |
| Department of Reading and Languages, Reading | Beginning stages of implementing Accuplacer ESL; SLO Assessment | 2011 SP establishing cut scores 2010-2011 | ongoing ongoing | |
| Staff Development Committee | The Staff Development Committee is currently revamping our system of approvals to improve accountability of training outcomes and expectations and maximizing our effectiveness out of budgetary restraints. | Current proposed changes are only recommendations and draft consideration. | 10% | Committee minutes and agenda items are available online via Blackboard |
| Institutional Research | DE comparison data | Use to discuss success/retention rates of DE classes to their FTF counters | Updated Annually | Disseminated to DE committee, Deans, VPs, Presidents for review |
| Strategic Direction 6: Information Technology | | | | |
| Goal Statement: Reedley College embraces and employs current technology leading to the success of the students, staff, and the College. | | | | |
| Objective 6.1 Provide access to current technology that prepares students for their future educational and career endeavors | | | | |
| Committee's Actively Addressing | Activity/Project | Manner in which activity supports objective | Progress | Provide supportive data if available |
| Distance Education | Key advisor in implementing campus wide technology changes to provide for | Advisor to the successful implementation of student email, | Ongoing | Events described are a matter of record |

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| Committee | effective teaching and efficient work environments, through the improvements noted above. | Blackboard improvements. Lesson delivery methods were also developed and improved such as Integrity. | | |
| Department of Reading and Languages, English as a Second Language | Applied for funding to update ESL Computer Lab software through RAPP Applied for FWS fund to support ESL Program Review Goal #5—Optimal access to computer assisted language learning | 2010 FA 2011 SP | -- Pending | |
| Department of Reading and Languages, Foreign Languages | A Resource Action Plan was submitted (9/30/10) to administration by the language faculty proposing the creation of a foreign language computer lab. | Computer usage prepares students not only by making them stronger language users, but also in technical skills, that will be needed in many of their future careers. | Not funded because of budget restrictions. | |
| Math/ CSCI/ ENGR Dept. | FEM-4E computer lab expanded to 40 computers. Remodel and computer replacement scheduled for summer 2011. | Updated computers will provide better technology for students. | Continuing | |
| Department of Reading and Languages, Reading | Computer-assisted instruction is an integral component of all sections of English 260 and English 262 | ongoing | | |
| Technology Advisory Committee/ IT | Compile listing of Labs and computer stations on campus | Keeping current and updated computers available for student use | Annual | List will be done by 7/30 |
| Objective 6.2 | | | | |
| Provide current technology to support effective teaching and efficient work environments, including necessary resources for staff. | | | | |
| Distance Education Committee | Key advisor in implementing campus wide technology changes to provide for effective teaching and efficient work environments, through the improvements noted above. | Advisor to the successful implementation of student email, Blackboard improvements. Lesson delivery methods were also developed and improved such as Integrity. | Ongoing | Events described are a matter of record |
| Department of Reading and Languages, English as a | ESL Faculty technology training workshop | 2010 FA | | |

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| Second Language | | | | |
| Department of Reading and Languages, Reading | Reading faculty technology training workshop | 2010 FA | | |
| Salary Advancement | Many of the classes pre-approved for salary advancement are in the area of technology (e.g. Fresno City College summer institute). | Because courses in technology are frequently approved by this committee, this activity supports faculty who want to better their teaching through learning and utilizing technology. | Ongoing | |
| Technology Advisory Committee/ IT | Compile listing of computer work stations on campus | Keeping current and updated computers available for faculty and staff use | Annual | List will be done by 7/30 |
| Objective 6.3 | | | | |
| Appropriate and current technologies are used to access and disseminate information, expedite decision making, and enhance communication. | | | | |
| Distance Education Committee | Modernize technology where appropriate to provide for the effectiveness of the DE Committee. Make use of currently available computer and technical resources to expedite decision making and enhance communications | The DE Committee currently uses a portal in Blackboard to disseminate information, and post agenda and minutes of meeting. | 50% Currently competing technologies are not closely managed into a single coherent system to seamlessly manage different layers of data some are managing, such as, information, electronic lesson content, email, and multimedia, etc... for ease of use and efficiency. Infrastructure in many areas are deficient | |

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| Department of Reading and Languages, English as a Second Language | ESL Faculty technology training workshop | 2010 FA | | |
| Program Review | All program review reports, data, and annual updates are stored on Blackboard. | All personnel have access to these records. | These documents are continuously updated by the Program Review Chair. | |
| Department of Reading and Languages, Reading | Various sites on Blackboard | ongoing | | |
| Staff Development Committee | The committee is working on improving approval procedures, and well as using technology to disseminate information about current training opportunities, as well as approvals for training requests. | Blackboard is now being used to disseminate training opportunities and approvals, and the college website is used for policy | 50% | see Blackboard and www.reedleycollege.edu |
| Technology Advisory Committee | <ol style="list-style-type: none"> 1. Training on usage of the IR website 2. Training on migration to SQL from the Datatel QueryBuilder 3. Provide information in Spanish for WebAdvisor 4. Increase departmental responsibility for updating web information 5. Provide some information in Spanish to support ESL students | | <ol style="list-style-type: none"> 1. Completed, Spring 2011 2. Fall 2010 – initial training / Spring 2011 – Advanced training 3. On going 4. Completed, Spring 2011 5. Spring 2011 – added Spanish instructions for WebAdvisor | |
| Technology Advisory Committee/ IT | Compile listing of computer software and use on campus | Keeping current and updated computer software available for students, faculty and staff use | Annual | List will be done by 7/30 |
| Strategic Direction 7: Infrastructure | | | | |
| Goal Statement: | | | | |

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|--|---|--|--------------------|--|
| Reedley College utilizes human, physical, and fiscal resources efficiently and effectively in order to meet the current and future operational needs of the College. | | | | |
| Objective 7.1 | | | | |
| Maintain comprehensive facilities master plan that supports continued access by ensuring facility capacity meets current and future student demand as identified in the College's Educational Master Plan. | | | | |
| Committee's Actively Addressing | Activity/Project | Manner in which activity supports objective | Progress | Provide supportive data if available |
| Facilities Plan? | Monitoring of rooms | | Ongoing | |
| Objective 7.2 | | | | |
| Protect the facilities investment by maintaining appearance, functionality, accessibility, and safety. | | | | |
| Maintenance | | | | |
| Administrative Services | Administrative Services faculty/ staff survey | Questions with regard to safety, appearance included | Every other Spring | People are generally secure and happy with the environment |
| Objective 7.3 | | | | |
| Maintain a stable financial environment. Seek to acquire enough financial resources to support the College's directions, goals, and objectives. | | | | |
| Administrative Services | Regular updates to keep people informed of budget priorities | | | |
| Grant Office | Regular applications to apply for new and renewal of grants | | | |
| Objective 7.4 | | | | |
| Recruit and retain highly qualified staff and faculty and provides professional development opportunities to assist the College's employees in developing the necessary knowledge, skills, and abilities in support of student success. | | | | |
| Department of Reading and Languages, English as a Second Language | Faculty attendance of Basic Skills Conference at FCC, California Teachers of English to Speaker of Other Languages State Conference in Long Beach | 2011 SP | | |
| Department of Reading and Languages, Reading | Faculty attendance of Basic Skills Conference at FCC and Western College Reading and Learning Regional Conference | 2010 FA and 2011 SP | | |
| Salary Advancement | By pre-approving courses for advancement, this committee takes part in encouraging faculty in developing skills that lead to better student learning. | The existence of this committee is evidence that RC and the district support faculty professional development. | Ongoing | Participatory Governance Handbook, pg. 64 |

