



# Institutional Self Study in Support of Reaffirmation of Accreditation

Fall 2011



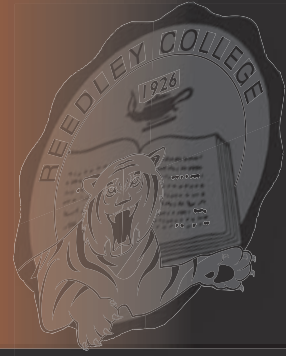
**Reedley  
College**



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# Certification of the Self Study Report





## Reedley College

### Certification of the Institutional Self-Study Report

DATE: August 2, 2011


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

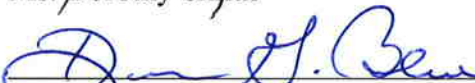
FROM: Reedley College  
995 North Reed Avenue  
Reedley, CA 93654

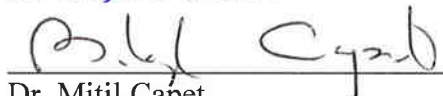
This institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

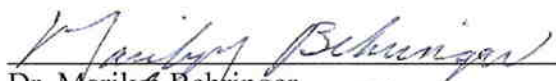
We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

  
\_\_\_\_\_  
Ms. Dorothy Smith President, Board of Trustees

  
\_\_\_\_\_  
Dr. Deborah G. Blue Chancellor, State Center CCD

  
\_\_\_\_\_  
Dr. Mitjl Capet President, Reedley College

  
\_\_\_\_\_  
Dr. Marilyn Behringer Accreditation Liaison Officer

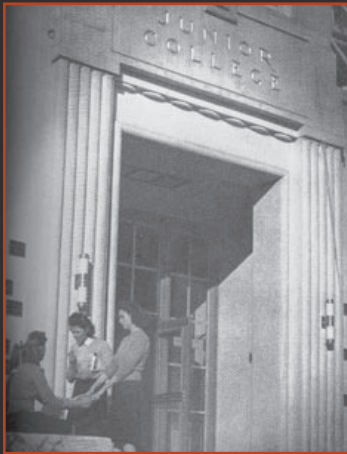
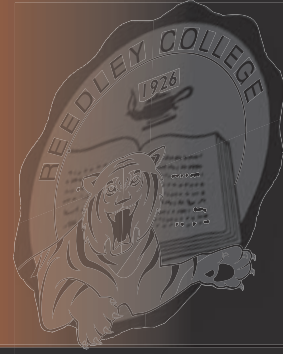
  
\_\_\_\_\_  
Mr. William Turini President, Academic Senate

  
\_\_\_\_\_  
Ms. Melanie Highfill President, Classified Senate

  
\_\_\_\_\_  
Ms. Kourtney Dyer President, Associated Student Body



# Introduction and Background



## **Reedley College History Campus Centers and Sites**

The Board of Trustees of the Reedley Joint Union High School District voted unanimously at a special meeting held on May 24, 1926 to prescribe junior college courses of study for the 1926-27 academic year. On September 20 of that year, Reedley Junior College registered its first students. On that day, 30 students were given the opportunity to register for six course offerings. During the ensuing year, 51 students were enrolled on either a full-time or part-time basis.

In 1936, a separate building on the Reedley High School campus was built to house the junior college administration and provide additional classrooms. This building was enlarged in 1941 to accommodate the increasing demands of the community. While the original Reedley Junior College was established to provide lower division college training and enable students to remain at home for the first two years of the college and university period, the college added more courses each succeeding year outside of the traditional four-year college and university curricula. Thus, the title Reedley College was officially adopted July 1, 1946 to more properly reflect its broader range of functions.

By the late 1940's, the Reedley Joint Union High School District decided the college was ready to develop a separate campus and a separate identity. The board began negotiations to purchase the current campus site at Reed and Manning Avenues, once a part of the historic Thomas Law Reed Ranch. In September 1956, the college moved to its present 72-acre site, the new campus was composed of ten buildings.

On December 3, 1963, the voters of 17 high school districts passed a proposal to form one large junior college district including Reedley College and Fresno City College. Trustees were elected at the same election, and the college came under the supervision of the new board July 1, 1964. This district was appropriately named the State Center Junior College District (later changed to State Center Community College District).

In subsequent years, Reedley College's influence expanded into several other communities including Dinuba, Easton, Fowler, Kingsburg, Parlier, Sanger, and Selma. In 1980, the name was officially changed to Kings River Community College to better reflect the communities it served. The area served by the college continued to grow northward into the rural communities in the greater Fresno area. Serving communities as far-reaching as Clovis, Kerman, Madera, and Oakhurst, Kings River Community College developed the North Centers.

In 1998 the designation "Reedley College" was restored as a result of long standing community wishes to return the name of the institution to the city where the main campus resides.

As the 20<sup>th</sup> century came to a close and the 21<sup>st</sup> century began, Reedley College continued to grow to respond to the needs of its community. In July 2000, a plan was formulated to open a vocational training center and, on January 12, 2004, the Dinuba Vocational Center officially opened, offering courses in five different disciplines and providing increased occupational educational opportunities to the southern San Joaquin Valley. The programs offered at the Dinuba Vocational Center enabled local residents to gain the necessary academic, technical, and work skills to be employable while remaining in the community. The Dinuba Vocational Center closed in December 2010 when the city of Dinuba sold the property. Reedley College is continuing to offer evening classes at Dinuba High School until the city of Dinuba is able to build a new vocational center.

In its 86 years, Reedley College has developed into a crucial component of higher education in the central San Joaquin Valley, offering over 80 areas of study taught by approximately 100 full-time faculty members and 200 part-time faculty members at the main campus and an additional 72 full-time faculty members and 240 part-time faculty members at the North Centers. Since fall 2006, the combined sites under the Reedley College umbrella have provided services to over 125,000 individuals; an average of over 13,000 students per semester. Over the past two academic years, average student headcount has exceeded 15,000 students per semester.

<b>REEDLEY COLLEGE HISTORY -- SUMMARY</b>	
<b>DATE</b>	<b>ACTION</b>
May 1926	Reedley Joint Union High School District voted to add junior college classes on the Reedley High School campus
September 1926	Reedley Junior College first classes held
1946	Name changed to Reedley College
1956	Reedley College moved to present location
1963	Voters passed proposal to form one junior college district with Reedley College and Fresno City College
1964	District named State Center Junior College District
1980	Reedley College name changed to Kings River Community College
1988	First classes offered in Madera
1990	First classes offered in Oakhurst



<b>REEDLEY COLLEGE HISTORY -- SUMMARY</b>	
<b>DATE</b>	<b>ACTION</b>
1992	Clovis Center established
1996	Madera Community College Center established at its current location
1996	Oakhurst campus established at its current location
1998	Kings River Community College name restored to Reedley College
2007	Willow International Center opened

### **REEDLEY CAMPUS**

The main campus of Reedley College is located in Reedley, California (approximately 25 miles southeast of Fresno). It is surrounded by grape vineyards, fruit and nut orchards, and fertile farms and ranches which stretch to the snow-capped Sierra Nevada Mountains east of the San Joaquin Valley. The Kings River borders the west side of the campus. Reedley is a farming community in southern Fresno County which enjoys an ethnically diverse population. The city has a population of approximately 26,000 people. Reedley contributes a wide variety of agricultural products to the county's economy. The area's rich, fertile soil produces fruit, nut, vegetable, grain and cotton varieties of the highest quality. Reedley leads the nation as a supplier of fresh fruit, a distinction which earned the title "The Fruit Basket of the World."

Reedley College provides comprehensive curriculum offerings, lifelong learning opportunities, counseling, and educational services. When considering all of its locations in combination, Reedley College serves approximately 15,000 students each semester and offers instructional opportunities that range from traditional classrooms and science laboratories to state-of-the-art occupational training facilities in day, evening, Saturday, two-way interactive video conference and on-line formats. The college's location near mountains and farmland permits the natural surroundings to become part of the learning environment. Forestry students manage an 800-acre forest at Sequoia Lake, near Kings Canyon National Park, approximately one hour from Reedley. Agriculture students gain experience on the campus' 300-acre farm, the largest on-campus community college farm in the state. In addition, Reedley College is one of only eleven community colleges in California to provide on-campus housing.

The Reedley campus offers over 1,575 class sections each year in 82 areas of study and offers students the options of transfer, Associate Degree, and Certificates of Achievement. The campus offers occupational programs in agriculture business, animal science, grape and tree management, mechanized agriculture, computer digital imaging, automotive technology,

aviation maintenance technology, accounting, business administration, general business, office technology, entrepreneurship, information systems, management, office assistant, small business management, web design, child development, criminal justice, dental assisting, health care interpreter, nursing assistant training, machine tool, metal working, welding and natural resource technology.

### **South Centers/Community Campus Program**

The Community Campus program was developed to provide opportunities for college education in surrounding rural communities. Classes are offered primarily in the evenings. The Community Campus locations are Dinuba High School (evening only), Fowler High School (day only), Kingsburg High School (evening only), Parlier High School (evening only), Sanger High School (evening only) and Selma High School (evening only).

### **North Centers Campuses**

In an effort to increase the educational and student support services offered to the residents of the northern portion of the State Center Community College District, the Board of Trustees assigned Reedley College to assume the lead role in the development of the Madera, Oakhurst and Clovis sites. Twelve college classes were initially offered at Madera High School beginning in 1988, with the site moving to Madison Elementary School in 1989. Yosemite High School was the site for the first course offerings in Oakhurst beginning in 1990, while the Clovis Center was established in 1992 when the district purchased the Herndon Avenue site that was previously owned by a private college. The North Centers assumed the oversight of the Kerman satellite center in 2001, offering 12 courses per year at the Kerman Unified School District sites. In 2007, having outgrown the Clovis Center, a new center at the intersection of Willow and International Avenues opened. The North Centers continue to develop into comprehensive college centers collectively serving 6,700 students with 1,087 classes yearly and a budget of \$ 10,201,886.

### **Madera Center**

Moving from the Madera Unified School District sites in August 1996, the State Center Community College District opened a dedicated site for the Madera Community College Center on Avenue 12 just east of Highway 99 at the edge of the city of Madera. The original development included approximately 25 of the 114 acres. The original campus consisted of 24 relocatable classrooms and a permanent student services building, along with a relocatable classroom that houses the Child Development Learning Center and childcare-related programs.

The Madera Center serves approximately 3,000 students each semester, generating a full-time equivalency of approximately 800 students. The center offers a wide variety of academic and occupational programs and opportunities for students. Utilizing services and course catalogs from its parent institution, Reedley College, the Madera Community College

Center offers over 550 class sections each year in 41 areas of study and gives students a choice of transfer, Associate Degree, Certificates of Achievement, and Certificates of Completion. The Madera Center offers occupational programs in business, Cisco, criminal justice, customer service academy, child development, information systems, office technology, graphic arts and licensed vocational nursing. The first cohort of the licensed vocational nursing program completed the 18-month certificate program in May 2004. In addition, a maintenance mechanic/welding program is being planned for the Madera Center when funds for Phase III become available. The Madera area is one of the fastest growing population centers in the Central Valley—third fastest growing county in the region, behind only Placer and Kern Counties—so the center will continue with its facilities expansion to keep pace with student population growth.

### **Oakhurst campus**

The Oakhurst campus, serving over 600 students a semester and generating a full-time equivalent of approximately 134 students, was established as a result of Legislative Mandate (Senate Bill 1607). In fall 1996, the campus relocated from Yosemite High School to its current location in the Central Business District of Oakhurst. The campus is currently composed of eleven relocatable classrooms, including a science lab, a distance learning classroom and two computer rooms one of which is used as a classroom and the other is predominately used as a computer lab. The distance learning classroom is designed for audio visual connectivity to the centers at Willow International and Madera as well as to Reedley College and sister college Fresno City College. The rooms are arranged as a small campus setting. One of the classrooms is part of a collaborative project serving both Oakhurst campus classes and Madera County governmental events, and was funded through a San Joaquin Valley Unified Air Pollution Control District grant to Madera County.

Students can complete an Associate Degree and transfer courses at the Oakhurst site. Approximately 60 class sections are available to students for general education and transfer programs each semester. Occupational programs offered at Oakhurst include criminal justice, child development, office technology, and business via two-way, interactive videoconferencing. Also, the Hospitality Management program, unique within the State Center Community College District, is maintained at the Oakhurst campus. Eastern Madera County is a rapidly expanding area with a current population of approximately 40,000. It is anticipated the site will continue to grow to meet the needs of this ever-expanding community.

### **Willow International Center and Clovis Campus**

Clovis is a suburb of Fresno and is home to approximately 100,000 people. The community is characterized by rapid growth and has a well-defined community spirit. The Clovis Center opened in fall 1992. Serving the rapidly growing Clovis and Northeast Fresno communities, demand surpassed the capacity of the Clovis campus and a new center at the intersection of Willow and International Avenues was opened in fall 2007. Willow International opened



with one large building of approximately 80,000 square feet, along with a central plant, bookstore, café and child development center. Enrollments continued to grow quickly and a second 80,000 square foot building, which includes a library, opened in fall 2010.

Willow International serves over 5,500 students per semester. Willow International provides students many of the opportunities available at any college campus in the District and is currently seeking college status. Just slightly fewer than 800 class sections in 41 areas of study are offered annually at the Willow International Center. Willow International generates approximately 1600 FTES each semester. Students attending the center are able to transfer, earn Associate Degrees or earn Certificates of Achievement. The Willow International Center currently offers a variety of occupational programs including business, criminal justice, education, child development, information systems, office technology, and graphic arts.

## **CAMPUS AND CENTER CHARACTERISTICS**

### **Administration and Governance**

Reedley College is led by a president who reports to the chancellor of the State Center Community College District. The Reedley College administrative team is comprised of a vice president of instruction, vice president of student services, vice president of administrative services, three deans of instruction, Equal Opportunity Programs & Services (EOP&S) director, food service manager, admissions and records manager, director of financial aid, director of Disabled Students Programs & Services (DSP&S) and a district police lieutenant.

The North Centers of Reedley College are located at three different sites at the north end of the district service area. Each center was designed to meet the unique needs of the communities they serve. The administration of the North Centers is led by a vice chancellor who reports to the chancellor of the State Center Community College District with the same level of authority and responsibility as a college president. The North Centers administrative team is comprised of a vice president of instruction and student services, two deans of instruction, two deans of students, one site coordinator for Oakhurst, associate business manager, financial aid manager, and a director of DSP&S.

As noted in its constitution and bylaws, and “[i]n accordance with California State Education Code and Title V of the California Code of Regulations, the purpose of the Reedley College Academic Senate is to act as the faculty’s representative to the administration and to the governing board with regard to academic and professional matters. The Senate will communicate the faculty’s advice and counsel on these to the governing board and to the administration, and will work collegially with them to promote the academic quality of the institution.” Each academic department is invited to appoint representatives in a 1:8 ratio based on the number of full-time faculty in the department. Additionally, the Academic Senate has provided for the formation of various committees under its jurisdiction, including

the North Centers Faculty Association. This organization is tasked with representing the faculty of Reedley College who are assigned to one of the North Centers campuses in all academic and professional matters which exclusively impact the faculty at those locations. The existence of this organization, however, does not preclude North Centers' faculty members from sitting as departmental representatives of executive committees to the Academic Senate. To maintain effective lines of communication between the organizations, the president of the North Centers Faculty Association is a standing member of the Reedley College Academic Senate Executive Committee.

The classified staff at the North Centers has been allocated three senators based on the total number of classified employees at the North Centers. These senators sit on the Reedley College Classified Senate and may stand for election as officers.

The Reedley College Associated Student Body (ASB) is active in the college community, sponsoring several events including Club Rush, the Reedley Fiesta, various Homecoming activities, the annual Latino Dance contest, Spring Week, Kaleidoscope (an open campus day), Tiger Scholarship Awards & Reception, and Commencement. The ASB is also active with the community at large, participating in the various annual events such as the Boys & Girls Clubs Annual Bowl-A-Thon and the Children's Hospital's "Kids' Day" fundraiser. In 2009 the Reedley College football team was the conference champion, the women's tennis team has won the Big 8 Conference for four consecutive years 2008, 2009, 2010 and 2011, the men's basketball team was the Skyline Tournament Champion in 2010, the women's softball team won the Central Valley Conference championship in 2011 and the men's golf team was both the 2011 Central Valley Conference and the NorCal Community College Golf champions.

The State Center College District Board of Trustees authorized a second Associated Student Government (ASG) body for the North Centers on November 7, 2000, pursuant to Ed Code 76060 because of geographical distance from Reedley College. For a number of years there was a North Centers Associated Student Government comprised of student senators and officers elected by ASG members from all North Centers sites. At the May 2010 Board of Trustees meeting a separate Associated Student Government was recognized for the Willow International Center. A third Associated Student Government will continue to serve the students at the Madera Center and the Oakhurst campus.

Reedley College has ten department chairs, two faculty members for each position are selected by the faculty and the president selects one of the two. The tenth department chair represents the counselors. Nine of these departments are organized under three instructional divisions, each of which is guided by a dean. The counseling department and the physical education department report to the vice president of student services. The North Centers have four divisions and each elect a division representative to serve in a role similar to a department chair at Reedley College. The department chairs/division representatives assist in the development and continuing evaluation of department curricula and programs; promote departmental review and discussion of course texts and other materials and coordinate the

selection of those materials; assist in the recruitment, selection, daily activities and evaluation of certificated, classified staff and student assistants according to policy and district evaluation procedures; assist with orientation of new faculty and staff; assist the division dean in the development of the department's class schedule and instructor loads; make recommendations to the division dean regarding facilities and equipment maintenance and improvement; make budget recommendations; and conduct departmental meetings and prepare and distribute minutes of department chair meetings to all department members.

Reedley College completed its first Educational Master Plan in spring 2010. The plan was developed with the assistance of MAAS Consulting Companies, Inc. Representatives of all college constituencies served on the steering committee for the Educational Master Plan. The draft plan was considered and approved by all major campus committees including the Academic Senate, Classified Senate, Associated Student Body, the Strategic Planning Committee and the College Council.

The Reedley College Strategic Plan is updated on a regular basis. Development of the plan includes extensive dialogue among faculty, students, staff, administrators, and business/community members. The goal of the plan is to identify the current needs of the student population, to plan for future needs, and to better align student learning programs and services with the college's purpose, character, and student needs. The Strategic Plan is driven by the mission, vision, and core values of Reedley College. The mission and core values of the college were updated in fall 2010. The four-year Strategic Plan is currently being assessed and is scheduled to be revised in 2012.

The North Centers also developed an Educational Master Plan and a Strategic Plan that is aligned with the district's strategic plan and Reedley College's strategic plan and is specific to improvement of programs and services at the North Centers. All faculty and staff were involved in the strategic planning process for the North Centers. The plan is reviewed regularly to update the achievement of goals and objectives. The strategic plan is driven by the mission, vision, and values statement of the North Centers. This Strategic Plan provides the foundation for decision-making processes regarding personnel, budget, facilities, development, and action plans for the North Centers.

### **Student Learning Programs and Services**

In 1999, Reedley College initiated the process by which all programs and services would be reviewed on a regular basis. This process was codified in September 2001 with the publication of the *Reedley College Program Review Handbook*. The handbook includes the college mission, the purposes of program review and details the review process and implementation. The first cycle of program review ended in May 2004.

In January 2004, the Program Review Committee began a discussion as to how to assess the value of the process for purposes of planning for the second cycle. The committee, with the support of the president and the academic senate, developed a two-semester timeline for the



evaluation and subsequent revision of the program review process. The evaluation process included conducting a survey developed by the college researcher that was disseminated to the entire staff; review of the program review reports from the first cycle; focus group discussions at Reedley, Clovis, and Madera; and input from the Academic Senate, Classified Senate and Associated Student Body as well as from other college committees. The Program Review Handbook, Cycle 2005-2010 was approved by the Strategic Planning Council in January 2005. The handbook includes the college mission, the purposes of program review and details the review process and implementation. One of the key aspects of the review is the written report, which contains the findings of the discipline faculty, over a number of topics, based on both qualitative and quantitative analysis of data. These reports are to include trends in the discipline (e.g., pedagogical shifts, instructional methodology, instructional technology), professional development needs of both existing and future faculty and staff, short- and long-term goals, and a description of the method through which program/certificate/degree student learning outcomes are/will be identified and the assessment process by which student achievement of those outcomes is/will be measured. The Reedley College Program Review Cycle 3 Handbook (April 2009) states that the purpose of program review is to “systematically assess” program effectiveness, “facilitate improvements through substantiated recommendations,” and “assess the degree to which programs and services effectively support” the mission statement (including the college’s philosophy), as well as “promote collaboration and dialogue.” The Program Review Cycle allows for a formal process of change in instructional programs over three semesters, and there are yearly progress reports. Programs are required to state how they support the mission statement and Strategic Plan and to give specific examples. Due to the fact that the demographics of the areas differ in key areas, the data for the program review process is disaggregated between the North Centers and Reedley College to allow for site specific improvements when appropriate.

All instructional programs adhere to curriculum approved by the Reedley College Curriculum Committee. The Curriculum Committee is comprised of the academic senate vice president for curriculum, a representative from each of the instructional departments, one academic senate alternate representative, two academic senate representatives, two representatives from the North Centers, two students appointed by the Associate Student Body, the vice-president of instruction, , and one deans of instruction. Whenever curriculum changes are made to course outlines, all faculty in the discipline at all sites are consulted.

## **Resources**

Reedley College prioritizes the hiring of certificated and classified staff based on the college mission and student needs. Reedley College has developed a faculty handbook, updated annually, which details campus and district policies and procedures affecting faculty and students as well as provides general information about the college, academic calendars, hours of service, and sample forms. In 2009-10, Reedley College had 104 full-time faculty members, 254 adjunct faculty, and 130 classified professionals. Reedley College conducts adjunct orientation at the beginning of each fall semester. Additionally, a monthly series of

workshops is held for all new full-time faculty members to teach them about the college and their responsibilities and to answer their questions.

The North Centers have developed a comprehensive staffing plan that is used as the centers develop and the Willow International Center moves toward earning independent college status. The North Centers have also developed a faculty handbook outlining procedures and policies specific to faculty who work at the Madera, Willow International, or Oakhurst site. This handbook is particularly helpful for adjunct faculty and is combined with an adjunct orientation held annually. The North Centers have 52 full-time faculty members, 35 full-time classified professionals, and approximately 150 adjunct faculty members.

## **Distance Learning**

The Reedley College mission states:

“Reedley College provides an accessible, student-centered educational environment featuring high-quality learning opportunities. We offer basic skills enhancement, associate degree programs, career technical education, and transfer-level courses as an integral component for life-long learning within a diverse local and global community.”

Objective 1 of the Teaching and Learning Excellence goal of the 2008- 2012 Reedley College Strategic Plan states that the college seeks “to meet the needs of students and the community by offering instructional programs that provide basic skills, transfer preparation, workforce preparation and lifelong learning opportunities.” Distance learning courses provide additional opportunities for students to participate in the educational system especially for those living in rural areas as is the case of the Reedley College service area [1, 642].

Reedley College offers numerous online courses. Online courses are distributed through the internet utilizing the Blackboard course management system. Students must have access to a computer and the internet to participate in an online class. Should a student not own his/her own computer, computers are available for student use on the campus. Course offerings in online courses have been steadily increasing over the past few years, as have enrollments. Courses are offered in 18 week, short-term and delayed start formats. The 2010 Fall Schedule listed 130 online course sections. A Substantive Change for Distance Education proposal was submitted to WASC and was approved at their March 2011 meeting [649, 653].

The State Center Community College District, including Reedley College and the North Centers, has developed and implemented online educational services under the guidelines of a five-year Title V Cooperative Grant. Counselors at each campus/center in the district have collaboratively developed three new online educational services: a Frequently Asked Questions (FAQs) database, Live Help, and Online Orientation. All three programs provide students with information with a district focus, regardless of where they take their classes.

One of the activities of the Title 5 Cooperative Grant is to improve online distance education programs and services. The grant planning committee is committed to both instructional programs and the student services necessary to ensure greater success of our students. The six areas of the grant are: create and offer at least one online associate degree, increase the number of faculty teaching online courses, increase the number of students utilizing online orientation, improve the technological resources for Admissions and Records, improve online counseling, and provide a comprehensive online tutorial program. In addition, the grant includes funds to upgrade the current Blackboard course management system to include a round-the-clock help desk that will provide technological support to students, faculty and staff.

All Distance Education courses are approved by the Reedley College Curriculum Committee in accordance with Title 5 Regulation and the Reedley College Distance Education Policy which was updated by the Reedley College Curriculum Committee in September 2007 [66].

## **Area Demographics Student Achievement Data**

### **ENROLLMENT TRENDS—FTES**

The number of full-time equivalent students (FTES) generated by all the courses offered during a particular period of time is a workload measure used by the State of California to reimburse the college for providing instruction. FTE data trends are also used by the college for estimating whether or not current year projected tuition revenue will be realized, and to evaluate the impact of enrollment on projected state reimbursement in future years.

The fall to fall FTES enrollment growth rates for Reedley College and North Centers ranged from 12 percent to 47 percent (see Table 1) between fall 2005 and fall 2010. Overall combined Reedley and North Centers demonstrated a 26 percent increase in FTES enrollment during that time.

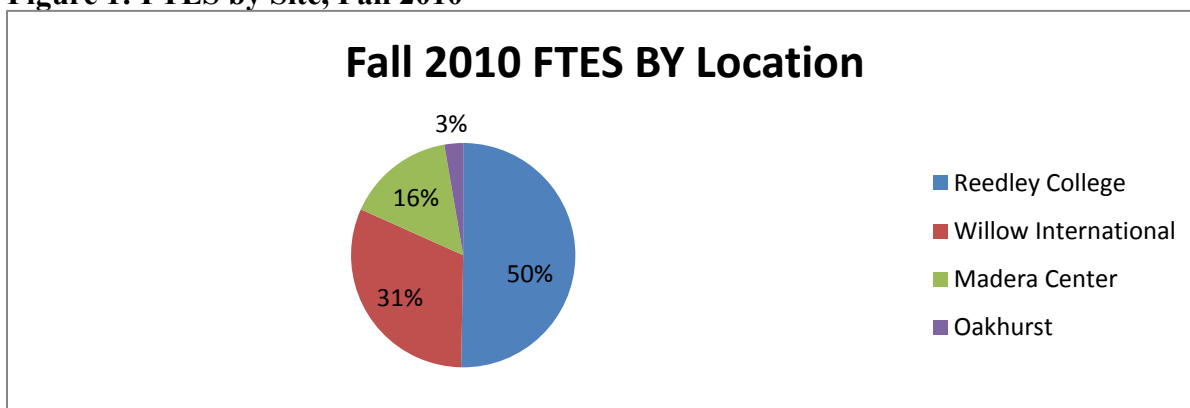
The spring 2005 to spring 2010 FTES enrollment showed similar patterns. The Willow International and Madera Centers generated the largest increases in FTES enrollment.

The percentage of FTES enrollment generated by Reedley locations for fall 2010 is shown in Figure 1. During fall 2010 Reedley College enrollment generated the highest percentage of FTES (50 percent) and Willow International Center enrollment produced the second highest percentage of FTES (31 percent).

**Table 1: FTES by Location and Term, Fall 2005 – Fall 2010**

Campus	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Growth
Reedley College	2,277	2,148	2,317	2,430	2,636	2,644	16%
Willow International	1,126	1,226	1,343	1,612	1,730	1,652	47%
Madera Center	653	683	735	834	919	820	26%
Oakhurst	128	118	127	132	154	143	12%
<i>Total Fall</i>	4,184	4,176	4,522	5,008	5,439	5,259	26%
	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Growth
Reedley College	2,133	2,042	2,067	2,065	2,305	2,509	18%
Willow International	1,035	1,089	1,211	1,296	1,628	1,607	55%
Madera Center	604	625	693	714	857	864	43%
Oakhurst	125	122	126	117	136	150	20%
<i>Total Spring</i>	3,897	3,878	4,097	4,191	4,926	5,130	32%

**Figure 1: FTES by Site, Fall 2010**



The mission of the community college is to serve the diverse learning needs of individuals within its service areas. Student enrollment trends disaggregated by different variables provide multiple perspectives for examining how diverse groups are being served by Reedley College.

**ENROLLMENT TRENDS—GENDER**

Fall-to-fall student enrollment by gender for Reedley College, and North Centers is reported in Table 2 for 2005 through 2010. Student enrollment across all locations revealed that male and female students enrolled at disproportionately different rates whereby female enrollment is higher than male enrollment.

**Table 2: Students by Gender, Fall 2005 - 2010**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Reedley College</b>						
<b>Male</b>	40%	40%	40%	41%	42%	44%
<b>Female</b>	60%	60%	60%	58%	58%	56%
<b>Willow International</b>						
<b>Male</b>	41%	40%	41%	42%	42%	43%
<b>Female</b>	59%	60%	59%	57%	58%	57%
<b>Madera Center</b>						
<b>Male</b>	33%	31%	32%	33%	36%	35%
<b>Female</b>	67%	69%	67%	67%	64%	64%
<b>Oakhurst Site</b>						
<b>Male</b>	36%	35%	38%	35%	38%	36%
<b>Female</b>	64%	65%	62%	65%	62%	64%

Data Source: Institutional Research website, ir.sccd.com

This gender gap is an enrollment trend that is observed across all State Center Community College District locations and throughout the California Community College system. What varies across locations is the size of the gap between male and female enrollment percentages.

Females tended to enroll at higher rates than males at Reedley College sites and the difference between male and female enrollment percentages is essentially the same with the exception of the Madera Center where the difference in enrollment rates between females and males is larger than at the other sites. Reedley College as well as each of the centers has experienced a small increase in male enrollment from fall 2005 to fall 2010; this continues a trend that was seen between fall 1999 and fall 2004.

The six-year enrollment-by-gender data trends show that the main Reedley College campus has the largest increase of male students with a gain of 4% overall followed by Willow International Center and Madera Center at 2% each. Oakhurst has remained stable.

### **ENROLLMENT TRENDS—AGE CATEGORY**

A summary of the fall-to-fall Reedley College student enrollment by age category from 2005 to 2010 is presented in Table 3. The data revealed that during this period the majority of Reedley College students were concentrated within the age categories of 20-to-24 followed by the 19-or-less age category. These data trends were also consistent with those found at Fresno City College and State Center Community College District (see District Fact Sheets, <http://ir.sccd.com>).

Beginning at age 25, there appears to be an inverse relationship between enrollment and age whereby student enrollment by age category decreases as student age increases. The rate of decreasing enrollments, however, is not consistent across each successive age category.

Typically student enrollment peaked among the 20-24 age category followed by a noticeable decline in enrollment among students 25-29. This decline in enrollment averaged 22 percent at the district level (see District Fact Sheets, <http://ir.scccd.com> ) and 16-26 percent at Reedley College and North Center locations.

This decreasing enrollment trend is reversed for students age 40-49 and a small increase in student enrollment is observed among this age cohort. The decreasing student enrollment trend, however, resumes among students age 50 and older. This age distribution seems to be consistent within State Center Community College District and has not changed since fall 1999.

**Table 3: Students by Age: Reedley College, Fall 2005 – Fall 2010**

Age Group	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
▪19 or less	32%	32%	31%	32%	34%	34%
▪20-24	33%	34%	34%	35%	35%	36%
▪25-29	10%	11%	11%	11%	11%	11%
▪30-34	6%	6%	6%	6%	6%	6%
▪35-39	5%	5%	5%	4%	4%	4%
▪40-49	8%	7%	7%	6%	5%	5%
▪50+	6%	6%	5%	5%	5%	4%
▪NA	0%	0%	1%	1%	0%	1%
<i>Total</i>	100%	100%	100%	100%	100%	100%

Data Source: Institutional Research Website, ir.scccd.com

A summary of Willow International student enrollment by age category is presented in Table 4. The data revealed that the majority of Willow International students are concentrated within the age categories of 20-to-24 followed by the 19 or less age category. Students below the age of 30 account for 70 percent of all Willow International students. The student enrollment by age category data trends follow the same patterns as observed at Reedley College except that there is a larger gap between the percentage of student enrollments among the 19 or less and 20-24 age categories.

**Table 4: Students by Age: Willow International Center, Fall 2005 – Fall 2010**

Age Group	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
▪19 or less	29%	29%	30%	30%	32%	34%
▪20-24	42%	40%	39%	40%	38%	39%
▪25-29	11%	12%	11%	12%	12%	11%
▪30-34	5%	5%	6%	6%	6%	6%
▪35-39	4%	4%	4%	4%	4%	4%
▪40-49	7%	7%	6%	6%	5%	4%
▪50+	2%	3%	3%	2%	2%	2%



▪NA	0%	0%	1%	0%	1%	0%
<i>Total</i>	100%	100%	100%	100%	100%	100%

Data Source: Institutional Research Website, ir.scccd.com

A summary of Madera Center student enrollment by age category is presented in Table 5. The data revealed that the majority of students are concentrated within the age categories of 20-to-24 (32-38 percent) followed by 19 or less age category (28-31 percent).

**Table 5: Students by Age: Madera Center, Fall 2005 – Fall 2010**

Age Group	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
▪19 or less	29%	29%	31%	29%	29%	28%
▪20-24	35%	35%	32%	34%	35%	38%
▪25-29	11%	11%	13%	13%	13%	14%
▪30-34	8%	7%	8%	8%	8%	7%
▪35-39	5%	5%	5%	5%	5%	5%
▪40-49	8%	9%	8%	8%	7%	5%
▪50+	3%	3%	3%	3%	3%	3%
▪NA	1%	1%	0%	0%	0%	0%
<i>Total</i>	100%	100%	100%	100%	100%	100%

Data Source: Institutional Research Website, ir.scccd.com

A summary of Oakhurst campus student enrollment by age category is presented in Table 6. The data revealed that similar to Reedley College and the other North Center sites, the majority of student enrollments are found among the age categories of 20-24 (31-32 percent) and 19 or less (23-29 percent). It was also observed that there has been a large older student population (40-49 and 50+); however, the enrollment of the 40-49 age category has declined slightly since 2005.

**Table 6: Students by Age: Oakhurst Campus, Fall 2005 – Fall 2010**

Age Group	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
▪19 or less	27%	29%	24%	23%	25%	26%
▪20-24	32%	31%	32%	32%	31%	32%
▪25-29	10%	12%	13%	15%	15%	13%
▪30-34	7%	5%	8%	8%	7%	9%
▪35-39	4%	4%	4%	6%	6%	4%
▪40-49	12%	11%	12%	9%	9%	10%
▪50+	8%	7%	7%	7%	7%	7%
▪NA	0%	1%	0%	0%	0%	0%
<i>Total</i>	100%	100%	100%	100%	100%	100%

Data Source: Institutional Research Website, ir.scccd.com

## ENROLLMENT TRENDS—ETHNICITY

A summary of Reedley College student enrollment by ethnic group for fall 2005 to fall 2010 is reported in Table 7. During this period Hispanics made up the largest percentage of enrollments, increasing recently from 59 percent to 64 percent. White/Non-Hispanics represented the second largest group, decreasing slightly with a variance from 22 percent to 24 percent.

**Table 7: Students by Ethnic Group: Reedley College, Fall 2005 – Fall 2010**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>African-American/non-Hispanic</b>	2%	3%	3%	2%	2%	2%
<b>American Indian/Alaskan Native</b>	1%	1%	1%	1%	1%	1%
<b>Asian/Pacific Islander</b>	4%	4%	5%	5%	5%	5%
<b>Hispanic</b>	61%	60%	59%	59%	60%	64%
<b>Race/ethnicity unknown</b>	8%	10%	8%	10%	10%	6%
<b>White/non-Hispanic</b>	24%	22%	24%	23%	22%	22%
<i>Totals</i>	100%	100%	100%	100%	100%	100%

Data Source: Institutional Research Website, ir.sccd.com

Willow International student enrollment by ethnic group for fall 2005 to fall 2010 is reported in Table 8. During this period White/Non-Hispanics represented the largest percentage of enrollments, decreasing from 54 percent to 48 percent, and Hispanics represented the second largest percentage of students, increasing from 21 percent to 28 percent.

**Table 8: Students by Ethnic Group: Willow International Center, Fall 2005 – Fall 2010**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>African-American/non-Hispanic</b>	3%	3%	3%	3%	3%	4%
<b>American Indian/Alaskan Native</b>	1%	2%	2%	2%	1%	2%
<b>Asian/Pacific Islander</b>	7%	8%	9%	8%	10%	11%
<b>Hispanic</b>	22%	24%	25%	24%	25%	28%
<b>Race/ethnicity unknown</b>	13%	11%	11%	12%	10%	8%
<b>White/non-Hispanic</b>	54%	52%	50%	51%	51%	48%
<i>Totals</i>	100%	100%	100%	100%	100%	100%

Data Source: Institutional Research Website, ir.sccd.com

Madera Center student enrollment by ethnic group for fall 2005 to fall 2010 is reported in Table 9. During this period student enrollment trends were similar to those observed at Reedley College where Hispanics and Whites made up the largest and second largest ethnic groups, respectively. Hispanic enrollment increased from 50 percent in fall 2005 to 56 percent in fall 2010. White/Non-Hispanic enrollment decreased from 27 percent in fall 2005 to 23 percent in fall 2010.

**Table 9: Students by Ethnic Group: Madera Center, Fall 2005 – Fall 2010**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
African-American/non-Hispanic	3%	3%	3%	3%	4%	4%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	1%
Asian/Pacific Islander	5%	5%	5%	5%	6%	8%
Hispanic	50%	52%	54%	55%	52%	56%
Race/ethnicity unknown	14%	14%	13%	14%	13%	8%
White/non-Hispanic	27%	25%	24%	22%	24%	23%
<i>Totals</i>	100%	100%	100%	100%	100%	100%

Data Source: Institutional Research Website, ir.scccd.com

The Oakhurst campus student enrollment by ethnic group for fall 2005 to fall 2010 is reported in Table 10. During this period White/Non-Hispanics made up the largest ethnic group although the percentage for this group has declined steadily from 74 percent in fall 2005 to 61 percent in fall 2010. Hispanic students made up the second largest group which increased steadily from 10 percent in fall 2005 to 20 percent in fall 2010. Another significant data trend is that Oakhurst site has the highest percentage of American Indian/Alaskan Native student enrollment compared to all college locations at State Center Community College District.

**Table 10: Students by Ethnic Group: Oakhurst Campus, Fall 2005 – Fall 2010**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
African-American/non-Hispanic	1%	1%	1%	2%	3%	2%
American Indian/Alaskan Native	4%	2%	2%	7%	3%	5%
Asian/Pacific Islander	1%	2%	3%	3%	4%	3%
Hispanic	10%	12%	15%	13%	16%	20%
Race/ethnicity unknown	10%	12%	11%	13%	10%	9%
White/non-Hispanic	74%	71%	68%	62%	64%	61%
<i>Totals</i>	100%	100%	100%	100%	100%	100%

Data Source: Institutional Research Website, ir.scccd.com

## ENROLLMENT TRENDS—Enrollment Status

Student enrollment status designates “the student’s current standing with respect to attendance at the reporting college” (2000, CCCCO Management Information System, p. 3.019.) The percentages are not duplicated as a student can be in only one category each term. All tables represent Reedley College and North Centers combined data.

Continuing students represent the largest enrollment category each fall and has varied from 38.52 percent in fall 2005 to 74.5 percent in fall 2007 while generally staying in a mid-50 percent range. Typically, the percentage of continuing students is higher in spring than in fall. First time students, which compose the second largest enrollment category, have decreased slightly from 29 percent in fall 2005 to 25 percent in fall 2010.

**Table 11: STUDENTS BY ENROLLMENT STATUS, REEDLEY COLLEGE FALL 2005 – FALL 2010**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
First Time Student	29.08%	21.37%	4.06%	25.29%	26.48%	24.99%
First Time Transfer	14.07%	4.22%	2.49%	1.74%	1.56%	1.17%
Continuing Student	38.52%	53.78%	74.46%	52.72%	55.84	59.55%
Returning Student	15.01%	19.92%	16.93%	18.58%	14.78%	14.24%
Unreported	0.92%	0.09%	0.34%	0.01%	0.0%	0.0%

Data Source: CCCC MIS Referential Files

### ENROLLMENT TRENDS—Vocational Courses by S.A.M. Code

The Student Accountability Model (S.A.M.) code is used to indicate the degree to which a course is occupational and to assist in identifying course sequence in occupational programs. For instance, S.A.M. Code B is used to label courses taken by students in the advanced stages of their occupational programs; whereas, S.A.M. Code C is used to label courses taken by students in the middle stages of their programs. [CCCCO MIS Data Element Dictionary <http://www.cccco.edu/Portals/4/TRIS/MIS/RightNav/DED/DataElmnts/cb/cb09.pdf>]

Enrollment trends for Reedley College and North Centers combined are reported for 2004-2005 through 2009-2010 (see Table 12). During this period total number of successful vocational enrollments increased at Reedley College by 54 percent from 9,335 in 2004-2005 to 14,375 in 2009-2010.

**Table 12: ENROLLMENTS IN VOCATIONAL COURSES BY S.A.M. CODE:**
**REEDLEY COLLEGE 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10.**

Year	S.A.M. Code “B”			S.A.M. Code “C”			Total Vocational		
	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
2004-05	3,042	3,859	4,284	6,293	8,204	9,192	9,335	12,063	13,476
2005-06	4,554	6,020	6,664	9,212	12,262	13,920	13,766	18,282	20,584
2006-07	3,916	5,103	5,724	8,091	10,826	12,376	12,007	15,929	18,100
2007-08	3,236	4,136	4,573	9,391	12,166	13,643	12,627	16,302	18,216
2008-09	2,261	3,080	3,408	11,571	15,120	16,716	13,832	18,200	20,124
2009-10	2,782	3,239	3,398	11,593	15,088	16,647	14,375	18,327	20,045

Data Source: Reedley College Office of Institutional Research, SCCCD ATERM file

### ENROLLMENT TRENDS—English and Math Basic Skills Improvement

The number of students enrolled in Basic English and Math courses who progressed to complete a higher level course is reported for Reedley College and North Centers combined (see Table 13). Data for this table was derived from an analysis of the portion of the Chancellor’s Office 2010 ARCC report relating to Reedley College and is a look at specific

cohorts followed over a five year period.[215] During this period a 48.52 percent and 46.12 percent improvement in students English and Math levels were observed, respectively. These percentages are significantly higher than the 33.49 percent and 31.28 percent reported in the last accreditation self-study.

The Total and Total Improved columns contain data reported for all students who completed a Basic Skills Course over the 5 year period. It includes ESL as well as Math and English completers.

**Table 13: Enrolled in a Basic Skills Course and then Completed a Higher level Course in the Same Area of Study Reedley College**

Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Math	Total	Total Improved	Percent Improved
1653	802	48.52%	2021	932	46.12%	4760	2066	43.40%

Data Source: CCCCCO Data on Demand, Accountability/ ARCC\_BSI report

**ENROLLMENT TRENDS—Enrollment by Academic Level**

Student enrollment status for Reedley College and North Centers combined is reported from fall 2005 through spring 2010 (see Table 14). This five-year fall-to-fall data trend reveals that high school graduate, freshman and sophomore enrollment is increasing faster than non-high school graduate, freshman and sophomore enrollment. Special admit students who are concurrently enrolled in high school and college were also increasing until fall 2009, but are being limited beginning in fall 2011 due to a decrease in course sections due to budget limitations.

The following table indicates a student’s designation as to their enrollment status. The percentages are not duplicated as a student can be in only one category each term. All tables represent Reedley College and North Centers combined data.

**Table 14: STUDENTS BY Academic Level, REEDLEY COLLEGE FALL 2005 – FALL 2010**

Enrollment Status	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Freshmen, Currently Enrolled in Adult School	N/A	N/A	17	47	44	30
Freshmen, High School Graduate Without a College Degree	2015	2983	5773	7942	9635	12563
Freshmen, Not a High School Graduate	43	45	135	207	233	236
Other Under Graduate, High School Graduate Without a College Degree	819	665	583	800	938	123
Other Under Graduate, Not a High School Graduate	4	6	1	2	3	1
Sophomore, Currently Enrolled in Adult School	N/A	N/A	N/A	2	4	0
Sophomore, High School Graduate Without a College Degree	871	696	719	1363	1883	169

Sophomore, Not a High School Graduate	12	7	4	8	12	1
Special Admit Student Currently Enrolled in K-12	N/A	75	217	238	432	428
Unknown	8349	7729	5206	3631	2083	1217

Data Source: California Community College Chancellor's Office Data Mart

The following table (Table 15) indicates the number of students enrolled in day or evening classes. A day student is defined as one who is enrolled in one (or more) sections that have a "Day Class" designation. A student in this category may also be enrolled in classes coded as "Evening" or "Unknown" in their destination type. Students enrolled in "Evening Classes" cannot meet the same criteria. In other words, to be designated "Evening" the student is only taking Evening Classes. These counts are unduplicated headcount enrollments and a student may not be in both designations.

**Table 15: STUDENTS BY DAY/EVENING: REEDLEY COLLEGE, FALL 2005 – FALL 2010**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Day</b>	8,934	8,870	9,266	10,212	11,377	11,405
<b>Evening</b>	3,028	3,052	3,141	3,463	3,273	2,820
<b>Unknown</b>	151	284	248	565	617	543
<b>Total</b>	12,113	12,206	12,665	14,240	15,267	14,768

Data Source: California Community College Chancellor's Office Data Mart

### ENROLLMENT TRENDS—Headcounts

Students by unit load for Reedley College and North Centers combined is reported for fall 2005 through fall 2010 below (see Table 16). The fall-to-fall data trend for this five-year period revealed that headcount increased by 22 percent over the five year period. Headcount increased in most credit categories with the number of students increasing along with the number of units. Students with 0.1-2.9 units decreased in headcount by 32 percent while the greatest gain in headcount came from those students with 12.0-14.9 and 15+ units who increased more than 38 percent in each category over the reporting period. The non-credit category remained relatively stable.

**Table 16: STUDENTS BY UNIT LOAD: REEDLEY COLLEGE AND NORTH CENTERS COMBINED, Fall 2005 – Fall 2010**

Headcount	Non-Credit	0.1-2.9	3.0-5.9	6.0-8.9	9.0-11.9	12.0-14.9	15.0+	All Students
<b>Fall 2005</b>	174	372	3,421	2,192	1,601	2,958	1,395	12,113
<b>Fall 2006</b>	158	296	3,473	2,265	1,554	3,131	1,329	12,206
<b>Fall 2007</b>	146	351	3,440	2,227	1,828	3,302	1,361	12,655
<b>Fall 2008</b>	159	369	3,796	2,290	1,860	3,610	2,156	14,240
<b>Fall 2009</b>	168	374	3,808	2,506	2,119	4,169	2,123	15,267
<b>Fall 2010</b>	181	253	3,817	2,494	2,006	4,091	1,926	14,768

Data Source: California Community College Chancellor's Office Data Mart



## OVERALL STUDENT PERFORMANCE—Student Success Indicators

Reedley College student grade data for fall 2005 through fall 2010 is summarized in Table 17. The following data trends were observed for student success indicators:

- GPA decreased slightly from 2.32 to 2.24.
- The percentage of students who successfully completed their courses with a grade of A, B, C or CR (success rate) increased from 64 percent to 66 percent.
- The percentage of students retained in courses until the end of the term and who received a grade of A, B, C, D, F, CR, NC or I (retention rate) increased from 87 percent to 90 percent.
- The percentage of students who were not retained in courses until the end of the term and who received a grade of W (attrition rate) decreased from 13 percent to 10 percent.

**Table 17: Mark Analysis/GPA/Retention/Completion: Reedley College, Fall 2005 – 2010**

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
▪A	23%	4265	22%	3788	23%	4178	22%	4174	22%	4473	23%	4899
▪B	18%	3320	19%	3239	19%	3426	19%	3628	19%	3965	19%	4025
▪C	16%	2932	16%	2715	15%	2757	17%	3111	17%	3381	16%	3425
▪CR/P	7%	1287	7%	1265	5%	971	5%	930	5%	1024	4%	932
▪D	6%	1156	6%	1078	6%	1138	7%	1249	7%	1504	7%	1427
▪F	14%	2478	14%	2420	16%	2782	16%	3055	16%	3332	15%	3212
▪NC/NP	2%	455	2%	325	2%	370	2%	346	2%	341	1%	304
▪W	13%	2397	14%	2409	13%	2309	13%	2358	12%	2354	10%	2029
▪GPA	2.32		2.30		2.30		2.22		2.21		2.24	
▪Retention	87%		86%		87%		88%		89%		90%	
▪Attrition	13%		14%		13%		12%		11%		10%	
▪Success	64%		64%		63%		63%		63%		66%	

Data Source: Institutional Research website, ir.sccd.com

Willow International Center student grade data for fall 2005 through fall 2010 is summarized in Table 18. The following data trends were observed for student success indicators:

- GPA increased slightly from 2.25 to 2.32.
- The percentage of students who successfully completed their courses with a grade of A, B, C or CR (success rate) increased from 61 percent to 64 percent.
- The percentage of students retained in courses until the end of the term and who received a grade of A, B, C, D, F, CR, NC or I (retention rate) increased from 86 percent to 88 percent.
- The percentage of students who were not retained in courses until the end of the term and who received a grade of W (attrition rate) decreased from 14 percent to 12 percent.

**Table 18: Mark Analysis/GPA/Retention/Completion: Willow International Center, Fall 2005 – 2010**

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
▪A	21%	2024	23%	2341	23%	2576	24%	3299	26%	3696	25%	3385
▪B	21%	1970	20%	2027	21%	2349	22%	3018	23%	3311	23%	3137
▪C	18%	1686	17%	1737	17%	1933	18%	2404	18%	2647	18%	2459
▪CR/P	1%	141	1%	85	1%	111	1%	115	1%	87	1%	79
▪D	7%	690	7%	734	7%	783	6%	835	7%	954	7%	961
▪F	17%	1590	18%	1827	17%	1927	17%	2338	16%	2254	15%	1996
▪NC/NP	1%	50	0%	43	1%	58	1%	77	0%	61	0%	38
▪W	14%	1333	14%	1377	13%	1433	11%	1525	10%	1430	10%	1321
▪GPA	2.25		2.25		2.29		2.32		2.37		2.32	
▪Retention	86%		87%		87%		89%		90%		88%	
▪Attrition	14%		13%		13%		11%		10%		12%	
▪Success	61%		61%		62%		65%		67%		64%	

Data Source: Institutional Research website, ir.sccd.com

Madera Center student grade data for fall 2005 through fall 2010 is summarized in Table 19. The following data trends were observed for student success indicators:

- GPA decreased from 2.39 to 2.28.
- The percentage of students who successfully completed their courses with a grade of A, B, C or CR (success rate) increased slightly from 65 percent to 66 percent.
- The percentage of students retained in courses until the end of the term and who received a grade of A, B, C, D, F, CR, NC or I (retention rate) increased from 87 percent to 91 percent.
- The percentage of students who were not retained in courses until the end of the term and who received a grade of W (attrition rate) decreased from 13 percent to 9 percent.

**Table 19: Mark Analysis/GPA/Retention/Completion: Madera Center, Fall2005 – 2010**

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
▪A	23%	1229	26%	1431	26%	1610	29%	2099	28%	2238	24%	1772
▪B	21%	1114	20%	1127	19%	1226	19%	1403	21%	1658	20%	1522
▪C	15%	804	17%	960	17%	1100	16%	1134	17%	1320	17%	1249
▪CR/P	6%	301	2%	96	3%	189	3%	204	2%	158	2%	171
▪D	6%	323	6%	350	5%	299	6%	469	7%	539	7%	499
▪F	14%	754	16%	875	16%	1025	16%	1163	16%	1269	15%	1142
▪NC/NP	1%	68	1%	51	2%	119	1%	108	1%	61	1%	72
▪W	13%	707	12%	690	11%	722	9%	673	8%	660	9%	649
▪GPA	2.39		2.37		2.36		2.36		2.32		2.28	
▪Retention	87%		88%		89%		91%		92%		91%	
▪Attrition	13%		12%		11%		9%		8%		9%	
▪Success	65%		65%		65%		67%		68%		66%	

Data Source: Institutional Research website, ir.sccd.com

Oakhurst Campus student grade data for fall 2005 through fall 2010 is summarized in Table 20. The following data trends were observed for student success indicators:

- GPA increased from 2.50 to 2.59.
- The percentage of students who successfully completed their courses with a grade of A, B, C or CR (success rate) increased slightly from 65 percent to 67 percent.
- The percentage of students retained in courses until the end of the term and who received a grade of A, B, C, D, F, CR, NC or I (retention rate) increased from 84 percent to 89 percent.
- The percentage of students who were not retained in courses until the end of the term and who received a grade of W (attrition rate) decreased from 16 percent to 11 percent.

**Table 20: Mark Analysis/GPA/Retention/Completion: Oakhurst Campus, 2005 – 2010**

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
▪A	28%	303	32%	325	29%	325	29%	337	31%	428	32%	386
▪B	19%	204	20%	204	18%	202	19%	225	21%	285	23%	278
▪C	14%	151	13%	129	12%	132	14%	159	14%	193	15%	185
▪CR/P	4%	41	0%	1	0%	3	5%	62	0%	6	0%	1
▪D	6%	70	5%	49	5%	61	4%	51	6%	77	6%	76
▪F	12%	131	15%	151	16%	179	12%	143	16%	219	13%	160
▪NC/NP	0%	0	0%	0	0%	4	0%	2	0%	1	0	0%
▪W	16%	176	16%	167	13%	149	14%	168	12%	167	11%	129
▪GPA	2.50		2.59		2.49		2.57		2.49		2.59	
▪Retention	84%		84%		86%		86%		88%		89%	
▪Attrition	16%		16%		14%		14%		12%		11%	
▪Success	65%		64%		62%		67%		66%		67%	

Data Source: Institutional Research website, ir.scccd.com

It is important to note that all sites showed increases in retention rates and decreases in attrition.

**OVERALL STUDENT PERFORMANCE—Degrees and Certificates**

The number of awards for Reedley College and North Centers combined for 2004-05 through 2009-10 are summarized in Table 21. The student data trend revealed that the total number of awards increased from 747 in 2004-05 to 922 in 2009-10.

**Table 21: Degrees and Certificates Awarded: Reedley College and North Centers Combined, 2004-05 to 2009-10**

Year	Total Awards	AA/AS	Certificates 18 to < 30 units	Certificates 6 to < 18 units
2004-2005	747	582	102	63
2005-2006	757	623	108	26
2006-2007	936	728	142	66
2007-2008	803	653	127	23

<b>2008-2009</b>	<b>902</b>	<b>696</b>	<b>188</b>	<b>18</b>
<b>2009-2010</b>	<b>922</b>	<b>592</b>	<b>330</b>	<b>N/A</b>

Data Source: California Community Colleges Chancellor's Office, Data Mart,  
[https://misweb.cccco.edu/mis/onlinestat/awards\\_prog.cfm](https://misweb.cccco.edu/mis/onlinestat/awards_prog.cfm)

### OVERALL STUDENT PERFORMANCE—Transfer Rates

Transfer rates for Reedley College and North Centers combined from 2004-05 to 2009-10 are reported in Table 22. The following data trends were observed for students:

- The total number of students who transferred to a four-year college in California increased from 438 to a high of 563 in 2007-08 before settling back at 400 in 2009-10.
- The number of students who transferred to the UC system increased from 18 in 2004-2005 to 35 in 2009-10.
- The number of students who transferred to the CSU system increased from 420 to 533 in 2007-2008 and currently reports 365 for 2009-10.
- The number of transfer-ready students increased from 495 in 2004-2005 to 854 in 2006-2007, and then decreased to 701 in 2009-2010. The decrease may be attributed to the increase in English and Math transfer requirements.

**Table 22: Transfer Rates; Reedley College and north Centers combined, 2004-05 to 2009-10**

<b>Year</b>	<b>Total Transfers<sup>1</sup></b>	<b>UC Transfers<sup>1</sup></b>	<b>CSU Transfers<sup>1</sup></b>	<b>Transfer Ready<sup>2</sup></b>
<b>2004-05</b>	<b>438</b>	<b>18</b>	<b>420</b>	<b>495</b>
<b>2005-06</b>	<b>476</b>	<b>20</b>	<b>456</b>	<b>646</b>
<b>2006-07</b>	<b>509</b>	<b>29</b>	<b>480</b>	<b>854</b>
<b>2007-08</b>	<b>563</b>	<b>30</b>	<b>533</b>	<b>830</b>
<b>2008-09</b>	<b>532</b>	<b>22</b>	<b>510</b>	<b>734</b>
<b>2009-10</b>	<b>400</b>	<b>35</b>	<b>365</b>	<b>701</b>

Data Source: <sup>1</sup>California County Comparison - Fiscal, Economics, and Population – Graphs, available at <http://www.cpec.ca.gov/FiscalData/CACountyEconGraph.ASP> (last visited July 26, 2010), <sup>2</sup>CCCCO MIS Referential Files.

According to the Research and Planning Group for California Community Colleges operational definitions, students are considered Transfer Directed by meeting the following criteria: “all freshmen enrolled in any transfer level English course and in any transfer level math course within three years, and within six years of admission.” Students are considered Transfer Prepared after completing 56+ transferable units with a GPA of 2.0 or higher. Those students who meet both conditions and successfully complete the English and math transfer classes within six years are given the designation of Transfer Ready ([http://www.rpgroup.org/sites/default/files/OperationalDefs-RPGroup\\_Approved.pdf](http://www.rpgroup.org/sites/default/files/OperationalDefs-RPGroup_Approved.pdf)).

### STAFF—Full-time and Part-time Status, Classification and Gender

The number of certificated and classified staff by full-time and part-time status and gender is summarized for Reedley College and North Centers in Table 23. The following staff data trends were observed for 2005-2010:

- More males than females were employed as certificated full-time staff.
- More females than males were employed as certificated part-time staff.
- More females than males were employed as classified full-time and part-time staff.
- The total number of staff increased from 802 in fall 2005 to 1031 in fall 2010.

**Table 23: Staff by Full- & Part-time, Classification and Gender: Reedley College and North Centers by Location 2005-2010**

Reedley College	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Certificated</b>						
Full-time Male	63	67	68	69	66	67
Full-time Female	51	51	47	53	56	55
Part-time Male	123	120	129	134	165	180
Part-time Female	140	141	150	137	168	172
Unknown	0	0	1	2	2	0
Sub-Total	377	379	396	395	457	474
<b>Classified</b>						
Full-time Male	30	33	36	36	38	36
Full-time Female	64	69	68	66	66	61
Part-time Male	4	5	8	7	7	7
Part-time Female	16	20	19	15	16	14
Unknown	0	0	0	0	0	1
Sub-Total	114	127	131	124	127	119
Total	491	506	527	519	584	593

Willow International	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Certificated</b>						
Full-time Male	19	20	2	24	22	22
Full-time Female	10	12	14	16	16	16
Part-time Male	58	63	66	67	71	74
Part-time Female	41	48	63	75	83	89
Sub-Total	128	143	165	182	192	201
<b>Classified</b>						
Full-time Male	2	5	8	10	9	11
Full-time Female	6	6	11	14	15	16
Part-time Male	2	3	4	4	3	3
Part-time Female	2	3	3	10	11	11
Sub-Total	12	17	26	38	38	41
Total	140	160	191	220	230	242

Madera Center	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Certificated</b>						

Full-time Male	19	19	21	20	19	19
Full-time Female	9	10	12	16	14	14
Part-time Male	36	30	27	31	33	35
Part-time Female	49	46	55	56	67	68
Unknown	1	1	1	1	1	0
<b>Sub-Total</b>	<b>114</b>	<b>106</b>	<b>116</b>	<b>124</b>	<b>134</b>	<b>136</b>
<b>Classified</b>						
Full-time Male	6	7	7	6	6	8
Full-time Female	13	12	14	13	11	10
Part-time Male	2	3	0	1	0	0
Part-time Female	0	4	6	7	5	6
<b>Sub-Total</b>	<b>21</b>	<b>26</b>	<b>27</b>	<b>27</b>	<b>22</b>	<b>24</b>
<b>Total</b>	<b>135</b>	<b>132</b>	<b>143</b>	<b>151</b>	<b>156</b>	<b>160</b>

Oakhurst	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Certificated</b>						
Full-time Female	1	1	1	1	1	1
Part-time Male	13	17	14	12	13	15
Part-time Female	18	11	12	12	12	17
<b>Sub-Total</b>	<b>32</b>	<b>29</b>	<b>27</b>	<b>26</b>	<b>26</b>	<b>32</b>
<b>Classified</b>						
Full-time Female	1	1	1	1	1	1
Part-time Male	1	1	1	1	1	1
Part-time Female	2	2	2	2	2	2
<b>Sub-Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Total</b>	<b>36</b>	<b>33</b>	<b>31</b>	<b>29</b>	<b>30</b>	<b>36</b>

The number of certificated staff by full-time and part-time status and ethnicity is summarized in Table 24. The following staff data trends (excluding decline to state) were observed for 2005-2010:

- Whites were the largest ethnic group across all staff categories.
- Hispanics were the second-largest ethnic group across all staff categories.
- Asians were the third-largest ethnic group among all staff categories.
- African-Americans were the smallest ethnic group among all staff categories.
- The number of employees with ethnicity unknown has increased since fall 2005.

**Table 24: Staff by Full- & Part-time, Classification, and Ethnicity: Reedley College and the North Centers by Location 2005-2010**

Reedley College	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Full-time Certificated</b>						
African American/non-Hispanic	3	3	2	2	3	3
American Indian/Alaskan Native	3	3	3	2	2	2
Asian/Pacific Islander	5	6	6	7	5	5
Hispanic	20	20	22	27	27	28
Race/ethnicity unknown	17	16	16	14	14	16
White/non-Hispanic	66	70	67	70	71	68
<b>Sub Total</b>	<b>114</b>	<b>118</b>	<b>116</b>	<b>122</b>	<b>122</b>	<b>122</b>



<b>Part-time Certificated</b>						
African American/non-Hispanic	7	4	5	7	6	6
American Indian/Alaskan Native	0	1	1	1	1	2
Asian/Pacific Islander	15	16	15	18	24	21
Hispanic	46	42	49	57	73	78
Race/ethnicity unknown	9	13	15	16	23	24
White/non-Hispanic	186	185	195	174	208	221
Sub Total	263	261	280	273	335	352
<b>Full-time Classified</b>						
African American/non-Hispanic	1	2	1	2	2	2
Asian/Pacific Islander	4	4	4	3	2	2
Hispanic	33	39	40	39	41	35
Race/ethnicity unknown	12	11	11	11	12	11
White/non-Hispanic	44	46	48	47	47	47
Sub Total	94	102	104	102	104	97
<b>Part-time Classified</b>						
African American/non-Hispanic	2	1	0	0	0	0
Asian/Pacific Islander	1	1	1	0	1	1
Hispanic	7	8	12	9	10	9
Race/ethnicity unknown	0	1	2	2	2	2
White/non-Hispanic	10	14	12	11	10	10
Sub Total	20	25	27	22	23	22
<b>Grand Total</b>	<b>491</b>	<b>506</b>	<b>527</b>	<b>519</b>	<b>584</b>	<b>593</b>

Willow International	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Full-time Certificated</b>						
African American/non-Hispanic	0	0	0	1	1	1
American Indian/Alaskan Native	0	0	0	1	1	1
Asian/Pacific Islander	0	0	0	0	0	0
Hispanic	3	3	3	3	3	3
Race/ethnicity unknown	5	6	8	7	7	7
White/non-Hispanic	21	23	25	28	26	26
Sub Total	29	32	36	40	38	38
<b>Part-time Certificated</b>						
African American/non-Hispanic	0	1	2	1	1	1
American Indian/Alaskan Native	1	1	0	1	1	1
Asian/Pacific Islander	5	5	0	1	1	1
Hispanic	10	10	8	8	11	13
Race/ethnicity unknown	13	15	12	11	14	16
White/non-Hispanic	70	79	95	107	112	115
Sub Total	99	111	129	142	154	163
<b>Full-time Classified</b>						
African American/non-Hispanic	0	0	0	0	1	1
Asian/Pacific Islander	0	0	2	2	2	2
Hispanic	2	2	4	6	6	6
Race/ethnicity unknown	0	0	1	0	0	1
White/non-Hispanic	6	9	12	16	15	17
Sub Total	8	11	19	24	24	27
<b>Part-time Classified</b>						
African American/non-Hispanic	0	1	0	0	0	0
Asian/Pacific Islander	1	2	2	2	2	1

Hispanic	0	0	1	4	3	2
Race/ethnicity unknown	0	2	1	1	2	4
White/non-Hispanic	3	1	3	7	7	7
Sub Total	4	6	7	14	14	14
Grand Total	140	160	191	220	230	242

Madera Center	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Full-time Certificated</b>						
African American/non-Hispanic	0	1	1	1	1	2
American Indian/Alaskan Native	1	1	1	1	1	1
Asian/Pacific Islander	1	1	1	1	1	1
Hispanic	4	3	5	6	6	6
Race/ethnicity unknown	3	4	4	5	5	5
White/non-Hispanic	19	19	21	22	19	18
Sub Total	28	29	33	36	33	33
<b>Part-time Certificated</b>						
African American/non-Hispanic	4	3	2	1	2	2
American Indian/Alaskan Native	0	0	1	1	1	2
Asian/Pacific Islander	2	1	2	3	4	5
Hispanic	14	17	20	19	23	20
Race/ethnicity unknown	6	9	12	14	17	18
White/non-Hispanic	60	47	46	50	54	56
Sub Total	86	77	83	88	101	103
<b>Full-time Classified</b>						
African American/non-Hispanic	1	1	1	1	0	0
Asian/Pacific Islander	1	1	2	2	2	2
Hispanic	5	5	5	5	5	6
Race/ethnicity unknown	4	3	2	2	2	2
White/non-Hispanic	8	9	11	9	8	8
Sub Total	19	19	21	19	17	18
<b>Part-time Classified</b>						
African American/non-Hispanic	0	0	0	0	0	0
Asian/Pacific Islander	0	1	1	0	0	0
Hispanic	1	2	1	4	2	1
Race/ethnicity unknown	1	0	1	1	1	2
White/non-Hispanic	0	4	3	3	2	3
Sub Total	2	7	6	8	5	6
Grand Total	135	132	143	151	156	160

Oakhurst	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Full-time Certificated</b>						
White/non-Hispanic	1	1	1	1	1	1
Sub Total	1	1	1	1	1	1
<b>Part-time Certificated</b>						
American Indian/Alaskan Native	1	1	1	0	0	0
Hispanic	0	0	1	2	3	2
Race/ethnicity unknown	3	2	2	3	3	5
White/non-Hispanic	27	25	22	19	19	24

<b>Sub Total</b>	<b>31</b>	<b>28</b>	<b>26</b>	<b>24</b>	<b>25</b>	<b>31</b>
<b>Full-time Classified</b>						
<b>White/non-Hispanic</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Sub Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Part-time Classified</b>						
<b>White/non-Hispanic</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Sub Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Grand Total</b>	<b>36</b>	<b>33</b>	<b>31</b>	<b>29</b>	<b>30</b>	<b>36</b>

### Introduction Evidence

The documents listed below serve as evidence for the Introduction. A complete list of all documents in numerical order is listed in the appendix.

- 1: 2008-2012 Reedley College Strategic Plan
- 66: RC Curriculum Handbook revised September 2007
- 298: Curriculum Committee Request for Approval of a Course via Distance Learning
- 215: 2010 ARCC Report Analysis
- 642: Mission Statement
- 649: Substantive Change for Distance Education approved proposal

## **Response to Recommendations October 25-27, 2005 Site Visit**

### **Recommendation One**

*Recommendation 2.1: The previous team recommended that the college conduct meaningful, timely, and inclusive dialogue with all constituent groups to identify, develop, and implement student learning outcomes at the course, program, and degree level. The college should determine and implement relevant assessment methodologies and procedures to evaluate student learning outcomes and enhance institutional effectiveness. (Standards I.B.1, I.B.4, I.B.7, II.A.1c, II.A.2a, II.A.2b, II.A.2e, II.A.2f, II.A.2g, II.A.2i, II.A.3, II.A.6, II.A.6a, II.B.1, II.B.4, II.C.1a, II.C.2, III.A.1b, III.A.1c, IV.A.1, IV.A.2b, IV.B.1b)*

### **Response:**

Reedley College has focused on meaningful, timely and inclusive dialogue with the constituent groups in the implementation of student learning outcomes (SLOs) in order to clarify how the college would implement the entire cycle of writing, assessing, and improving student learning outcomes. As a result of dialogue in such venues as the Town Hall Meetings, Curriculum Committee, Program Review Committee, and Strategic Planning Council meetings, it was agreed that the college needed to establish a common understanding of the concept and process for implementation and assessment of SLOs.

In response to both this recommendation and planning agenda item 2A.1 from the 2005 Institutional Self-Study in Support of Reaffirmation of Accreditation, the Reedley College's Curriculum and Program Review committees have continued their dialogue and work on the process of identifying student learning outcomes (SLOs) and assessment methodologies in the Course Outlines of Record (COR). All courses currently have SLOs.

The program review process was revised in March 2007 to include a stronger section addressing the process by which SLOs are developed, assessed and evaluated at the certificate, degree and program levels. Cycle two of program review has been completed.

On the spring 2009 Duty Day the entire faculty of Reedley College and the North Centers met and under the guidance of Janet Fulks (Bakersfield College, ASCCC) and Bob Pacheco (Barstow College, RP Group), spent the day working on assessment of student learning outcomes for courses and programs. In fall 2010 a session entitled "Still Lovin those Outcomes" was held that all full-time faculty members attended [45]. Throughout the 2010-2011 academic year a series of division Student Learning Outcomes summits were held for each department to work on mapping their course SLOs to program SLOs and general education (institutional) SLOs. A document that maps student learning outcomes from courses to programs to the institution is included in the list of evidence [70]. In 2010-2011 all departments began completing annual program review progress reports. The SLO coordinator is currently taking inventory of the completed program review annual progress

reports and SLO assessments and will be posting these each semester on the [Blackboard Student Learning Outcomes and Assessment site](#).

## **Recommendation Two**

*Recommendation 2.2: The previous team recommended that the college develop, implement and evaluate a collegewide strategic plan that incorporates the individual planning efforts of the college and centers. The collegewide strategic plan should include assessment of student and community needs in order to determine the efficiency of college programs and services and to improve institutional effectiveness. Additionally, the strategic plan should identify and define the allocation of fiscal, physical, human and technical resources that are required during all operational hours for existing centers and campuses and those that will be needed as future centers and campuses are developed. (Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, III.A.2, III.B.1, III.B.1a, III.B.1b, III.B.2, III.B.2a, III.B.2b, III.C.1, III.C.1a, III.C.1c, III.C.1d, III.C.2, III.D, III.D.1a, III.D.1b, III.D.2b)*

### **Response:**

The Reedley College Strategic Planning Committee (SPC) is comprised of representatives from all college constituencies (management, Academic Senate, Classified Senate, classified union, and Associated Student Body). A representative from the North Centers College Center Council also serves on the committee. The purposes of the committee are to:

- Revise and assess the college's Strategic Plan
- Ensure coordination with the district's planning activities
- Monitor progress on the directions, goals, and objectives of the Strategic Plan as well as on the performance indicators and outcome measures
- Plan, implement, and assess the Resource Action Plan process to fulfill the objectives of the strategic plan
- Review and recommend activities for funding/implementation identified through the Resource Action Plan process to the College Council.

During early spring semester 2007, the SPC Support Team conducted twelve campus focus groups in order to ascertain the degree to which students, faculty, staff, and administrators were engaged in the implementation of the 2006-2007 Reedley College Strategic Plan. The input from this internal scan was used to develop a draft 2007-2008 Strategic Plan. This draft was disseminated to the general campus community and to college constituency groups for their review, input, and approval. A final draft was prepared and in April 2007, the SPC approved the 2007-2008 Reedley College Strategic Plan, Performance Indicators and Outcome Measures definitions, and a Strategic Planning and Action Planning Master Calendar. Noteworthy was the cross-constituency support for the approval process as revealed, in part, by the internal scan conducted in February 2007.

The plan's seven strategic planning directions were:

Strategic Direction One: Public and Private Partnerships

Strategic Direction Two:	Enhancing the College Climate & Integrating with the Community
Strategic Direction Three:	Teaching and Learning Excellence
Strategic Direction Four:	Student Services
Strategic Direction Five:	Planning and Assessment
Strategic Direction Six:	Information Technology
Strategic Direction Seven:	Infrastructure

At the July 23, 2008, meeting the SPC approved the 2008-2009 Strategic Plan Implementation Calendar, the 2008-09 Strategic Plan Implementation Template, and the 2009-2010 Resource Action Plan Proposal. The Reedley College Resource Action Plan form was revised based upon the input of those who had completed a Resource Action Plan Proposal in fall 2007. The form requires applicants to identify how proposed activities are linked to the 2008-2009 Strategic Plan and, the 2008-2009 College Goals and recommendations developed as a result of program review. Added to the form was the requirement to relate how the proposed activity is linked to the evaluation of student learning outcomes. At the August 14, 2008, all-staff meeting day, workshops were conducted for staff on completing 2009-2010 Resource Action Plan Proposals.

In addition the Strategic Planning Council approved a master calendar of planning activities that include an annual review of the:

- Strategic Plan
- Strategic Plan outcomes
- Strategic planning processes
- Resource Action Plan forms and process
- Resource Action Plan outcomes
- Performance Indicators and Outcome Measures

The 2008-2009 Reedley College Strategic Plan was approved by the College Council on September 10, 2008. The State Center Community College District Board of Trustees approved the Reedley College 2008-2009 Strategic Plan on October 7, 2008.

During the 2009-2010 academic year Reedley College worked with MAAS companies, Inc. to develop an Educational Master Plan (EMP). All college constituencies were represented on the steering committee for the EMP. Willow International completed a separate EMP in anticipation of requesting independent college status.

In fall 2010 the Strategic Planning Committee began to evaluate the 2008-2009 Strategic Plan. It was determined that all areas of the strategic plan were being addressed but that data was not being gathered from all areas that contributed to the success of the plan; therefore, beginning in Spring 2011 it was requested that all departments complete the same information template that all participatory governance committees had completed in the past. The committee also recommended that the Strategic Plan be revised to be a four-year plan. The Strategic Planning Committee stated that the primary rationale for the change was that



the very word strategic implies long-term as items that are short-term are either operational or tactical. A strategic planning retreat that included representation from all constituent groups and all participatory governance committees was held to determine how to update/revise the 2008-2009 plan in spring 2011. A timeline for evaluation and modification of the 2008-2012 Strategic Plan was developed at the same time. All constituencies have approved the new Reedley College 2008-2012 Strategic Plan and the timeline [1, 67].

### **Recommendation Three**

*The previous accreditation team recommended that the college improve communication by engaging in dialogue that is inclusive of all constituents, informed, and intentional about institutional quality and improvement. The dialogue should purposefully contribute to planning and institutional change. This dialogue must include formal and informal pathways for effective communication links and conflict resolution mechanisms so that information and recommendations are equally accessible to all constituent groups and centers. (Standards I.A.3, I.4, I.B.1, I.B.2, I.B.3, I.B.4, IB.5, IB.6, IB.7, IVA.1)*

### **Response:**

The various constituent groups at Reedley College regularly collaborate to improve institutional communication. This occurs in formal ways through established committees, processes, and forums, and through informal or ad hoc ways. This dialogue includes representatives of all appropriate constituencies and is directed at the improvement of institutional quality, and serving the goal of wide distribution of information and broad-based participation in the on-going pursuit of institutional effectiveness.

Reedley College has continued the practice of sponsoring workshops that include faculty and staff from all college sites. For example, the second annual “all college” retreat held March 30, 2006, saw members of all constituencies and campuses in attendance, the spring 2010 Flex Day brought together faculty from all sites and a series of student learning outcomes workshops brought together the faculty from all sites by division.

Reedley College and North Centers have undertaken a wide-ranging effort to review their current formal and informal communication practices and implement new or revised practices. The goal of these efforts is to broaden the range of input into matters of institutional effectiveness, improvement, planning, and progress. Among these efforts are the following:

1. The regular meetings among the college, Academic, and Classified Senate presidents and the regular meetings among the North Centers vice chancellor, North Center faculty association president, and Classified Senate representative continue to be a vital part of institutional dialogue. The purpose of these meetings continues to be to discuss upcoming activities, meeting agendas, and strategies to address issues that may lead to conflict. Since the submission of the institution’s

accreditation progress report in October 2006 the presidents of the constituent representative organizations, in conjunction with the college president and North Centers vice chancellor have agreed to conduct these meetings prior to the closing of the legally required public notice period, established by California's "Brown Act" (California Government Code, § 54950-54962), so that all constituent groups may contribute items for collegewide discussion.

2. Students will continue to be voting members of various planning and governance committees.

3. Faculty, classified staff, and/or administration from both Reedley College and North Centers serve on the all institutional planning and governance committees, this includes the following committees and groups:

- Program Review
- Curriculum
- Strategic Planning Committee
- RC College Council
- North Centers College Center Council
- Educational Master Plan
- Accreditation Self-Study

4. The college has continued to expand its use of the district's PolyCom (distance learning "point-to-point" communication) system as a means to improve communication between the various locations that constitute Reedley College (Reedley, Willow-International/Clovis, Madera, and Oakhurst). Presently, the college broadcasts:

- Academic Senate meetings
- Academic Standards Committee meetings
- California School Employees Association (CSEA, Local 379) meetings
- Classified Senate meetings
- Curriculum Committee meetings
- Program Review Committee meetings and program presentations
- Strategic Planning Committee meetings
- Sabbatical Leave Committee meetings
- Salary Advancement Committee meetings
- Accreditation Progress Report planning and response meetings

More generally, this technology has been used to expand the participation of staff at all locations in discussions of common concern. For example, the college's business and counseling departments have each used the system to conduct some of their department meetings.

5. The college has increased the use of Blackboard as a tool for sharing institutional information and facilitating discussion. Agendas, minutes and pertinent documents from college committees are posted on Blackboard. To assist those who have less familiarity with this technology, the college conducts multiple training sessions each semester.

6. Reedley College and the North Centers includes Classified Senate representation with the college president/vice chancellor and the California State Employees Association local president in the task of appointing classified staff members to appropriate college governance and planning committees.

7. To improve effective communication within the constituency, the Reedley College/North Centers Classified Senate:

- Established e-mail distribution lists
- Sends out agendas one week in advance to give members time to contact their senator if they have a comment on an agenda item, an item to add to the agenda, or if they would like to attend the meeting
- Sends out minutes to the senators following the meeting, and conducts a vote at the next meeting.
- Posts Classified Senate meeting agendas, minutes and materials on Blackboard

8. On February 7, 2008, an announcement was sent to all members of the college community publicizing the initiation of “a new approach to enhance our communications network” called *Tiger Talk*. Each month, approximately 25 Reedley College employees receive a personal invitation to join the administrative staff at a breakfast or lunch. Over the course of the year, all Reedley College employees have the opportunity to attend one of these gatherings and have the opportunity to learn about campus projects, events, and activities, as well as have the opportunity to ask questions about the institution. *Tiger Talk* still occurs monthly.

9. On April 21, 2008, Reedley College hosted a charrette to submit its draft 2008-2009 Strategic Plan to the broader community. Approximately 150 administrators, faculty, classified staff, students, and community leaders participated. Their feedback was incorporated in the 2009-2010 Strategic Plan. Similarly, all constituent groups and the chairs of all participatory governance committees were included in the Strategic Planning Retreat on March 31, 2011 to revise/update the 2008-2009 Strategic Plan and create the 2008-2012 Strategic Plans.

The College Council began operation at the start of fall semester 2007 and began the process of assessing its performance during its inaugural year. One of the first acts of the College Council was to form an ad hoc committee to review and consider revisions to the existing college committee and reporting structure.

Finally, the preparation of this accreditation self-study report involved the participation of all segments of the college community.

- The co-chair team was comprised of one administrator and one faculty member
- The steering committee was comprised of the co-chair team plus the co-chairs for each section. Each section was co-chaired by an administrator, a faculty member, and a classified employee. While not chairs, students served on various sections of the self-study.

- Monthly newsletters and numerous presentations ensured that the entire college community was aware of and had the opportunity to be involved in the development of this report [139, 140, 141, 142, 143, 144, 145, 146.]

#### **Recommendation Four**

*The previous team recommended that college implement the revised program review process. This process should include the assessment of student learning outcomes along with other assessments that yield quantitative and qualitative data for analysis. This information should be used for planning, decision-making, program improvement, and resource allocation. (Standards I.B, II.A.2, II.A.1c, II.B.1, II.B.3, II.B.4, II.C.2, III.A.1c, III.A.6, III.C.2, IV.A.1, IV.A.2)*

#### **Response:**

Reedley College and the North Centers have completed two complete program review cycles. Cycle 2 began spring semester 2005 and concluded spring semester 2010. Cycle 3 started fall 2011.

Program Review, Cycle 2 (2005-2010) expanded the qualitative process from Cycle 1 (1999-2004) by including the identification of student learning outcomes and the assessment method by which student achievement of those outcomes will be measured as well as determining how future trends may affect student educational needs. The quantitative section involves trend data analysis of student demographics, course offerings, enrollment, FTES/WSCH/FTEF, grade distribution, GPA, persistence, completion, placement, success, retention, degrees and certificates and performance on the Perkins core indicators. The Institutional Researcher creates standardized data templates which are provided during the first semester of the process.

From the analysis of the qualitative and quantitative data, each program develops a report that describes long- and short-term goals and identifies the prioritized list of the program's recommendations that would lead to program improvement. Recommendations for staffing, staff development, instructional materials and supplies, equipment and facilities are considered for future planning, decision-making and resource allocations.

The college has taken steps to integrate program review recommendations into institutional planning and resource allocation. For example, the college's new Resource Action Plan process, initiated fall semester 2007, requires applicants to link their resource requests to program review recommendations and the college's Strategic Plan.

With the creation of the College Council in 2007, the college's new umbrella governance committee, the SPC recommended to the College Council that it would be more appropriate for the College Council to review and approve program review summary sheets. This change

linked program review directly with planning, decision making, program improvement, and resource allocation.

Beginning in fall semester 2008, the role of the faculty member who chairs the Program Review Committee was expanded to include working with faculty and staff on the development, assessment and evaluation of student learning outcomes at the course, program, certificate, and degree levels. The program review chair received 50 percent reassigned time for this assignment through spring 2010. In fall 2010 the program review chair reassigned time was increased to 60 percent.

The program review process at Reedley College has evolved to a stage where it meets current needs and where the effort can be sustained for the long term. Work will continue monitoring the process and seeking to identify deficiencies or revisions necessary due to changing conditions. Beginning in the 2010-2011 academic year, annual updates are required in May for all program reviews. Program review is used to help improve institutional effectiveness and encourage dialogue. Through program review Reedley College and North Centers programs are systematically assessing and improving student learning and success.

### **Recommendation Five**

*The team recommends that the college fully implement the previous team's recommendation by ensuring that professionally qualified library and learning resource staff provide support at all locations where these services are offered currently and will be needed as future centers and campuses are developed. (Standards II.C.1a, II.C.1b, II.C.1c, II.C.2)*

#### **Response:**

The North Centers faculty recommended to the administration at the May 12, 2006, Division Representatives meeting the hiring of a librarian as the top priority for fall 2007 to coincide with the opening of the new facilities at the Willow International Center. In response to this recommendation, Reedley College hired a professional librarian in August 2007 to provide support and coordinate services for the North Centers (Madera, Willow International/Clovis, and Oakhurst sites). The new full-time, tenure-track librarian is assigned to Willow International library on Tuesdays, Wednesdays, and alternate Fridays. She is assigned to Madera library on Mondays, Thursdays, and alternate Fridays. Since beginning her duties in August 2007 she has offered professional library reference services and collection development expertise at both sites; conducted library instruction presentations for North Centers students and staff; worked in person and by email with permanent and adjunct faculty seeking instruction or research services; participated as a member of the Curriculum, Student Success, and Technology committees; and attended district librarian meetings and professional development workshops.

Reedley College has additionally addressed staffing issues by hiring a Library Learning Resource Assistant 1 beginning August 14, 2006, thereby releasing librarians, both full-time

and adjunct, to provide professional services to students and staff. The North Centers opened a library in fall 2010 and added two permanent part-time instructional aides that work 19 hours in the evening to assist at the Madera and Clovis Center libraries. In spring 2011 Reedley College was awarded a Title V grant that includes a part-time bibliographic librarian. This librarian has been hired and will provide bibliographic instruction to classes.

The college will continue to formally review the library and learning resources program through the program review process.

### **Recommendation Six**

*The previous team recommended that the college develop, implement and evaluate a collegewide strategic plan that 1) incorporates the individual planning efforts of the college and 2) results in a cohesive planning framework. Simultaneously, the college should remain cognizant of the strategic direction of the State Center Community College District as it moves toward increasing the number of colleges in the district. (Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, III.A.2, III.B.1, III.B.1a, III.B.1b, III.B.2, III.B.2a, III.B.2b, III.C.1, III.C.1a, III.C.1c, III.C.1d, III.C.2, III.D, III.D.1a, III.D.1b, III.D.2b)*

#### **Response:**

The response to Recommendation 2: Institutional Planning provided the progress, analysis and evidence of an integrated strategic planning approach that incorporated the planning efforts at Reedley College and the North Centers.

In response to the visiting team's recommendation in both Reedley and Fresno City Colleges' Accreditation Final Evaluation Report relative to the potential increase in the number of colleges in the district, Chancellor Thomas Crow formed a Strategic Planning for Districtwide Facilities Committee in February 2006. This committee was charged with assisting in the planning process for the support of new and modernized facilities throughout the district. Datatel Institute for Institutional Effectiveness consultants Burt Peachy and Scott Epstein facilitated the discussions. The committee consisted of representatives from faculty, classified, and management staff from Reedley College, Fresno City College, North Centers, and the district office. The committee was chaired by the associate vice chancellor for business and operations. The committee's recommendations were made to the chancellor.

The team met for a two-day workshop in May 2007 and affirmed that the district strategic plan would be a rolling plan with annual updates like those of the colleges and centers, reviewed and refined the mapping conducted in the April workshops, developed a draft of key performance indicators (KPIs), and planned for focus groups in May 2007.

The associate vice chancellor for workforce development and educational services conducted focus groups at Reedley College, the North Centers and Fresno City College in order to gain input on the five district strategic directions and how well they reflected the strategic goals and objectives of the colleges and centers in the district. The input from these focus groups

was used by the District Strategic Plan Support Team to prepare the first draft of the district strategic plan in July 2007. Each of the five strategic directions includes a goal statement, three to five objectives, and key performance indicators.

The District hosted a community charrette on October 29, 2007. College, Center and District personnel served as facilitators and recorders of the participants' overall impressions of the draft strategic plan and the community's specific recommendations as to the wording of each of the strategic directions introductory statement, goal statement, and objectives. This input was used to revise the District Strategic Plan, which was presented to the Board of Trustees at the December 4, 2007, meeting. The Board approved the 2008 State Center Community College District Plan on January 8, 2008.

A Districtwide Planning Workgroup composed of members from all constituencies and all sites was formed in 2010-2011 to revise the 2008-2009 SCCCDC Strategic Plan. The district Strategic Plan was analyzed, revised, and updated in spring 2011. As a result, there is a revised and updated 2008-2012 Strategic Plan. As part of the analysis it was determined that future college strategic plans should include the district strategic plan goals and objectives. A timeline was also developed for both the district and the colleges with the district one year ahead of the colleges to provide district leadership and direction.

## **External Independent Audit/Federal Grant Funds**

All requests for base budget, supplemental or other forms of additional funding must be justified by and directly related to the accomplishment of a college approved annual goal and/or Strategic Plan Goal and a Program Review Recommendation.

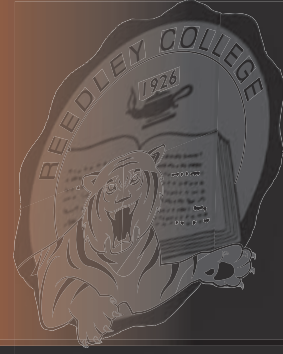
As required by California Code, the district contracts with a reputable independent accounting firm to conduct an annual audit of the district and college. The annual independent audits have been historically completed in a timely manner. The firm of Perry-Smith, LLP completed the most recent audit. The annual audits are completed in compliance with the California Education Code, Title 5 - California Code of Regulations (Sections 59101 - 59106) and Federal audit guidelines related to applicable Student Financial Aid Programs, contracts and grants.

The district and college's External Independent Audits since the last re-accreditation review have had no findings representing reportable conditions, material weaknesses nor instances of non-compliance including questioned costs that were required to be reported in both State and Federal Grants and other programs. The few recommendations have been essentially procedural in nature. All audit findings and recommendations are responded to in a timely fashion. Annual audit reports, recommendations and findings are communicated to all budget managers and all others with a need to know upon request. All audit recommendations are responded to and have been implemented on a timely basis, many times before the audit is finalized and presented to the Board of Trustees for acceptance.

The district's centralized organizational management oversight of all referenced functions is effectively managed. Admissions, records, externally funded programs, contractual relationships, auxiliary organizations and institutional investments were centralized under district office supervision on July 1, 1996. A district vice-president of admissions and records provides district wide policy development and implementation for consistency and standardization of related practices throughout all campus and center operations.



# Abstract



## Abstract

Beginning in fall 2009, Reedley College faculty, staff, administrators, students and State Center Community College District (SCCCD) staff participated in preparing this comprehensive self study, which was approved by the Board of Trustees on August 2, 2011. The college conducted an in-depth examination of institutional policies and procedures as related to the commission standards and, as a result, strengths and areas needing improvement were identified. Two surveys were conducted that provided vital data crucial to the assessment of college policies and practices. The ACT College Outcomes study was conducted in spring 2010 asking students to rate aspects of their educational experience at Reedley College. Another study was developed by the Office of Institutional Research and conducted in spring 2010 that was developed specifically to ascertain how staff rated the college on specific aspects of the standards. The results of the surveys are found throughout the self-evaluation sections.

The self study shows that the college is in compliance with each of the standards. The self evaluation sections clearly identify areas in which the college is addressing those areas that need improvement, as do the planning agendas. The planning agendas are as follows:

- 1.1 An Integrated Planning Process document integrated into the Participatory Governance Handbook will further refine and guide the campus in the interrelation of processes, forms, and timelines required as a part of planning (I.B.3).
- 2.1 Update validation studies for English, ESL, and Math placement tests and research other available assessment instruments as possible alternates to improve testing and methods for placement of students (II.B.3.e).
- 3.1 The college will complete the written faculty hiring prioritization process in 2011-2012 (III.A.6).
- 3.2 Reedley College will finish updating the Facilities Master Plan in 2011-2012 (III.B.2.b).
- 4.1 The college will evaluate its institutional information distribution mechanisms, and will open discussions regarding the establishment of a committee orientation process aimed at informing standing committee members of their roles and responsibilities (IV.A.3).
- 4.2 The district, in consultation with all of its constituent groups, will review and revise, as appropriate, its resource allocation model to ensure that resources are adequately distributed to support the effective operations of the colleges (IV.B.1.b).

While conducting this self study, Reedley College has paid particular attention to the themes referenced in the ACCJC's *Guide to Evaluating Institutions* since they provide guidance and structure to self-reflective dialogue and evaluation of institutional effectiveness. The reader will find the themes of institutional commitment, evaluation, planning, & improvement, student learning outcomes, organization, dialogue and institutional integrity woven

throughout the self-study report. The March 22, 2011 Accreditation Update newsletter that was distributed to all college employees via email and shared with the Board includes an article “The Six Themes” [145]

**Standard I: Institutional Mission and Effectiveness**

The Reedley College Mission Statement approved by the State Center Community College District Board of Trustees on January 13, 2011 reflects the college’s commitment to student learning. The Reedley College Mission Statement states:

Reedley College provides an accessible, student-centered educational environment featuring high-quality learning opportunities. We offer basic skills enhancement, associate degree programs, career technical education, and transfer-level courses as an integral component for life-long learning within a diverse local and global community.

The mission statement is broad enough to include both the current student population reflective of the geographic area served by the college and anticipated future students such as a growing global and online community. To ensure that the mission statement is a current and accurate reflection of Reedley College’s dedication to providing high quality student learning opportunities the mission statement is reviewed annually.

In addition to the mission statement, the college core values reflect the college’s commitment to the diverse student population that the college serves. Reedley College core values are to ensure:

- An atmosphere of intellectual curiosity
- Personal integrity, accountability and individual accomplishment
- Experiences designed to promote critical thinking
- Cultural literacy
- A highly qualified staff of educators and support personnel who support and promote the diversity of our unique community
- A flexible attitude towards change and encourage innovation
- To develop each student’s full potential
- Respect for self and others
- Comprehensive curriculum offerings and lifelong learning opportunities
- Quality services for students to support and enhance their success [216].

The College demonstrates its commitment to student learning through dialogue and processes that: promote student learning outcomes and assessment of student learning in curriculum and program review processes, through planning and resource allocation processes that utilize data, when utilizing the College mission and core values to guide unit and program plans, and in the use of data to evaluate the effectiveness of College programs and services in achieving College goals. The dialogue on student learning outcomes has involved the College community broadly through numerous presentations, summits and meetings, as well as through the established process of curriculum review and program review conducted by

instruction, student services, library and learning support services, and administrative services.

The College engages in broad-based planning activities that involve divisions and departments which develop program and unit plans to address College goals, College standing committees which review unit based plans and resource requests and constituency-based committees tasked with overseeing the College's planning process. The results of the planning process are used to make decisions on resource allocation. Success indicators are defined for each College goal to ensure that progress toward goal achievement is measurable; outcome measures are defined for unit objectives as well. Data on these indicators is both qualitative and quantitative and is gathered broadly from the College community. The data from success indicators and outcome measures is shared with the College community and is used to help set or modify College goals and unit objectives involving programs and services. The planning and resource allocation process is reviewed regularly in a cycle of continuous improvement.

The college's Strategic Plan was analyzed, reviewed and updated in spring 2011. The college's comprehensive planning integrates the strategic plan directions, goals and objectives into a multilevel process and guides both long-term and short-term decision making. The process begins with program review which requires each unit to show how its programs and services directly relate to the Strategic Plan goals, and thus to the mission statement. The planning directions of the 2008-2012 Strategic Plan are:

- Public & Private Partnerships
- Enhancing the College Climate and Integrating with the Community
- Teaching and Learning Excellence
- Student Services
- Planning and Assessment
- Information Technology
- Infrastructure

The Strategic Plan goals are also integrated into the college's budget development process and allocation of funds. The process used to determine new classified and faculty positions begins with each department preparing a staffing request packet known as a Resource Action Plan Proposal (RAPP). The requesting department is required to relate the request to a need expressed in a recognized college planning document such as the Strategic Plan. A similar process of requiring a direct relation to a Strategic Plan goal is used in the development of all other planning documents.

Additional evidence that Reedley College establishes programs and services aligned with its purposes, character, and student population can be found in the development and expansion of programs and services at the rapidly growing North Centers at Madera, Clovis, and

Oakhurst. The planning and prioritization of new facilities and the remodeling of existing facilities are consistent with the goals and objectives of the district and college strategic master plans and are based on the educational master plan. Physical resource planning is integrated with institutional planning. Facilities usage and adequacy are determined through the program review and strategic planning processes which ensure that safe and sufficient physical resources are available to support college programs and services.

In addition to the Strategic Plan, the college develops annual goals. This goal development process begins with departments and service areas, moves through the administrative levels, and is presented to the Chancellor's Cabinet and the Board of Trustees at their spring retreat. These goals take into account the Strategic Plan, the Mission Statement, and the needs of the college. Each of the annual goals has been aligned with specific objectives of the Reedley College Strategic Plan and most also correspond to the district Strategic Plan.

## **Standard II: Student Learning Programs and Services**

Reedley College provides a wide array of educational offerings to meet the needs of a diverse student population as defined in the College mission statement. The College offers degree programs and certificates in academic and career fields; programs and courses to assist students who are academically underprepared; lower division general education courses to meet transfer requirements to four year institutions, as well as courses designed to promote personal enrichment. Educational programs are delivered on the College's main campus and the Willow International Center, Madera Center and Oakhurst site as well as at several local high schools. Courses are also offered through distance education as online courses.

Student learning outcomes are incorporated into curriculum forms and reviewed through the curriculum process to ensure that equivalent outcomes are achieved regardless of where or how a course is delivered. The program review process for instructional programs is data-based, including assessment of student performance and enrollment productivity, and involves faculty review of each course offering. In addition to examining course breadth, depth, rigor, and sequencing, the College utilizes the program review process and SLO development process to address the relevance, appropriateness, currency, and achievement of student learning outcomes in instructional programs. Measurable student learning outcomes (SLOs) for all general and vocational courses, certificates, and programs are faculty-determined and are approved by the curriculum committee when courses are developed and undergo the program review process.

As noted in the amended Program Review Cycle 3 Handbook, "[t]he purposes of program review are to:

- Systematically assess instructional programs, student support services and administrative services using quantitative and qualitative student learning data for the purposes of
  - demonstrating, improving and communicating effectiveness
  - identifying program strengths and emerging trends
  - facilitating improvements through substantiated recommendations

- Assess the degree to which programs and services effectively support the Reedley College Mission and Strategic Plan;
- Influence curriculum, college planning, decision making and resource allocation
- Promote collaboration and dialogue across campuses and disciplines”

The entire college participates in the program review process – instructional programs, student services (including categorical programs), administrative services and instructional services. One of the key aspects to the program review is the self study which contains both qualitative and quantitative analyses. This self study requires both short- and long-term goal development to include how program/ certificate/degree student learning outcomes are/will be identified and the assessment process by which student achievement of those outcomes is/will be measured, trends in the discipline, instructional methodology, and instructional technology, as well as the professional development needs of both existing and future faculty and staff. The college is now in the process of assessing SLOs, program learning outcomes (PLOs), and general education learning outcomes (GELOs); and departments have developed timelines for this.

Institutional structures and processes provide a multiplicity of forums for regular, ongoing, broad-based discussion about matters pertinent to student learning and institutional processes. Reedley College encourages all members of the college community to use this knowledge in their involvement in the college’s systematic participative processes. These processes are intended to allow for the effective discussion, planning, and implementation of policies and practices that have institutional significance.

Opportunities for education relating to college issues are provided through the various college wide meetings that are conducted a number of times throughout the year. Each semester, on the Thursday prior to the beginning of instruction, the college organizes two “duty day” forums, with one being held at the Reedley campus and another held at either the Madera or Clovis Center. All full-time faculty members are required to attend these meetings, for they are used to provide college leaders with the opportunity to inform them of the state of the college. All employees other than full-time faculty are also invited to attend these meetings. Additionally, at various points during the term, the college president conducts a “Town Hall” which is an open meeting in which the president discusses upcoming events with all interested parties. To foster dialogue throughout the centers, the vice chancellor schedules monthly meetings with the president of the North Centers Faculty Association, and the president of the association then relates pertinent information to the faculty at faculty council meetings. In addition, the North Centers post a monthly electronic newsletter for all members of the college community to access and review. Also, weekly calendars are electronically dispersed to all faculty and staff to offer information on upcoming events and current campus news.

Students and prospective students receive clear and accurate information about educational courses and program and transfer policies through such publications as the college Catalog and schedule of classes. Transfer of credit policies are clearly stated. There is a process for

program elimination that facilitates student completion of program requirements. A variety of publications, available both in hard copy and electronically, are available to communicate accurate information to students, prospective students, and the public. These publications are reconciled to ensure consistent information.

Reedley College offers a broad array of student support services that address student needs comprehensively and effectively, regardless of location including core services such as Admissions and Records, Assessment, Matriculation including Outreach and Recruitment, Financial Aid, Extended Opportunity Programs and Services, and Counseling and more focused services such as Disabled Students Programs & Services, CalWORKs, Child Development Center, Health Services, PUENTE, Tutoring, Veterans Services and Work Experience. The breadth of student services extends to students attending all of the college centers. Reedley College provides the appropriate support services for students that include a multitude of programs conducive to creating and enhancing a supportive learning environment. Student learning and support needs are identified through the ongoing assessment of its programs and services.

The College provides a broad array of library and learning support services both at the main campus and the North Centers. The Reedley College and North Centers libraries provide a collection of online and print library resources available to students regardless of location. Collections are comprised of informational, biography, fiction, reference materials, picture books, and Spanish language materials to support and supplement instruction. Reedley's print and media holdings include more than 41,280 items and 25,412 e-books. The North Centers print and media holdings include 9,431 items at Willow International and 6,216 items at Madera. Students at all locations have access to Reedley's e-book collection both on campus and remotely. The library collection is selected by the librarians in consultation with discipline specific faculty to support the educational and support needs of students. Students at the college and its centers receive curricular support from the libraries, Tutorial Centers, Writing Centers and Math Centers. Support services are available to both on-campus and online students. Librarians provide information competency and bibliographic instruction to students.

### **Standard III: Resources**

The College is committed to hiring well-qualified administrators, faculty, and staff utilizing documented policies and regulations that are developed and affirmed by the Board of Trustees. Policies spell out minimum qualifications, requirements for equal treatment, and appointment authority. Regulations address detailed procedures for job announcements, certification of pools, applicant screening, interviews, and hiring. State Center Community College District is a merit system district and the hiring of classified professionals is coordinated by a classified personnel director who reports to a three-member SCCCD Personnel Commission. Requests for new faculty and staff positions are integrated into the College's strategic planning process. The District Office determines the number of positions to be allocated to each College. Training is provided to all employees who serve on hiring

committees. All college employees are evaluated on a regular basis. The College has set procedures for evaluating administrators, faculty, and staff which detail both the instruments to be used in the evaluation process and the timetables for evaluation. These procedures are enumerated in both District regulations and in union contracts. The College maintains a sufficient number of qualified faculty, staff, and administrators to provide quality service to students; the District meets the compliance number for full-time faculty as determined by the California Community Colleges Chancellor's office. Board Policies, Academic Regulations and union contracts are publicized and available both in print and online.

Planning of physical resources at Reedley College relates directly to the college mission and clearly demonstrates the college's commitment to provide adequate facilities on the college campus and at the rapidly growing North Centers. The planning and prioritization of new facilities and the remodeling of existing facilities are consistent with the goals and objectives of the district and college Strategic Plans and are based on the college Educational Master Plan. Additionally, the Reedley College Technology Plan, developed by the Technology Advisory Committee, has been based on the Educational Master Plan and Strategic Plan. Thus, physical resource planning is integrated with institutional planning. Facilities usage and adequacy are determined through the program review and strategic planning processes which ensure that safe and sufficient physical resources are available to support college programs and services.

Much of the new construction and technology infrastructure improvement at the college has been funded through Measure E, a \$161 million bond measure, and various grants. Leveraged with state capital projects funding, other state support, lottery funds, and scheduled maintenance, Measure E has provided new classrooms, a new residence hall, remodeling of the cafeteria, the student center, physical science classrooms, and art classrooms. Portions of these same funds are also contributing to the college's ability to provide and replace equipment. Measure E also helped fund new classrooms at the Oakhurst site, a health/fitness center and vocational labs at the Madera Center, and construction of Phase I and II of the Willow International Center.

To fulfill its commitment to distance education, Reedley College has made significant improvements to the speed and reliability of delivery of hybrid or full on-line classes. Approximately 80 percent of the Reedley College campus is equipped with smart classrooms including state of the art ceiling mounted projectors and computers, and wireless access is available across campus. Reedley College is in the process of using its remaining Measure E funds to provide another upgrade of its technology infrastructure and telephone system. The Reedley College Technology Plan is tied to the college Strategic Plan and indicates commitment to the use of technology to further its mission, purpose, and values

Reedley College and the North Centers are committed to the financial stability of the college and of the district. The college campus and centers have established procedures to meet payment of liabilities and future obligations, while maintaining prudent reserves. The



college and centers do not have any short or long-term indebtedness, nor is there any such indebtedness being contemplated.

Over the past decade or longer, the college administration has relied heavily on the mission and goals as the foundation for financial planning. Additionally, in making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The college has maintained prudent and reasonable financial reserves over the years, in addition to annual balanced budgets, that assure timely payment of all current obligations.

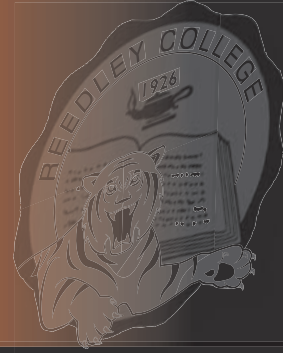
#### **Standard IV: Leadership and Governance**

Reedley College is committed to participatory governance, open communication, and collaboration within the college environment. Monthly “Town Halls” provide the opportunity to share important issues and information to the entire college community. The District affirms the principles and practices of participatory governance in District policies and regulations and in Districtwide councils and committees. Documentation related to participatory governance structures and practices exists at the District level in Board policies and regulations as well as in collective bargaining agreements.

The State Center Community College District Board of Trustees is duly elected and operates within Board policies and regulation to promote achieving the District mission, providing quality instruction and service at the Colleges, and acting with financial and legal integrity. The District has published policies governing the Board’s size, duties, responsibilities, structure, and operating procedures. These policies and Board structures are evaluated on a consistent basis and revised as necessary. Board members undergo orientations to their responsibilities to ensure that they are prepared to undertake the work of the District; Board terms are staggered to ensure continuity; the Board’s process for self-evaluation is clearly defined.

The Board has been involved in the accreditation process through briefings, inclusion in self study evidence gathering, and in being provided the opportunity for review of the self study report. The Board has also received hard-copy of the Accreditation Update newsletter that was produced monthly throughout the 2010-2011 academic year and distributed via email to all college employees.

# Self Study Organization



## Self Study Organization

The organization of the Accreditation Self Study was planned during the fall of 2009 under the direction of President Barbara Hioco and Vice Chancellor of the North Centers, Terry Kershaw. At that time three co-chairs for the Accreditation Steering Committee were identified – Barbara Hioco, Anna Martinez, and Rick Santos, Accreditation Liaison Officer. The Steering Committee consisted of representatives from Administration (4), Academic Senate (4), Classified Senate (4), and Associated Student Body (2).

Nine committees were formed with representatives from key constituencies as well as with representatives from the Reedley campus, Willow International Center, Madera Center and Oakhurst campus. Each committee had an administrative, faculty, classified and student co-chair and, as necessary, a North Centers representative. An invitation was sent to employees encouraging participation on one of the standard committees. A master list of all those indicating an interest was compiled. It was from these lists that the standard committees were constituted. These committees were meeting by mid-fall 2009.

By the spring of 2010, the interim accreditation liaison officer and vice-president of instruction was replaced by a permanent employee. The composition of the Accreditation Steering Committee was revised. The new vice-president of instruction and accreditation liaison officer, Marilyn Behringer, was named as the steering committee co-chair along with faculty member, Anna Martinez.

During the spring of 2010 the Steering Committee and the standard committees held both joint and separate meetings. The co-chairs of each standard provided a progress report that was discussed at the Steering Committee meetings.

In addition, accreditation updates were provided at appropriate campus committees – Strategic Planning Council, Budget Advisory, Technology Advisory, President's Cabinet and Augmented Cabinet, Department Chairs, Division Chairs, and Program Review. Updates were also included on each of the president's Town Hall sessions held during 2010-2011 and each of the opening day sessions. A monthly Accreditation Newsletter was also sent via email to all faculty and staffing beginning in fall 2010. The president's monthly written report to the Board of Trustees included an accreditation self study status report and presentations were made to the Board of Trustees regarding accreditation and student learning outcomes at their regular meetings.

## Accreditation Self Study Timeline

August 2009	Memo to all faculty and staff at all locations requesting their participation on the Self Study Standard Committees
October 7	First meeting of the Accreditation Steering Committee Standard Committee Co-Chairs identified
October 7- November 4	Standard Committee membership identified by Co-Chairs
October 21	Steering Committee Meeting
November 4	Steering Committee Meeting Standard Committees began to identify evidence inventory
December 2	Steering Committee Meeting
January 27, 2010	Steering Committee Meeting
February 5	Steering Committee Meeting
February 26	Steering Committee Meeting
March 12	Steering Committee Meeting
March 15-26	ACT College Outcomes Survey Administered
April 9	Steering Committee Meeting
May 3	Online Staff Survey available
May 7	Steering Committee Meeting
May 17	Online Staff Survey concludes
June 10	ACT College Outcomes Survey Results arrive
August 11	First Draft due to include mainly the Descriptive Summary
August 12	Duty Day presentations on Accreditation, SLOs and Integrated Planning
August 27	Steering Committee Meeting

September 4 Steering Committee Meeting

September 10 Steering Committee Meeting

September 21 Town Hall Meeting

Topic: Sections I and IV

September 24 Steering Committee Meeting

October 8 Steering Committee Meeting

October 19 Town Hall Meeting

Topic: Sections IIA and IIC

October 22 Steering Committee Meeting

November 5 Steering Committee Meeting

November 8 Second Draft due

November 16 Town Hall Meeting

Topic: Standard IIB

November 19 Steering Committee Meeting

December 3 Steering Committee Meeting

December 15 Town Hall Meeting

Topic: Standards IIIB and IIID

December 15 Second Draft Review Session

Sections IA, IB, IIA

December 17 Second Draft Review Session

Sections IIB, IIC, IIIC, IIID

January 6, 2011 Duty Day Presentations on each of the standards

January 14 Steering Committee Meeting

January 18 Standard I third draft due

Introduction available for review

January 18 Town Hall Meeting  
Topic: Section IIIA and IIIC

January 28 Second Draft Review Session  
Sections IIIA, IIIB

February 1 Standard I draft available for review  
Standard II third draft due

February 11 Steering Committee Meeting

February 15 Standard II draft available for review  
Standard III third draft due

February 15 Town Hall Meeting  
Standard IVA and IVB

February 25 Second Draft Review Session  
Sections IVA, IVB

March 1 Standard III draft available for review  
Standard IV third draft due

March 11 Steering Committee Meeting

March 15 Standard IV draft available for review

March 17 – April 22 Editing of Final Draft

March 25 Steering Committee Meeting

April 8 Steering Committee Meeting

April 25 Final Draft Available

April – May Final drafts routed for approval to:  
Academic Senate  
Classified Senate  
Associated Student Body  
President's Cabinet

May 6 Steering Committee Final Meeting

August 2 SCCC Board of Trustees Approval

August 17 Accreditation Self Study sent to AACJC

October 17-20 Accreditation site visit

### **Accreditation Steering Committee Fall 2009 – Spring 2011**

#### **Chairs**

Dr. Marilyn Behringer (Lead),\* Vice President of Instruction, Accreditation Liaison Officer, Self-Study Co-Chair

Rick Santos, Interim Vice-President of Instruction, Accreditation Liaison Officer, Self-Study Co-Chair (fall 2009)

Anna Martinez, faculty member, Self Study Coordinator

\*replaced Rick Santos spring 2010

#### **Ex-Officio**

Dr. Barbara Hioco, Reedley College President

Dr. Terry Kershaw, North Centers Vice Chancellor

Gary Sakaguchi, Director of Technology

Michelle Johnson, Institutional Researcher

#### **Representatives**

##### Administration

1.Scott Thomason

2.Michael White

3.Deborah Ikeda, North Centers

4.David Clark

5.Jan Dekker\*

*\*replaced Scott Thomason spring 2011*

##### Faculty

1.Bill Turini

2.Thomas Mester

3.Gregory Ramirez

4.Mario Gonzales

5.Stephanie Curry

##### Classified

1.Melanie Highfill

2.Linda Nies

3.Brian Shamp

4.Paula Ramos

Associated Student Body

- 1.Kourtney Dyer
- 2.Kayla Urbano

District Office Liaison

Shelly Conner

**Accreditation Standard Co Chairs**

NC = North Centers

DO = District Office

**Standard I: Institutional Mission & Effectiveness***Subcommittee A – Institutional Mission*

Administration Co-chair: Barbara Hioco  
Classified Co-chair: Linda Nies

**Standard I: Institutional Mission & Effectiveness***Subcommittee B – Institutional Effectiveness*

Classified Co-chair: Linda Nies  
Faculty Co-chair: Eileen Apperson

**Standard II: Student Programs & Services***Subcommittee A - Instructional Programs*

Administration Co-chair: Marilyn Behringer

Faculty Co-chair: Anna Martinez  
Classified Co-Chair: Lisa McAndrews

**Standard II: Student Programs & Services***Subcommittee B - Student Support Services*

Administration Co-chair: Michael White  
Administration Co-chair: Monica Cuevas (NC)  
Faculty Co-chair: Mario Gonzales  
Classified Co-Chair: Emilie Gerety

**Standard II: Student Programs & Services***Subcommittee C - Library & Learning Support Services*

Administration Co-Chair: Deborah Ikeda (NC)  
Faculty Co-chair: Stephanie Curry

**Standard III: Resources***Subcommittee A - Human Resources*

Administration Co-chair: David Clark\*  
Faculty Co-Chair: Jim Gilmore  
*\*replaced Scott Thomason spring 2011*

**Standard III: Resources***Subcommittee B - Physical Resources*

Administration Co-chair: Jan Dekker\*  
Faculty Co-chair: Rosemarie Elizondo  
*\*replaced Scott Thomason spring 2011*

**Standard III: Resources***Subcommittee C - Technological Resources*

Administration Co-chair: Gary Sakaguchi

**Standard III: Resources***Subcommittee D - Financial Resources*

Administration Co-chair: Cheryl Sullivan  
Classified Co-Chair: Melanie Highfill

**Standard IV: Leadership & Governance**

Administration Co-chair: Barbara Hioco  
Faculty Co-chair: Bill Turini  
Classified Co-Chair: Brian Shamp (NC)

**Glossary**

Linda Cooley  
Michael vanWyhe



## Accreditation Standard Committees Membership

A= Administration RC = Reedley College  
C = Classified WI = Willow International  
F = Faculty MC = Madera Center  
M = Management OC = Oakhurst Center  
S = Student DO = District Office  
NC = North Centers

### **Standard IA Committee: Institutional Mission**

Co-Chairs: Barbara Hioco (A, RC), Linda Nies (C, RC)  
Alvarez, Letty (M, RC) Parento, Lois (F, RC)  
Main, Terri (F, RC) Tikkanen, David (F, RC)  
Mulligan, Jim (F, RC) Ryan, James (F, CC)  
Nasalroad, Eric (F, RC) McPhee, John (F, CC)

### **Standard IB Committee: Institutional Effectiveness**

Co-Chairs: Eileen Apperson (F, RC), Linda Nies (C, RC)  
Curry, Stephanie (F, RC) Genera, Randy (F, RC)  
Gilmore, Pam (F, RC) Heathcote, John (F, RC)  
Levine, Lori (F, RC) Nippoldt, David (F, RC)  
Ramirez, Ana (C, RC) Spomer, Chris (F, RC)  
Burdick, Jeff (F, WI) Fowler, Kelly (A, WI)  
Kandarian, Todd (F, WI) Little, Linda (C, MC)  
Terri Main (F, RC) Busch, Amy (S, RC)  
Derreza, Liz (S, RC) Olveda, Nic (S, RC)

### **Standard IIA Committee: Instructional Programs**

Co-Chairs: Marilyn Behringer (A, RC), Anna Martinez (F, RC), Lisa McAndrews (C, RC)  
Chin, Jim (A, MC) Gray, Jennifer (F, MC)  
Esquivel, Jim (F, MC) West, Tom (A, RC)  
Fowler, Kelly (A, WI) Hesse, Cheryl (C, RC)  
Kelly, Maria (F, RC) Perez, Conrad (F, RC)  
Richardson, David (F, MC) Karle, Carey (F, RC)  
Yancey, Frank (F, OC) Piper, Vikki (F, OC)  
Sperling, Dustin (F, RC) Luera, Tina (F, MC)  
Souza, Theresa (F, RC) Banuelos, Diana (A, RC)  
Kastanes, Bill (F, MC) Ragan, Jeff (F, RC)  
Kaser, Norma (F, MC) Stamper, Elaine (F, RC)  
Conner, Shelly (M, DO) Young-Manning, Sheryl (F, MC)

### **Standard IIB Committee: Student Support Services**

Co-Chairs: Mario Gonzales (F, RC), Michael White (A, RC), Monica Cuevas (A, MC), Emilie Gerety (C, RC)  
Fowler, Amber (C, RC) Bos, Case (F, RC)  
Cortes, Chris (M, RC) Kilbert, Dan (F, RC)

Mascola, Frank (M, RC) Renteria, Javier (F, RC)  
Dyer, Kourtney (S, RC) Zech, Ken (F, RC)  
Helmey, Kevin (C, RC) Tidyman-Jones, Laurie (F, RC)  
Urbano, Kayla (S, RC) DeFore, Liz (C, RC)  
Dobusch, Lore (F, RC) Braggs, Marcie (C, RC)  
Custodio, Naomi (C, RC) Jackson, Pat (F, RC)  
Dauer, Renee (C, RC) Hirata, Ryen (F, RC)  
Rodriguez, Sandra (C, RC) Jones, Steve (F, RC)  
Ensminger, Maria (F, MC) Jury, Veronica (C, MC)  
Nolasco, Monica (C, MC) Johnson, Erica (A, WI)

**Standard IIC Committee: Library and Learning Support Services**

Co-Chairs: Stephanie Curry (F, RC), Deborah Ikeda (A, WI)  
MacDonald, Cynthia (F, WI) Brandon, Ann (F, WI)  
Snyder, Rebecca (F, RC) Garcia, Mary Helen (C, RC)  
Behringer, Marilyn (A, RC)

**Standard IIIA Committee: Human Resources**

Co-Chairs: David Clark (A, RC)\*, Jim Gilmore (F, RC)\*\*  
*\*replaced Scott Thomason (A, RC) in spring 2011*  
*\*\*replaced Jon McPhee (F, WI) in spring 2011*  
McPhee, Jon (F, WI) Durham, Karen (C, RC)  
Cannon, Candy (M, NC) Richey, David (F, RC)  
Marks, Peggy (C, MC) Sakaguchi, Gary (M, NC)  
Bonaldi, Linda (C, RC) Aguirre, Ana (C, RC)  
Lock, Cheryl (C, RC) Clerou, Diane (C, DO)  
Alvarado, Jacob (S, RC) Johnson, Mahaela (S, RC)

**Standard IIIB Committee: Physical Resources**

Co-Chairs: Jan Dekker (A, RC)\*, Rosemarie Elizondo (F, RC)\*\*  
*\*replaced Scott Thomason (A, RC) in spring 2011*  
*\*\*replaced Jon McPhee (F, WI) in spring 2011*  
Burgess, Jim (M, RC) Emerzian, Janice (M, DO)  
Garcia, Michelle (C, RC) Kinney, Kent (F, RC)  
Novatne, Lauren (F, RC) Turpin, Sallie (F, WI)  
Ruiz, Lucy (C, RC) Mester, Thomas (F, WI)  
Camara, Vicki (F, RC)

**Standard IIIC Committee: Technological Resources**

Co-Chairs: Gary Sakaguchi (M, NC)  
Bonaldi, Linda (C, RC) Visveshwara, Nikki (C, MC)  
Wu, Sharon (F, RC) Seymour, Harold (F, MC)  
Baker, Donna (C, RC) Morales, Daniel (F, RC)  
Ensz, Toni (F, RC) Gardner, Jason (F, WI)  
Maciel, Steve (C, RC)

**Standard III D Committee: Financial Resources**

Co-Chairs: Melanie Highfill (C, RC), Cheryl Sullivan (A, RC)\*

\*replaced Scott Thomason (A, RC) in spring 2011

McPhee, Jon (F, WI) Escamilla, Eluterio (M, RC)

Cuevas, Monica (A, MC) Schofield, Wil (M, DO)

Sandoval, Everett (F, RC) Mendoza, Janell (M, NC)

Marquez, BJ (F, RC) Emerzian, Janice (M, DO)

**Standard IV A Committee: Decision-Making Roles & Processes**

Co-Chairs: Bill Turini (F, RC), Brian Shamp (C, WI), Barbara Hioco (A, RC)

Druley, James (F, WI) Palsgaard, Loren (F, MC)

Mester, Thomas (F, WI) Lorenzano, Adelfa (C, RC)

**Standard IV B Committee: Board & Administrative Organization**

Co-Chairs: Bill Turini (F, RC), Brian Shamp (C, WI), Barbara Hioco (A, RC)

Cooley, Linda (F, RC) Kershaw, Terry (A, NC)

Marchbanks, Clara (C, MC) Marcial, Steven (F, RC)

Conner, Shelly (M, DO)

### **Self Study Proofing Team**

Marilyn Behringer, Vice President of Instruction, Reedley College

Terry Kershaw, Vice Chancellor, North Centers

Anna Martinez, Faculty, Reedley College

Michelle Johnson, Institutional Researcher, Reedley College

Gary Sakaguchi, Director of Technology, Reedley College & North Centers

Sarina Torres, Administrative Aid, Reedley College

Leah Unruh, Publications Specialist, Reedley College

### **Associated Student Body**

The following students from the Associated Student Body read sections of the draft Accreditation Report and submitted comments:

Kourtney Dyer

Sukhman Sekhon

Kayla Urbano

Cristal Gallardo

Angie Morales

Jacob Alvarado

Haylee Poole

Richie Zeitke

Marisa Contreras

Alfredo Estrada

Celia Herrera

Johnny Zuniga

Holly Ingles

Jeremy Zuniga

Jeremy Olday

Mahaela Johnson

Stephanie Vazques

Jay Yang

Nic Olveda

Luis Barrera

Kimberlyn Harness

Neil Krentz

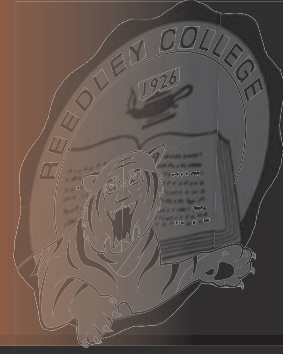
Tracy Estrada

## **Constituent Group Editors**

Before the final draft of the self study was complete, leaders of each constituent group read the document by standard and provided comments. The following constituent groups took part in this process:

Academic Senate  
Classified Senate  
Administration  
Associated Student Body

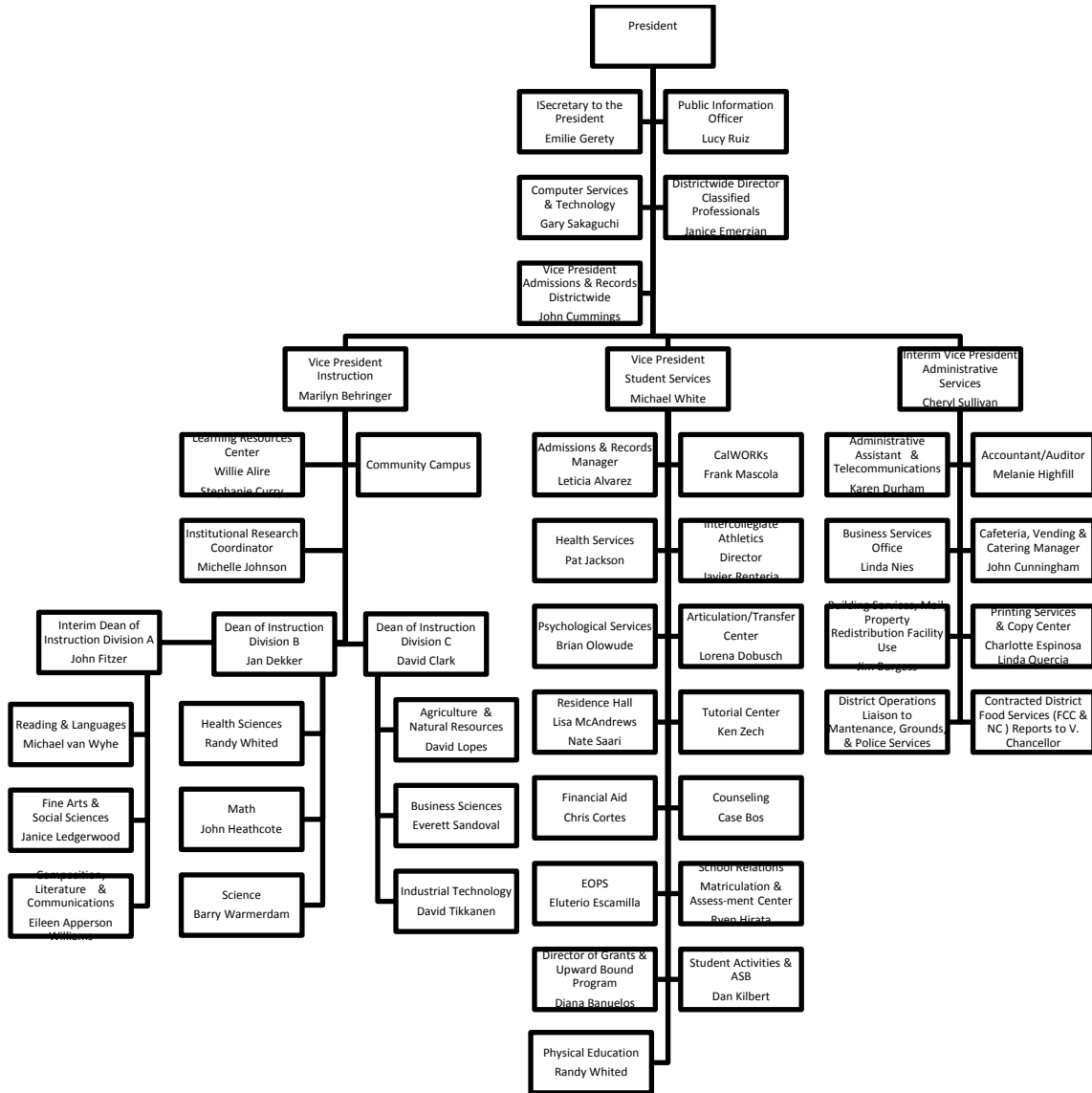
# Organization of the Institution



## **ORGANIZATION OF THE INSTITUTION**

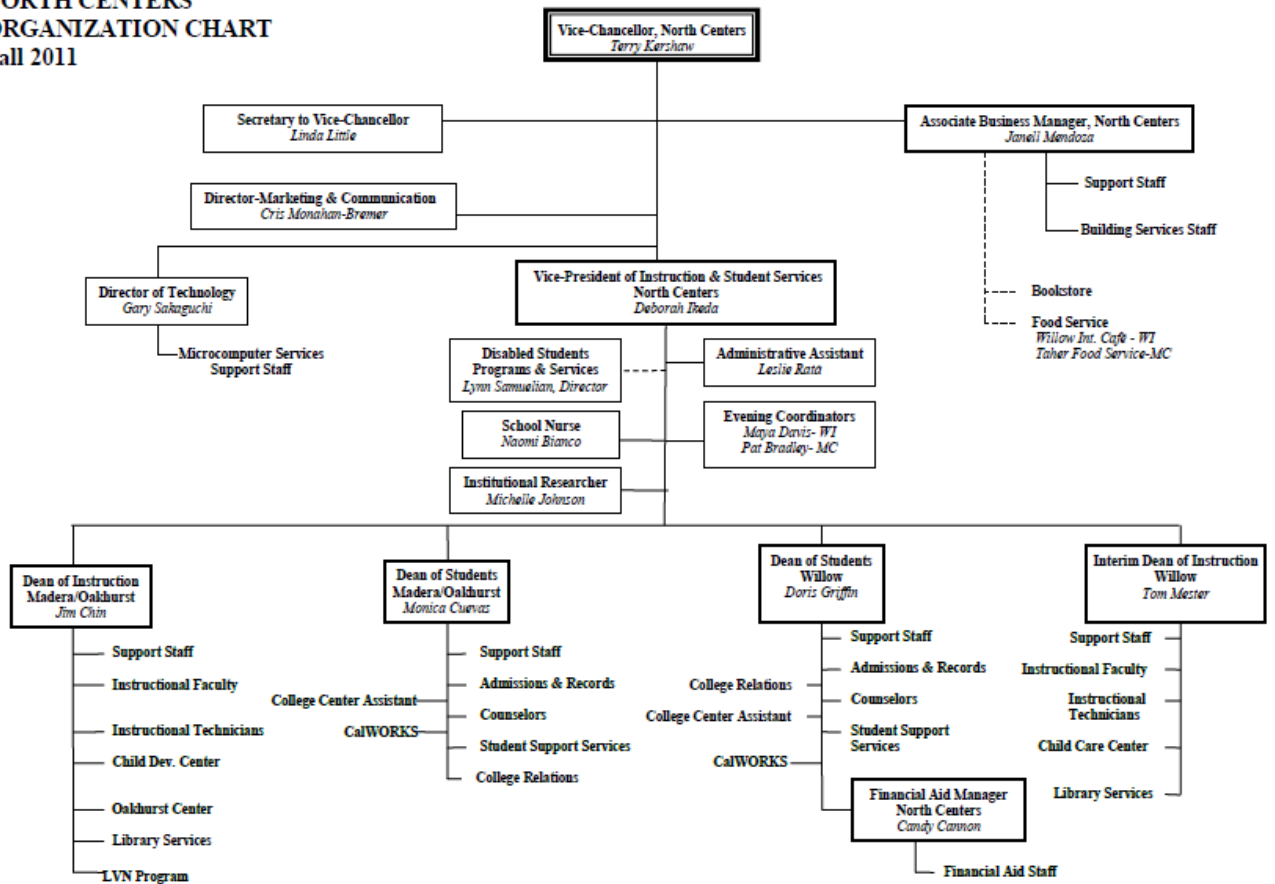
- Reedley College Organizational Chart
- North Centers Organizational Chart
- State Center Community College District Organizational Chart
- Preamble to the District Functional Mapping Document
- District Functional Mapping Document

## Reedley College Organizational Chart



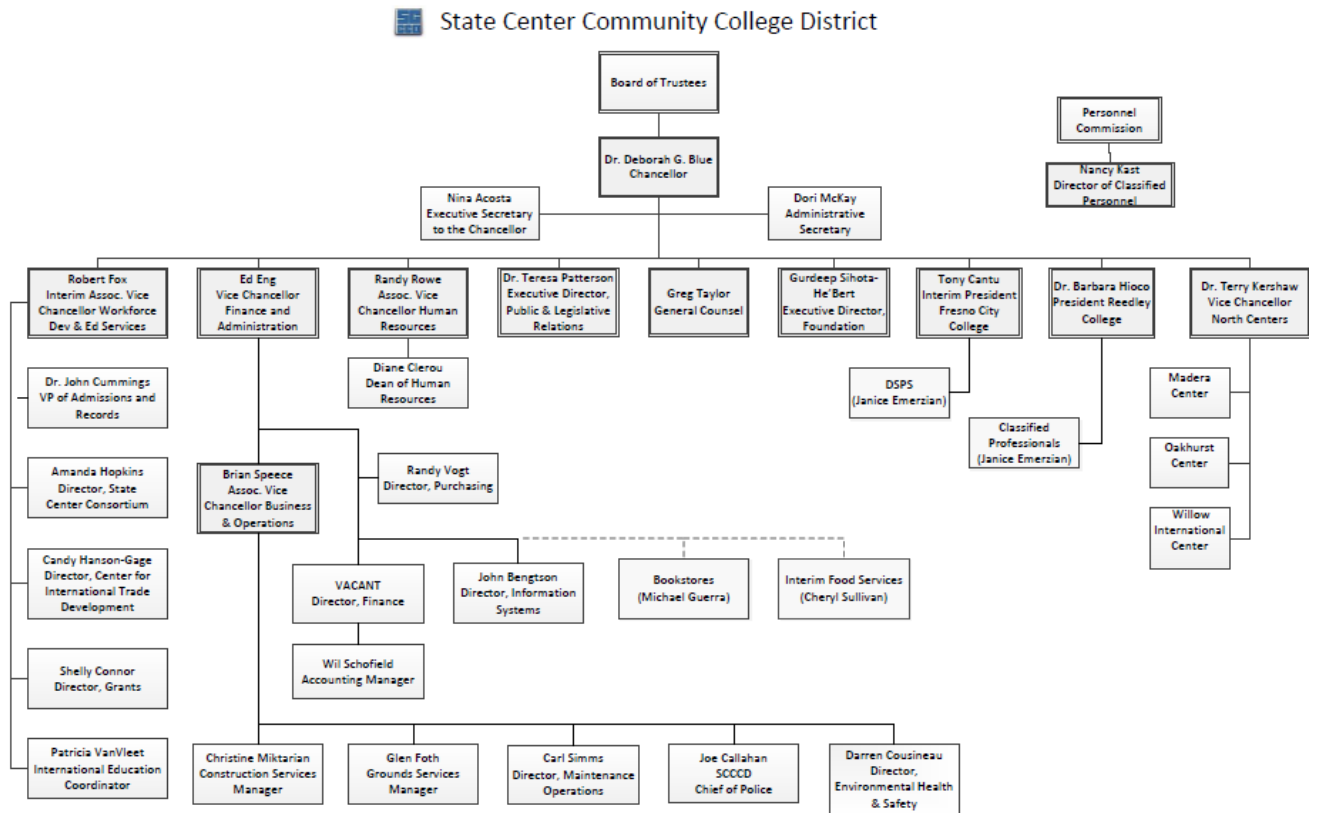
## North Centers Organizational Chart

**NORTH CENTERS  
ORGANIZATION CHART  
Fall 2011**





## State Center Community College District Organizational Chart



## **Preamble to the District Functional Mapping Document**

For the 2005 accreditation self studies, the State Center Community College District developed a functional map to delineate responsibilities between the District and the two colleges. The functional map was based on accreditation standards and indicated whether each standard was met primarily by the District, primarily by the colleges, or by both.

In completing the 2011 self-study, the District Office Accreditation Liaison Designee from the District Office met individually with the Accreditation Liaison Officers of each campus to discuss the roles and functions and to determine if any changes had occurred in the District since the last self studies were written. It was recommended that the District consider a new format to map out the responsibilities for meeting accreditation standards, one that more accurately depicted how functions are shared across the colleges and centers and between the colleges/centers and the District Office. After several models were considered, a mapping model based on a similar process and document recently used in the Los Rios Community College District and the San Mateo Community College District was selected. The selected format was chosen because it is organized by accreditation standard, and as such is simple to follow. Furthermore, the designations of primary, secondary and shared responsibilities have meaning for individuals on our campuses.

The new format was presented to the Chancellor's Cabinet on January 26, 2011, for review and approval. On February 15, the draft functional map was presented for discussion at a joint meeting of the Accreditation Liaison Officers, after which it was disseminated to constituency groups at the colleges and college centers for review and input. Recommendations were discussed at a district-wide team meeting with representation from each college or center on March 10, 2011. Input from the various groups was incorporated, and the functional map was presented to the Chancellor's Cabinet on May 23, 2011. It was approved on June 6, 2011.

The State Center Community College District Functional Map illustrates how the colleges and the District manage the distribution of responsibility by function in relation to the ACCJC/WASC accreditation standards. The functional map depicts the level and type of responsibility as follows:

**P = Primary Responsibility:** Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.

**S = Secondary Responsibility:** Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the Colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

### District Functional Mapping Document

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
<b>Standard I: Institutional Mission and Effectiveness</b>		
<b>A. Mission:</b>		
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	S	P
2. The mission statement is approved by the governing board and published.	S	P
3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	S	P
4. The institution’s mission is central to institutional planning and decision making.	S	P
<b>B. Improving Institutional Effectiveness</b>		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	S	P
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	S	P

<b>STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP</b>		
<b>Standard and Statement</b>	<b>District</b>	<b>College</b>
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	S	P
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	SH	SH
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.		P
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	SH	SH
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.		P
<b>Standard II: Student Learning Programs and Services</b>		
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.		
<b>A. Instructional Programs</b> The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	S	P
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	S	P
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.		P
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.		P
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.		P
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.		P
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.		P
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.		P
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.		P
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.		P
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.		P
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.		P
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	S	P
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	S	P
b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	S	P
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	S	P
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	S	P
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.		P
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.		P
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	S	P
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	S	P
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	SH	SH
a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.		P
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	S	P
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	Not applicable	Not applicable
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	Not Applicable	
<b>B. Student Support Services</b> The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.		
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	S	P
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:	S	P
a. General Information	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
<p>b.</p> <hr/> <ul style="list-style-type: none"> <li>• Official Name, Address(es), Telephone Number(s), and Web Site</li> <li>Address of the Institution</li> <li>• Educational Mission</li> <li>• Course, Program, and Degree Offerings</li> <li>• Academic Calendar and Program Length</li> <li>• Academic Freedom Statement</li> <li>• Available Student Financial Aid</li> <li>• Available Learning Resources</li> <li>• Names and Degrees of Administrators and Faculty</li> <li>• Names of Governing Board Members</li> </ul>		
<p>b. Requirements</p> <ul style="list-style-type: none"> <li>• Admissions</li> <li>• Student Fees and Other Financial Obligations</li> <li>• Degree, Certificates, Graduation and Transfer</li> </ul>	SH	SH
<p>c. Major Policies Affecting Students</p> <ul style="list-style-type: none"> <li>• Academic Regulations, including Academic Honesty</li> <li>• Nondiscrimination</li> <li>• Acceptance of Transfer Credits</li> <li>• Grievance and Complaint Procedures</li> <li>• Sexual Harassment</li> <li>• Refund of Fees</li> </ul>	S	P
<p>d. Locations or publications where other policies may be found</p>	SH	SH
<p>3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>		P
<p>a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</p>		P
<p>b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.</p>		P
<p>c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</p>		P
<p>d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</p>		P
<p>e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>	S	P



STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	S	P
<b>C. Library and Learning Support Services</b> Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.		P
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.		P
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.		P
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.		P
d. The institution provides effective maintenance and security for its library and other learning support services.	SH	SH
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.		P
<b>Standard III: Resources</b>		
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.		
<b>A. Human Resources</b>		
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.		
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	S	P
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	S	P
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	S	P
d. The institution upholds a written code of professional ethics for all of its personnel.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	SH	SH
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	SH	SH
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	SH	SH
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	S	P
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. The institution plans professional development activities to meet the needs of its personnel. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	S	P
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	S	P
<b>B. Physical Resources</b>		
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH
<b>C. Technology Resources</b>		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	S	P
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH
<b>D. Financial Resources</b>		

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning.		
1. The institution relies upon its mission and goals as the foundation for financial planning.	S	P
a. Financial planning is integrated with and supports all institutional planning.	S	P
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	S	P
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	S	P
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	P	S
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
b. Appropriate financial information is provided throughout the institution.	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	SH	SH
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	SH	SH
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH
<b>Standard IV: Leadership and Governance</b>		
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.		
<b>A. Decision-Making Roles and Processes</b>		
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	SH	SH
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	SH	SH
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.		P
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH

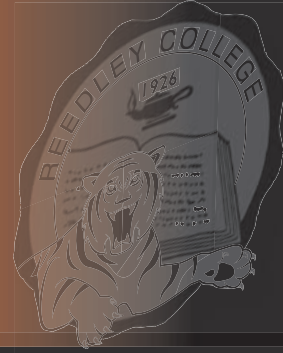
STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	S	P
5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P
<b>B. Board and Administrative Organization</b> In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/ system and the colleges.		
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	P	
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	P	
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	P	
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	P	
d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.	P	
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	P	
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	P	
g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	P	

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	P	
i. The governing board is informed about and involved in the accreditation process	P	S
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	P	
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.		P
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.		P
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;</li> <li>• ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and</li> <li>• establishing procedures to evaluate overall institutional planning and implementation efforts.</li> </ul>		P
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.		P
d. The president effectively controls budget and expenditures.		P
e. The president works and communicates effectively with the communities served by the institution.		P



STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	P	
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	P	
b. The district/system provides effective services that support the colleges in their missions and functions.	P	
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	P	S
d. The district/system effectively controls its expenditures.	P	S
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	P	S
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	P	S
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	P	

# Certification of Continued Compliance with Eligibility Requirements



## **Certification of Continued Compliance with Eligibility Requirements**

### **1. *Authority***

Reedley College was founded in 1926 and became part of the State Center Community College District (SCCCD) in 1963. Reedley College is authorized by the California Education Code and the California Community Colleges under the jurisdiction of the Board of Governors to operate as an educational institution and to award degrees. Reedley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges,

### **2. *Mission***

Reedley College's mission statement is clearly defined and identifies the educational purposes of the college as defined by the established mission of the California Community Colleges. The mission clearly defines the commitment to student learning and is appropriate to a degree-granting institution of higher education and the constituency served by Reedley College. The State Center Community College District (SCCCD) Board of Trustees adopted the current Reedley College mission statement on January 13, 2011.

Evidence: 549: Board of Trustees Meeting Minutes January 31, 2011

### **3. *Governing Board***

The SCCC Board of Trustees is composed of seven public members elected by trustee area on alternating years for a term of four years. There are also two student trustees (one from each college) who are non-voting members that serve for one year. The board is responsible for the quality of the college's educational programs and services. The board is responsible for decisions pertaining to educational programs, financial health and stability and the college's integrity. The board is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. Board members submit conflict of interest forms annually.

Evidence: 60: Board PolicyBP 2010

123: Board PolicyBP 2710

631: Board PolicyBP 2015

### **4. *Chief Executive Officer***

The SCCC Board of Trustees selects and appoints the college president after a nationwide search and preliminary recommendations from a committee that represents the community, the other college in the district, and all college constituency groups. The president provides leadership in planning, establishes priorities for the college, manages

resources, determines the process for budget priorities and ensures the implementation of statutes, regulations and board policies.

Evidence:599: Board Policy BP 3420  
49: Board PolicyBP 7100  
600: Administrative RegulationAR 7220

## 5. *Administrative Capacity*

Reedley College has an administrative structure established to meet the institution's purpose, size and complexity. All administrators are selected using district hiring guidelines and must meet minimum education and experience qualifications that appear in the job descriptions. Administrative officers are qualified by training and experience to perform their administrative duties.

Evidence:599: Board PolicyBP 3420  
49: Board PolicyBP 7100  
600: Administrative Regulation AR 7220

## 6. *Operational Status*

Reedley College is operational with students actively pursuing AA and AS degree programs, fulfillment of transfer requirements and completion of certificate programs. A course schedule is published twice a year on paper and on-line.

Evidence: 445: Summer and Fall 2011 Schedule of Classes  
<http://www.reedleycollege.edu/index.aspx?page=101>  
Table 21 and Table 22 of this document

## 7. *Degrees*

In compliance with Title 5 and the Course and Program Approval Handbook published by the California Community Colleges Chancellor's Office, educational programs by definition are an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. The college catalog lists all requirements for the AA degree, AS degree and certificates, as well as course descriptions for all credit classes. In 2009 - 2010 the college awarded 592 degrees and 330 certificates.

Evidence: 61: 2010-2012 Reedley College Catalog (pg. 30)  
531: May 2011 Commencement Program  
172: May 2011 Certificate Program  
CCCCO Data Mart <https://misweb.cccco.edu/mis/onlinestat/awards.cfm>

## 8. *Educational Programs*

Reedley College's degree programs are congruent with our mission and the mission of the California community colleges. All degree and certificate programs are described in the college catalog and maintain appropriate levels of quality and rigor. All of the degree and certificate programs meet state guidelines. All degree and certificate programs are of sufficient content and length and maintain appropriate levels of quality and rigor. Student learning outcomes have been identified for all of the college's educational programs.

Evidence: 59: Reedley College Institutional Learning Outcomes  
61: 2010-2012 Reedley College Catalog  
534: GELO/SLO Grid  
535: Program Degrees and Certificate Learning Outcomes

## 9. *Academic Credit*

Reedley College awards credit consistent with the Education Code and Title 5 regulations. The criteria on which credit is based are described in the college catalog and in the curriculum handbook.

Evidence: 61: 2010-2012 Reedley College Catalog  
66: RC Curriculum Handbook

## 10. *Student Learning Achievement*

Reedley College has defined institution level student learning outcomes and outcomes for all instructional programs and for all student service programs. Institution-level and program-level student learning outcomes (SLOs) appear in the college catalog. Course-level SLOs appear on course outlines of record. Reedley College will have assessed all SLOs at least once by 2012.

Evidence: 40: Non-instructional Program Grid  
59: Reedley College Institutional Learning Outcomes  
61: 2010-2012 Reedley College Catalog  
534: GELO/SLO Grid  
535: Program Degrees and Certificate Learning Outcomes

### 11. *General Education*

Reedley College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge such as the natural and social sciences. Reedley College is in the process of determining the learning outcomes for students completing the general education component. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education.

Evidence: 61: 2010-2012 Reedley College Catalog  
66: RC Curriculum Handbook

### 12. *Academic Freedom*

Reedley College is committed to free discussion and open inquiry in the pursuit of truth. It is recognized that freedom to think, to read, to speak and to question is necessary to the development of an informed citizenry. This freedom shall be integral to the philosophy of this district and is guaranteed to all staff and students.

Evidence:82: Board Policy 4030

### 13. *Faculty*

Reedley College has a substantial core of qualified faculty with full-time responsibility. All faculty meet state minimum qualifications. Full-time faculty and their respective degrees are listed in the college catalog. Faculty responsibilities are clearly identified and published in SCCCD Board Policy and Administrative Regulations.

Evidence: 8: 2009-2011 Faculty Agreement  
61: 2010-2012 Reedley College Catalog  
567: Board Policy BP 7210  
568: Academic Regulation AR 7120  
569: Academic Regulation AR 7122

### 14. *Student Services*

Reedley College's comprehensive student services and development programs are consistent with the institutional mission and support the needs of the students in the college's service area.

Evidence: 61: 2010-2012 Reedley College Catalog

### 15. *Admissions*

Admission policies are reflective of the open access policy for California community colleges and are in accordance with the Reedley College's mission. Admissions policies are published in the college catalog, the schedule of classes, and on the college website.

Evidence: 61: 2010-2012 Reedley College Catalog (pgs. 13-16)  
445: Summer and Fall 2011 Schedule of Classes (pages 85-86)  
570: Academic Regulation AR 5010

### 16. *Information and Learning Resources*

Reedley College provides specific long-term access to sufficient information and learning resources and services to support the mission and all educational programs.

Evidence: 93: FY2010 Library Statistics  
571: 2010-2013 Technology Plan Draft

### 17. *Financial Resources*

Allocations to support Reedley College programs and services are in accordance with the mission and reflect institutional planning efforts. Efforts include development of institutional goals and objectives and identification of annual priority objectives. In November 2002, Measure E, a \$161 million facilities bond measure was approved by local voters. These funds support new construction such as the new student dormitory and renovation of facilities such as the student center. The college and district maintain adequate reserve levels for contingencies.

Evidence: 5: 2010-2011 Final Budget

### 18. *Financial Accountability*

As evidenced in the SCCCD's annual financial and budget report and the annual independent audit report, the district is in compliance with mandated reporting and expenditure requirements. This audit report is annually reviewed and accepted by the Board of Trustees.

Evidence: 5: 2010-2011 Final Budget  
294: 2009-2010 Financial Audit Report

### 19. *Institutional Planning and Evaluation*

Reedley College has a planning process for academic and classified personnel, learning resources including technology, facilities, financial development, as well as procedures for curriculum development, program review and strategic planning. Reedley College publicizes how well the college is accomplishing its purposes in an annual report. Reedley College assesses progress toward achieving stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, planning, resources allocation, implementation and reevaluation.

Evidence: 1: 2008-2012 Reedley College Strategic Plan  
282: Annual Report

### 20. *Public Information*

Reedley College publishes in its catalog, web site, and other appropriate places, accurate and current information that describes the college's mission, purposes and objectives; admission requirements, procedures, fees and other financial information; course, program and degree offerings; rules and regulations directly affecting students; complaint and grievance policies and procedures; names and academic credentials of administrators and faculty, and other information related to attending the college. The catalog is available on the web site and any revisions to the catalog are noted.

Evidence: 61: 2010-2012 Reedley College Catalog  
445: Summer and Fall 2011 Schedule of Classes  
[www.ReedleyCollege.edu](http://www.ReedleyCollege.edu)

### 21. *Relations with the Accrediting Commission*

The SCCC Board of Trustees provides assurance that Reedley College adheres to the eligibility requirements and accreditation standards and policies of the Commission. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accreditation status and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Evidence: Reedley College webpage [www.ReedleyCollege.edu](http://www.ReedleyCollege.edu)



### Statement of Assurance

We hereby certify that Reedley College continues to meet the eligibility requirements for accreditation.

Signed:



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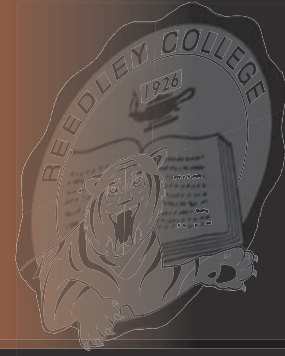
Dr. Mitjl Capet  
President, Reedley College



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Ms. Dorothy Smith  
President, Board of Trustees

# Standard I - Institutional Mission and Effectiveness



## **Standard I: Institutional Mission and Effectiveness**

**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**

### **I.A. Mission**

**The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

#### **Descriptive Summary**

Reedley College has a mission statement that defines its broad educational purposes, its student population, and its commitment to student learning. The college's mission statement, as adopted by the Board of Trustees on January 13, 2011 is as follows [219, 549 pg. 12]:

Reedley College provides an accessible, student-centered educational environment featuring high-quality learning opportunities. We offer basic skills enhancement, associate degree programs, career technical education, and transfer-level courses as an integral component for life-long learning within a diverse local and global community.

The Reedley College mission statement provides the college with a clear sense of purpose and directs the operation of the college, the development of curriculum, and provides a framework to plan for the future. It sets forth four basic educational purposes for the institution: developing basic skills, granting of Associate of Arts degrees, career and technical training, and offering courses necessary to transfer to a four-year college or university. All Reedley College programs function to further these purposes. The function of a higher education program is to provide preparation to students following high school to enhance their chances of professional and academic success. This commitment to higher education as reflected in the mission statement has led Reedley College to develop a variety of programs and services reflecting student population needs and institutional purposes.

In addition to the college's mission statement, the Strategic Plan and core values (as noted below) define and guide the college's establishment and fulfillment of its student learning programs and services.

Strategic Plan directions

- Public & Private Partnerships
- Enhancing the College Climate and Integrating with the Community
- Teaching and Learning Excellence
- Student Services
- Planning and Assessment
- Information Technology
- Infrastructure [168, 218].

Core Values

- An atmosphere of intellectual curiosity
- Personal integrity, accountability and individual accomplishment
- Experiences designed to promote critical thinking
- Cultural literacy
- A highly qualified staff of educators and support personnel who support and promote the diversity of our unique community
- A flexible attitude towards change and encourage innovation
- To develop each student's full potential
- Respect for self and others
- Comprehensive curriculum offerings and lifelong learning opportunities
- Quality services for students to support and enhance their success [216].

The mission, planning directions, and values are driven by recognition of the diverse student population the college serves. The population reflects that of the surrounding rural communities. The city of Reedley and its surrounding areas consist of a largely low-income population [209 pg. 16]. Many students are unable to "go away" to college. Many speak English as a second language and often come to the college having moved around following the crops/fields during their high school years. Reedley College helps make college more accessible by providing English as a second language courses. Additionally, testing of incoming students demonstrates the needs of our student population. For instance, up to 75 percent of all assessments given by Reedley College place potential students test into remedial courses for composition, reading, and math. Therefore, driven by the basic skills component of the mission statement, the college has developed programs targeting those deficiencies [289].

In keeping with the "student-centered" element of the mission statement, Reedley College recognizes traditional courses might not be convenient for all students. Working

students and those returning to college as older adults make up a significant portion of the student population. Night courses and distance learning provide these students with educational opportunities (see Introduction Table 15.) Night courses are conducted in much the same way traditional daytime or face-to-face courses taught. Within distance education, the goal is to replicate a face-to-face environment as closely as possible.

Distance education at Reedley College aligns with the mission in several ways. First, it makes education accessible to the student population. This includes individuals whose work schedules make it difficult or impossible to attend classes offered on a regular schedule at the college, as well as those who need to remain at home because of health issues, child care, or elder care responsibilities. Secondly, distance learning makes courses available not only to full- and part-time students at Reedley College, but also students currently enrolled in four-year schools. These students may need these courses but may not be able to enroll in them at their four-year college because the courses are full or because of schedule conflicts.

Additionally, distance education programs help Reedley College achieve its mission of providing lifelong learning opportunities to students and members of the community by making courses available around the clock. Without online course offerings, many students would either not attend college or would register for much more limited schedules. Implicit within the mission statement's inclusion of "meeting challenges of a diverse, global community" is a commitment to an environment that is more dependent upon digital communication.

In an effort to learn more about the population of students taking distance education (DE) courses, data was collected on courses for the spring of 2007 to spring of 2010. The report revealed that Reedley College DE courses have enjoyed a steady increase in enrollment, retention, and success. Headcount enrollment has increased by 28.9 percent, retention has increased 2.7 percent, and success rates have increased 3.2 percent. The average number of students enrolled per section has increased from 23.5 to 27.1, perhaps indicating student need, accessibility, and desirability [302 pg. 1]. The same data report revealed that the DE student is different than the traditional one. While both the DE and face-to-face data indicate a typical Reedley College student population, the strictly online courses reverse the Hispanic and White non-Hispanic students with less than normal Hispanic students participating. The age category demographic indicates an older than average age grouping for students in DE courses, and the DE student is predominantly more female than male.

As a community college, Reedley College is an open-access campus to anyone over 18 years of age. However, the college makes a concerted effort to recognize and adapt to the dynamics of the community population shifts. Community needs are assessed through advisory committees, business partnerships, partnerships with service clubs, and professional associations. Keeping current with community needs has led agreements with Fresno and Tulare County Workforce Investment Boards to expand and/or develop

training programs in areas these two counties identified as needing skilled workers (see IA, Self-Evaluation section).

Reedley College is located in the number one agricultural county in the nation. For this reason, the college has developed a full-service agricultural and natural resources program designed for this agriculture-based community [305].

The Reedley college mission statement clearly defines its commitment to student learning. It reads, in part, “Reedley College provides an accessible, student-centered educational environment featuring high-quality learning opportunities.” Programs at Reedley College prepare students for life-long learning within a diverse local and global community. The mission statement reflects a commitment to providing a comprehensive curriculum and student support services including outreach and access activities, academic and learning resources, student development programs, and multicultural and co-curricular activities.

The college currently offers 105 programs. Of these programs, 46 lead to an associate degree and 75 lead to a certificate [61 pg.58-59]. Reedley College provides transfer courses comparable to the lower division curriculum offered by universities and colleges for students who plan to continue their education at a baccalaureate institution. There is a collegewide support of student learning. In addition to classroom instruction, the institution provides academic support through a wide array of programs and services including the Tutorial Center, the Writing Center, the Math Center, the Discovery Center, and the Veterans Center. Students can also receive assistance from such student services as the Early Alert program, WebAdvisor, the Student Athlete Retention Program (SARP), Disabled Student Programs & Services (DSP&S), Transfer Services, assessment testing, academic counseling, financial aid, the Career Center, and job placement services [313]. The library also has many services to help students achieve information competency. Additionally, many instructors on campus make academic success more tangible for students through the use of the classroom management system, Blackboard.

The mission statement recognizes all student populations and reaches out locally, regionally, and even globally to provide educational opportunities. Even if they are not pursuing a degree, students desiring to advance in their careers benefit from technical and career enhancement programs. Reedley College has also formed industry partnerships to provide students with relevant career education. The mission statement is inclusive of all education at Reedley College, including on-campus and distance education, and is flexible enough to accommodate future changes in programs and developments in educational technology.

### **Self-Evaluation**

The mission statement reflects Reedley College’s broad educational purposes and commitment to student learning—“We offer basic skills enhancement, associate degree programs, career technical education, and transfer-level courses as an integral component

for life-long learning within a diverse local and global community.” These programs are implemented as a result of specific needs identified by the student population, community-based organizations, and agencies.

Reedley College understands the importance of early student outreach as well as supporting students throughout college and into their careers. The college has a K-16 Bridge program that reaches out to high schools to help them enhance their basic skills programs and educational strategies to assist students preparing for college [284]. The State Center Consortium has developed [Career Pathways](#) to help students transition smoothly from school to the workplace.

The college is also committed to comprehensive processes and procedures such as program review and strategic planning as a basis for assessing its progress and in making key decision regarding institutional effectiveness.

There is a general consensus on campus that Reedley College’s mission statement is an accurate reflection of its intents and purposes. According to the spring 2010 employee survey of full- and part-time faculty, staff, and administrators, 92.4 percent of respondents agree or strongly agree that the college programs, services, and planning are consistent with the mission of the college. The results of the survey also show that 93 percent of respondents agree or strongly agree that the mission statement defines the college’s broad educational purposes, its intended student population, and commitment to achieving student learning [81].

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## **1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

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### **Descriptive Summary**

Reedley College achieves its mission through:

- Degree, transfer, career, technical, and certificate programs
- Basic skills
- Economic development and workforce training
- Community Service [210, 217]
- Student Support Services

Reedley College offers general education courses intended to provide students with the opportunity to broaden their knowledge, skills, attitudes and values, to develop analytical ability and critical thinking, and to foster interest in lifelong learning in the educational, scientific and cultural fields essential for effective participation in a complex society [61 pg. 30-32].

Through its basic skills course offerings, Reedley College provides courses to meet the needs of students who are under-prepared in areas such as English, reading, writing, math, and study skills. These courses provide students with a foundation for success in

college education even if they failed to acquire such skills during their secondary education experience [61 pg. 106].

Reedley College offers courses and programs in career technical education that provide students with the technical skills and knowledge for entry level employment, retraining, or advancement. In response to feedback local business and industry leaders, the college supports economic development and workforce training needs [312, 690].

Reedley College offers programs and services responsive to the needs of its diverse student body. Student organizations, events, and activities reflect the students and the character of the college and its surrounding communities. A successful student support program allows the college to support low-income and first-generation college students and make a direct impact on the quality and nature of its student learning programs as they relate to the diversity and needs of the students. Student support services include an array of high quality matriculation support such as counseling & advising, Extended Opportunities Programs & Services (EOPS), Disabled Students Programs & Services (DSP&S), Science Technology Engineering & Math (STEM), Veterans Services, Financial Aid, Transfer Center, Career Center (under development), and Upward Bound [313]. Students are able to experience a sense of belonging and connection with others through campus activities offered by organizations like the [Associated Student Body \(ASB\)](#) student government, clubs and organizations [217], and [Veterans Services](#).

The college provides students with a variety of enrichment and development options such as [Study Abroad](#), the [Honors program](#), Alpha Gamma Sigma [554], [ASB student government](#), student clubs [217], field trips, and numerous [athletic programs](#). High school students access college curricula and services through concurrent enrollment and the highly successful K-16 Bridge program [284].

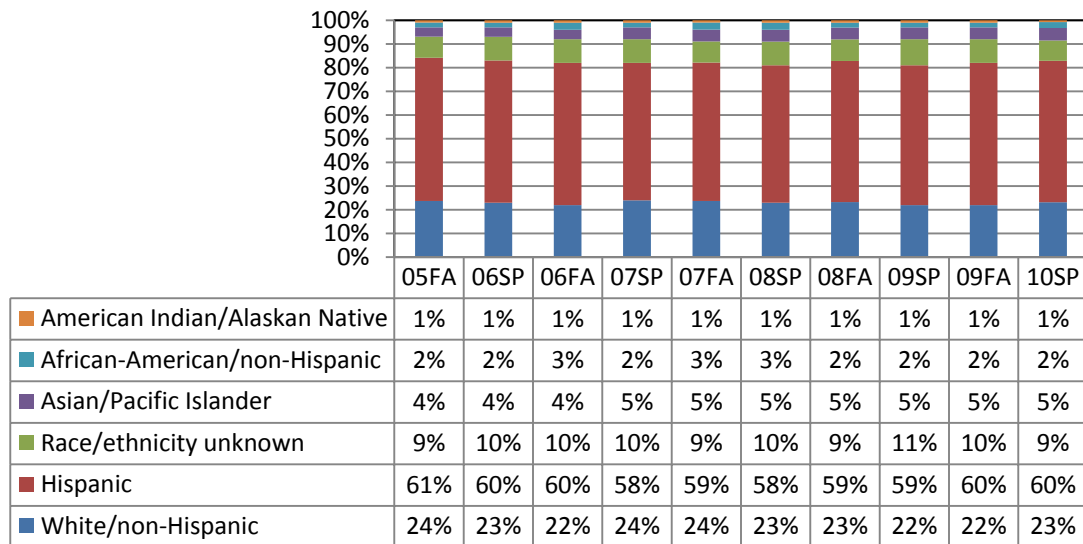
In order to best serve current and future students, Reedley College regularly reviews curriculum, student services, support programs and student activities through the program review process. Program review evaluates how well each program is performing in light of the direction given by the college mission statement. This process includes an environmental scan of the college and area demographics, as well as analysis and assessment of transfer rates, degree and certificate completions, successful course completion, retention and persistence rates, and other data identified by each program. Input from advisory committees in occupational programs ensures that student learning programs align with the purposes, character, and needs of both the student population and of the communities the college serves [75, 189, 690].

The student populations served by Reedley College are diverse and reflect the community that the college serves. As shown in Table 25, enrollment statistics show that 60 percent of the student population is Hispanic, 23 percent are white/non-Hispanic, with the remaining 17 percent divided among African American, American Indian, and Asian/Pacific Islander. The mission statement is broad enough to represent both the



current student population reflective of the geographic area served by the college and anticipated future students such as a growing global and online learning community [189].

**Table 25: Reedley College Student Ethnic Distribution**

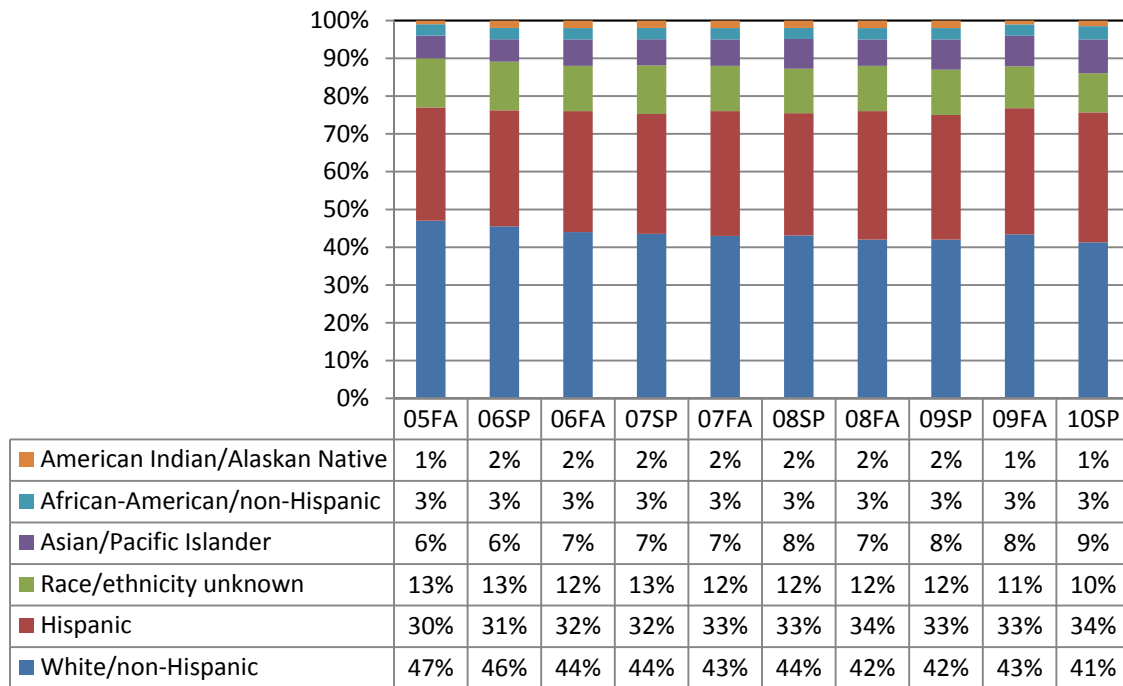


Reedley College is committed to ensuring that distance education (DE) courses align with its learning programs and services offered in traditional teaching format. Courses offered in DE mode are proposed and reviewed in the same manner as face-to-face classes. Programs desiring to teach a class in DE mode are required to submit the same course outline of record as a traditional class, with the addition of the DE Learning Request form [298]. Faculty teaching DE courses are evaluated with the same faculty evaluation form [116]. Programs evaluate their DE courses every five years through the Reedley College program review process in the same manner as they evaluate their face-to-face courses. However, beginning in cycle three of program review, programs with courses offering 50 percent or more of instruction online will additionally analyze retention, success, and demographic data mirroring face-to-face data [302, 303, 304] in order to ensure they are meeting the needs of the student population.

While all students are welcome to take online courses, the intended students for distance education are typically students for whom traditional education delivery systems are impractical. This can include the individual who works a frequently-changing work schedule, stay-at-home parents who wish to continue their education while spending time with their children, and disabled individuals for whom mobility issues make travel to and around campus difficult. DE students at Reedley College tend to be older, predominately female [302 pg. 2-3]. Some are single mothers for whom an education would not be possible without access from home.

The Reedley College North Centers serve a somewhat different student population demographically. As illustrated in Table 26, the largest ethnic group is white/non-Hispanic (41 percent), followed by Hispanic (34 percent) and a significant Asian/Pacific Islander population (9 percent). This reflects the general population in the geographic locations served by these centers [189].

**Table 26: North Centers Student Ethnic Distribution**



Since many of these students enter with limited basic skills, the North Centers offer courses in English, math and study skills designed to prepare students for the rigors of college level work. This is supported by a tutorial program which is available to all students.

Our Office of Institutional Research engages in an ongoing effort to assess the effectiveness of Reedley College through statistical analysis, exit studies and surveys. This research is made available to administrators, faculty, students, and interested community members [online](#). Likewise, we publish a district Fact Book which summarizes the most requested research on the college [189]. Periodically, workshops are held on ways to access this research [306] to help faculty and staff better assess student population and student need. The college is also making use of the [Blackboard course management system program review site](#) as a utility for disseminating research specific to particular college programs.

### **Self Evaluation**

The mission statement clearly defines the institution's broad educational purposes, intended student population and commitment to achieving student learning. The mission statement supports and aligns with the college's vision, "Reedley College strives to be a leading educational institution in California's Central Valley," and the ten core values as created by the Strategic Plan Committee and approved by the Reedley College Council [212, 216]. The mission statement guides the institution in establishing student learning programs and services that reflect its purposes, its character, and its student population [209, 218]. Reedley College is committed to providing state-of-the-art career technical education programs, transfer education, general education, basic skills education, and comprehensive student support services. In addition, broad-based education programs are implemented as a result of specific needs of the community-based organizations and agencies.

Reedley College defines its student population as a broad and diverse community of individuals who seek to benefit from the college's wide range of educational programs and services. A robust and successful transfer program with an offering of quality courses and classes attributes the high number of students planning to obtain an Associate Degree and transfer to a four-year college. Student Services works with students to prepare Student Educational Plans (SEP) for them. This SEP along with the new Student Supportive Services and Title V Grant will address prospective transfer students [113, 295].

The Strategic Plan also places emphasis on providing an educational planning process that provides students with the necessary tools and skills to indentify, plan, implement and achieve their goals. In fall 2005, when asked what their educational goals were, the highest percentage (32 percent) of SCCCD students reported "undecided." Over the past six semesters, this response has changed. According to spring 2008 data, the largest percentage of State Center Community College District students now report their educational goals as "BA/BS after AA/AS." In a study by Santa Barbara City College, Reedley College was recognized as one of the top seven community colleges in California for their high transfer rate. The study attributed the college's high transfer rate to key programs such as Registration-To-Go. This program provides local high school seniors within the college's service area the opportunity to pre-register with assistance from various components of student services at Reedley College. Reedley College has successfully implemented programs that afford accessibility and opportunity for all members of the College' service area [209 pg. 7-8].

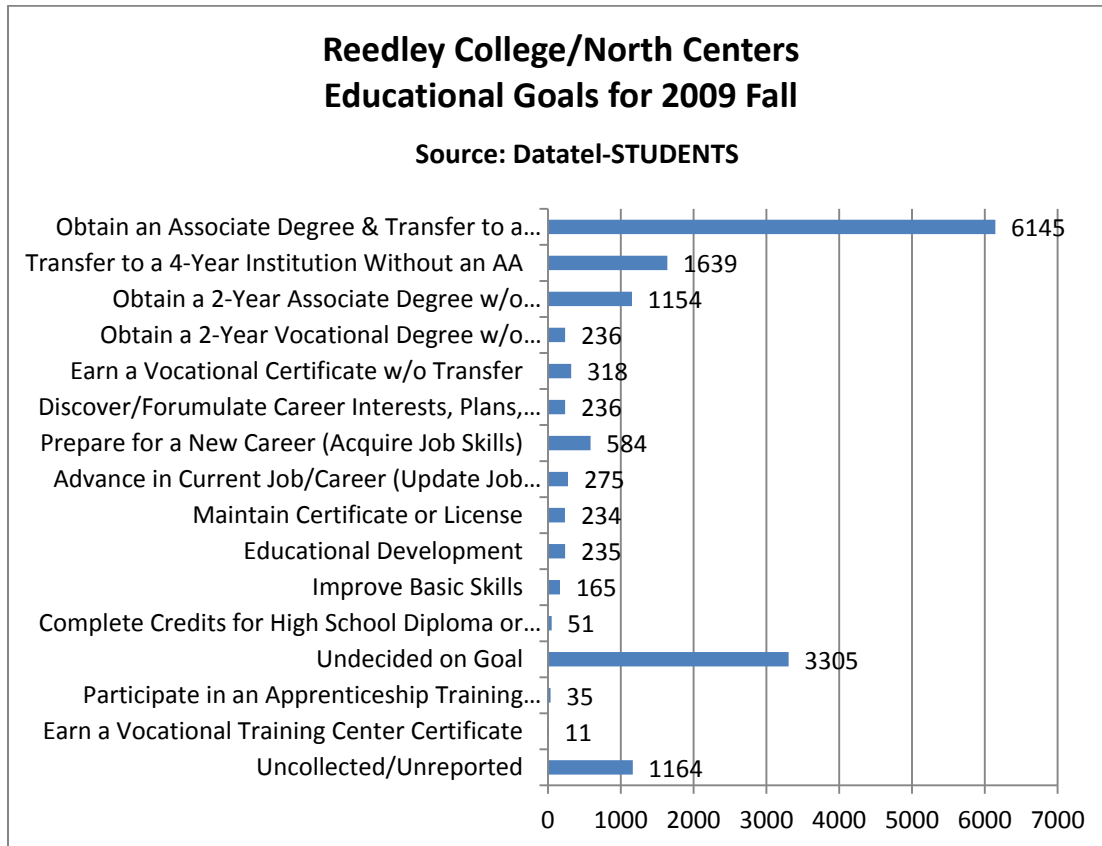
As the college's mission statement conveys, a main goal of the college is to offer an accessible academic opportunity to all members of the community. From fall 2005 through spring 2008, Reedley College had the highest percentage of students receiving financial aid through the State Center Community College District. The college averaged, for the six semesters, 67 percent of the total student body being awarded some type of financial aid. This compares with an overall district average of 56 percent for the same

time span. The service area for Reedley College reports 60 percent of households as low income (earning less than \$50,000 per year). In considering both the income levels of the service area and the percentage of students awarded financial assistance, Reedley is working toward the goal of offering an accessible educational environment for its community [209 pg.7].

Reedley College's enrollment has significantly increased since fall 2008. This is due to the poor economy of the state and nation, with the Fresno County' unemployment rate expected to reach 18 percent at the peak of the recession. This rate is far higher than the state (over 11 percent) and national (9 percent) averages. This should result in continued enrollment growth for the college [209 pg.12]. The recent funding cuts to the community college system come at a time when colleges will likely see an increase in demand for enrollment. As the economy weakens, people tend to seek opportunity to increase their level of education. Whether they have lost their jobs or are looking to insure their current position, completing courses through the community colleges is a viable option. [209 pg.12].

Community needs, in terms of job training, are an important part of fulfilling the college's stated mission. The college recently entered into agreements with the Fresno County and Tulare County Workforce Investment Boards to expand and/or develop training programs in areas needing skilled workers as identified by the two counties. The dental assisting, health care interpreters, nursing assistant, welding, and maintenance mechanic programs were expanded to meet this need [308,309,310].

Reedley College's is committed to building programs aligned with the college mission statement. One example of this can be found in the development and expansion of programs and services offered at the North Centers at Madera, Willow International, and Oakhurst. The Madera Center is 43 miles from Reedley, Willow International is 34 miles from Reedley, and the Oakhurst Center is 70 miles from Reedley. The student populations at the Willow International Center and at the Oakhurst Center differ from Reedley in demographics, educational preparation, and needs.



With the understanding that the Willow International Center is currently applying for candidacy for independent accreditation, Reedley College has been preparing the center for eventual independent operation. The process began with an evaluation of the unique needs of the student population served by Willow International Center. This was followed by developing an unofficial strategic plan and mission statement for Willow International [214] based on the Reedley College strategic plan and mission statement [189, 212, 218]. Educational program offerings and support services offered at all of the North Centers are based on its strategic plan and mission.

Comprehensive processes and procedures such as program review and strategic planning provides a basis for Reedley College in assessing its progress and in making key decisions regarding institutional effectiveness. Guided by the college mission to foster a “student-centered educational environment,” Reedley College emphasizes the use of student learning outcomes to guide the college in developing curriculum, programs, and services. These outcomes guide both pedagogy and development of student support services [36, 38, 43, 44, 50, 51, 53, 64, 70].

Distance education (DE) courses are part of the Reedley College commitment to state-of-the-art delivery of education to a diverse student population. Distance education courses

must be equivalent to those offered in traditional formats. The curriculum approval process requires that the student learning outcomes, content, and essential skill demonstrations be the same for distance education courses as for those offered in a face-to-face environment. The only thing that differs is the medium through which the instruction is delivered. DE students face the same pedagogical rigors of a face-to-face course. Indeed, some students report that the courses enforce a type of discipline and student-centered, discovery mode of education that can be even more rigorous than some face-to-face courses.

Reedley College DE courses are responsive to the needs of the student population. If a distance education course consistently has low enrollment, the department evaluates whether or not it is meeting student needs. Instructors who teach online courses are evaluated in the same manner as those who teach traditional courses [69, 625]. Student feedback from these evaluations also gives administrators insights into student satisfaction with the course [692, 693]. DE courses are also rigorously evaluated to assess effectiveness and relevance during the regular program review cycle.

Reedley College is evaluating student learning outcomes at the institutional, program, and course levels. The college's mission statement addresses six institutional-level student learning outcomes: diversity in global economy, critical thinking, cultural literacy, interdependence, respect for self and others, and life-long learning. Each of these student learning outcomes were addressed in the college outcomes section of the student survey. Following are several examples of some of the responses:

- Students were asked to rank the importance of and progress toward attaining the following outcomes (percentage is representative of students indicating the outcome is of great or very great importance): learning to think and reason (84 percent), developing problem solving skills (83 percent), listening to and understanding what others say (78 percent), and learning principles for conserving and improving the global environment (56 percent).
- Students were asked how courses required outside of the area of specialization helped in achieving learning outcomes (percentage indicates the students agreed or strongly agreed with the statement). The broad areas surveyed included: becoming an independent and self-directed learner (70 percent), awareness of diversity (67 percent), and increased knowledge of the earth (58 percent).
- Students were asked to assess their personal growth while at Reedley College and the college's contribution toward that growth (percentage students thought the college gave a moderate to very great contribution). Growth areas included: setting life goals (81 percent), increasing intellectual curiosity (87 percent), interacting with people from culture's other than his/her own (83 percent), developing self confidence (78 percent), intellectual growth (96 percent), preparation for further study (94 percent), career preparation (88 percent), personal growth (89 percent), and social growth (90 percent) [71].

These survey numbers indicate that Reedley College is offering programs and services in line with what the population of students expects to achieve.

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## **2. The mission statement is approved by the governing board and published.**

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### **Descriptive Summary**

At the September 23, 2009 Strategic Planning Committee (SPC) meeting, the mission statement was reviewed and updated [255]. Reedley College Council reviewed the mission statement submitted by the SPC on November 18, 2009 and asked for recommendations [269]. Reedley College Council formed an ad hoc committee to review the mission statement [263, 264, 265, 266]. Several proposed mission statements were submitted to the constituent groups, and the comments were returned to the ad hoc committee for alignment with accreditation standards. The mission statement was then approved by the College Council on October 13, 2010 [263, 264, 265, 266, 267, 268, 270]. The mission statement in effect prior to that time was approved by the Board of Trustees on December 7, 1999 [271, 269]. The State Center Community College District's Board of Trustees approved the college's current mission statement on January 13, 2011 [219].

The mission statement is published in a variety of documents including, but not limited to, the Reedley College Strategic Plan [218], the Reedley College catalog [61], the [Reedley College website](#), the Annual Report [282], and the Participatory Governance Handbook [211]. In addition, posters are distributed throughout campus for display [642].

### **Self Evaluation**

The Reedley College mission statement is created through the productive dialogue of several campus groups and is approved by the district Board of Trustees and published/displayed in a variety of documents and locations.

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## **3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

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### **Descriptive Summary**

The Reedley College mission statement is reviewed on a regular basis to ensure that it is a current and accurate reflection of the college's dedication to providing high quality student learning opportunities to a diverse student population. The mission statement has received regular review using the governance and decision-making processes as follows:

- Review and adoption of a mission statement occurred in 1999 with Board of Trustees approval on December 7, 1999.
- The mission statement was again reviewed and validated as part of the strategic planning process in 2000. During this process a great deal of dialogue occurred on the campus and within the community regarding the mission of the college. The mission statement evolved through the efforts of a task force which was specifically formed for this purpose.
- The Strategic Planning Committee (SPC) was responsible for reviewing the college mission. The Strategic Planning Committee is comprised of representatives of all college constituencies who communicate with their respective groups and bring discussion back to the committee. Opportunities for participation and input occur through monthly Town Hall meetings and regular meetings of the Academic Senate, Classified Senate, CSEA, Associated Student Body, and President's Executive Cabinet.
- The next review occurred during development of the current Strategic Plan in 2005. The Strategic Planning Committee formed a subcommittee with the express purpose to review the college mission statement. The subcommittee was directed to submit a recommendation to the entire SPC at the conclusion of their review. The subcommittee review included:
  - Review of the mission statement development process and timeline
  - Discussion of incorporating the North Centers unofficial mission statement into the Reedley College statement, with the potential for site-specific visions and values
  - Review of student and staff surveys
  - Review of other colleges' mission statements
- Focus on student learning: The subcommittee developed a matrix that included twenty-four aspects of the college's mission. Each aspect was identified as either an outcome or a service and then compared to Reedley College's current mission statement and with the North Centers' unofficial mission statement to determine if the current statements included each aspect. The subcommittee's work resulted in a validated mission statement in 2005.
- The prior mission statement was validated using the process described above. In spring 2008, a community charrette was part of the process during which 150 community, college, and student participants discussed institutional planning and provided input to the SPC [275].
- The mission statement was then reviewed in spring 2010. The process used the College Council (established in 2009 as the participatory governance council for the college). The College Council is comprised of representatives of all constituency groups and is charged with the responsibility of formulating plans, procedures, and practices for the Reedley Campus; it thereby charges those campus committees within its jurisdiction to accomplish specific tasks in such areas as accreditation, budget, facilities, program review, strategic planning, student equity, and technology. The council is responsible for reviewing and reporting the progress and accomplishments of the work of campus committees.



- The council serves as the umbrella participatory governance committee for the college and is a major participant in decision making for the college [211]. The Strategic Planning Committee reports to the College Council [263, 264, 265, 266, 267, 268, 269, 270].
- During the 2010 review process, the College Council appointed an ad hoc committee to review the mission statement and develop a draft revision if needed. The ad hoc committee determined that the mission statement did need to be revised and several drafts were developed with input from all constituent groups. The drafts were also accessible to the entire college community and were disseminated at Town Hall meetings, various committee meetings, through constituent group representatives, and posted on the [College Council Blackboard site](#). The final draft was approved by all constituent groups and then by the Board of Trustees on January 13, 2011 [239, 243, 244, 245, 255, 263, 264, 265, 266, 267, 268, 269, 270, 549 pg. 12].
  - During the review process, discussions were held among key constituent groups (students, faculty, classified staff, and administration) about the relevance of the then-existing philosophy statement and revising the philosophy statement into core values, which was also completed in spring 2010 [212, 216].

### **Self Evaluation**

The mission statement receives regular review and is revised as necessary.

The college is committed to a regular comprehensive review of the mission statement facilitated by the College Council [212 pg. 1, 263, 270 pg. 3]. The mission statement is central to guiding the institution in its planning and implementation of instructional programs and student support services. It is an accurate representation of the college's broad educational goals, its intended student population, and its commitment to achieving student learning.

The mission statement is inclusive of all education at Reedley College regardless of the delivery system used (face-to-face or distance education). The statement is flexible enough to accommodate future changes in distance education and campus-based educational technology. The mission of providing accessible, quality post-secondary education which prepares students in basic skills, general education, college transfer, career education, and lifelong learning is shared by both on campus programs and distance learning ones.

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## **4. The institution's mission is central to institutional planning and decision-making.**

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### **Descriptive Summary**

The Reedley College mission sets the groundwork for the development of the college's Strategic Plan which contains its vision, core values, strategic directions, objectives, and key performance indicators. In addition, the mission statement and the Strategic Plan are

used to develop the college's annual goals [242, 697]. The mission statement provides clear guidance to college constituencies in all phases of planning and decision-making processes. The mission statement guides the development of major planning documents such as the Educational Master Plan [209], Strategic Plan [218], Facilities Master Plan (under development), and Technology Plan [163]. The mission statement also guides the actions of governance councils and committees as part of an integrated planning process. The Participatory Governance Handbook is based on the mission statement and core values, both of which are contained in the handbook. The handbook also contains the operating agreements of all governance committees; these operating agreements include the strategic directions and goals that validate and define the work of committees [211 pg. 19-71, 311].

Each year, all governance committees complete an annual progress report in which they describe the key activities/projects worked on or completed during the year that support the strategic plan and the annual college goals. The annual progress reports include the strategic objectives addressed, the annual college goals addressed, the timelines, and the outcomes achieved using the key performance indicators [187].

Reedley College's comprehensive planning integrates Strategic Plan goals into a multi-level process and guides both long-term and short-term decision making. The process begins with program review which requires each unit to show how its programs and services directly relate to the Strategic Plan goals and, thus, to the mission statement [75 pg. 12, 94 pg. 4-6]. It continues when a unit develops a Resource Action Plan Proposal (RAPP) [80, 170] as the unit must tie any proposed activities/projects listed in the RAPP to college goals and Strategic Plan objectives.

The Strategic Plan and mission goals are integrated into the college's budget development process and allocation of funds, specifically through the RAPP process [80, 170]. The RAPP process is used to allocate discretionary funds each year including California lottery funds, Perkins funds, and funds from any other discretionary funding sources. In addition, the process used to determine new faculty positions begins with each department preparing a staffing request packet. The requesting department is required to relate the request to a need expressed in a recognized college planning document such as the Strategic Plan [115]. The process by which classified, confidential and classified management positions are filled and created begins with the completion of the Classified Hiring Requisition form which includes description of and rationale for the position [238]. The Classified Staffing Justification Request form is also used, which includes a description of and rationale for the position. The rationale has seven categories including relationship to the SCCC and Reedley College Strategic Plans, program review recommendations, and new program/service or growth [314].

The Reedley College mission and goals are also central to special projects as well. When planning for the Student Support Service Grant [295], meetings were held to prioritize the needs of the college. Student support service staff and faculty gathered to brainstorm their

ideas for the grant proposal. During the process, individual ideas culminated to a common cohesive proposal which responded to the college mission, Strategic Plan, and goals [691].

Institutional integrated planning was the subject of a series of retreats held in this past year at Reedley College. At each event, strategic planning and the mission statement were linked as critical components in the planning process. The president held an integrated planning retreat for administrators in June 2010 [166] and one for classified staff in July 2010 [88]. The Dean of Arts and Humanities gave a presentation on the topic of planning at the fall 2010 duty day [159], and it was the subject of a presentation for all classified personnel in September 2010 [85]. More specifically, the student services division at Reedley College held three division assemblies which were directed at improving Reedley College's integrated planning efforts. The first assembly occurred December 15<sup>th</sup>, 2009 [260, 261, 262] and focused on encouraging discussion within student services on key issues such as a division "mantra" and reviewing division accomplishments and concerns. The second assembly took place June 8<sup>th</sup>, 2010 with a continued discussion of the college and student services goals, development of the division "mantra," and providing exceptional service to students and our community [194]. In addition, discussion and review of division accomplishments were reviewed and linked to division and college goal planning. A third assembly took place on September 9<sup>th</sup>, 2010 [85] and focused specifically on integrated planning for student services and was hosted for the entire Reedley College campus.

### **Self Evaluation**

Reedley College's mission is central to institutional planning and decision making. Integrated planning is done carefully with primary consideration of the mission statement, the Strategic Plan, and the Educational Master Plan. Through processes such as annual progress reports [187] and program review [75 pg.12], the college ensures that institutional planning and decision making are in alignment with the mission, vision, and core values.

The college continues to evaluate its effectiveness through on-going and regular evaluation of its mission statement, vision statement, and core values. A comprehensive review of the participatory governance process as well as committee structure and responsibilities was completed in 2009. This, in addition to several planning retreats, serves as evidence of a continuing effort to assess the effectiveness and efficiency of the governance, planning, and decision-making processes to ensure congruence of these processes with the college mission [211, 269, 270].

**I.B. Improving Institutional Effectiveness**

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

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**1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

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**Descriptive Summary**

The improvement of student learning is of highest concern for the college. To ensure student success, the college makes every effort to exercise a strong institutional planning framework needed in order to promote and sustain this success. Key to this planning is the program review and outcomes assessment processes and the dialogue which takes place between and within constituency groups and programs regarding these endeavors.

Reedley College makes a great effort to assure that a collegial, self-reflective dialogue promotes student learning and enhances the institutional processes. The college structures this dialogue through various modes of communication, including but not limited to open-forum Town Hall meetings [222] and Tiger Talk “socials” [593]. Information is also disseminated through the Public Information Office, weekly president’s messages [221], and Duty Day and Flex Day activities and workshops [234, 235]. Blackboard is used extensively as a place to store and share documents as all sites (e.g. departmental, student learning outcome (SLO) assessment, program review, constituency groups) are open to all on the Reedley College Blackboard website at <http://blackboard.reedleycollege.edu>.

The college engages in dialogue through a variety of committees and programs where the central focus is on student success. Committees consist of the following: Academic Standards, Budget, Curriculum, Distance Education, Enrollment Management, Equivalency, Facilities, Technology, Health & Safety, Matriculation, Program Review, Sabbatical Leave, Salary Advancement, Staff Development, Strategic Planning, and the Student Success Committee. These committees are described in the Reedley College

Participatory Governance Handbook. This handbook contains organizational structures, the Reedley College Governance Flow Chart, and Committee Operating Agreements for the aforementioned committees. This living document represents the college's dedication to student learning and the dialogue processes required to ensure this learning. It also exemplifies the college ideals of transparency and self-government [211].

College Council, chaired by the Reedley College president, is "charged with the responsibility of formulating plans, procedures, and practices for the Reedley Campus" [211 pg. 22]. The council oversees the previously mentioned committees in order to maintain progress and processes needed for campus-wide improvement, serving as a major participant in decision making for the college. Similarly, at the North Centers, this committee is the College Center Council. As stated in the College Center Council Handbook, the purpose of the College Center Council is "to assess and improve upon the existing process of evaluation, planning, and improvement for the North Centers, with an emphasis on the North Centers' strategic planning and implementation processes. As a result, the planning cycle of evaluation, goal setting, resource distribution, implementation and reevaluation is part of the organizational culture of the centers as they continue to move towards the goal of reaching full college status" [223 pg. 1]. Established committees working under the auspices of the College Center Council include Commencement, Enrollment Management and Student Retention, Environmental Health and Safety, Facilities, Honors Program Advisory, Library Liaison, Literary Art Journal, Scholarship, Speakers Forum, Staff Development, Student Success/Basic Skills, and Technology Advisory.

The focus of much of this information network centers on the issues of student learning and the best means to assess it. An example of successful dialogue occurred during the spring 2010 Duty Day during which the college (all Reedley College and North Centers faculty, student services managers, and administration) gathered to get further and cohesive understanding of the student learning outcome (SLO) process [32]. Dialogue was the key for that day as agreements and decisions over SLOs, assessment tools, and timelines for that assessment were planned for individual programs by faculty members of the departments [26]. Guest speakers, Janet Fulks and Bob Pacheco, led the day's activities where student success was at the core [24, 28, 230]. This dialogue continued at Division Assessment Summits that were held in fall 2010 as instructors and student services personnel from within specified divisions met to advance their discussions of program-level assessment, best practices, and closing the loop with assessment data analysis/evaluation, and planning [64, 91, 225].

As a follow-up to the spring 2010 Duty Day activities, several emails were shared collegewide highlighting particular programs' assessment processes. This sharing of ideas became its own dialogue thread as techniques used for individual programs began to influence others, whether it was assessment planning, rubric drafting, or data collecting practices [35, 92].

To help ensure this dialogue and success of the student learning and assessment process, a SLO Coordinator was hired in fall 2008. This new position was combined with the existing program review chair position. In spring 2011, a North Centers campuses SLO Coordinator was appointed. These coordinators are charged with promoting the assessment process and bringing Reedley College to “proficiency” level in SLOs by 2012 [20]. In addition to the previously mentioned Duty Day and Assessment Summit meetings, the coordinators oversee the SLO Assessment Advisory Committee (a sub-committee of the Program Review Committee) in creating a timeline, mapping, and reporting forms, meeting with departments over assessment questions, and promoting a positive dialogue on assessment [21, 22, 23, 70]. The Cycle Two Program Review Handbook (approved Spring 2005) established program learning outcomes [50 pg. 12], and the Cycle Three Handbook (approved spring 2009) asks for programs to reflect on assessments, evaluating the results of data and documenting a planning process [75 pg. 22]. The process is collaborative as programs across campus sites meet to determine assessments as well as goals for their programs. These reports are revisited and updated every year in an Annual Program Review Report [169] and are referenced in Resource Action Plan Proposals which influence fund allocation [170].

Blackboard is used to store evidence of dialogue from program review reports to all committee agendas and minutes. The Reedley College program review process is central to promoting this dialogue. All employees have access to the [Blackboard Program Review](#) and [Student Learning Outcome and Assessment](#) sites. Each program has a “recorder” who updates the program SLO/assessment folder on a regular basis.

In addition to the program review and SLO assessment processes, other campus-wide activities and committees involve faculty to support student success. The well-sought Tutorial, Math, and Writing Centers are central to skills improvement on campus. These centers rely on dialogue with faculty and staff and each other to ensure that needs are being met and to promote an environment of learning on campus. The Student Success Committee is an example of a committee where dialogue happens and positive activities are a result. The Student Success Committee projects (some of which are funded by the Basic Skills Initiative) promote ongoing faculty development in a desire to share best practices and increase student success [233]. Workshops such as Blackboard training, grading techniques, classroom management, and OnCourse instruction stem from a dialogue concerning faculty need [251].

The Student Success Committee also promotes workshops for students on a variety of topics across the curriculum, including improving time-management, writing thesis statements, delivering oral presentations, and avoiding plagiarism, just to name a few [236, 237]. An additional project is the Embedded Tutoring project where Writing and Tutorial Center tutors are embedded in a classroom. They then tutor students from that class in their perspective Writing or Tutorial Centers. The creation and ongoing implementation of this project is a direct result of the communication between basic skills instructors and the centers as well as the Composition and Literature department’s

program review report [112 pg. 27]. In both faculty-centered and student-centered endeavors, faculty and support staff work together to inspire meaningful dialogue and best practices for student learning.

A distance education coordinator position was first established in spring 2008. This person is responsible for the instruction of a full range of distance education technologies such as Blackboard (class management system) course design and virtual classroom creations through programs such as Tegrity. Various course management workshops are held every semester [307]. Data has been gathered on the success and retention rate of students taking online instruction in comparison to face-to-face instruction [302]. This data, as analyzed within individual units' program review reports, gives programs (as well as the college) an opportunity to discuss the strengths and weaknesses within distance education to further support student learning.

In order to illustrate how the outcomes of student assessment play an integral part of the college's planning process; an explanation of our planning process is being drafted. This document will cover processes, organizational structures, and define how assessments and the implementation of changes for improved learning based on these assessments, influence budget allocations and further dialogue concerning student learning. This planning document, which will be included in the Participatory Governance Handbook, taken together with our system of college constituent group associations, committees, open meetings, workshops, and electronic messaging constitutes a rich communications network that encompasses the entire Reedley College community.

### **Self-Evaluation**

The college evaluates effectiveness consistently and meaningfully. Much of this has been spurred by the program review and student learning outcome (SLO) processes. Data is relied upon in the program review reports from which quantitative analysis is constructed. These analyses provide insight into the evaluation of student learning and the direction of programs to increase student success. There is already evidence of the impact this examination of data is having on strengthening programs. The dialogue which happens during the examination of program review data has a continuing effect on furthering dialogue regarding SLO assessment, planning, and implementations for positive change. The spring 2010 Duty Day took advantage of these collaborative environments as colleagues were asked to share their assessment and planning practices with faculty from throughout the college. The institutional researcher provided the following summary based on the spring 2010 Duty Day survey results [27]:

Spring 2010 Duty Day focused on Student Learning Outcomes and assessment. The presentations and activities were meant to help promote discussion among departments with regard to the assessment process and using assessment outcomes for decision making. To that end, the faculty and staff attending were asked to complete a brief survey regarding their opinions as to whether that was accomplished. The survey was made up of five (5) statements with possible responses ranging from 1 (Strongly Disagree) to 5

(Strongly Agree). Overall, the responses were quite positive with an overall mean of 3.56. All five statements received a majority of Agree or Strongly Agree responses with a range from 55.1 percent to 67.6 percent of attendees reporting one of those two options. The most positively reported response came from question three which noted that the attendee gained knowledge with regard to a variety of assessment types. On the other side of the scale, looking at the responses Disagree or Strongly Disagree there was a range of responses between 10.8 percent and 16.0 percent. The Neutral response for each of the statements ranged from 19.5 percent to 29.5 percent. [27].

These results show an overall positive response to the discussions that took place and the presentations and activities that promoted these discussions. In order to successfully organize such an event, it took the campuses working together to examine where programs were in the assessment process. Faculty were asked to respond to an assessment status form in fall 2009 that reported where each of their courses and programs were in the assessment process [21]. Of the 341 courses reported, 4 percent had assessed the course student learning outcomes (SLOs). This information influenced the information presented at Duty Day 2010. Just under one year later, in fall 2010, 44 percent of courses had ongoing assessment of their SLOs. Reedley College has a goal (documented in the Reedley College Assessment Timeline [25, 26]) to have 50 percent of its courses and programs assessed with recommendations and implementation of improvement based on these recommendations in spring 2011. The goal is to be at 75 percent completed by end of fall 2011 and 100 percent by end of spring 2012. The North Centers SLO coordinator, appointed in spring 2011, will work with the existing coordinator at the Reedley College campus to ensure that this process maintains this positive stride beyond proficient and toward sustainable and quality assessment practices. Also, an existing ad-hoc Assessment Advisory Committee, which was comprised of primarily faculty from the Curriculum and Program Review Committees, has been modified into a formal ad-hoc group of the Program Review Committee. This newly-formed ad-hoc committee includes a comprehensive range of faculty, staff, and administration from both Reedley College and North Centers' sites. This will ensure wide-spread dialogue on practices central to student success.

The program review process has been routinely examined and revised to ensure the correlation between data analysis, assessment evaluation, goals and future planning for the programs, and student success. Programs work collectively within each site and across campuses to produce meaningful, reflective, and forward-thinking documents in which the central focus is student learning. Each cycle's handbook reflects the progression of SLO assessment and serves as the vehicle for documenting student learning. Now in its third cycle, the campus is well-versed on the program review procedures, data analysis, and its place in the integrated planning framework. Reports of student learning addressed in the program review reports are summarized by the program review chair and submitted to College Council in order to further meaningful dialogue [228, 229]. These summaries are housed with the vice president of instruction and on Blackboard.



Dialogue has been a continuous necessity in Reedley College assessment practices. From Dr. Norena Badway's series of SLO presentations beginning in 2006 [231, 232] to the current sharing of SLO successes via email announcements [92] to the open program review oral presentations which are recorded and stored on [Blackboard](#), the faculty and staff are well-versed in assessment and are participating in continuous discussion and dissemination of information that will guide the college. The college's 2008 accreditation mid-term report highlights this thread of dialogue with examples of early SLO training, including a fall 2005 student services assessment strategies workshop sponsored by the California Community College Chancellor's Office, a spring 2006 counseling-specified workshop presentation held at Fresno Pacific University, and a series of SLO-focused Curriculum Committee meetings which guided faculty through course SLO creation. Among these discussions, the focus remained on best practices to ensure student learning [645 pg. 6-7].

Dialogue on campus extends beyond faculty and staff and involves students as well. The student government group, the Associated Student Body (ASB), is kept informed and is consulted about various policies and procedures. From Program Review Handbook revisions to general education learning outcomes drafts, the ASB is involved in college planning. An example of this occurred in fall 2010 when students, faculty and staff created a graduate survey which would measure general education learning outcomes. The contents of the survey were greatly influenced by the ASB and made for a much stronger survey [646 # pg. 1].

Key to all of these examples of processes and dialogue is the desire to meet student needs. Programs have modified their procedures, curriculum, and activities based on dialogue. While dialogue was consistent and strong prior to SLO mandates, the SLO process has strengthened our dialogue frequency. Dialogue is ongoing, meaningful, and fruitful regarding everything from the collaboration of establishing course and program learning outcomes (PLOs) to the assessment tools used to measure those outcomes. Dialogue is central to the collective gathering and evaluation of data to the joint planning and implementation of changes to the course/program. An example of this dialogue occurred with Child Development program faculty members and the revision of the rubric used in their Advanced Practicum in Early Childhood Education course. Their decisions stemmed from information that the Communication (Speech) program shared with them about their rubrics during the spring 2010 Duty Day events [92].

An example of dialogue and feedback occurred within distance education during fall 2010 as a survey was performed to assess the needs for further technology training [296, 297]. The spring 2011 Technology Training Workshops were based on these responses and included workshops on Microsoft Publisher, Excel, and the Blackboard class management system [307].

Another example of constructive dialogue occurred within non-instructional programs. Reedley College Student Services managers met at the Willow International Center on November 12<sup>th</sup>, 2010 to hold a PLO summit [225]. The SLO coordinator had presented

twice at the regularly scheduled Reedley College student services managers meetings regarding update and mapping forms. On December 10, 2010, the Reedley College Student Services Division held a regularly scheduled assembly during which time a dialogue about PLOs occurred [644 pg. 11-12]. At each of these meetings, staff reviewed assessment tools and some revised their PLOs. Staff also reviewed results from an initial customer service scan that found issues centered on customer service which also influenced revised outcomes statements.

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**2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

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**Descriptive Summary**

Goal setting for Reedley College is data-driven and responsive to student learning needs. The overarching guide is our mission statement, which has been discussed in earlier sections of this self study. With the input of advisory committees, the Reedley College campus College Council (CC) and the North Centers College Center Council (CCC) are the centers of the college's goal setting efforts and serve as the clearing houses for reviewing and assessing the data generated by the implementation and administration of goals within programs. The Reedley College Council, Strategic Plan, and Faculty and College Center Council Handbooks outline the processes used in establishing the annual goals and objectives [83, 167, 223]. The Strategic Plan is renewed systematically and includes specific goals in the following areas:

- 1.Public and private partnerships
- 2.Enhancing the college climate and integrating with the community
- 3.Teaching and learning excellence
- 4.Student services
- 5.Planning and assessment
- 6.Information technology
- 7.Infrastructure

In each of the strategic planning areas, measureable goals are established and tracked to determine progress toward and achievement of the specific goal. The goals, the data, and the progress toward the goals are available in the Strategic Directions pamphlet which is distributed and which is available on the Reedley College [web page](#) [218]. Based on assessment and evaluation, a new revision process was adopted in fall 2010. The new

process has major revisions completed on a four year cycle with minor revisions completed every two years which provides for integration with the district strategic planning cycle.

The approved 2010 Education Master Plan not only establishes a base line of demographics and college programs, but projects likely scenarios and facility planning into the next 20 years [209 pg. 11-30]. This plan allows our goals to be based on solid data.

In addition, the college's several career technical education (CTE) programs depend upon their advisory committees to provide input on career trends and desired graduate skills. This input also directly influences the programs and college goals.

The Strategic Planning Committee requires annual reporting of the progress on the college goals [187]. The cycle for many goals begins with the reporting of program review findings. Individual programs report to the CC and CCC with plans and recommendations based on their findings during their five year cyclical reviews. As of spring 2010, annual progress reports are required of all programs, instructional and non-instructional [169]. These reports are made public and information contained in them regarding outcomes assessment and data are used for Resource Action Plan Proposals (RAPP). Since program review draws heavily on [data](#) (area demographics, student demographics, SLO progress and findings, etc.) [189], the reports establish concrete goals based on the needs of the students and on the needs of the institution, consistent with the mission and values of the college. These goals are the basis of resource allocation and of future planning for facilities, staffing, etc. They are also the basis of fiscal resource allocations including the annual budget, external funding such as grants and awards, and California state lottery funds.

Student learning outcomes, which are articulated with program learning outcomes and general education learning outcomes, are systematically tracked and reported to the College Center Council and College Council, with specific plans and actions designed for improvement of student learning [301]. The SLO process is a continual improvement effort, with departments meeting frequently to review, discuss, plan, and re-implement the process for the improvement of student learning. One example of this is the Composition and Literature program's norming sessions for the composition sequence courses [299, 300]. These sessions, first established as goals/recommendations in the program's program review report [112 pg. 77], inform the program's curriculum by examining grading criteria and the sequencing of courses in supporting student success. Faculty members from other disciplines are invited to these norming sessions, furthering dialogue. Programs across disciplines and services have made SLO discussion a regular meeting agenda item.

Goal setting relies heavily on an institutional researcher, who provides data and tracking to ensure that the goals are set with accurate and timely statistics. The institutional

researcher also supports the Program Review and SLO processes by providing quantitative data, guiding assessment strategies, and advising in data analysis. The Resource Action Plan Proposal (RAPP) process supports the achievement of our goals at all levels. A major step in the collaborative decision making process is the connection between planning and resource allocation. The funding process for the overall operation of the district and colleges/centers (unrestricted general fund budget) involves a series of meetings followed by approval by the Board of Trustees in June of each year.

Many program goals established in the program review reports see fruition with the RAPP process. RAPPs [80, 170] are due in the sixth week of every fall semester. All instructional and non-instructional programs may submit RAPPs. The process determines the appropriate funding for the RAPP whether it is through Perkins, a decision package for lottery funds, basic skills, etc. The plans are posted to the strategic planning Blackboard site for campus-wide viewing. The decision packages are presented to the Board of Trustees at the April meeting [318 pg. 13]. Criteria for judging proposals include responses to quantitative and qualitative data analysis as determined in a program's program review report and SLO assessment findings and implemented changes. Alignment with the Strategic Plan and college goals are also included. The Strategic Planning Committee ranks the proposals on the strength of their support of the Strategic Plan and/or college goals. The proposals are then read by the Budget Committee which recommends a prioritized ranking, based on need and available funding, to the College Council. The College Council reviews the Budget Committee's recommendations and makes the final recommendations for funding to the College President. RAPP information is housed within the [Strategic Planning Committee site](#) on Blackboard. The process and forms for Reedley College and the North Centers campuses reflect strong and compatible similarities.

Similarly, the process used by the North Centers for the allocation of resources for projects not covered by the general fund budget is through the College Center Council (CCC) using an Action Plan Funding Request form [252]. The North Centers allocate lottery and grant funds (e.g. Perkins) using these forms that are completed by faculty or staff members to show how the funding will tie to specific planning documents (e.g. Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Student Success Plan), and/or student learning outcomes and program review recommendations. Also included in the document is a work plan that outlines the specific activities or items desired, funding needed, person responsible and timeline as well as organizational areas that will be impacted by the item/activity desired. Based upon the budget development calendar, the CCC discusses the Action Plan Funding Requests and develops a prioritized list of funded plans each fall for the following academic year. The funding document, known as a decision package, for all sites of Reedley College (the main campus and the North Centers) is submitted to the Board of Trustees for approval [208].

The mission, Strategic Plan, and goals, are periodically reviewed and updated with reference to data and experience. These documents and the program review summary reports are submitted to the College Council for consideration, and all documentation is available to all stakeholders on the college web page and various Blackboard sites. Within distance education, the goal is to replicate as closely as possible a face-to-face environment. The goals in this medium, therefore, replicate the college goals and are measured as such. Beginning in Cycle Three of program review, programs with courses offering 50 percent or more of instruction online additionally analyze retention, success, and demographic data mirroring face-to-face data [302, 303, 304].

All members of the college community understand and participate in the goal setting process, and as a result develop goals that they believe in and work hard to reach. Drafts of the college goals [242] are sent to all constituency groups for editing and approval via the College Council. These goals are posted on Blackboard and are open for discussion at Town Hall meetings.

The implementation of goals at the program level is also evaluated. In spring 2011 the Program Review Recommendations (Goals) Annual Report [169] was approved by the Academic Senate, the Classified Senate and College Council. This report will monitor the progress programs are making in attaining their stated goals/recommendations as established in their most recent program review report.

### **Self-Evaluation**

There is broad-based understanding of goals. Goals are the subject matter of Town Hall meetings and Tiger Talk gatherings and spread through the constituency group network, department chairs meetings, and Duty Day presentations. The Reedley College Employee Survey administered in spring 2010 revealed that 85 percent of staff agree or strongly agree that the college facilitates an ongoing dialogue about improving student learning and institutional processes. 86 percent of staff agree or strongly agree that the review of programs and services is integrated into the college planning process. And 86 percent agree or strongly agree that the college's planning process is broad-based, offering opportunities for input by all constituencies through established processes and committees [81].

One of the ways in which the college measures its effectiveness of attaining its goals lies within industry accreditation and career technical education (CTE) graduate placement within industries. Additionally, surveys such as the graduate survey, certificate and degree completion rates, and transfer rates measure effectiveness.

Input from the community is used to assist in goal-setting. Professional advisory committees are required and are used in career technical programs such as Agriculture and Natural Resources. These advisory groups guide curriculum and establish goals for job skills to be learned in the college. Program review reflects these industry-driven mandates that are then considered in resource allocations.

An example of institutional commitment to inform and achieve identified goals is the support of the Institutional Researcher (whose time is split between the Reedley and North Centers campuses) and program review chair/student learning outcomes coordinator positions. Employees in these positions meet with programs to aid in the goal-setting process whether to provide guidance in establishing program goals, help interpret SLO data, or explain the process for implementing changes based on analyzed data.

An example of the communication and identification of need leading toward the setting of goals came with the current STEM (Science Technology Engineering and Math) grant designed to help students successfully transfer to a four-year college or university in any of the eight STEM disciplines: animal science, biology, chemistry, computer science, engineering, mathematics, physics, and plant science. Faculty within these disciplines determined that there was a need across their disciplines. When the opportunity to apply for the grant arose, there were several meetings between the grant writers and the faculty to assess the needs in each discipline and devise a plan toward meeting those needs. Through this communication, the STEM grant proposal was written. Four goals were established for the grant: 1) To increase the number of Reedley College students who are awarded A.S. degrees in STEM fields, 2) To increase the number of Reedley College Hispanic students transferring in STEM fields, 3) To increase the number of Reedley College articulated classes and transfer major pathways with University of California, Merced, and 4) To increase success rates in transfer math courses and pre-requisites. A few of the methods by which these goals were met included modernization of science labs, establishment of a math study center, development of a STEM Ambassador outreach program, and the institution of an annual STEM Conference. Upon being awarded the grant, a STEM steering committee, consisting of the grant director, area dean, and program faculty was established. This steering committee has met on a regular basis throughout the grant period and has overseen the implementation of the grant. The faculty members on the committee are charged with communicating with faculty in their area.

Helping to further reach its goals, Reedley College was the recipient of two new grants in fall 2010. The Title V and Trio grant proposals were written as a collective effort from members across the college with the common goal of student success.

The Title V grant will expand and enhance academic offerings, program quality, and services for Hispanic students through four activities:

- Activity One: Community Links – K16 Bridge is a program that introduces the concept of college at an earlier age/grade level & Padres Como Compañeros (Parents as Partners) which educates parents on the pathways they may utilize to support their students while attending college.
- Activity Two: Career Center and Transfer Center are two centers which will be remodeled to promote Career awareness and Transfer preparation.

- Activity Three: Cohorts – FAST (Freshman Academic Success Team) focuses on entering freshman. A part-time coordinator provides support services for interested freshman. Also, the Alianza de Transferencia (Transfer Alliance) counselor tracks students on their progress to transferring on to a four-year institution.
- Activity Four: Library Improvement – A laptop loan program was established and coordinated by the library and a new part-time librarian was hired who provides workshops on proper research methods and how to utilize a library and its databases.

The Trio grant serves first generation, low-income, and disabled students by providing academic support such as advising, priority registration, career planning, transfer assistance, financial literacy information, and student success workshops.

These grants improve teaching and student services effectiveness needed to assist in students' educational goals and the college's goals of supporting student success. The final grant reports will provide additional data which will inform the college about the extent to which we are meeting our goals.

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### **3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

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#### **Descriptive Summary**

Ongoing planning is a hallmark of Reedley College. Whether it is the challenge of institutionalizing a Title V grant, creating new grant proposals, making sound budgetary decisions, or developing a dynamic Educational Master Plan, creating positive and successful learning environments for students requires continuous evaluation of program effectiveness.

This evaluation takes place at four levels: the course level, the program level, the institutional level and the regional level.

#### *Evaluation at the Course Level*

Ongoing course evaluation occurs in two ways. First is the collection and interpretation of data related to student learning outcomes, and second is the periodic revision of course outlines as part of the program review and curriculum review process (there will be more on program review later in this section).

- *Student Learning Outcomes (SLO)*

As a response to the recommendations following the 2005 accreditation report, Reedley College began a comprehensive effort to engage all areas of the college in a dialogue concerning the best methods of implementing, norming, and assessing student learning outcomes for each course. These SLOs would be used to evaluate the effectiveness of instruction within specific courses, to identify and correct specific deficiencies in SLOs, and to help develop program learning outcomes (PLOs).

By 2008, the college had held several workshops for instructors, administrators, and Student Services personnel on the development and assessment of student learning outcomes. In fall 2006, counselors were trained at a Fresno Pacific workshop in the development of SLOs [694]. In spring 2006, Curriculum Committee and Academic Senate members attended dialogue sessions regarding SLOs [645 pg. 6-7, 695]. In June 2006, the college contracted with acknowledged expert, Norena Badway, to conduct a series of workshops during the 2006-2007 academic year [182 pg. 3]. In May 2007, Norena Badway returned to Reedley College to discuss SLOs at the course, program, degree, and certificate levels [231]. As of fall 2007 all courses had established student learning outcomes within their course outlines of record.

Subsequently, a timeline was set to begin assessment of student learning based on the SLO's for the relevant courses. All courses will have completed at least one round of assessment by spring 2012.

- *Periodic Course Revision*

As part of the program review process, department faculty members revise each course within two semesters of completing their program review self studies in order to assure that the course meets the current standards in that discipline and to ensure that it also meets the needs of the students in our student population as established in the department's program review report. This revision requires departments to evaluate course outcomes, content outlines, instructional methodology, proficiency measurements, and pre- and co- requisites (when appropriate). In addition, any program wishing to establish a distance education course must complete a Distance Education Request form [298] and have the course approved through the Curriculum Committee. Since revision is part of the program review process, it takes place every five years. However, individual departments sometimes revise course outlines between program review cycles in order to stay current with their disciplines, to respond to transfer requirements at four-year schools, to create online versions of face-to-face courses, and to make the courses more relevant to the student population.

The program review and SLO assessment processes are cyclical. The program review template requires evaluation of the current program and of program goals every five



years in order to create an optimum learning environment for our students. This ensures that evaluation at the course level is ongoing.

In addition, SLO assessment also drives the revision of courses. Depending on assessment results, course outcomes, lecture content, texts, and pre-requisites may be modified to ensure student success.

- *Evaluation at the Program Level*

Evaluation of individual courses forms the foundation of evaluation at Reedley College, but does not stop there. Programs receive scrutiny as well. The primary vehicle whereby such scrutiny is provided is the Program Review.

The Cycle Two Program Review Handbook underwent a major revision in March 2007 when the addition of SLOs was introduced. A portion of this attention to student learning outcomes was given to the mapping of course outcomes to the program outcomes. In fall 2010, this mapping was taken a step further as general education learning outcomes were added to the mapping [70]. Mapping templates have been completed for all instructional and non-instructional programs as of fall 2010. This practice ensures that course, program, and general education learning outcomes are in alignment.

- *Program Review*

Part of the institution's ongoing process of assessing progress towards achieving its goals and making decisions regarding the improvement of institutional effectiveness involves Program Review. Every five years, programs evaluate their current operation in light of past goals and future student success. Cycle two was completed in fall 2010. During this cycle, SLO criteria were mapped to course-level student learning outcomes which were then mapped to program learning outcomes and then to certificate and degree learning outcomes. Each program determines a timeline and creates their own discipline-specific assessment of their programs before evaluating their data and reporting out as they close their assessment loop [21, 22, 23, 26]. Now, in the cycle three handbook, which was approved in April 2009, all programs include information connecting staffing and budget/resource summaries. Agriculture/Natural resources and vocational programs were the first to complete cycle three in fall 2010. Recommendations and goals included in program review are based on qualitative and quantitative evidence. The Reedley College Program Recommendations Annual Report addresses SLO assessment progress in addition to the timeline, resources, status, and outcomes of a program's recommendations [169].

Many college decisions are based on program review. Resource Action Plans, for instance, must be connected to program review and student learning outcomes. Likewise, new instructional or student services positions are often authorized in part based on the current program review [229 pg. 3-4].

- *Non-Cyclical Assessment*

While program review is vital to the planning for the development of programs at Reedley College, there is also an ongoing effort to evaluate program effectiveness between program review cycles. As circumstances change or as challenges arise, faculty and staff work to address those changing situations. For instance, Reedley College has an articulation officer who keeps departments at the college informed about CSU and UC standards for transferrable courses. When those standards change, programs can respond by modifying the course outlines so our students have the least difficulty transferring to four year schools.

- *Evaluation at the Institutional Level*

A college is more than just a sum of the individual programs. A college is a system built of interrelated and interdependent parts. Because of this, integrated planning is essential and integrated planning means evaluating not only program and course effectiveness, but also institutional effectiveness. Reedley College depends on many types of institutional evaluation: strategic planning, educational master planning, construction planning, technology planning, budget planning, facilities planning, enrollment management, and planning through standing committees.

The following describes examples of some of this planning:

The Strategic Plan establishes “institutional goals and objectives congruent with the mission, vision, and values of the college.” Input on this plan comes from “all segments of the college as well as the communities it serves.” The Strategic Plan is a living document and the recently revised assessment process occurs every four years. The committee uses progress reports completed by all college committees to evaluate progress in addressing strategic directions and achieving objectives [187]. Every two years, minor changes to the Strategic Plan are implemented. Internal and external scans are conducted the third year to help in crafting a new plan.

Developed in response to the Strategic Plan, the Educational Master Plan is a comprehensive plan for the college. This document sets forth the direction the college will take and attempts to project the needs of the college, its constituent groups, and the community between now and the year 2025 [209]. The Educational Master Plan is flexible enough to accommodate changes which may occur over the next 15 years. A review cycle has been approved by College Council [267, 268].

Ongoing planning and evaluation of institutional effectiveness also take place through the committee structure of Reedley College. For instance, the Strategic Planning Committee monitors the Strategic Plan for the college and makes changes when necessary.

Of particular importance are the Reedley College Council and the North Centers' College Center Council. The Reedley College Council is an “umbrella governance committee” for the college. It includes representatives of the various college constituencies and is “charged with the responsibility of formulating plans, procedures, and practices for the Reedley campus.” In turn, the College Council tasks other college committees under its jurisdiction with specific responsibilities [211]. Likewise, the North Centers' College Center Council relies on extensive dialogue and communication of the committees under its charge to “assess and improve upon the existing process of evaluation, planning, and improvement for the North Centers [223].

Other committees and representative groups such as the Curriculum Committee, Academic Senate, etc. oversee the planning, implementation and evaluation of specific campus functions under their purview. Thus, the process of evaluation is ongoing.

Both quantitative and qualitative data results, as reported in program review reports, are used to improve student learning. Quantitative data for the instructional program review reports includes the comparative and trend analyses for the following data elements: total enrollment, enrollment by demographics (age, gender, and ethnicity), retention, success, program mark analysis report, FT/PT enrollment status, WSCH/FTEF, number of degrees/certificates awarded, Perkins core indicators (if career-technical education program), and any additional data. Quantitative data for non-instructional programs measures quality and success of the program by analyzing satisfaction (students, staff, and community), success, participation, retention, and demographics (age, gender, ethnicity). Qualitative data for both the instructional and non-instructional programs describes future trends unique to the area that are likely to influence the discipline or program. Future trend elements include: political (local ordinances, state or federal legislation, Title 5, Ed Code), economic (labor market data, District Fact Book, advisory committees), sociological (migrant population, single parents, aging population trends), technological (access, security, ethics), and educational (high school graduation rates, competition from other public and private postsecondary institutions, online education) [75 pg. 11-21].

It is these results from both program review and student learning outcome assessment in addition to mission statement and Strategic Plan support that are examined in the allocation of resources via Resource Action Plan proposals.

### **Self-Evaluation**

Planning and program evaluation are driven by information at Reedley College. Program review, for instance, requires both quantitative and qualitative measures to evaluate program needs and effectiveness.

Critical data is easily accessible through the [district's institutional research website](#), District Fact Book, and Capacity Report. The college's institutional researcher assists in the interpretation and dissemination of this data as well as instructs on the planning and

execution of qualitative surveys such as the Assessment Center Student Satisfaction Survey [253].

While such data is easily accessible, many school personnel involved in planning are either unaware of these resources or have limited skills in interpreting the data found on the institutional research website. The college is addressing this issue by having the institutional researcher conduct workshops on such topics as data-driven decision-making, Datatel, and using factsheets and capacity reports [191].

An integrated planning process explanatory document (as mentioned in section IB1) will become the framework for the college as it provides the structures and processes necessary to attain stated goals and improve student learning.

The ongoing assessment of courses and programs through the implementation of student learning outcomes is proceeding along specific timelines for different programs. The results of these assessments guide the re-evaluation of course-level student, program, and general education learning outcomes, and assessment. One example of a program that has used the program review process to strengthen their program and encourage student success is Composition and Literature. Faculty members created a composition sequence matrix after determining that the sequence of English courses and the language therein was confusing for students and may have been responsible for students' lack of movement through the sequence. All courses were revised with common language which increased accordingly in rigor. An identically-formatted rubric was written for each course and used in newly established department-wide norming sessions. Since instructional programs are required to modify their curriculum within two semesters of completing their program review reports, many of these updates stem directly from program review data analysis and assessment evaluation. These changes in the Composition and Literature program influenced many areas of the campus as students' success in English courses touches many other disciplines.

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**4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

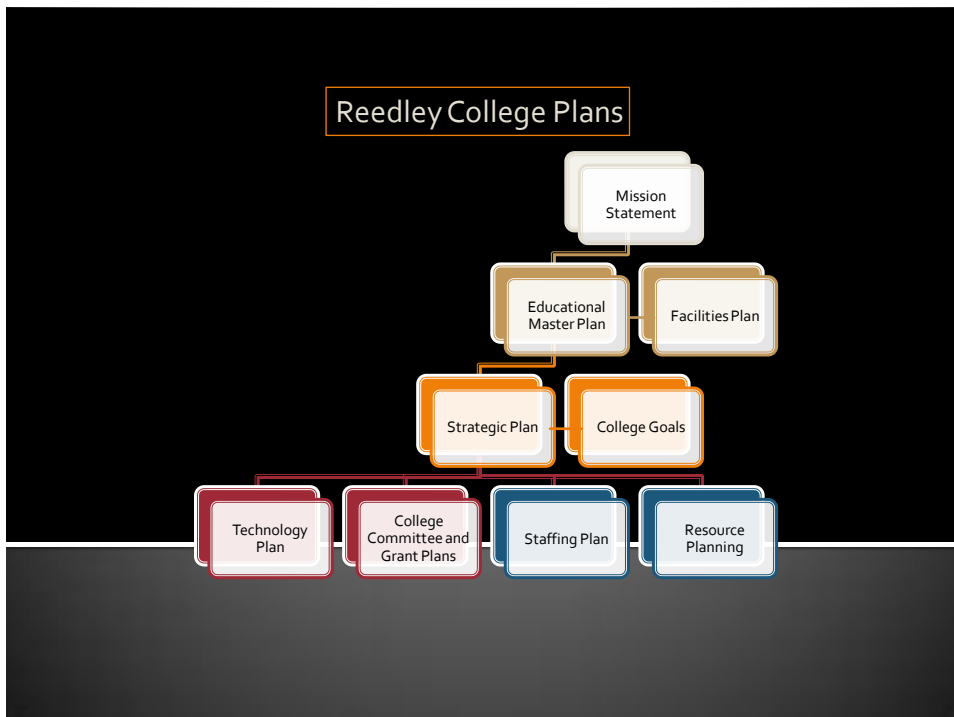
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**Descriptive Summary**

Reedley College is committed to an integrated and broad-based planning approach. The college's mission statement serves as the foundation for the college planning process and describes the college's intended student population and the services the college promises to provide to its community. As such, this statement is the cornerstone for the entire planning process. The college uses this statement to assess its current status and anticipate future challenges in a long-term Educational Master Plan. This long-term plan is then influential in the college's four-year Strategic Plan and its program reviews. The program reviews include a thorough analysis of each academic and student services

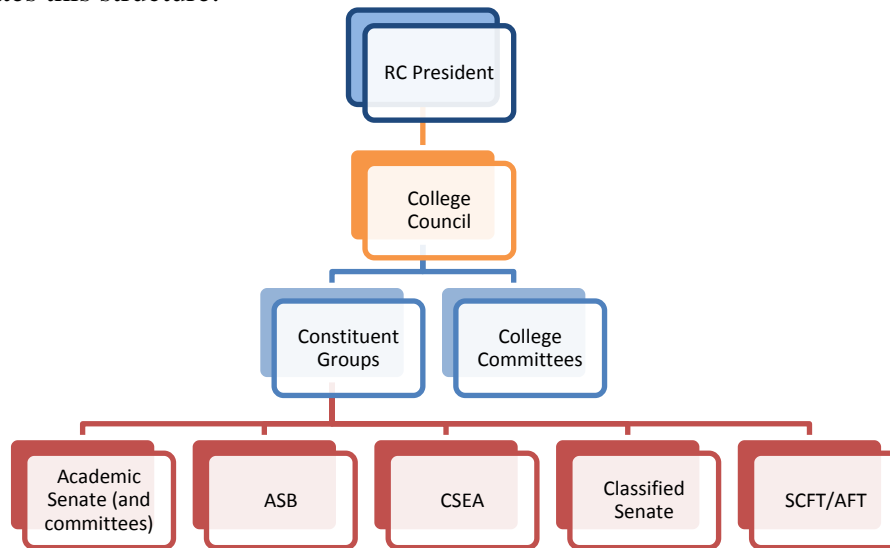
program and administrative function, as well as programmatic planning at the unit level. The strategic objectives in the Strategic Plan and the unit plans in the program reviews also inform the subsequent editions of the Educational Master Plan; the long-term and short-term plans reciprocally inform one another. Resources are allocated based on the college mission, collegewide strategic plans, college goals, and unit-level plans, thereby ensuring the college's forward movement on the college's strategic objectives that were drawn from the recommendations in the Educational Master Plan and articulated in the Strategic Plan. Following careful planning, resources are allocated to meet the objectives of the plans. The cycle continues as these objectives are measured to assure the objectives have been met and planning awaits more resources. The college assesses progress of the strategic objectives and makes adjustments in action steps as needed to continue the college's forward movement in fulfilling its mission. Assessment of the outcomes as well as assessment of the planning processes itself is embedded throughout the planning efforts.

The following diagram illustrates the documents of the Reedley College integrated planning structure:



Another view of integrated planning is organized around the various structures on campus that are responsible for developing and evaluating the various plans and who make recommendations on behalf of the groups they represent. The model below

illustrates this structure:



This model, though also hierarchical, is very different from the organizational structure of the college. The College President does have the responsibility to present the plans to the board and to ensure that each plan forwards the college mission. In this capacity, the College President chairs the College Council as a non-voting member.

The College Council is a primary participatory governance institution of the college which is composed of members of various constituency groups from the college. Constituency members include representatives from various campus committees and constituency groups such as the Academic Senate, Classified Senate, Associated Student Body, California School Employees Association (CSEA), and State Center Federation of Teachers/American Federation of Teachers (SCFT/AFT) union. The College Council provides a broad-based avenue for which members of the campus community can be actively involved in the planning process and resource allocation recommendations. Likewise, the College Center Council oversees the decision-making process at the North Centers campuses.

The College Council, as the principal shared governance body of the college, creates the processes, with appropriate consultation from constituent groups, for recommending College policies and governance committee structures. The College Council reviews actions, recommendations, and requests of committees and task forces. The College Council has overall responsibility, in conjunction with the Strategic Planning Committee and the Budget Committee, for guiding and implementing the planning processes, resource allocation, and recommending policies and procedures to respond to the changing needs of the student population and the internal and external environments. The College Council develops implements, evaluates continuously and reviews, if necessary, the College’s plans and initiatives, both long-term and short-term.

Annual implementation plans are developed by all College committees, and annual progress reports are submitted by all committees to the College Council which enable the Council to assess progress toward achieving the strategic goals of the College. A certain amount of beneficial redundancy is built into this model; these College Committees are typically comprised of members from all constituent groups, as the operating agreements illustrate. The Participatory Governance Handbook is the document that tracks the various functions of all college committees. The purpose of this manual is to explain and maintain the principles, organizational structure, reporting relationships, operating procedures, mission, duties, and membership composition of the Reedley College constituency groups [211].

The college receives valuable information from its community partnerships. These partnerships, which include the Sun-Maid, Moonlight, Wawona, and Quinn companies, provide the career and technical education programs with which they are in partnership feedback on industry standards, employment trends, and skill requirements.

### **Self-Evaluation**

The effectiveness of the college's broad-based communication system is illustrated in several informational meetings. The Reedley College president presented a workshop on integrated planning at an administrative retreat in June 2010 [166] and then at a classified retreat in July 2010 [88]. The dean of arts and humanities presented information on planning to all faculty and staff at the fall 2010 Duty Day events [159] and again for all classified personnel in September 2010 [85, 86]. More specifically, the Student Services division at Reedley College held three division assemblies which were directed at improving Reedley College's integrated planning efforts. The first assembly occurred on December 15<sup>th</sup>, 2009 and focused on encouraging discussion within student services on key issues such as a division "mantra," reviewing division accomplishments and concerns [260, 261, 262]. The second assembly took place June 8<sup>th</sup>, 2010 with a continued discussion of the college and student services goals, development of a division "mantra" (which is thoughtfully tied to the college's mission statement), and providing exceptional service to students and our community [194, 256, 257, 258, 259]. In addition, division accomplishments were discussed and reviewed and linked to division and college goal planning. A third assembly took place on September 3<sup>rd</sup>, 2010 and focused specifically on integrated planning for student services and was hosted for the entire Reedley College campus [85]. There was a classified leadership retreat during the summer 2010 workshops sessions on integrated planning [192]. The focus at these meetings was placed on encouraging dialogue within administration, student services, and classified personnel, addressing division concerns and accomplishments, and reviewing division goals.

Communication with the State Center Community College District is aided by the Communications Council. To further facilitate districtwide communication and ensure student success at the campuses, the district has given special assignments to three staff members who work directly with campus employees in the areas of accreditation

responses, districtwide Workforce and Economic Development, and district strategic planning and integrated planning.

In fall 2010, the State Center Community College District (SCCCD) also hired the College Brain Trust, a Sacramento-based consulting firm that works with community college districts. The firm was asked by the chancellor and the State Center Community College District to conduct a review of the district's organizational structure, centralized services/bookstore and food services operations. The Board of Trustees heard a presentation of the report of the College Brain Trust at the March 2011 meeting. The report is being studied and used to assist in determining future changes to the organizational structure of the district [156].

At the college level, the many grant applications and the broad-based input in preparing these applications is further evidence of the commitment the college has to improving institutional effectiveness and student success. Due to these efforts, over \$9,498,615 in grant-based funds were acquired in the 2009-2010 fiscal year. These grants, including a Title V, Trio and Student Support Services (SSS) English as a Second Language grant, will help with student support services, including career and transfer centers, library improvement, and tutoring and counseling priorities. These grants were in addition to a 1.2 million dollar SSS renewal for Disabled Students Programs and Services, \$582,000 Minority Science Improvement Program (MSIP), \$35,000 Lyles Center (for the Reedley College Entrepreneurship Center), and \$24,000 Medi-Cal Administrative Activities (MAA) gain.

SCCCD Foundation mini-grants aid student learning and success on a smaller level. These grants, funding projects from instructional software and technology to conference attendance, aid in institutional effectiveness and create building-blocks for student success [254].

The college is also committed to innovation and staff development, supporting these endeavors when able. An example is the college's commitment to distance education courses and the programs involved in distance education. Instructors who teach online course are provided a four-thirds Lecture Hour Equivalent (LHE) to their teaching load. For example, a class that would normally be 3 LHE is 4 LHE when taught online, while a class that would normally be 3.75 LHE is 5 LHE when taught online. The college prepared a Substantive Change Proposal for Distance Education for English, information technology, and business that was accepted by ACCJC at the March 14-15, 2011 meeting [649, 653].

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## **5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

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### **Descriptive Summary**



Ongoing assessment of the quality of programs and services is a fundamental activity of Reedley College. Assessment results are documented and communicated to internal constituencies such as committees, program faculty and staff, and students and to external constituencies such as feeder high schools and the local community.

Assessment results come in a variety of forms. For example, the Accountability Reporting for the Community Colleges (ARCC) report documents the performance of the college and is reported to the Chancellor's Office [215]. Other college-level data include enrollment data, progress reports from various grants, student satisfaction survey results, and reports from internal and external scans. Program review self-study reports are the heart of assessment for individual programs. These reports include the analysis of enrollment and WSCH data along with data on the performance of students in the courses. At the course level, data is now being collected and documented regarding the assessment of learning outcomes. These assessments drive the dialogue among program faculty on improving the quality for course delivery. For special events such as staff development activities, survey data is collected to assess quality.

Internally, these assessment results are communicated to faculty, staff, and committee groups through reports posted on the Reedley College website or Blackboard site. The institutional researcher maintains data regarding enrollment, degree attainment, and transfer. This data is provided to program staff at the time of program review and other times as necessary. Likewise, the Office of Instruction communicates enrollment/FTES reports, Perkins Core Indicator reports, and annual ARCC reports through [its Blackboard site](#). As part of the collegewide effort to assess learning outcomes at the course, program, and degree levels, the [student learning outcomes and assessment Blackboard site](#) is a place where all programs post their assessment results. This allows all faculty members to engage in dialogue on the quality of instruction.

Results from individual program assessment instruments are written into program review reports. For example, the Assessment Center Student Satisfaction Survey results were written into the student services program review reports and influenced their annual goals. These results have been shared during the student services assemblies, monthly student services managers and coordinators meetings, and are posted to the Blackboard site and Facebook in order to promote dialogue. This dialogue about the survey results has identified needs and areas of improvement which has directed training on such consumer services as phone etiquette [258].

Externally, the college makes assessment data available to the local community through such documents as the Annual Report [282] and the college Fact Book [189]. Communication is enhanced through activities such as charettes allowing dialogue between community members and college employees [271, 272, 273, 274, 275, 276], annual tours of the campus (especially for vocational programs), and special events such as the grand opening of the Math Center in spring 2010. Other documents, such as the Educational Master Plan and previous accreditation documents are available to the public

on the [college website](#). The college also communicates with feeder high schools regularly. One example of this communication is through the Annual Report [282].

### **Self-Evaluation**

Reedley College communicates assessment results in an effective and positive manner. An example of this is program review. Each instructional and non-instructional program undergoes this systematic assessment for the purpose of “demonstrating, improving and communicating effectiveness, identifying program strengths and emerging trends, and facilitating improvements through substantiated recommendations” [75 pg. 4]. Programs are assessed for the degree in which they support the college’s mission and strategic plan. These program review assessment results then “influence curriculum, college planning, decision-making, and resource allocation” and “promote collaboration and dialogue across campuses and disciplines” [75 pg. 4].

Program review has a specific schedule that dictates when the assessment reports must be sent to certain constituencies. Reports are sent to the program review chair, the area dean/manager, and eventually the Program Review Committee. Oral presentations are given to the committee and recorded and posted online for later review.

Recommendations based upon the program review reports are sent to the Reedley College Council and the North Centers College Center Council. This program review process is now on its third cycle. After each cycle, the process has been evaluated and updated to ensure that it is effective in assessing each program and communicating those assessment results properly.

Reedley College documents many assessment results on several levels. Blackboard sites and the college website are the primary means of making data available to internal and external constituencies. Two main sites for finding data are the instructional research website and the Office of Instruction Blackboard site. The SCCCD [instructional research website](#) contains institutional research data such as fact sheets, which include collegewide demographic data, program review data, which includes enrollment and demographic data for specific programs, enrollment and grade data for specific courses, and the State Center Community College District Fact Book [189] which includes a wealth of internal and external data for the entire district and the region. The [Office of Instruction Blackboard site](#) contains data such as enrollment data organized by department, Perkins core indicator reports, and annual ARCC reports.

The Public Information Office does an excellent job of communicating the college’s successes to the community media [277, 278, 279].

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**6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

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### **Descriptive Summary**

Reedley College has many processes to assess its effectiveness. The mission statement guides the planning and decision-making practices of the college. The Strategic Plan establishes the vision, core values, strategic directions, objectives, and key performance indicators. The planning process of the Strategic Plan assists in identifying priorities related to allocation of resources including staffing, facilities, equipment, and supplies. The annual goals set the course for the year and are evaluated to determine whether they were accomplished. The Educational Master Plan provides input for the facilities plan and serves as a basis for the construction and remodeling of our campus facilities. The Participatory Governance Handbook provides a road map of how the college functions – from understandable organization charts to clear descriptions of governance relationships. Program review systematically assesses instructional programs, student support services and administrative services using quantitative and qualitative data for the purposes of demonstrating, improving and communicating effectiveness, identifying program strengths and facilitating improvements. Resource Action Plans are a tactical strategy to address specific college goals, strategic directions, strategic objectives and recommendations developed as a result of program review. Even when faculty and staff apply for grants, the application must include a brief summary addressing the needs of the college which tie to the mission statement, strategic plan and goals of the college [183].

#### *Participatory Governance Handbook*

Beginning in fall 2004, Reedley College embarked on a project to review our campus committee structure. The Committee on Committees, an ad-hoc group from Academic Senate, was assigned the task of reviewing the organization and operation of all standing and special committees of the Reedley College main campus and make recommendations to the various constituencies. This project transformed into a review of the college's participatory governance processes, which ultimately led to the authoring of a Participatory Governance Handbook [211].

#### *Educational Master Plan*

During the 2009-10 academic year, Reedley College developed an Educational Master Plan [209]. All college constituencies were represented on the steering committee for this process. Willow International completed a separate Educational Master Plan [280]. This plan contains the framework from which the college bases its decision-making. It also provides input for the facilities plan and serves as a basis for the construction and remodeling of our campus facilities.

### *Human Resources*

Human Resource planning is integrated with institutional planning. Assessment of staffing needs occurs in program review where future program requirements are explained. The process by which faculty positions are filled and created begins with the completion of the Faculty Staff Request Form which includes a description of and rationale for the position. The rationale has 12 categories including relationship to the district and Reedley College Strategic Plans, program review recommendations and enrollment trends [115]. In late fall, during regular meetings, the Reedley College department chairs discuss each of the requests and develop a prioritized list which is presented to the Vice President of Instruction [316, 317]. The Vice President of Instruction meets with the Deans of Instruction and, taking into consideration the department chairs' recommendations, develops a prioritized list which is then forwarded to the college president [315]. The president has the final decision on which faculty positions will be filled.

The classified, confidential, and classified management positions are created and filled with the completion of the Classified Staffing Justification Request form which includes description of and rationale for the position. The rationale has seven categories including relationship to the district and Reedley College Strategic Plans, program review recommendations, and new program/service or growth [314]. This form is signed by the area manager or area dean, vice president of instruction or student services or administrative services, and the college president.

### *Physical Resources*

Physical resources are tied to the mission statement and clearly demonstrate the college's commitment to provide adequate facilities on the college campus and at the rapidly growing North Centers. Planning and prioritization of new facilities and remodeling of existing facilities are consistent with the goals and objectives of district and college plans, and are based on the Educational Master Plan, program review reports, the college Strategic Plan, and student learning outcomes. The State Center Community College District Facilities Committee develops annual and long-range plans for capital expenditures that are directly linked to the colleges' needs and congruent with both short and long range planning processes. The Five-Year Construction Plan [136], Scheduled Maintenance Plan [160], Technology and Telecommunications Infrastructure program, various block grants funding, and lottery revenue (decision Package program) [208] all tie strategic planning and student success initiatives to capital expenditures.

Chancellor Thomas Crow formed a Strategic Planning for Districtwide Facilities Committee in February 2006. This committee was charged with assisting in the planning process for the support of new and modernized facilities throughout the district. To this end, the committee considers minimum staffing levels, unique factors at each location to and resource allocation for staffing, utilities, insurance, supplies, and other operational

expenses. The committee consists of representatives from faculty, classified, and management staff from Reedley College, Fresno City College, the North Centers, and District Office. The associate vice chancellor for business and operations chairs the committee. The committee's recommendations are made to the chancellor. The Strategic Planning for Districtwide Facilities Committee continues to meet on a regular basis to assess the emerging resource needs of the district [173]. In fall 2012 this committee will begin to work on a new Facilities Master Plan.

### *Budget Committee*

The Reedley College and district budget development calendars direct the process by which the annual budget is developed. The steps in the budget development calendar provide a built-in and systematic assessment of the effective use of financial resources. An operating budget that is congruent with the college's Strategic Plan, annual goals, and objectives as approved by the chancellor and governing board was developed in a collaborative process. An element of this process is the use of data available from the Datatel system and other resources to assist in making decisions, which is a master plan goal and strategic objective. The college administration relies on the college mission and goals as the foundation for financial planning. For example, all requests for additional funding must be justified and directly related to the accomplishment of a college approved annual goal and/or Strategic Plan goal and or a program review recommendation [80]. The college's resource allocation process is directly tied to the Strategic Plan and program review recommendations; thereby correlating an effective means for setting priorities for funding institutional improvements. To accomplish this, each department reviews its program and requests resources and other long-range needs that directly relate to the Educational Master Plan, annual college goals, objectives, and other planning documents. Department requests are then prioritized within the college's division. All requests, Resource Allocation Plan Proposals (RAPPs) are reviewed by the Strategic Planning Committee which then forwards them to the Budget Committee to be ranked. A final decision regarding requests to be funded is determined by the College Council. Approved projects are included in Decision Packages that are sent to the district for final approval by the Board of Trustees [208].

Reedley College has developed a formal budget development process tied to the college master plan, shared governance process, and program review, which ensures that budget priorities focus on student learning. This focus is driven by Educational Master Plan recommendation #10. "It is essential to implement an annual districtwide budget development process that is based on measurable, cost effective criteria and takes into consideration the unique needs of each site"[209 pg. 103]. The Reedley College Strategic Plan objective 7.3 states that the college will "Maintain a stable financial environment to support the college's direction, goals, and objectives" [218].

### *Technology Advisory Committee*

The Technology Advisory Committee (TAC) meets monthly. Its purpose is to work with the college's strategic planning process to project future technological needs of the college. It also works with district technology committees to share information on technological needs and developments in the district, specifically those that affect Reedley College. The committee promotes and facilitates the standardization of technology related software, equipment and facilities, coordinates computer activities/events and fosters communication regarding computer labs, and recommends software and hardware for the college.

The most recent Reedley College Technology Plan was approved by the TAC and the Facilities Committee in 2010. The College Council asked for revisions, so the TAC made adjustments and sent it back to the Facilities Committee. Technology planning is an integral part of institutional planning. Since Reedley College utilizes the annual Resource Action Plan process to evaluate and allocate funds for the next year, the TAC submits Resource Action Plans items that are identified in the Technology Plan and, congruent with the Resource Action Plan process, bases them on how they support the Educational Master Plan, Reedley College Strategic Plan, college goals, and mission [571].

### *Institutional Research*

Institutional data are available in many forms. For instance, the district institutional research web site has basic demographic and grade data available. Data can also be formatted and provided for a more discreet group. This is then posted on the program review Blackboard site. Other institutional data used for planning is the Fact Book (published yearly) [189], the Capacity Report (also available on the [institutional research website](#)), and the Educational Master Plan [209]. The institutional researcher is available to discuss any other questions that may need to be clarified or researched for all constituents.

### *Grant Resources*

The grant application process requires completion of two documents, a Notice of Interest to Apply for Funding form [185] and a Permission to Apply for Funding form [184]. Both of these forms require a summary of the college's need which ties to the mission statement, strategic plan and college goals.

### **Self-Evaluation**

The college has grown quite adept at institutional planning. Plans are introduced and discussed at president-led open forums, monthly meetings, as well as announced at all-college events. The College Council, as the principal shared governance body of the college, creates the processes (with appropriate consultation from constituent groups) for recommending college policies and governance committee structures. The purpose of the

Strategic Planning Committee is to revise, assess, and publish the college's Strategic Plan while ensuring its coordination with the district's strategic plan. They also monitor progress on the directions, goals, and objectives, and oversee the Resource Action Plan process. The 2008-2009 Strategic Plan lists "Planning and Assessment" as Strategic Direction #5. The goal under this direction is to systematically collect and analyze data for the purpose of improving institutional effectiveness, with an objective to "employ internal and external scanning and report processes that support strategic planning and assessment to identify and address emerging trends and issues" [218].

The mission sets the groundwork for the development of the college's Strategic Plan, which contains its vision, core values, strategic directions, objectives, and key performance indicators. Through the annual progress reports [187], the college ensures that institutional planning and decision-making are in alignment with the mission, vision, core values, and goals. The college continues to evaluate its effectiveness through ongoing and regular evaluation of its mission statement, vision statement, and core values. A comprehensive review of the participatory governance process as well as the committee structure and committee responsibilities was completed in 2009 [269, 270] and is evidence of a continuing effort to assess the effectiveness and efficiency of the governance, planning and decision-making processes and to ensure congruence of these processes with the college mission.

The Reedley College Strategic Planning Committee is comprised of representatives from all college constituencies (management, Academic Senate, Classified Senate, classified union, and Associated Student Body). A representative from the North Centers College Center Council also serves on the committee. The committee creates the vision, core values, strategic directions, objectives, and key performance indicators to direct the college. During the early part of spring 2007, the Strategic Planning Committee Support Team conducted twelve campus focus groups in order to ascertain the degree to which students, faculty, staff, and administrators were engaged in implementation of the 2006-07 Reedley College Strategic Plan [281 pg. 4-7]. The input from this internal scan was used to develop a draft of the 2007-08 Reedley College Strategic Plan. This draft was disseminated to the general campus community and to college constituency groups for their review, input, and approval. A final draft was prepared, and in April 2007, the Strategic Planning Committee approved the 2007-08 Reedley College Strategic Plan, performance indicators, outcome measures definitions, and a strategic planning and action planning master calendar [167, 176, 281]. The spring 2007 internal scan revealed noteworthy cross-constituency support for the approval process. At the July 23, 2008 meeting, the Strategic Planning Committee approved the 2008-09 Strategic Plan Calendar [176], the 2008-09 Strategic Plan Implementation Template [647], and the 2009-10 Resource Action Plan proposal [648]. Committees document their progress in meeting the Strategic Plan by submitting a Strategic Plan Progress Report form annually [187]. At the August 14, 2008 Duty Day, workshops were conducted for staff on completing 2009-10 Resource Action Plan proposals [161]. The 2008-09 Reedley College Strategic

Plan was approved by the College Council on September 10, 2008. The State Center Community College District Board of Trustees approved the plan on October 7, 2008.

Recent changes have been made to the aforementioned plan and forms. The Reedley College Resource Action Plan form was revised based upon the input of those who had completed a Resource Action Plan in fall 2007. The form requires applicants to identify how proposed activities are aligned to the Strategic Plan, the current annual College Goals, and recommendations developed because of program review. New to the form, is the requirement to connect the proposed activity to the evaluation of student learning outcomes [80]. In fall 2010, the Strategic Planning Committee began evaluating the 2008-09 Strategic Plan. A decision was made that a strategic plan should have a scope of more than a single year. The college adopted a four-year process to assess and revise the Strategic Plan, and the current plan was changed to a 2008-2012 plan [268 pg. 2]. At the end of each year, the college's departments and committees report on the progress of their goals, this involves analyzing the progress and changes or enhancements to the plan [240]. The results are communicated, so every employee on campus is aware of the progress on the goals. The Strategic Planning Committee meets to review data collected that pertain to the Strategic Plan's goals and objectives, and to what extent those goals and objectives may need revision.

The College Council, in conjunction with the Strategic Planning Committee and the Budget Committee, has overall responsibility for guiding and implementing the planning processes, resource allocation, and recommending policies and procedures to respond to the changing needs of the student population and the internal and external environments. The College Council develops, implements, and continuously evaluates and reviews, if necessary, the college's long- and short-term plans and initiatives. The College Council produces annual goals. Annual college goals are derived from the Educational Master Plan goals as well as from a compilation of the goals established by instructional departments, Student Services, and Administrative Services. The major goals are tied to the directions of the Strategic Plan and the mission statement. Under the goals, the objectives are established; these are the action programs. The campus programs determine the projects necessary to accomplish the goals [242].

The mission statement, Strategic Plan, annual goals, and program review are used in resource planning. Any request for resources, additional staff or purchases, must be accompanied by verification of how it relates to and supports the plans of the college [80, 115]. Decisions are made depending on the appropriateness of the project to the mission of the college.

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**7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

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### **Descriptive Summary**

The primary means of institutional evaluation is the program review process. In this five-year cycle, each instructional department and support program engages in a three-semester process to create a program review report. By the end of the five-year cycle, all programs and services on campus have been reviewed, and the cycle begins again. Reedley College began the third cycle of this process in 2009. For each department or program, the first two semesters involve the gathering of data, both quantitative and qualitative, and the assessment of student learning outcomes. The third semester involves analysis of this data and culminates in the final program review report for each department or program. Each report contains program self-assessments of areas that are successful and areas that need improvement within the program. The report concludes with program recommendations (recommendations was changed to “goals” beginning with the third cycle) for continued success or improvement. Program review recommendations/goals may include such items as: future faculty hiring, facilities or equipment needs, planned revisions to curricula, updating course offerings, SLO improvement strategies, and instructional methodology. Reports are reviewed and substantiation of recommendations/goals is scored by the Program Review Committee. Recommendations/goals are then forwarded to the Reedley College Council and the North Centers College Center Council. The program review reports, final recommendations, and oral presentations from each Reedley College department and program can be found on the [Blackboard website](#).

As part of program review, satisfaction surveys and program review data is gathered and analyzed. There is systematic feedback reporting for each cycle of program review. Beginning in spring 2011, program review recommendations/goals will be examined in Program Review Recommendations Annual Progress Reports. These brief reports will ask programs to re-evaluate their initial timelines, resources and funding requirements, and report on the outcomes of these recommendations/goals. This process will also allow programs to update their recommendations/goals as new technologies, best teaching practices, etc. are brought into their programs [169]. The inclusion of an annual progress process will lead to a much more responsive system than the previous five-year, standalone cycle.

The program review process is led by the program review chair/student learning outcomes coordinator. The process is in continuous review and evaluation. At the end of each cycle, an extensive review of the process is done in preparation for the next cycle. In each cycle, changes are made as needed. For example, the handbook was recently revised to reflect the number of online classes offered by Reedley College and the North Centers. Programs that offer over 50 percent of their courses online must analyze comparative data on enrollment, retention, success, mark analysis, and grade point average. In addition, they must use the collected data to evaluate their online services in comparison to their face to face classes. All changes to the process are reviewed through

the shared governance process as members of all college constituent groups serve on the Program Review Committee [211 pg. 61].

### **Self-Evaluation**

The program review process for Reedley College has become an integral part of college assessment, planning, and funding. Each instructional program, library, student support service, and administrative office is systematically evaluated for effectiveness and progress on program and student learning outcomes. Program recommendations/ goals from each department are used for program improvement and resource allocation. When the spring 2010 Employee Survey asked faculty and staff if the review of programs and services was integrated into the college planning process, 86 percent of the respondents stated that they agreed or strongly agreed [81].

The program review process is systematically evaluated to assess its own effectiveness and changes are made to the process when needed as evidenced by the addition of an annual progress report and additional questions to evaluate the effectiveness of programs with more than 50 percent of their curriculum taught online.

The approval of the Program Review Recommendations Annual Progress Report (the term “recommendation” will shift to “goal” to be in alignment with the Cycle Three Program Review Handbook language) will provide more frequent examination of programs’ recommendations/goals and an opportunity for programs to routinely examine the direction of their programs.

## **I.B Planning Agenda**

1.1 An Integrated Planning Process document integrated into the Participatory Governance Handbook will further refine and guide the campus in the interrelation of processes, forms, and timelines required as a part of planning (I.B.3).

## **Standard I: Institutional Mission and Effectiveness Evidence**

The documents listed below serve as evidence for Standard I. A complete list of all documents in numerical order is listed in the Appendix.

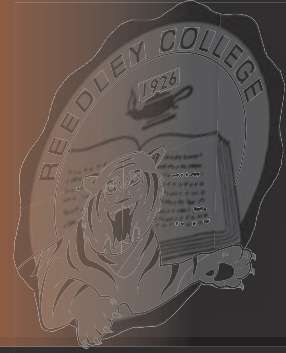
- 20: Characteristic of Institutional Effectiveness in Student Learning Outcomes
- 21: Departmental Assessment Report for Instruction
- 22: Program Assessment Report for Instruction.doc
- 23: Program Assessment Report for Non-instructional Areas
- 24: Assessment - Possibilities and Best Practices
- 25: Assessment Timeline
- 26: Course Assessment Timeline
- 27: Duty Day 2010 Results
- 28: Opening Day Agenda Spring 2010
- 32: Spring 2010 Duty Day
- 35: Assessment email 1.14.10
- 36: Assessment Timeline
- 38: Course Program Assessment Timeline
- 43: SLO FAQ for adjunct
- 44: SLO FAQ for student services
- 50: Cycle 2 Program Review Handbook
- 51: General Education SLO Development Timeline
- 53: I Love Outcomes
- 61: Reedley Catalogue 2010-2012
- 64: SLO Assessment Summit Division A
- 69: Faculty Classroom Observation Form
- 70: SLO-PLO-GELO Mapping Grid Template
- 71: ACT College Outcomes Survey RC All Results
- 75: Program Review Cycle 3 Handbook
- 80: 2011-2012 Resource Action Plan Proposal Form
- 81: Accreditation Survey Results Employee
- 83: Faculty Handbook 2010-2011
- 85: Agenda 09.03.10 Integrated Planning Assembly
- 86: Integrated Planning Assembly
- 88: Classified Senate Retreat July 2010
- 91: SLO Assessment Summit Division B 2010
- 92: SLO Email Communication
- 94: Library 2009 Program Review
- 112: English Program Review Fall 2008
- 113: Reedley Title V Grant
- 115: Faculty Staffing Request Form Fall 2010
- 116: Tenured Faculty Self Evaluation
- 136: Five Year Construction Plan 2012-2016
- 156: Board of Trustees Minutes March 2011

- 159: Opening Day Flyer 8.12.10
- 160: Scheduled Maintenance-Five Year Plan
- 161: Fall 2008 Duty Day Flyer
- 163: Appendix RC Technology Action Plan- Draft - Fall 2010
- 166: Administrative Retreat Agenda 6.24.10
- 167: Strategic Plan 2007-2008
- 168: Strategic Directions Approved.10.12.06
- 169: Reedley College Program Recommendations Annual Report
- 170: 2011-2012 Resource Action Plan Proposals
- 173: Strategic Planning for Districtwide Facilities Committee Meeting Agenda 12.2.10
- 176: Strategic Planning Master Calendar
- 182: Accreditation Mid-term Report
- 183: Grant Application Approval Submittal Process Dec2008
- 184: Permission to Apply Funding Form
- 185: Funding Form
- 187: 2009-10 Strategic Plan Progress Report
- 189: Fact Book 2009
- 191: Where's the Data
- 192: Classified Assembly Presentation Fall 2010
- 194: Student Services Assembly Agenda 06.08.10
- 208: 2010-2011 Decision Package Booklet
- 209: RC Educational Master Plan
- 210: RC ASB Holiday Projects
- 211: Participatory Governance Handbook 12.9.09
- 212: RC College Council Notes 11.10.10
- 214: North Centers Strategic Plan 2009-2010
- 215: 2010 ARCC Report Analysis
- 216: Strategic Planning Committee Notes 4.28.10
- 217: RC Spring 2011 Clubs Organizations
- 218: Strategic Plan\_08-09
- 219: SCCCD Board Meeting Agenda January 2011
- 221: Sample Weekly Email from Dr. Hioco
- 222: Sample Town Hall Notice
- 223: CCC Operating Policies & Procedures 2009-2010
- 225: SLO Assessment Summit student services
- 228: Biology Summary Sheet
- 229: Biology Program Review Summary Sheet Approved
- 230: Reedley College Assessment Workbook
- 231: Norena Badway Returns on May 2007
- 232: Announcement of Norena Badway November 2006
- 233: Teaching Tips Videos
- 234: Spring 2011 Opening Day Flyer
- 235: Spring 2011 Reedley College Flex Day
- 236: All Fall 2010 Student Workshop Flyer

- 237: RCCRC Workshops SP11
- 238: Classified Hiring Requisition Form
- 239: Classified Senate Minutes for 09.16.2010
- 240: Program Review Committee 2009-10 Strategic Plan Progress Report
- 242: Reedley College 2010-11 Goals
- 243: Reedley College Academic Senate Minutes 8 24 2010
- 244: Reedley College Academic Senate Minutes 9.14.2010
- 245: Reedley College Academic Senate Minutes 9.28.2010
- 251: All Fall 2010 Faculty Workshops Flyer w/logo
- 252: Action Plan Funding Request for FY 2011-2012
- 253: Assessment Center Student Satisfaction Survey 01.12.2010
- 254: Policy Procedure Application 2010-2011
- 255: Strategic Planning Meeting Notes 9.23.2009
- 256: Good Customer Service document
- 257: Dealing with the Customer Good Customer Service
- 258: First Contact Good Customer Service
- 259: Follow Up Good Customer Service
- 260: Student Services 12.15.09 Accomplishments
- 261: Student Services 12.15.09 Concerns
- 262: Student Services 12.15.09 Mantras
- 263: RC College Council Notes 2.10.10
- 264: RC College Council Notes 3.10.10
- 265: RC College Council Notes 4.14.10
- 266: RC College Council Notes 5.12.10
- 267: RC College Council Notes 9.8.10
- 268: RC College Council Notes 10.13.10\_1
- 269: RC College Council Notes 11.18.09
- 270: RC College Council Notes 12.9.09
- 271: Strategic Planning Meeting Notes 4.2.2008
- 272: Charette Community Attendees 4.8.08
- 273: Charette Strategic Plan Document
- 274: Charrette Letter After Acceptance
- 275: Charrette Letter to Community - Spring 2008
- 276: Charrette Seating Chart
- 277: Tiger Hall of Fame Inductee Announcement Dinuba Sentinel
- 278: Japanese American Honorary Degrees
- 279: NASA Internships for RC Students
- 280: NC Ed Master Plan
- 281: KPI Development
- 282: Annual Report
- 284: K-16 Bridge Curriculum
- 289: Accuplacer Placement Test Frequencies 07.01.09 to 06.30.10
- 295: Reedley College SSS Grant Application 12.10.09
- 296: Technology Training Survey

- 297: Fall 2010 Technology Survey Results
- 298: Distance Learning Request Form
- 299: Comp and Lit Norming Session agenda 10.1.10
- 300: English 252 Norming Session Agenda
- 301: GELO Assessment Report
- 302: Reedley Distance Education Comparison
- 303: Reedley College Distance Education Totals
- 304: RC-NC Distance Education Totals-Comparisons
- 305: Fresno County #1 Ag Producer
- 306: Institutional Research Where's the Data 12.03.1
- 307: Technology Training spring 2011
- 308: Tulare County WIB Nursing-Health Care Interpreter-Manufacturing
- 309: Fresno County WIB CE Master Agreement - Amend #2
- 310: Fresno County WIB CE Master Agreement - Original
- 311: Committee Operating Agreement Template 10.2.09
- 312: Quinn Company Nomination
- 313: Student Support Programs & Services
- 314: Classified Staffing Justification Request
- 315: New Faculty Requests Prioritization grid
- 316: Department Chairs Meeting 1.6.11
- 317: Department Chairs Meeting 12.7.10
- 318: Board of Trustees Minutes April 2010
- 549: Board of Trustees Minutes January 2011
- 554: AGS Flyer Spring 2010
- 571: 2010-2013 Technology Plan (Draft)
- 593: Tiger Talk March 2011
- 625: Faculty Observation Evaluation Form NEW 2011
- 642: Mission Statement Poster
- 644: Student Services Assembly 12.14.10
- 645: Curriculum Minutes 04.20.06
- 646: SLO Assessment Advisory Committee minutes 1.27.11
- 647: Strategic Planning Implementation Template 2008-2009
- 648: 2009-10 RAPP
- 649: Reedley College Substantive Change Proposal 2011
- 653: Reedley College Substantive Change Approval March 2011
- 690: Child Development Advisory Committee Meeting Minutes fall 2010
- 691: Title V Writing Meeting
- 692: Student Evaluation Form 2
- 693: Student Evaluation Form 1
- 694: Fresno Pacific University for NC Counseling SLO Workshop April 2006
- 695: Academic Senate Minutes 05.09.06
- 697: Reedley College Goals and Outcomes Draft 2010-2011

# Standard II - Student Learning Programs and Services



## **Standard II: Student Learning Programs and Services**

**The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.**

### **II.A. Instructional Programs**

**The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

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**1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

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#### **Descriptive Summary**

Reedley College provides a wide variety of instructional programs and courses consistent with the diverse needs and goals of its students and community. To do so, instructional delivery methods and modes are utilized that meet the objectives of the curriculum and are appropriate to the current and future needs of its students.

The college mission statement is,

“Reedley College offers an accessible, student-centered educational environment featuring high-quality learning opportunities. We offer basic skills enhancement, associate degree programs, career technical education, and transfer-level courses as an integral component for life-long learning within a diverse local and global community.”



The 2010 Education Master Plan and Strategic Plan articulate the educational needs of our students and describe the process that allows the college to respond to those identified needs. They also describe the commitment to be a data-driven institution in achieving district, institutional, program, and course student learning outcomes [209, 218].

Reedley College schedules courses to meet the diverse needs of the community. The college offers courses in a variety of formats other than the traditional daytime and evening full semester classes that are offered two or three times a week and feature in-class lectures as the primary mode of instruction. On-site, face-to-face classes are offered during the day, evenings, and Saturdays during the traditional 17.5-week semester, as well as a 16-week late start, nine-week classes, and one eight-week, shortened term. Alternative offerings include short-term, Saturday, online, distance learning (DL – point to point via video conference systems), large group instruction, hybrid (combination of online and traditional face to face instruction), evening courses, and high school articulated courses (all articulated courses can be viewed at <http://articulation.statecenter.com/>). The college Distance Education Committee reviews and makes recommendations for delivery improvement [483, 499, 672].

The college also partners with the community to offer off-site classes, including seven Community Campus Educational and three Educational Centers (also known as the North Centers) at Willow International, Madera, and Oakhurst.

Reedley College identifies and seeks to meet the varied educational needs of its students through the programs that are offered, from basic skills to advanced academic courses to match the students' educational preparation and the diverse demographics and economy of the college communities. The institution relies closely on research and analysis to assess student demographics and to plan and make decisions about academic programs and services. A key resource used to assess demographics is the State Center Community College District [Fact Book](#), produced by the Office of Institutional Research [189].

The college serves a student body that is more ethnically diverse (78 percent non-white) than its service area (41 percent non-white) [189, 209]. The student body that the college serves is also diverse in terms of age, culture, educational preparation, and educational goals. The college serves multiple purposes for the community: transfer to four-year higher education; career-focused, two-year associate degrees and certificates; job skill development; career exploration; basic skills development; and enrichment and life-long learning. Across all instructional areas, institutional programs such as tutoring [471], CalWORKs (which supports students developing welfare-to-work plans) [327], Disabled Students Programs and Services (DSP&S) [356], and Extended Opportunities Programs and Services (EOPS) [361], promote students' access and success according to their individual needs.

The institutional researcher collaborates with faculty and departments to gather data to improve student success. The program review cycle is an ongoing process on campus, as

is assessing student learning outcomes (SLOs) in each course and at the program level. SLO reports are completed and given to the administration each semester. Department faculty meet in planning meetings to discuss the trends identified in the annual report with an eye toward better addressing student needs. Based on the results, instruction is then modified in order to help students successfully meet the outcomes.

A variety of data is gathered to assess student learning needs, including assessments for placement in English, reading, and math, prerequisites, data on persistence, retention and success, learning community and fast-track data, early decision, and placement test results. Also gathered is the Accountability Reporting for the Community Colleges (ARCC) data on progress and achievement. The ARCC data from the State Chancellor's Office, the annual evaluation of community college performance that measures educational outcomes, student views of the institution and their own success gathered via annual student survey [215], as well as an exit survey for students participating in graduation ceremonies [657] contribute to the college's understanding of overall student progress toward student learning objectives over time. The reports on Basic Skills and a Basic Skills Initiative Assessment Tool were used to plan future components of basic skills.

Curriculum is written by faculty and reviewed by the Reedley College Curriculum Committee. The direct involvement and focus on planning and assessment is stated in the Reedley College mission statement. Each course has a course outline which identifies specific course objectives and outcomes and provides information concerning assignments, grading, and appropriate textbooks/resources. The faculty tenure review process as well as evaluation of part-time instructors includes in-class observations and analysis of course materials by discipline experts to ensure quality and that instruction is in compliance with the course curriculum and district policies [8, 10, 66].

Both faculty and course assessments are conducted regardless of course modality including traditional (face to face classroom), distance learning (video conference rooms), hybrid (partial traditional and online), and online courses. Blackboard is primarily used for hybrid and online courses. Faculty and students communicate through sharing of writing assignments, homework, discussion board participation, instructional video clips, and links to internet academic materials. Distance education and other modes of education delivery are examined to ensure that the course work and clinical education are equivalent to those offered in the existing program, including number of credits, availability and sequencing of courses, supervision and coordination of placements with external facilities, and diversity of student population. The overall quality of the programs is equivalent across modes of delivery which are reviewed, monitored, and assessed with the established student learning outcomes, program review cycle, and district policies [66].

Student learning outcome assessments are conducted on an ongoing basis to assist faculty in meeting the needs of the students. Student learning outcomes are evaluated using a

variety of assessment techniques, administered by a range of program faculty in each program to evaluate student progress.

Reedley College is able to stay at the forefront of meeting higher education transfer and labor job market demands by adhering to the Educational Master Plan, maintaining the Program Review cycle, and being involved in industry and advisory committees, associations, and review boards. The college's Educational Master Plan demonstrates the comprehensiveness of instructional programs by connecting them to student and community needs characterized by analyses of student performance, population trends, and labor market trends. The faculty members in instructional programs use Educational Master Plan components as a guide for their work during the program review process in which each instructional program articulates its supportive relationship to the college mission. Consideration of student success, transfer, degree completion, and enrollment data help programs demonstrate and maintain their appropriateness in higher education. Sources of information include the comprehensive labor market review by the county Workforce Investment Board, California Community College Chancellor's Office, and the Department of Labor.

The college provides staff development funds for faculty and staff members attending conferences that contribute valuable input in determining fields of study and designing programs that meet industry demands. Faculty attend national and state wide conferences by leading edge companies on new developments in technology related to industry, law, health care, transportation, energy, agriculture, environmental studies, chemistry, biology, and governmental sectors [211 pg. 65, 577, 578].

### **Self-Evaluation**

Through an institution-wide integrated set of processes for evaluation and planning, the college ensures the systematic assessment of courses and programs. The curriculum review and approval process serves as the evaluative mechanism for all courses and programs. As part of the college mission and institutional integrity, the college's program review process has been institutionalized for some time and is providing an effective tool for evaluating programs, assessing program quality, and identifying areas in need of improvement. All college departments have completed two program reviews; the third cycle of program review started in fall 2010. At the institutional level, the educational master planning process examines instructional programs as a whole and charts a course for the future. Together with other internal and external means for gauging program effectiveness, these efforts yield a comprehensive approach to evaluation, planning, and improvement.

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**a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to**

## **identify student learning needs and to assess progress toward achieving stated learning outcomes.**

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### **Descriptive Summary**

Reedley College has assigned a faculty member at the college and another faculty member at the North Centers release time to serve as the college's student learning outcome coordinator. The position objective is to assist all departments with the implementation and assessment of student learning outcomes (SLOs), program learning outcomes (PLOs), and general education learning outcomes (GELOs) and to ensure that the college is at proficiency level by fall 2012 [20, 38, 70]. Reedley College has many levels of reading, math, English, and English as a Second Language (ESL) programs. Program planners use data driven analysis to develop and implement SLOs in each of these levels.

All programs undergo a six-year program review cycle, a process of program evaluation and planning. Program review has been implemented broadly and serves as the first step in data-driven program assessment. Program review includes analysis of existing courses to determine the need for prerequisites as well as new courses. Faculty members meet to discuss results in their disciplines. All program reviews include program specific demographic data including age, gender, ethnicity, and enrollment status of the program compared to the overall college. Program review is the foundation upon which program-level SLOs are built. SLOs, student and peer evaluations, and post-instructional assessment of success and retention rates are used to ensure that any needed adjustments to instruction are made [50, 52, 75]. Student learning outcome information, forms and reports are posted on the college Blackboard site under the Reedley College organizations tab.

The college institutional researcher works collaboratively with the district counterpart to collect and provide data on issues such as enrollment needs, retention, persistence, successful completion of courses, transfers to the University of California (UC) and California State University (CSU) systems, and numbers of degrees and certificates awarded. The college maintains involvement with both the [statewide Intersegmental Major Preparation Articulated Curriculum \(IMPAC\)](#) project and the [Course Identification Numbering System \(C-ID\)](#) project. The IMPAC project is a faculty-designed and faculty-run project intended to ensure that students transferring from the community colleges to UC and CSU are prepared for work in their chosen major. Faculty members are also integrally involved with the statewide C-ID project to articulate programs with the CSU system. Reedley College has submitted SB-1440 compliant degrees in Communication, Psychology and Mathematics for state approval.

Program planners use quantitative data to evaluate the demographic makeup of the student population and to make decisions about academic programs and services. College academic and student services programs and departments go through full institutional

program reviews every six years and complete condensed annual reviews, updating areas needs, assessing strengths and weaknesses, addressing progress on recommendations, and documenting programmatic changes. Program reviews make use of extensive data analyses provided by the Office of Institutional Research and include surveys which solicit student ideas and opinions [55, 56].

In addition to recursive major data reports, research studies, and program review information, the Office of Institutional Research also provides other types of studies to support program development and evaluation. The institutional researcher produces treatment studies as are requested by administrators or faculty. These studies may examine the efficacy of a teaching method, a new program, or prerequisite course effectiveness for improving student success. Examples include studies produced for student success programs, fast track courses and/or programs, learning communities, math course progression, and distance education [304].

The college has regularly conducted research to determine the educational needs of students coming to the campus and incorporated this information into program planning and program evaluation. Every year, data is reported in the college's institutional effectiveness reports related to preparation of applicants and enrolled students and progression through basic skills courses. A student satisfaction survey has been conducted to provide additional data for institutional planning [71]. This type of research-based planning influenced changes in the college's dual enrollment program for high school students, expansion of the Basic Skills Initiative, increasing the use of distance education and extension of continuing education program offerings.

To ensure first-time student success in math and English courses, assessment tests are given to determine proper course placement. Counselors work with students providing guidance in course planning program requirements, through the use of Student Education Plans (SEPs).

### **Self-Evaluation**

Reedley College, in conjunction with the North Centers, is diligent in evaluating programs to ensure quality. The Curriculum Committee adopted a curriculum management system that increased discipline and divisional faculty involvement in curriculum development and established a technical review process through the electronic CurricuNet system to assure high-quality support and review credit course outlines that include student learning outcomes. The Office of Institutional Research provides high-quality student success and student equity data to all departments for use in annual program reviews.

The faculty uses a multitude of teaching strategies and methodologies to address the varied learning styles and needs of students. Courses are primarily delivered in the traditional face-to-face manner. The college has a limited number of online and hybrid courses. Learning outcomes for all courses are embodied in the student outcomes section

of the official course outline of record [104 pg. 1-2, 90, 110]. In addition, faculty use a host of assessment strategies at the course level to gauge student learning in courses and integrate the results into a plan for course improvement where needed. Currently course-level outcomes are formally delineated as student learning outcomes, or there is an institutionalized process for officially documenting student achievement of the course outcomes. Faculty members create course syllabi for each class section and distribute them to students at the beginning of the term; many faculty members also post their course syllabi on Blackboard [153, 154.]

Student success is also tracked through the program review cycles that include student and faculty surveys. Results are provided to faculty and administrative leadership so that the analyzed data can be used for decision making.

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**b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

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**Descriptive Summary**

Community college students are a diverse student population. This includes traditional students as well as nontraditional students. For example, many students are re-entry students with families and jobs; these students may attend evening sections. Others may need online classes that provide access to a larger geographical area of students. The institution relies on faculty expertise when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, and programs including general and occupational education and degrees. The institution regularly assesses student progress toward achieving those outcomes. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Reedley College has participated in a distance education captioning grant with Santa Clarita Community College District since spring 2010 that provides captioning for all course audio materials that are posted online.

The Curriculum Committee reviews all courses on a regular basis to ensure that instructional delivery fits the objectives and the contents of the course. Credit course outlines include information about lecture/lab hours, evaluation, prerequisites, catalog description, course objectives, and content, reading assignments, methods of measuring student achievement, course outcomes, and educational materials [104]. The curriculum development and review process at Reedley College is the primary means by which instruction at the course and program level is determined. The Curriculum Committee is comprised primarily of faculty, with input from the articulation/matriculation coordinator, institutional researcher, vice president of instruction, and one dean of instruction [65, 66]. All courses are scrutinized for compliance with Title V regulations, the Education Code, matriculation regulations, and articulation needs. The course description includes a description of the methods of instruction as well as a course

outline, required textbooks, assignments outside of class, and methods of evaluation. A focus on campus has been the addition of technology in the classroom. Reedley College has received Title III and Title V Hispanic Serving Institution (HSI) grants, which have provided for additional instructional technology for classrooms and for training faculty in the use of that technology.

Instructors wishing to present a class in distance learning mode must present the course to the Curriculum Committee to inform committee members of the justification for the presentation and to explain any modifications in the course delivery. The committee approves the course for distance learning only if the instructor can show that no objectives of the curriculum are compromised and the course is appropriate for students' current and future needs [298].

Reedley College administers instructor evaluations and conducts a tenure review process on a regular cycle as stated in the agreement between State Center Community College District and the State Center Federation of Teachers Local 1533, SCFT/AFT, AFL-CIO [10]. These evaluations also help to ensure instructional delivery is in line with student needs.

Reedley College offers diverse and flexible instructional options including the traditional in-class lecture format, distance learning courses, short-term accelerated courses, and a number of online courses. Considering the various campuses located throughout the region, the college offers an array of credit and non-credit course offerings, including contract education courses. In addition to various modes of instruction, a variety of time scheduling options are available, including short-term classes, weekend classes, classes that meet one, two, or the traditional three times a week, and flexible early morning and evening classes. The Curriculum Committee and program review cycle were implemented to ensure that coursework and methodologies keep pace with the ever-changing needs of our students. The faculty develops courses and programs that are approved through the Curriculum Committee. Recently, with the development of many online courses, the Distance Education Committee and the Curriculum Committee have worked together to develop procedures to ensure that courses are equivalent in their various modes. With the aid of student surveys and peer evaluations, as well as administrator evaluations, instructors' methods are honed in order to increase effectiveness in meeting the diverse needs of the students, regardless of the class formation. There is strong evidence of a consistent commitment and dialogue regarding the use of technology in the classroom and offering alternative courses [218, 307, 463, 499, 571].

The collaboration between the various academic departments, the Curriculum Committee, and the Distance Education Committee has helped produce a system of easy dialogue regarding delivery systems and modes of instruction on campus. Modes of dialogue include discussion of student learning outcomes (SLOs) and general education learning outcomes (GELOs), staff development, Flex Day and Duty Day activities, as

well as communication with the Office of Institutional Research to target delivery systems and modes of instruction [190, 235, 236, 237]. Regular mandated evaluations of classroom faculty provide the means of assessing the effectiveness of course offerings and of delivery of course content. Program review, SLO, GELO, and program learning outcome (PLO) implementation and evaluation, staff development, Flex Day and Duty day activities and the Distance Education Committee all ensure that the delivery systems and modes of instruction are facilitating student learning. The Curriculum Committee is very thorough and ensures that all curriculum activities are carefully reviewed for academic rigor and institutional fit. The faculty members of the Curriculum Committee carefully review delivery systems and methodologies to ensure the appropriateness of the chosen instructional method. Faculty members who originate the curriculum are present at Curriculum Committee meetings to answer any questions and provide appropriate editing, clarification, or modification as required.

### **Self-Evaluation**

Modes of instruction provide flexible and diverse instructional options. These include traditional lecture, distance learning, short-term accelerated courses, day and evening sections, as well as online courses. These options enhance opportunities for student access and success. Reedley College courses are offered in a variety of formats, and the Curriculum, Program Review, and Enrollment Management Committees assist in the evaluation of the appropriateness of courses, delivery methods, and course offerings. Instructors teach from course outlines developed by the discipline faculty and approved by the Curriculum Committee and the Board of Trustees. The full-time faculty participates in the hiring and evaluation of part-time faculty, regardless of course location, to provide consistency in instructional delivery. Instructors at each location are evaluated under the same format. Each full time faculty member is evaluated each year in his/her first four years (probationary); other full-time faculty members (tenured) are evaluated once every three years. Evaluations include classroom visitations by deans and peer reviewers, review of sample materials of instruction utilized by the instructor, and student surveys. Part-time faculty members are to be evaluated during their first and second semester of teaching. Thereafter, part-time faculty are evaluated every sixth semester of service either by the area dean or his/her designee and a full-time faculty member from the discipline. In addition, part-time faculty members are invited to submit a report at the end of the semester with examples of instructional materials for review by the faculty.

The program review process is also an ongoing procedure where teaching methods are regularly evaluated. Eighty-three percent of respondents to the college spring 2010 Employee Survey indicated that instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students [81 pg. 11]. As evidenced by the schedule of classes, Reedley College offers classes in a variety of formats and modalities, including a variety of combinations of days of the week and times of the day so as to accommodate student need [444]. Of particular note, courses in the South Centers are scheduled with the needs of the working student in mind.



In spring 2010, the Reedley campus offered 643 total class sections. Of these, 84 percent (543) were day courses, 16 percent (100) were evening, 21 percent (136) short-term, and 2.3 percent (15) web based. As a comparison, in spring 2004 there were 615 total sections, 85 percent (525) day, 15 percent (90) evening, 16 percent (101) short-term, and 1.8 percent (11) web-based. As the college continues to grow, it is imperative that the delivery of instruction keeps pace with student needs particularly in the areas of evening, short-term, and web-based classes.

Included in the Curriculum Handbook is a section that speaks to the distance education policy [66, 76]. The policy speaks to training assignment and load, classroom support, technical support equipment, facilities and scheduling, communication, and evaluation and review. There has been a great deal of dialogue in the Curriculum Committee and in departments about delivery methods. As an example, a Communication 2 (at the time called Speech 2) online offering occasioned a vigorous dialogue. How do you teach Interpersonal Communication online? The course was eventually approved as the instructor demonstrated how theory was offered online, and guided practice was provided in face-to-face meetings. Student enrollments verify that there is a great demand for more online offerings. The college collects comparative data on student retention and student success [302]. There is also an increasing need for the college to support more curricula in the two-way interactive mode of delivery. The availability of this mode has been a great assistance to programs that have suffered from low enrollment. For example, higher-level engineering courses needed by students seeking a major in engineering have been preserved by offering the required courses at two or more locations.

The district is coordinating the work of Fresno City College and Reedley College in the development of districtwide distance education practices. The schools were awarded a Title V cooperative grant in the fall of 2004 (ended in fall 2009) that helped the colleges develop these learning opportunities and the student support services essential for students to successfully complete the learning outcomes in distance learning courses. One of the main activities of the grant is to further develop online courses that will lead to an associate degree [466]. Reedley College completed a substantive change for distance education for English, business administration, information systems, and small business administration that was approved in March 2011 [649].

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**c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

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**Descriptive Summary**

In response to national and state conferences, reports from the state, district Academic Senate and Research and Planning Group, and changes in accreditation standards,

Reedley College and its North Centers and satellite campuses are actively engaged in concerted efforts to refine and assess Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs) through a variety of activities including workshops, conferences, and meetings. Initially, staff attended workshops sponsored by the state's Research and Planning Group on an individual basis to become knowledgeable about student learning outcomes. In Fall 2010 a duty day presentation; "Still Lovin' those Outcomes" was presented [45]. There were separate divisional SLO meeting held in 2010-2011 for each of the college divisions. The Accreditation Update newsletters in October 2010, November 2010, December 2010, January 2011, February 2011, March 2011 and April 2011 contained articles about SLOs [140, 141, 142, 143, 144, 145, 146.]

The SLO coordinator is appointed by mutual agreement of the college president and the Academic Senate. The SLO coordinator and the Office of Instruction, in consultation with the Academic Senate, formed the SLO Committee in spring 2009, which was then reviewed and revised in fall 2010. In spring 2011 a second SLO coordinator was added for the North Centers. The two coordinators work together to coordinate SLO activities. The SLO committee spearheaded the action plan to adopt GELOs, and as a result, the GELOs were presented to the College Council, the Strategic Planning Committee, and the Academic Senate for adoption as a working model [59]. This model was also used in the development of PLOs as departments went through the planning cycle for the college [42]. As the college community's awareness heightened, modifications that needed to be made to the GELOs as they went through the planning cycle were to be submitted for consideration in revising the learning outcomes. The SLO coordinator, in conjunction with the SLO Committee, developed forms that would help the programs to articulate program outcomes [70].

All courses have defined objectives that focus on the course content. Career Technical Education/Vocational courses include performance-based competencies and/or exit skill competencies. The SLOs connected to academic courses are implemented and evaluated at the institutional, program, and course levels.

At Reedley College as well as its North Centers, an SLO combines a learning objective with appropriate assessments. Learning objectives and methods of assessing student performance are found in the course outline of record and syllabi. Assessments include but are not necessarily limited to unit tests, quizzes, mid-term, and final examinations. The college utilizes data compiled and maintained by the college Office of Instruction and by the CCCCO Office of Institutional Research and Planning. The data on retention, completion, transfer, and persistence allow the college to identify trends and establish appropriate planning guidelines pertaining to curricular improvements and changes.

There is extensive departmental collaboration on content, assessment, analysis, evaluation, and reporting of SLO results. Flex Day workshops, department meetings, and

program review assessments provide opportunities for ongoing communication, dialogue, and curriculum adjustment as indicated.

### **Self-Evaluation**

Adherence to SLOs assures that faculty teaching the same courses have significant discussions about content, teaching methodologies, learning strategies, materials, measures, SLOs, rubrics, standards, and scoring. This ongoing conversation has generated collaborations and changes in approach and teaching strategies within and across disciplines. Instructors' enthusiasm for this exchange is documented in surveys, minutes, and reports including the spring 2010 Employee Survey [81 pg. 11 and 13], the fall 2009 college Duty Day presentation ("Still Lovin' Those Outcomes") [45] and division summits held in fall 2010 [64, 91, 224, 225]. This process ensures the quality and improvement of instructional courses and programs regardless of type of credit awarded, delivery mode, or location. The instructional, student services, and administrative program review processes incorporate a thorough review of quality and provide the opportunity for faculty and staff to develop and implement course and program improvement plans.

The faculty, with the support of administrators and staff, designs, approves, administers, and evaluates all courses and programs. The Academic Senate, Curriculum Committee, Program Review Committee, and college administrators and staff establish institutional processes that guide the development and evaluation of courses and programs. The role of faculty is primary and central. However, the collegial support from college administrators, staff, and board members facilitate the development and evaluation of courses and programs. The board members approve the addition, deletion, or modification of any credit or noncredit course, as well as collegewide degree and certificate programs prior to submission for state approval. The board also receives Program Review Committee reports; thus, it has ample opportunity to oversee the evaluation of academic programs and is aware of the commendations and recommendations made by the Program Review Committee. All constituents are involved in the evaluation and development of the college; however, the faculty is primarily responsible for the evaluation and development of academic courses and programs.

Both curriculum and program review procedures have been effective means to assess the quality of the courses and programs, as well as to effectively study and evaluate them. The faculty is primarily responsible for identifying appropriate SLOs and studying how well they are achieved and mapped to PLOs and GELOs.

The appropriateness of course objectives and the methods for evaluating student performance are determined by the faculty of the discipline and reviewed by the Curriculum Committee. Division summits were held as recently as October 2010 to ensure that course, program, and institutional assessments of learning outcomes are in place and working proficiently by 2012.

To further demonstrate commitment to learning outcomes, the college mission statement addresses six GELOs: Diversity in a global economy, critical thinking, cultural literacy, interdependence, respect for self and others, and life-long learning. Each of these was addressed in the college outcomes of the student survey [71].

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**2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

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**Descriptive Summary**

Reedley College offers collegiate, developmental, pre-collegiate, and short-term training courses and programs, as well as programs for international students (SEED) and study abroad programs [61].

All scheduling is the purview of the Office of Instruction. The vice president of instruction and deans of instruction work in collaboration with department chairs/division representatives. Direction provided by program review reports informs decisions on scheduling, as does information about past enrollments. Deans consult with department chairs about the scheduling of courses including types of courses, times offered, and frequency offered. Counselors are consulted for their observations regarding course need during schedule development.

To ensure quality, all courses and programs are subject to program review. As part of this program review, courses and programs must come before the Program Review Committee which reviews and recommends to the College Council according to the five criteria for course and program evaluation: Appropriateness to Mission, Feasibility, Quality, Need and Compliance [667].

The program review process is conducted by each operational area or department every six years. In addition, yearly progress reports have been developed and approved through the appropriate participatory governance structure and will be implemented in spring 2011 [48]. The program review schedule is maintained by the program review chairperson in conjunction with the vice president of instruction, vice president of student services, and vice president of administrative services. Program review is a three-semester process with planning and data gathering occurring in semesters one and two, and analysis, documentation, report writing, evaluation/recommendations, and final

presentation taking place in semester three. In the semester following the formal process, recommended changes are to be implemented where appropriate [50, 52, 75].

Implementation of changes to courses and instructional programs happens via the curriculum committee and its processes. Individual departments recommend credit type and delivery mode to the committee, and the location of courses and programs is determined by division deans and department chairs based on facilities available and programmatic goals, such as the goal of offering a full general education pattern at each South Centers site each two-year cycle of classes [645].

### **Self Evaluation**

The quality of all instructional courses and programs is ensured. Quality, one of the five criteria for evaluation of all curricula, is assessed in the curriculum committee approval process. Course and program evaluation is effectively used for improvement as program review offers a detailed analysis of programs and the courses that comprise these programs, forcing all course outlines of record through the program review process at least every six years.

Courses offered via distance education undergo the program review process with their respective departments. They are also evaluated by students when the course instructor is evaluated.

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**a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

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### **Descriptive Summary**

The Curriculum Handbook provides the practices and processes for the development and evaluation of courses and the development of programs. The Curriculum Handbook uses the Program and Course Approval Handbook as its guiding model [66, 667, 668, 669]. The program review process further provides this guidance for the ongoing evaluation of programs [52, 75]. The curriculum committee is comprised of faculty representing each department on campus, an associated student body representative, and a few administrators as non-voting members whose role it is to provide guidance and advice relative to the Education Code, Title 5, and board policy that may affect the issue under consideration. This committee make-up differs from previous semesters in that prior to fall 2009, three division deans and two vice-presidents had been voting members of the committee [211 pg. 25].

Courses are created for several reasons: as a result of the analysis done during program review, as advisory committee recommendations are acted upon, and as changes in a field

of study are noted. The development of new courses begins with discipline faculty, working in collaboration with department peers and in consultation with peers at Fresno City College. Once discipline faculty has developed a course, it follows a clearly delineated cycle of evaluation and comment by members of the Curriculum Committee, leading up to the inclusion of the proposed course on the Committee agenda for action. Once each semester, all course and program changes/additions are presented to a districtwide committee comprised of the curriculum committee members, chairs, and administration. The function of this committee is to prepare the final list of changes/additions to the Board of Trustees for approval, which happens once a semester.

Student learning outcomes have been established for each course offered at Reedley College and are recorded on the Course Outline of Record. The evaluation of courses relative to student learning outcome (SLO) identification, assessment, evaluation, and improvement action happens at the departmental level. Assessment and evaluation of SLOs are recorded on department meeting notes and on standardized college forms provided by the SLO/program review coordinator [21, 22]. This coordinator maintains all results. Courses are brought through the curriculum review cycle to incorporate the results of any changes based on the SLO assessment cycle [70, 94, 112, 229].

The data set analyzed in program review includes success and retention data. The assessment and evaluation of SLOs also provides departments with a data set. Both of these lead to improvements in courses and programs. Each department is responsible for identifying appropriate SLOs, and the curriculum committee often assists with the wording of each outcome during the course outline approval process.

Program learning outcomes are identified for all programs on campus, though the process of assessment and improvement of each is still in progress for the majority of our programs. Departments with both have completed a "fit" matrix, including an analysis of each course experience that should lead to the completion of a program outcome.

All courses (distance education and traditional) and programs are evaluated at least every six years. Courses, typically, are evaluated more frequently, as changes to disciplines and the results of the assessment of SLOs and the evaluation of the results that assessment produces often happens more frequently than every six years. The results of course evaluation determine whether or not courses are modified, and if so, how. The evaluation of programs happens as part of the program review cycle, which includes courses, and this happens every six years. In addition, programs are required to submit yearly progress reports. Often, conversations with advisory groups or transfer institutions inform decisions to modify courses and programs, and these conversations happen several times in the course of a six year cycle. Therefore, many programs, especially programs often labeled career technical education (CTE), are modified significantly more often than every six years.

### Self-Evaluation

The college uses established procedures to develop, approve, deliver, and evaluate courses and programs. The college also uses established procedures to identify and assess outcomes for courses and programs, and to improve courses and programs based on the results of this assessment, and all of these processes are effective [50, 52, 66, 75]. As a result of program review evaluation, several programs have become streamlined in order to provide a clear pathway for students. For example, CTE degree programs have been, and may be, modified to include a total of thirty (30) units, certificates in a discipline and certificates of achievement may be added to the curriculum so that students can achieve documented goals along the way to a transfer degree while providing proof to employers of their training.

Discipline faculty are central to the process of ensuring quality and improving courses based on multiple factors and varying measures, including (but not limited to) personal reflection, student learning outcome (SLO) assessment, and departmental assessment through the program review process. The composition of the curriculum committee has been redesigned so that fewer administrators sit on the committee and their voting rights have been removed, leaving faculty and student representatives with the only votes on the committee [211 pg. 25].

The college believes that faculty who teach online courses need training. Faculty members are encouraged to complete an online teaching certificate by counting the certificate course units towards salary advancement credit [675]. The distance education coordinator also conducts surveys to assess training needs [296] and offers workshops both on the main campus and the North Centers sites to assist faculty in learning technology (such as BlackBoard and Tegrity) that is used for both online and hybrid classes [307].

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**b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

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### Descriptive Summary

Measurable student learning outcomes (SLOs) for all general and occupational courses, certificates, and programs are faculty-determined and are approved by the curriculum committee when courses are developed and undergo the program review process. The college is now in the process of assessing SLOs, program learning outcomes (PLOs), and general education learning outcomes (GELOs); and departments have developed timelines for this [26, 70].

As an example for occupational education, Division B has four career technical education (CTE) areas: child development, dental assisting, nursing assistant training, and health care interpreters. Competency levels and SLOs are determined through conventional testing, quizzes, exams, and clicker tests. Clinical skills are tested in real life settings and in small groups, often with extra instructors or other specialists present. In these programs faculty members train the students and do the in-course testing so that students progress from one course level to the next.

In dental assisting and nursing assistant training, there is a rigorous state exam that is conducted after the course or courses are completed. These exams lead to registered dental assistant and certified nursing assistant, respectively. Passing of these exams is essential to obtain employment.

Another example is the aeronautics program in Division C. This program prepares students for Federal Aviation Administration certification. In 2010, NASA awarded two internships for students throughout the country studying aeronautics; both were awarded to Reedley College students [279].

All occupational departments work with advisory committees. Advisory Board members are an important connection with industry for each of the CTE areas. The faculty members use their input to update the courses to the latest developments and requirements, and based on that, might adjust SLOs [690].

### **Self-Evaluation**

Reedley College keeps track of the retention and success rates in each of their CTE courses. College programs described above have very dedicated faculty and are very successful. Statistical information obtained and analyzed on a yearly basis is used in program review as well as to plan for future equipment purchases or program expansion and to improve student success.

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**c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

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### **Descriptive Summary**

Reedley College faculty members are experts in their fields who continue to research and present their findings at national and state conferences, who publish in their disciplines, and who maintain currency in their fields by participating in the events held by international, national, and regional organizations particular to their fields. Several faculty members publish regularly, and a few edit professional journals dedicated to the work done in their fields [665]. Locally, faculty workshops addressing a variety of topics



from student engagement to changes in Blackboard are offered regularly [251, 307]. These workshops are often held in the Instructional Resource Center, a high-tech facility designed for faculty use during trainings and at other hours for individual use. In addition, all full and part-time faculty members are evaluated regularly, according to the collective bargaining agreement [8, 10, 69, 625]. The results of these evaluations are used to target specific professional development opportunities in order to improve instruction.

Breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth criteria are defined by department. The program review process includes descriptions of breadth and depth of course offerings, as well as discussions regarding course sequencing [50, 52, 75]. Rigor is evaluated in the curriculum review cycle, where recommendations regarding the rigor represented in outcomes, objectives, and content are included in revisions of course outlines [104, 667, 668]. Judgments regarding rigor are validated by the number of articulation and [transfer agreements we have with the CSU and UC systems](#) [61 pg. 33-41].

Departments, including full and part-time faculty, engage in dialogue as a part of their program review process. The final stage of that process includes more of an institution-wide dialogue with an open-forum report in which they present their findings to the program review committee and guests.

Programs are determined to be collegiate or pre-collegiate primarily by the level of classes that comprise the program. College faculty comprises each program review team, as well as a majority of the Program Review Committee.

### **Self-Evaluation**

All Reedley College programs are characterized by high quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Ongoing professional development, funded through a variety of grants and staff development funds, ensure that Reedley College faculty remain engaged in the professional conversations of their disciplines, both as learners and as leaders in their specific areas of study within their disciplines. Discussions regarding rigor are regularly the focus of attention during Curriculum Committee discussions, as quality and appropriateness to mission are two of the fundamental criteria used to evaluate courses and programs. The program review process requires discipline faculty to address breadth, depth, and sequencing. Time to completion is addressed indirectly within the Curriculum Committee in discussions regarding the amount of units a degree or certificate requires.

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**d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

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**Descriptive Summary**

Embedded in Reedley College's mission statement is the idea of the "student-centered educational environment." To be such an environment means that faculty and staff hold student needs above all other considerations in college decision making. The effect of this is that the college offers classes in a variety of delivery modes: traditional face-to face, online, and hybrid that integrate face-to-face and online, semester-long and short-term classes, and large group classes. Instructors employ different teaching methods and a variety of classroom techniques to maximize student learning and successful completion of the course, such as lecture, lab, seminar, small group discussion, independent study, peer-to-peer, student presentation, service learning, and learning communities. Learning communities link several classes together through a common theme or purpose [444 pg. 75]. The number of online course offerings has grown over the past few years, as Reedley College continues to lead the way districtwide in developing new courses for online delivery [649, 653].

Support for students has been increased in recent years as the Tutorial Center has grown, as the Writing Center has become fully developed and institutionalized, and as the new Math Study Center has become fully operational. These three distinct centers for student assistance provide small group and one-on-one assistance to students who have difficulty with any element of our curriculum. In addition, online assistance is available to students who have difficulty with their writing through the Writing Center [471].

Student learning style assessments are conducted in many classes and are part of the course outline in the Counseling Career Awareness (Counseling 24) class. In addition, Disabled Student Programs and Services administer learning style assessments.

The faculty observation form, as part of the evaluation process for full and part-time faculty, includes questions related to learning styles as well as use of technology for student engagement [69, 625]. The campus is also committed to professional development activities regarding learning needs and pedagogical approaches to meet these needs. For example, in the fall 2009, the Student Success Committee led an OnCourse workshop on campus [87]. Faculty reported that this workshop was one of the most useful workshops they have ever attended relative to student engagement.

All courses list the various ways student learning is assessed on the Course Outline of Record, including objective examinations, skill demonstrations, problem solving, and writing [104].

Delivery modes vary and are determined by an instructor's assessment of student need and knowledge of the curriculum. The curriculum committee questions delivery modes relative to content, objectives, and outcomes (for instance, when the modes do not seem to match the objectives).

Lecturing and lab activities are the two most commonly-used teaching methodologies. Others include hands-on field work and internships, student-led lessons, and student-produced products. Methodologies are chosen by the discipline faculty according to their areas of expertise. Discussions about teaching methodologies and student performance, where available, are outlined in [each program's program review document](#). Faculty workshops have been offered that address the learning styles and the use of learning styles awareness in the classroom [698].

### **Self-Evaluation**

Reedley College uses diverse learning modes and teaching methodologies, and it values them in that varied delivery methods is a criterion of the faculty evaluation process. All courses are regularly reviewed and evaluated with respect to their delivery modes and methods of teaching.

On staff development days and on Flex Days, faculty participates in workshops on teaching methodologies and methods [32, 45, 157, 159, 161, 234, 235, 422, 641]. Faculty members attend off-campus conferences to enhance classroom instruction [577, 578].

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**e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

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### **Descriptive Summary**

The effectiveness of courses and programs are evaluated during program review. Program review includes assessment of student learning outcomes (SLOs) and program learning outcomes (PLOs), and the relationship of these outcomes to the institutional general education learning outcomes (GELOs). The year following program review, there is a complete curriculum review. The curriculum committee evaluates each program and course according to the five year curriculum review process [66]. The development criteria published in the Chancellor's Office and Program and Course Approval Handbook are: appropriateness to mission, need, curriculum standards, adequate resources, and compliance are carefully taken into consideration whenever new courses and/or programs are considered [298, 667, 668, 669].

Criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, and planning for the future. Relevancy of a program is discussed as a part of the qualitative analysis of program review, when

departments are asked to describe future trends in their areas [75 pg. 15]. All programs are included, including instructional programs and non-instructional service areas, in this evaluation process [22, 23].

The standard data set made available for program evaluation includes total enrollment, enrollment by demographics, retention, success, program mark analysis (grades), FT/PT Enrollment Status, WSCH/FTEF, number of degrees/certificates awarded, and Perkins Core Indicators (as applicable). Also, comparative analysis is required of courses offered, both face-to-face and online/hybrid. Additional data elements may be identified and included at the request of the college [112 pg. 15-65]. The evaluation also includes a discussion of the manner in which the program meets the needs of students.

### **Self-Evaluation**

All programs have identified program outcomes. Program outcomes have been mapped to the various courses during which those outcomes can be demonstrated, and to the institutional general education learning outcomes they address [70]. On Duty Day in fall 2009 and again during fall 2010, instructional departments participated in Division-wide SLO summits on this topic to ensure that the SLO cycles were complete and that mapping to Program and General Education Learning Outcomes was complete [64, 91, 224, 225].

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**f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

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### **Descriptive Summary**

The evaluation of courses relative to, at a minimum, the factors identified in the institutionally approved program review process happens at the departmental level. Assessment and evaluation of student learning outcomes (SLOs) are recorded on department meeting notes and on standardized college forms provided by the SLO/program review coordinator [21, 22]. This coordinator maintains all results. The results are shared with the departments to address the educational needs of the student and [posted to Blackboard](#).

Program learning outcomes (PLOs) are identified for all programs on campus, though the process for assessment of each is still in progress for the majority of our programs. Departments with both have completed a "fit" matrix, including an analysis of each course experience that should lead to the completion of a program outcome. Programs have begun to complete annual progress reports [48].

The results of the findings of program review are central to the college's integrated planning model. This integration model was first presented to college staff at the Classified Leadership Retreat, and was so well received it was repeated at the first classified senate assembly [85, 86]. Next, faculty and staff alike were given the opportunity to refine this model at the fall 2010 Duty Day [159]. The integrated planning model was revised, at the request of faculty at this Duty Day session, to move program review from one of the many inputs that make up our evaluation cycle to the planning cycle, well above other plans in the hierarchy, but below the college's mission. The Educational Master Plan, for example, includes data from all instructional program reviews that were current at the publication of the plan.

Currently, this integrated planning model is being finalized into diagrams and a narrative that further expands upon the model and will be included in the Participatory Governance Handbook [211].

The Reedley College Strategic Plan is developed by the Strategic Planning Committee and approved by all constituent groups. The college experimented with differing length strategic planning cycles. In fall 2010, it was decided that a four-year plan would allow sufficient time for use, assessment, and modification [291]. The four-year plan is used as a guide for all of the governance committees defined in the Participatory Governance Handbook. Each committee submits an annual report showing which college goals and strategic planning objectives they have contributed to over the past year [187].

The college develops annual college goals that are used, in part, to guide resource allocation [241, 242]. All college groups have the opportunity to submit a Resource Action Plan Proposal that requires linkage to their program review, the Strategic Plan, and college goals [80]. These action plans are used to allocate discretionary funds for program improvement, such as the purchase of equipment or software license updates. Proposals are evaluated based on the strength of their ties to the various forms of evidence.

### **Self-Evaluation**

The institution has grown quite adept at institutional planning. Plans are introduced and discussed at president-led open forums, monthly meetings, as well as announced at all-college events.

All constituency groups are represented in institutional planning processes. For example, the Strategic Planning Committee includes members of students, faculty, staff, and management, and produces the Reedley College Strategic Plan [211 pg. 67-68]. The College Council, which makes the final recommendation to the president for planning decisions, also includes representatives from all constituency groups [211 pg. 22]. Further, those who act as representatives in these groups are responsible for sharing agenda items with their constituent groups and for sharing the groups' recommendations

with the committees on which they sit as members. The Educational Master Plan was vetted over the course of several months, both in constituency groups and campus wide at open forum meetings [209, 263 – 270, 290, 291].

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**g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

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**Descriptive Summary**

Reedley College faculty members value their academic freedom, and one of the applications of this freedom is that no programs or courses use departmental examinations. The history department instructors (both full-time and part-time) have agreed to use a common question set as part of their examinations [674]. Other departments have also begun to include question sets for the purpose of evaluating student learning outcomes (SLOs), and writing faculty have used department-developed grading rubrics in their evaluation of all course writing, but common examinations are not used at Reedley College.

**Self-Evaluation**

Departmental course and/or program examinations are not used at Reedley College. However, in terms of common validation, departments are using questions that are subsets of examinations. The assessment of these question sets are directly tied to student learning in that they reflect the SLOs of the specific course.

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**h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

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**Descriptive Summary**

The institution awards credit for courses based on the objective evaluation of the formative and summative assessments given in each course. Additionally, students in many courses may also earn credit based partially on an assessment of their participation in the learning process. The units of credit awarded are consistent with the Carnegie Unit and the relationship between the number of units awarded and a course's content and objectives are evaluated during the Curriculum Committee's review and approval process. Units of credit, learning outcomes, and course objectives are published in the Course Outline of Record [66, 298, 645, 667, 668, 669].

### **Self-Evaluation**

Achievement of the various proficiencies outlined in the college's Course Outlines of Record serve as the basis from which faculty determine successful completion of a course, and thus the college awards the resulting appropriate credit. These outlines contain both objectives (the major objectives in terms of the observable knowledge and/or skills to be attained) and student learning outcomes (SLOs). The learning skills the student demonstrates through completing the course link critical thinking skills to specific course content and objectives which are intended to guide instructors toward a quality of instruction that reflects the generally accepted norms of higher education. The credit awarded for courses is a reflection of all learning in the course, not just the ability of students to demonstrate knowledge in the broad categories represented by SLOs.

All units of credit awarded by the college are consistent with institutional policies that reflect accepted norms or equivalencies in higher education. These policies can be found in the college catalog and the Schedule of Courses [61 pg. 20, 444].

For career technical education (CTE) courses, conversations with advisory groups ensure that the credits awarded are consistent with the accepted norms. For transfer-level classes, the high number of [articulation agreements with the California State University and University of California systems](#) indicates that our credits are consistent with the accepted norms in higher education. [61 pg. 33-41]. Reedley College faculty members created three SB-1440 compliant transfer degrees in spring 2011 in Communication, Mathematics and Psychology that are awaiting state approval.

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### **i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

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#### **Descriptive Summary**

For general education, a working group of administrators and faculty representing a wide range of disciplines met to analyze the curriculum and propose/review general education learning outcomes (GELOs). GELOs fall into four categories: communication skills, critical thinking and information literacy, global and community literacy, and personal development. These GELOs were approved in spring 2009. Because students must successfully complete the courses required in their general education pattern in order to be eligible for graduation with a degree, and the outcomes identified as GELOs are mapped directly to these courses, students should have attained their GELOs in order to have successfully earned the credit necessary to be awarded a degree [59, 68, 70].

Similarly, specific program learning outcomes (PLOs) for all certificates and degrees have also been identified and are in the process of being mapped to the specific key courses in which these skills might be assessed or observed. The successful completion of these key courses should indicate that students have acquired the skills deemed necessary, as identified in the course SLOs, and thereby have successfully completed the

PLO for a given program. Tracking documents prepared by the programs as part of their program review will assist departments in ensuring that the skills assessed and observed are, in fact, the keystone skills required of one earning a degree or certificate, and departments will make adjustments to their programs based on these results.

### **Self-Evaluation**

The institution awards degrees and certificates based, in part, on the achievement of PLOs. There are also, however, many other requirements that need to be met in order for a student to earn credit for a degree or certificate, so the achievement of PLOs alone will not be sufficient for a student to earn credit. Though PLOs have been identified for all Reedley College degrees and certificates, not all degrees and certificates have completed an evaluation cycle of their PLOs. This process is ongoing [70, 75 pg. 29].

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**3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

**a. General education has comprehensive learning outcomes for the students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

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### **Descriptive Summary**

The philosophy of Reedley College is mentioned on page 6 of the 2010-2012 catalog which states: “We believe that people’s lives are enriched in an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment. The college furnishes experiences designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment... The goal of the college is to develop each student’s full potential as well as respect for self and others. To this end, the college provides comprehensive curriculum offerings, lifelong learning opportunities, counseling, and educational services” [61 pg. 6]. This philosophy is also present in the college mission and core values statements:

•Mission Statement:

“Reedley College provides an accessible, student-centered educational environment featuring high-quality learning opportunities. We offer basic



skills enhancement, associate degree programs, career technical education, and transfer-level courses as an integral component for life-long learning within a diverse local and global community.”

•Core Values Statement:

Reedley College is dedicated the following core values:

- An atmosphere of intellectual curiosity
- Personal integrity, accountability and individual accomplishment
- Experiences designed to promote critical thinking
- Cultural literacy
- A highly qualified staff of educators and support personnel who support and promote the diversity of our unique community
- A flexible attitude towards change and encourage innovation
- Efforts to develop each student’s full potential
- Respect for self and others
- Comprehensive curriculum offerings and lifelong learning opportunities
- Quality services for students to support and enhance their success

To stay true to these core values, the general education (GE) curriculum is designed as a means to these ends. The 2010-2012 catalogue states: “General education course work is intended to complement a concentrated study in a single discipline or ‘major.’ It should provide a broad base of educational experience about aspects of the world which a major area of study may not include. The student who completes the general education requirements at Reedley College will have made noteworthy progress towards becoming truly educated and prepared for a lifetime of learning” [61 pg. 30]. Students in both academic and occupational areas are required to complete coursework in the areas of natural sciences, social and behavioral science, humanities, and language and rationality to earn an Associate’s Degree.

All courses and student learning outcomes (SLOs) are created by faculty (in many cases, both full and part-time) within the discipline and then evaluated by the Curriculum Committee and the program review process. Course content is determined by consensus of instructors in a particular department and then forwarded on through a formal process of examination by the department chairs, division dean, and then on to final approval by the curriculum committee made up of faculty, students, and non-voting administrators [211 pg. 25]. It is further validated and improved through the ongoing program review process where Course Outlines of Record for each course are continually reviewed and revised. Upon each review, the relevance and integrity of a course outline is evaluated separately by full and, sometimes, part-time faculty members of a department, the Curriculum Committee, and the office of instruction [50, 75]. Results of the planning and formal assessment processes are published and shared extensively with internal and

external constituencies. The articulation officer also reviews courses to ensure those in the GE category are meeting general education standards for four-year institutions.

It is through all of these processes that courses are determined whether or not to be included in GE. The official Course Outline of Record for each GE course must explicitly state how the course covers the major area of knowledge in which it is included and reference the appropriate GE codes. The official course outline must also state the breadth of content of the course, the rigor of the work required to be successful in the course, the critical thinking skills required in the course, and the multicultural or global issues relevant to the course. In addition, every course outline should specify the student learning outcomes students are expected to master upon completion of the course [104]. Every course outline must also mention how student mastery of the stated learning outcomes will be measured.

Reedley College has comprehensive general education learning outcomes (GELOs) for the students who complete an Associate's Degree. Upon completion of the Associate's Degree, students will be able to:

1. Interpret various types of written, visual, and verbal information.
2. Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.
3. Analyze quantitative information and apply scientific methodologies.
4. Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
5. Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.
6. Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
7. Apply historical and contemporary issues and events to civic and social responsibility.
8. Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.
9. Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
10. Incorporate physical and emotional principles to make healthy lifestyle choices.
11. Make ethical personal and professional choices.

Students acquire these outcomes as they take courses in the areas of natural sciences, social and behavioral sciences, humanities, and language and rationality [61 pg. 30]. Reedley College is currently in the process of mapping these GELOs to program and course outcomes [70].

### **Self-Evaluation**

Under the guidance of the Reedley College SLO coordinator (a faculty member), the most popular GE courses were evaluated for their fit within the college's GELOs, an important step in the mapping process of SLOs to program learning outcomes (PLOs) to GELOs [41, 70]. Through the ongoing process of program review and Curriculum Committee approval, courses at Reedley College are continually evaluated to determine their appropriateness within the GE curriculum. Through the peer review and tenure review process, instructor syllabi are reviewed by peers and administrators to ensure all requirements are being met [69, 625].

Reedley College faculty and staff report that students are achieving the appropriate outcomes for GE to prepare them for further coursework if they so desire. On the spring 2010 Employee Survey, 90 percent of respondents agreed or strongly agreed that students completing appropriate transferable-level coursework are well prepared for transfer to four-year institutions [81 pg. 10].

Reedley College is having success using outcomes to make curriculum decisions for the institution. The college is on track to proficiency in collegewide implementation of SLO assessment by 2012. Most departments have developed SLO assessment timelines and have begun to assess SLOs and utilize the data [670]. The Communication program, for example, recently established a major, and in doing so, needed to review its course outcomes (and SLOs of other classes) to see what other classes might be offered to help students fulfill the oral communication competency portion of the general GE requirements. Also, the History department completed its second year of SLO evaluation in fall 2010. Analysis of the data received has led to the rewriting of the course outcomes for History 11 and History 12 to more fully reflect the comprehensive content and methodology of history courses. In the future, all departments will be able to use quantitative and qualitative data gathered from SLO assessments to determine whether a course is an appropriate fit in the GE curriculum.

Reedley College uses SLOs when making planning decisions for the institution. The spring 2010 Employee Survey revealed that 90 percent of employees agreed or strongly agreed SLOs are considered in program review and institutional planning [81 pg. 11]. Program review includes a review of courses and Course Outlines of Record, and faculty members assess the appropriateness of each course in a program and how the class fits into the GE curriculum.

The college uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes. Item #12 on the spring 2010 Employee Survey showed that 84 percent of respondents agreed or strongly agreed with this statement, demonstrating that Reedley College is moving in the right direction with using data for SLOs [81 pg. 11].

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**b. General education has comprehensive learning outcomes for the students who complete it, including a capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

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### Descriptive Summary

Students who pursue an associate degree at Reedley College are required to demonstrate minimum competencies in oral communication, written communication, reading, math, physical/mental health awareness, critical thinking skills, knowledge of government principles, and computer concepts. The courses a student can take for each of these areas are listed in the 2010-2012 catalog [61 pg. 31]. All Course Outlines of Record for degree-applicable courses explicitly state which skills are emphasized in these courses as well as the rigor of these skills necessary for successful completion of the course.

The general education (GE) curriculum at Reedley College includes general education learning outcomes (GELOs) that lead to students becoming productive people and lifelong learners [59]:

- *Oral and written communication*

The Reedley College GELOs for this skill are “students will be able to interpret various types of written, visual, and verbal information;” and “organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.”

- *Information competency*

The GELO that addresses this skill is that “students will be able to synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.”

- *Computer literacy*

There is no GELO at Reedley College that addresses this skill specifically, but students are required to demonstrate familiarity with computer concepts and computer use, demonstrated by completing with a grade of “C” (2.0) or better in courses such as Computer Science 1 or Office Technology 1 as outlined in the catalog [61 pg. 31].

- *Scientific and quantitative reasoning*

The GELO for this skill is that “students will be able to analyze quantitative information and apply scientific methodologies.”

- *Critical analysis/logical thinking*

The GELO that addresses this skill is that “students will be able to employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.”

- *Ability to acquire knowledge through a variety of means*

The GELO for this skill states that “students will be able to assess current knowledge, skills, and abilities to further develop them and apply them to new situations.”

Some of the courses in the GE curriculum have SLOs that address these GELOs explicitly. Others address them more implicitly. Additionally, courses differ in the level in which they introduce, practice, and/or assess (either directly or indirectly) these concepts. A GE core curriculum map has been created that outlines the most popular GE courses at Reedley College and how these outcomes are presented and achieved by the students [68].

### **Self-Evaluation**

Reedley College offers a wide variety of courses, allowing students to choose those courses that are appropriate to their goals and interests. In program review, faculty members in each department evaluate skill levels for each course and determine whether changes need to be made. These skill levels are then included in the course outlines. The appropriateness of each course in the GE curriculum is also evaluated regularly by the program review process.

Reedley College is making great strides to be proficient in the assessment of all learning outcomes by 2012. At the start of fall 2010, the North Centers held a mapping workshop during their general session duties at the beginning of the semester [#283]. Each program worked on mapping its SLOs. Taking this even further, in October of 2010, a series of summits were held for both Reedley College and the North Centers in which each division worked for several hours focusing on the mapping of SLOs to PLOs to GELOs using an SLO mapping grid developed by faculty [64, 70, 91, 224, 225, 676].

In addition to course options for students, Reedley College offers students extracurricular opportunities to develop lifelong learning skills. [Clubs](#) such as Artistic Creative Use of Engineering & Science (ACES), Pre-Professional Health Club, Alpha Gamma Sigma (AGS) Honors Society, and the Personal Computer Club encourage students to pursue lifelong computer, communication, math, and critical thinking skills and give them chances to apply these skills outside of the classroom [334].

To further the development of students’ skills in computer literacy, Reedley College has several open computer labs for students on the Reedley campus and the North Center locations. There are 53 computer labs at Reedley College (including the centers)

containing 1400 microcomputers for student use. Also, in addition to the many online courses offered, many Reedley College instructors are making use of Blackboard or other websites to deliver content, thus giving students even more experience with computers and technology.

The national ACT College Outcomes survey was distributed to students at Reedley College in the spring of 2010. The results revealed that students were very satisfied with the progress they are making toward outcomes related to the GELOs mentioned in this section’s Descriptive Summary [71]. Table 27 contains a sampling of a few of the prompts and responses from section II asking students to think about several outcomes and rate the amount of progress they have made since entering this college:

Table 27: ACT College Outcomes Student Survey

COLLEGE OUTCOME	MODERATE TO VERY MUCH PROGRESS
Drawing conclusions after weighing evidence, facts, and ideas	91.2%
Developing problem solving skills	93.2%
Learning to think and reason	93.9%
Locating, screening, and organizing ideas	89.4%
Improving my writing skills	84.8%
Reading with greater speed and comprehension	83.3%
Speaking more effectively	87.6%
Effectively using technology (e.g., computers, high-tech equipment)	84.8%

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**c. General education has comprehensive learning outcomes for the students who complete it, including a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

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**Descriptive Summary**

The general education (GE) curriculum at Reedley College includes general education learning outcomes (GELOs) that lead to student recognition of what it means to be an ethical human being and effective citizen:

- *Appreciation of ethical principles*

The Reedley College GELO for this skill is that “students will make ethical personal and professional choices.”

- *Civility and interpersonal skills and respect for cultural diversity*

The GELO that addresses this skill is that “students will be able to demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.” Students are required to take a course in social/behavioral sciences that often emphasizes ethics, diversity, and citizenship. Additionally, one class option for students fulfilling the general education oral communication requirement is a course in Interpersonal Communication. This course specifically helps students develop more effective communication skills in a variety of settings with people from various walks of life.

- *Historical and aesthetic sensitivity*

The GELOs for this skill are “students will be able to analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives;” and “apply historical and contemporary issues and events to civic and social responsibility.” In history, for example, where course content cuts across all lines, SLOs are designed to measure achievement in all the major areas of general education. For instance, in the History 11 class (US History to 1877), student learning outcome (SLO) questions have dealt primarily with understanding the political, economic and social underpinnings of American society. This includes knowledge of the Scientific Revolution, Enlightenment, Reformation and other events associated with America’s beginnings. History covers many areas that would provide a well-rounded background in a variety of subjects including geography, philosophy, English literature, etc. As a citizen of the United States, it provides a basic understanding of how our political & economic systems work. This would be necessary information for any productive and responsible citizen.

- *Willingness to assume civic, political, and social responsibilities locally, nationally, and globally*

The GELO that address this skill is that “students will be able to apply historical and contemporary issues and events to civic and social responsibility.” Students who pursue an associate degree at Reedley College are required to take a course that involves the study of American government institutions, ideals, and the political process.

A GE core curriculum map has been created that outlines the most popular GE courses at Reedley College and how these outcomes are presented and achieved by the students [68].

Many classes within the general education curriculum include multicultural materials and concepts designed into its framework. The Course Outline of Record includes a section requiring a description of how the course will specifically relate global and international and/or multicultural materials to the content outline and/or readings. If a course involves

global and/or cultural ideas, the respective department must complete this section before the Curriculum Committee will approve the course [664 pg. 6].

**Self-Evaluation**

Reedley College offers a wide variety of courses through which students can achieve the skills that prepare them for their future civic, political, and social responsibilities, allowing them to choose those courses that suit their interests. Course value is strong because their rigor is determined by qualified faculty members within the discipline, and their appropriateness in the GE curriculum is evaluated regularly by the program review process.

Students are also given extra opportunities to further achieve these skills and outcomes. Many courses at Reedley College offer a service learning component. Service learning courses allow students to assume social responsibility, develop interpersonal communication skills, develop a sense of ethics, and observe and engage in cultural diversity [551, 552].

To further develop their civic, political, and social skills, students are given opportunities to engage in many more extracurricular activities. Clubs such as the Green Club, Alpha Gamma Sigma Honors Society (AGS), Associated Student Body government (ASB), International Students Club, Latin Dance Club, Residence Hall Club, and the recently established Human Rights Club all allow students to develop a sense of citizenship in a diverse world [334]. Students also have opportunities to serve as tutors on campus with places like the Writing Center, Math Center, or Tutorial Center, allowing them a chance to develop social responsibility and ethical principles as they interact with the various types of students on campus.

The ACT College Outcomes survey of students in spring 2010 revealed that students were satisfied with the progress they are making toward outcomes related to the GELOs mentioned in this section’s Descriptive Summary [71]. Table 28 shows a sampling of a few of the prompts and responses from section II asking students to think about their personal growth and indicate the extent of growth they achieved since entering this college:

Table 28: ACT College Outcomes Student Survey

<b>COLLEGE OUTCOME</b>	<b>MODERATE TO VERY GREAT</b>
well with people from cultures other than my own	92.2%
my ability to relate to others	93.1%
participating in volunteer work to support worthwhile causes	74.0%
more aware of global and international issues/ events	82.8%
myself to participate effectively in the electoral process	76.5%
more aware of local and national political and social issues	80.2%
knowing my rights, responsibilities, and privileges as a citizen	88.1%



sensitive to moral injustices and ways of avoiding or correcting them	87.0%
ly with a wide range of people	92.6%
g moral principles to guide my actions and decisions	90.6%

**4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

**Descriptive Summary**

Reedley College currently offers 46 instructional programs leading to an associate degree. Fifteen of these instructional programs lead to an Associate of Arts degree. Thirty-one of the instructional programs lead to an Associate of Science degree. All programs are listed in the 2010-2012 catalog [61 pg. 58-59].

All associate degrees require students to complete, in addition to specific course requirements and demonstrations of competencies, at least 20 units in a discipline (major) or from related disciplines with a grade point average of 2.0, “C,” or better [61 page 30]. Some major instructional programs require a 2.0, “C,” grade or better for each course. This represents at least one-third of the coursework required for the associate degree. Many major instructional programs require more than 20 units of course work in the major discipline or in related disciplines [61, pages 60-105].

**Self Evaluation**

Of the 46 instructional programs leading to the associate degree, 43 instructional programs are focused in one area of inquiry. Three programs are focused in interdisciplinary cores: social sciences, fine arts, and liberal arts. While Reedley College previously offered an Associate of Arts degree in general studies, effective with the 2008-10 catalog, the general studies option is no longer offered [61 pages 58-59].

The [California Community College Chancellor’s Office](#) states that in the five academic years from 2004-2010, Reedley College awarded 3,874 associate degrees. A large number of these degrees; 998, or 26 percent, were focused in one area of study the remaining 2,876 degrees, or 74 percent, were awarded in interdisciplinary studies.

**5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Descriptive Summary**

Reedley College offers 43 Certificates of Achievement within its occupational education programs. The college awards these certificates to students who successfully complete a specified occupational curriculum requiring 12 or more units of instruction [61 pg. 29].

The college also offers 29 certificates in industry-specific technical and professional skill attainment areas that are designed to address essential occupational competencies within the respective program areas. These certificates are granted to students who complete the required 11 or fewer units of instruction.

In addition to offering certificate programs that prepare students to meet employment standards and industry licensure and certification, Reedley College also offers 31 associate degrees with an occupational emphasis.

In order to assure that course curriculum, degree requirements, and certificate programs meet technical and professional competencies determined by industry, all occupational programs have local advisory committees. These committees identify the technical and workability skills for workplace success, review the existing curriculum for relevancy and, as appropriate, provide input for the internship component of programs.

Reedley College has several programs that require outside accreditation to guarantee that students are currently being taught industry specific employment standards. The Committee on Dental Auxiliaries accredits the Dental Assisting program, the Federal Aviation Administration accredits Aviation Maintenance, and the Board of Vocational Nursing and Psychiatric Technicians accredits licensed vocational nursing. The Forestry & Natural Resources program is also accredited by the Society of American Foresters (SAF), the only recognized community college program in the State of California. Students enrolled in programs such as Automotive Technology or Aviation Maintenance Technology must successfully complete state and federal qualification tests to earn their certificates.

Nursing Assistant Training students who successfully complete the NAT program/courses are eligible to take the state Certified Nurse Assistant (CNA) examination administered by the American Red Cross in collaboration with the California Department of Health Services. Mastery of the state CNA written and skills exams entitles students to become employed in skilled nursing facilities, long term care facilities, assisted living centers, acute care hospitals, free-standing medical/health clinics, physicians' offices and home care agencies. Additionally, students completing the Reedley College Dental Assisting Program are eligible to apply for state licensure. The Committee on Dental Auxiliaries in California regulates the practical and written examinations.

To assure that the technical and professional competencies taught in occupational programs align with industry needs, occupational programs without external accreditation agencies have fostered partnerships with local businesses that will employ program completers. For example, the Mechanized Agriculture program is a two-year program that prepares equipment technicians for entry-level positions. The program is sponsored and supported by Quinn Company, a Caterpillar dealer for the Central Valley and Los

Angeles areas. Students work on Caterpillar engines, transmissions, hydraulic, electrical systems, and machines. A key component of the program is the required summer internship program. The instructors place students throughout the state and visit them during the summer to ensure that the objectives of the program are being met while the student is gaining real-life work experience.

Another strategy that occupational programs at Reedley College utilize to provide students with essential employability skills is to incorporate internships as a required component of certificate and degree programs. Internships allow instructors to receive direct feedback from local industry about the employability of students in our programs and provide students with hands-on training and experience.

Vocational and occupational programs are also utilizing student learning outcomes (SLOs) to measure student preparedness for employment [171]. Occupational programs have been actively engaged in the development of SLOs with the direct input of advisory committees and outside accrediting agencies. Programs are currently using SLOs to evaluate overall student performance and the program's success in preparing students for employment and ensuring that they are prepared for external licensure and certification.

### **Self-Evaluation**

Our vocational programs work closely with industry-based advisory committees and accreditation agencies to assure that curriculum, certificates and program degrees are aligned with the technical skills and competencies that are needed for success within their respective industries. Additionally, vocational programs work closely with those very same advisory committees and external accreditation agencies to make sure that course and program SLOs will effectively gauge student performance and the program's success in preparing students for employment, external licensing and certification.

Vocational programs also evaluate their performance by monitoring the occupational core indicators, which are identified by the California Community College Chancellor's Office. These core indicators assess a vocational program's academic and skill performance, program completion, placement, and employment retention.

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**6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

**a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

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### **Descriptive Summary**

Ensuring that students achieve their transfer goals is a priority at Reedley College. The institution facilitates this process through clear and accurate information about transferability of courses and transfer policies through a variety of informational materials. The college provides information about the transfer courses in the college catalog and class schedule [61 pg 33-41, 444 pg. 103-104]. The [Transfer Services website](#) on the college webpage provides resources, articulation information, California State University general education (Transfer CSU GE), and CSU and University of California Intersegmental General Education Transfer Curriculum (UC IGETC). In addition, students have access to [ASSIST](#) which is a computerized student-transfer information system that can be accessed over the internet. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's colleges and universities and, therefore, provides the most accurate and up-to-date information available about student transfer in California. Another online feature is [UC Pathways](#) which is a website that provides students with all the information needed to prepare for attending and succeeding at a UC campus. It provides links to UC campus websites and includes information about applying to the University of California, transferring to the UC, admissions, housing, financial aid, and email links for contacting individual UC campuses. Since CSU, Fresno receives the vast majority of Reedley College transfer students, articulation agreements or course-to-course and major-to-major have been developed between the two colleges.

The Reedley College Transfer Center hosts numerous transfer activities for students. These activities include representatives from other colleges and universities meeting with Reedley College students on our campus. These meetings are designed to allow students direct access to a representative from four-year colleges who can detail specific transfer requirements and help students plan their course of action toward transfer. The center provides application workshops, organizes field trips to four-year schools, and individual planning appointments are also available [458, 469, 533].

The official Title 5 course outline is used to articulate courses between the colleges and student learning outcomes (SLOs) are clearly delineated on the majority of Reedley College course outlines. Reedley College is participating in the statewide C-ID process

and will fulfill the requirements of SB 1440 by having two standard transfer programs approved by fall 2011.

### **Self Evaluation**

Instructors submit course syllabi with course objectives every semester. Faculty and student evaluations help further ensure course consistency. Reedley College promotes student transfer through articulation agreements and Course Identification Project (C-ID) standard transfer model curriculum (TMC) programs. The purpose of the Course Identification Project is to develop lower-division degree pathways that are comparable across multiple community colleges and districts and facilitating transfer. Reedley College approved three transfer model curriculum degrees in communication, mathematics and psychology in spring 2011; more Associate of Arts-Transfer (AA-T) and Associate of Science-Transfer (AS-T) degree programs are being developed.

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**b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

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### **Descriptive Summary**

When program elimination or significant program changes occur, the institution takes steps to ensure students are able to complete requirements. When a program is eliminated, no new students are allowed to enroll into the program and existing students are allowed to complete program requirements before total elimination of the program. In the event that required courses are no longer offered, students are assisted in identifying courses that can be substituted.

The Reedley College catalog publishes the processes for students enrolled in a program that has been significantly modified or discontinued. Students may elect to meet the requirements for the associate degree by following either:

1. The catalog in effect at the time of the student's graduation, or
2. The catalog in effect at the time the student began continuous enrollment leading to graduation [61].

For this regulation, a student shall be considered to have continuous enrollment if enrolled and active in any graded class at the census point of the semester (20 percent). If a student misses 24 consecutive months, the student is not continuously enrolled and loses his/her original catalog rights.

### **Self Evaluation**

The college works very closely with students when a program is being eliminated or when significant program changes are made. Every effort is made to ensure that students

are not affected by these institutional changes. If programs require courses that are not offered every semester, these courses are scheduled to ensure that students can complete major requirements within a two-year time period with a minimum of disruption.

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**c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

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**Descriptive Summary**

The college produces an annual catalog in both printed and [electronic form](#) which describes academic regulations, degrees, certificates, courses, and student support services, and student activities [61]. Information including the catalog is made available on the websites of both Reedley College and the North Centers. Publications used by students such as catalogs and schedules of classes are updated both in print and [online](#) [444].

The Curriculum Committee regularly reviews institutional policies and practices related to courses to ensure their integrity. Additionally, electronic representations of the institution such as online classes are regularly reviewed by the curriculum committee as well. The publications specialist at Reedley College prepares and formats the course schedules for both Reedley and the North Centers to assure that information is accurate and consistent.

All public information is reviewed by the campus public information officer for accuracy and to assure that appropriate policies such as the Americans with Disabilities Act and Equal Opportunity statements are included. For example, Reedley College recently revised its mission statement which was disseminated electronically to all college employees and then to the general public by the public information officer. The public information officer also reviews information on student achievement to assure that it is accurate and current. Events and ceremonies such as graduation are advertised and made available to the public. The public information officers at all locations in the State Center Community College District (Reedley College, Fresno City College, and the District Office) meet quarterly to discuss any relevant concerns regarding public information and to assure publications are consistent and present all relevant policies and procedures.

**Self Evaluation:**

Reedley College and the North Centers are represented clearly and consistently to the public, present and future students, and their personnel in the Reedley College catalog. Academic regulations are listed in the catalog on pages 20-28. Information on certificates is on pages 29-32. Information on courses is listed on pages 105-110.

Information on student support services and activities are listed on pages 51-59. The catalog and other pertinent information are available on all campus websites [61].

The Curriculum Committee ensures that institutional policies and practices related to courses are accurate and correct. Curriculum committee meeting minutes and agendas are found on the [curriculum website link](#) on the Reedley College website.

The institution provides information on student success by informing the public and students through the calendar of events on the [district website](#) and the [Front and Center](#) newsletter.

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**7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.**

**a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

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**Descriptive Summary**

Reedley College has demonstrated its commitment to the free pursuit and dissemination of knowledge through its Board of Trustees policies and regulations. These are posted on the [State Center Community College District \(SCCCD\) website](#) and are stated in the Faculty Handbook, college catalog, and class schedule, all of which can be accessed on the College website [83 pg. 14 , 61 pg. 42, 444 pg. 98-99].

The information is presented fairly and objectively. In the spring of 2010, the Office of Institutional Research conducted a faculty and staff Employee Survey for Reedley College. Two hundred and seventy-nine (279) faculty and staff responded to the Survey. The results showed that 90 percent of respondents agreed or strongly agreed that “the college represents itself clearly, accurately, and consistently through its catalogs, statements, and publications” [81 pg. 10].

Integrity and accountability are core values of the SCCC, which are evaluated and revised on a regular basis, according to the SCCC [Board of Trustees policies website](#). The 2008-2012 [SCCC Strategic Plan](#) reiterates those values and also asserts that the District adheres “to established policies, practices, and professional standards which promote fairness and transparency.”

According to SCCC Board Policy BP 4030, “The District is unequivocally and unalterably committed to the principle of academic freedom in its true sense which includes freedom to study, freedom to learn and freedom to teach and provide educational professional services to students” [82]. The 2010-2011 Faculty Handbook reprints BP 4030 in its entirety [83 pg. 25].

While there is no specific reference in board policy to the distinction between personal conviction and professionally accepted views, instructors are free “to interpret personal findings and to communicate the conclusions” [82]. Course outlines, which are “the basis for planning... [the instructor’s] course and. . . syllabus” [83 pg. 38], also specify required course content through outcomes and objectives, as well as required and suggested materials. Deans of instruction review instructors’ syllabi to ensure that they meet certain minimal criteria [83 pg. 38-39]. Instructors’ classroom teaching is evaluated on the “effective use of teaching methods appropriate to subject matter” and the use of an “institutionally approved course outline” [8].

The 2009-2011 Contractual Agreement between the SCCC and State Center Federation of Teachers notes that “The regular (tenured) faculty member shall submit to the committee a written evaluation of his/her job performance with respect to the criteria on which he/she is being evaluated”. Article XIII explains the evaluation process and the criteria upon which faculty are evaluated including “Evaluation of student progress in keeping with the course objectives and institutionally adopted course outlines”. Full-time and part-time instructors are evaluated according to criteria which include “maintenance of ethical standards in accordance with American Association of University Professors (AAUP) ethical standards statement.” [8].

Academic freedom encompasses the right of an instructor to discuss pertinent subjects within his or her field of professional competency in the classroom, consistent with course objectives; and for counselors, librarians and other academic employees to provide appropriate student services within their fields of professional competency and consistent with sound educational principles. Neither district officials nor outside individuals or groups may interfere with or censure an academic employee because of the employee's proper treatment of pertinent subjects. The board’s commitment toward a climate of academic freedom means that it will defend and support “any tenured or non-tenured faculty member who, while maintaining the high standards of the profession, finds personal freedom of expression unfairly attacked or curtailed” [82].

Faculty must, however, accept the responsibility that accompanies academic freedom. Instructors bear the responsibility to “study, to investigate, to present, to discuss, and to interpret fairly and objectively” those concepts that are relevant to the instructor’s assignments. The right to exercise any liberty implies a duty to use it responsibly. Academic freedom does not give faculty freedom to engage in indoctrination. Nor can faculty invoke the principle of academic freedom to justify non-professional conduct [82]. An essential point that pertains to academic freedom that must be considered in



relation to subject matter or to professional services to the student is the criterion of suitability. The subject matter, material to be studied, or educational professional services to the student must contribute to the attainment of course objectives or achievement of an educational principle.

Furthermore, students have the right to their own views and beliefs and, therefore, have “the freedom to question and differ without jeopardy to the student's scholastic standing” [82]. According to the 2010-2011 Reedley College Catalog, “The exercise of rights of free expression [are] protected by state and federal constitutions and Education Code Section 76120” [61 pg. 42]. According to the tenure Review/evaluation of contract employees, evaluation criteria of faculty include “respect for the opinions and concerns of students” [8 pg. 20].

According to the Faculty Handbook, students are entitled to pursue grievance procedures regarding “any complaint concerning an alleged unauthorized or unjustified act or decision by a staff member *NOT* involving sexual harassment and/or discrimination which adversely affects the grades, status, rights, or privileges of a student” [83 pg. 24]. This information is also available in the Reedley College Catalog [61 pg. 44].

The special interests of faculty or the opinion of one or more individuals in a class should not supersede the right of other students to be protected against irrelevant or obscene materials or presentations.

The Reedley College Academic Senate has endorsed the statement of faculty responsibilities adopted by the [American Association of University Professors \(AAUP\)](#), which is also reprinted in the 2010-2011 Faculty Handbook [83 pg. 14].

“Membership in the academic profession carries with it special responsibilities. In the enforcement of ethical standards the academic profession differs significantly from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In our profession, the individual institution of higher learning provides this assurance and so should handle questions concerning propriety of conduct within its own framework by reference to a faculty group.” [*Statement on Professional Ethics*, AAUP’s Association’s Council, June 1987  
<http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessiona lethics.htm>].

Professional responsibilities of faculty, as outlined in the evaluation criteria for Tenure Review/Evaluation of Contract Employees, notes that faculty are expected to maintain “ethical standards in accordance with the AAUP statement of ethical standards” [8 pg. 20]. Evaluation criteria for both full-time and part-time instructors include “concern for student rights and welfare” and “respect for the opinions and concerns of students” [8 pg. 20]. Furthermore, standard district evaluation questionnaires are administered to students

in at least one class of each of the contract employee's preparation; regular tenured faculty members are evaluated once in every three academic years, while adjunct faculty members are evaluated in their first, second and/or third semester, and following that, their performance is evaluated every six semesters of teaching. More frequent evaluation may occur in the event job performance is less than acceptable [8 pg. 19-20, 10 pg. 11-13].

The Faculty Evaluation Classroom Observation form evaluates whether the instructor "teaches course in compliance with syllabus and course outline," whether the syllabus contains the instructor's policies, and whether the instructor "shows respect for student ethnic/religious/gender diversity" [69, 625]. The Tenure Review Self-Evaluation form also asks instructors to reflect and demonstrate ways in which they show "concern for student rights and welfare" and "respect for the opinions and concerns of students" [116].

### **Self-Evaluation**

According to the results of the spring 2010 Employee Survey of faculty and staff at Reedley College, 85 percent of respondents agreed or strongly agreed that faculty were "fair and objective in their presentation of course material." Additionally, 85 percent of participants agreed or strongly agreed that the college supports academic freedom [81 pg. 12]. The college catalog, class schedule, faculty handbook, and tenure/evaluation process all disseminate the Board of Trustees policy regarding academic freedom.

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## **b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

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### **Descriptive Summary**

According to the State Center Community College District (SCCCD) Board of Trustees policies, academic dishonesty (which includes but is not limited to cheating and plagiarism) is a cause for discipline [666]. Procedures for formal discipline are spelled out in Student Conduct Standards and Grievance Procedures in the Reedley College catalog and class schedule [61 pg. 42-48, 444 pg. 98-100]. Reference copies of the catalog are available in the library, Counseling Center, Admissions and Records Office, online, and in the offices of the vice president of instruction and educational advisors. Students are encouraged to purchase and use their own copy of the catalog. Personal copies are for sale in the Reedley College Bookstore.

According to the 2010-2011 Faculty Handbook, instructors are required to include a cheating and plagiarism policy on all syllabi. In the example given to instructors, cheating and plagiarism are defined and a range of consequences identified [83 pg. 39-41]. This information is reprinted in the college catalog; it is also available under Administrative Regulation 5500 and in the Student Conduct Standards and Procedures Manual [61 pg. 42, 73, 663].

There are board policies regarding academic freedom, student conduct, and duties and responsibilities created to maintain a positive learning environment for students and a collegial work environment for employees. These policies are available [online](#) and in the print and online versions of the college catalog regarding student conduct [61 pg. 42].

### **Self-Evaluation**

The academic dishonesty policy is disseminated through the college catalog, the schedule of classes, in instructors' syllabi, and in the Student Conduct Standards and Procedures Manual [73].

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**c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

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### **Descriptive Summary**

As a public institution, we do not seek to instill specific beliefs or world views. Reedley College adheres to board policies regarding academic freedom, duties and responsibilities, and student conduct designed to create a collegial work environment for employees and a positive learning environment for students. The college does not promote specific beliefs or world-views to which all employees must conform.

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**8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

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### **Descriptive Summary**

Reedley College does not offer curricula in foreign locations to students other than U.S. nationals.

## **II.B. Student Support Services**

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

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**1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

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### **Descriptive Summary**

Reedley College and its centers provide the full range of student support services that directly support the many facets of the college mission such as providing an “accessible, student-centered educational environment” for “basic skills enhancement, associate degree programs, career technical education, and transfer-level courses” for “life-long learning within a diverse local and global community.” A comprehensive list of support services and programs is included in the 2010–2012 college catalog [61 pg. 49-55] as well as on the [college website](#).

In order to assure that student support services sustain a continuous level of quality and to continuously improve these services to support student learning, the student support services departments participate in two key evaluative processes: the development of student learning outcomes (SLOs) and the program review process. These two processes help student services departments make decisions to support mission statement objectives such as student access, progress, and student learning and success. Each student services department has established SLOs and means of assessment to measure the effectiveness of services provided in order to improve student learning and success. In fall 2010, a SLO summit was held for student services programs to review SLOs and to discuss the development and/or progress in identifying program learning outcomes (PLOs) and their connection to general education learning outcomes (GELOs) [40, 442]. At the summit, departments also discussed timelines for reaching proficiency level in learning outcomes and assessment [225, 421]. Departments within student support services are beginning

the process of analyzing assessment results to determine whether student success and/or student learning outcomes are, indeed, being achieved [46].

Each student services department participates in the college's program review process every six years. A written program review report is prepared, reviewed, and discussed by program members, program coordinators, division representatives, the Reedley College vice president of student services, vice president of instruction and student services and dean of students (North Centers), and the Program Review Committee. Each program review report is also presented to the College Council committee at the college and centers. Program goals and recommendations are formulated and results are used to maintain and/or improve programs, develop future budget allocations, improve strategic planning, and make revisions to the Educational Master Plan. In program review, each department examines the Reedley College Strategic Plan and its mission statement to ensure that all student support programs are in alignment [75 pg. 19, 341 pg. 12-24]. Additionally, departments review previous program review recommendations to be sure progress and improvements are being made [75 pg. 20, 56 pg. 2, 341 pg 9-10]. Also as part of the program review process, internal or external reports and other standard data are identified [341 pg. 63-67]. Additional data collection is facilitated by the institutional researcher working in conjunction with various campus committees and programs in order to obtain meaningful useful data for evaluating services. This may include student satisfaction surveys, faculty surveys, student health surveys, and the graduate student survey. Research and evaluation assures effective, quality program planning and improvement of services that support student learning and enhance achievement of the college mission.

In addition to program review procedures, categorical programs, which serve a diverse student population, are generally required to undergo rigorous review by a committee of their peers regarding compliance to legal requirements, state laws (e.g. Title 5), and performance. These programs include Disabled Student Services and Programs (DSP&S), Extended Opportunity Programs and Services (EOPS), and Matriculation Services. However, due to state budget constraints, the California Community College Chancellors Office has not conducted a technical assistance site visit since the last accreditation cycle. However, the programs are still required to submit program plans, Management Information Systems (MIS) reports, and year-end performance reports to ensure the needs of the diverse student population are being addressed. State and federal mandated reports are required annually and submitted to the college president/vice chancellor, and the State Center Community College District office for review [556]. Once reports are approved by the district office, state mandated reports are sent to the Chancellors Office. Federally-funded program reports are submitted to the United States Department of Education to meet grant program objectives, expenditure goals, and annual report requirements.

The college and its centers follow the California Community Colleges matriculation process to provide services and programs that benefit admitted students. Information on

this process is applied to admissions policies and procedures and is documented in the college catalog [61 pg. 15-16]. Matriculation assures access to services for a diverse student population, a key element in the college mission [385, 387, 388]. The Admissions and Records Office assists prospective students seeking to enroll in Reedley College courses and/or programs. The application to enroll at the college is a primary source of student information, providing Reedley College and its centers with the necessary information to inform and direct students to services and programs from which they can benefit. It is available [electronically](#) and in paper form and includes sections which ask for general student information, high school information (i.e. diploma, certificate, General Education Development (G.E.D.), educational goals (i.e. Associates degree, transfer, career preparation), and special services needed (e.g. student athletics, displaced homemaker, English as a second language, disabled student services, on-campus residence, tutoring, veterans status). Requested services are entered into Datatel as a permanent record. Additionally, after the application is processed, the college communicates with students via phone banks, Scheduling and Reporting System (SARS) calls, e-mail alerts, and mail notification from Admissions and Records. The Scheduling and Reporting System (SARS) call program is an automated messaging system. It is used to send appointment reminders, announcements, registration notices, and other student-related messages [428]. The North Centers have updated information on the Matriculation Plan and are working with Reedley College to ensure all updates are consistent with each campus site.

New students are required to complete a new student orientation prior to registering for courses. The orientation contains information pertinent to a student successfully managing college policies and procedures. It also addresses how to become a successful college student to ensure student learning, persistence, and academic success. The orientation may be completed online at <http://www.reedleycollege.edu/index.aspx?page=92> for Reedley College, <http://www.willowinternationalcenter.com/index.aspx?page=720> for Willow International, <http://www.maderacenter.com/index.aspx?page=720> for the Madera Center, <http://www.oakhurstcenter.com/index.aspx?page=720> for Oakhurst, or in person at any of the college sites. Orientation includes a test portion to encourage students to focus on the information provided [408]. All completed orientations are electronically documented and managed.

The Counseling Centers on each campus work hard to establish the “accessible, student-centered environment” highlighted in the college mission statement. Each center strongly encourages each student to seek assistance in developing a Student Education Plan (SEP) [434, 435]. The SEP states the educational goal of the student, outlines the courses the student needs to complete each semester, and provides visual documentation of when a student will complete the designated goal. The SEP provides the student with a clear pathway to pursuing his/her desired goal. Counseling services are offered to all students, and special programs such as athletics, Disabled Students Programs and Services (DSP&S), California Work Opportunity and Responsibility to Kids (CalWORKs), and

Extended Opportunity Programs and Services (EOP&S) also offer counseling to select groups. These programs also provide specialized workshops, counseling sessions, and orientations for student participants [357].

Student follow-up is conducted regularly for continued identification of beneficial services to students. Initially, Admissions and Records monitor student academic progress after the completion of each semester. The Counseling Center conducts progress monitoring through the Early Alert program [502] and participates in the Student Athletic Retention Program (SARP) [427 pg.4-10], each of which help students who are struggling early in the semester connect with programs that can offer assistance. Reedley College and the North Centers have also purchased the Scheduling and Reporting System (SARS) Alert Program, which will establish an online system to identify students early in the semester and provide these students with appropriate services. These programs can also monitor students' progress in classes throughout the course of a semester. Also, students on academic and/or progress probation are provided with an intervention either in person or online to address their specific needs [382]. The results of these monitoring and follow-up processes lead to the coordination and implementation of workshops and individual counseling sessions where students are advised of their current academic status, informed of their options for improving their status, and encouraged and referred to support services (e.g. DSP&S, Veterans Services, Health Services, Psychological Services (Reedley College), Personal Counseling (North Centers), Tutorial Services, Math/Writing Center, and basic skills course options).

Further ensuring that Reedley College is committed to its mission statement elements of accessibility and student focus, Testing Services conducts placement tests that provide students with appropriate recommendations for English (reading/writing) and math course levels. This testing assists students in selecting the initial coursework that will lead to more academic success in college [319, 320, 411]. In addition, counselors assess students' course placement using multiple criteria that include academic, vocational, personal, and disability-related counseling. Counselors assess students based on prior academic history (e.g. high school transcripts, other college transcripts, veteran transcripts), stated academic/vocational/personal/career goals, interests, and disability verification. Furthermore, Disabled Students Programs and Services (DSP&S) provides test accommodations for students with verified disabilities. Some of the accommodations include extra testing time, enlarged font, and reader service. The accommodations are based upon the limitations imposed by the disability [491 pg. 8-12].

Accessibility is also enhanced through Reedley College's financial aid advising. All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) application to determine if and/or what kind of financial might be available to support their college attendance. The Financial Aid Office assists students with completing the FAFSA, answers financial aid questions, and conducts financial aid workshops [352]. Computers are available on campus for student use and staff is available to assist in completing the FAFSA. In addition to addressing general financial

aid needs, the Financial Aid Office assists in the identification of student eligibility for other programs such as Federal Work Study, Cal Grants, student loans, and scholarships. The office staff assists students in completing in-school loan deferments, default prevention, and regaining eligibility for student aid after defaulting on student loans. Non-high school graduates are given the opportunity to take the Ability to Benefit placement exam to gain eligibility for federal financial aid [370].

Students are able to benefit from online student services regardless of location. The majority of the matriculation components can be completed electronically without students having to be on campus. These online processes include completing the college application on the [California Community College \(CCC\) Apply website](#), viewing the [online orientation](#), taking assessment tests via [Accuplacer](#), register for courses using WebAdvisor, and access financial aid information on FAFSA.edu and WebAdvisor. Students can also conduct degree audits on WebAdvisor to determine what courses have been completed and which are needed to earn their associates degree. The Scheduling and Reporting System (SARS) also has features that allow students to schedule counseling appointments online. It also generates automated phone calls and emails allowing student support staff to better serve students who may not be on the main campus.

### **Self- Evaluation**

Reedley College effectively assures the quality of student support services through the college's program review process, along with the development of student learning outcomes (SLOs). During the SLO summit for Student Services in fall 2010, the various service areas (Admissions and Records, Financial Aid Office Outreach and Recruitment, Counseling Department, and categorical programs) were involved in planning, developing, and refining SLOs and program learning outcomes (PLOs) and mapping those to general education learning outcomes (GELOs) for their respective area(s) [225]. They also set up timelines to establish proficiency. Cycle three of the program review process began in spring 2011 for all student support services areas. As the third cycle of program review occurs, all student services areas will gather data to assess the identified SLOs. The Program Assessment Reports for non-instructional programs will be completed after the fall 2011 semester. During this cycle, all student services programs will continue to gather and assess data assuring systematic research and assessment to modify and improve existing student support services [23].

Reedley College and its centers have accessible procedures, programs, and services that support the mission of a student-centered environment. Through the matriculation process, Admissions and Records, the Counseling Center, and the Outreach and Recruitment Office are the primary providers of registration services. They coordinate with other student services programs to provide services and activities that promote student learning and success. These services include assessment testing, registration-to-go for high school applicants, educational enrichment programs, financial aid workshops, health services, counseling, and express and/or walk-in counseling. Reedley College also



provides services to meet the specialized needs of diverse populations. For example, priority registration enables student athletes, students with disabilities, students in the California Work Opportunity and Responsibility to Kids program (CalWORKs), honors students, veterans, and other populations to register for courses early. This approach decreases barriers that may prevent these students from successfully completing their educational goals in a timely fashion. These processes, along with all programs and services available at Reedley College, will be described in detail in section IIB3a.

An Employee Survey was administered to faculty, staff, and administration in spring 2010 to assess the ability of the institution to effectively address the accreditation self study standards as established by the ACCJC. The survey results indicated that 86 percent of faculty, staff, and administration agree or strongly agree that student support services at this college assure equitable access to all students by providing appropriate, comprehensive, and reliable services [81 pg. 15].

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**2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: \* (a) General Information; (b) Requirements; (c) Major Policies Affecting Students; (d) Locations or publications where other policies may be found.**

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**Descriptive Summary**

Reedley College ensures accuracy of the information in its catalog by means of a thorough review process that includes participation from the various constituent groups on campus. This includes department chairs/division representatives, the deans of students and instruction, vice presidents of student services and instruction, the articulation officer, and individuals who coordinate specific programs and services on campus [407].

Students can purchase the Reedley College catalog for a nominal fee. It is also available online at no cost to students. Hard copies are available for viewing in the library, Counseling Center, Transfer Center, Admissions and Records, and the Student Services Center. The catalog is provided to students during the Registration to Go (RTG) process and/or during new student orientation(s). It is also available online on [College Source](#). It includes general information, requirements, major policies affecting students, and locations or publications where other policies may be found.

**a. General Information**

The 2010–2012 Reedley College catalog is a comprehensive publication that contains current information for its students. The catalog is published every two years with an addendum published in off years to update information. The 2010-2012 catalog is available in three formats: hard copy, CD, and [online](#). Reedley College is identified as a public, two-year community college accredited by the Western Association of Schools

and Colleges. General information about the college's history and its centers, along with the mission statement, are located in the introduction section of the catalog [61 pg. 6-9]. The catalog provides information on the matriculation process and the various student support services available for students to assist them in achieving their educational goals [61 pg. 15-16]. The primary matriculation components include application for admission, new student orientation, assessment, counseling and advising, student educational plans, and student follow up.

#### b. Requirements

The catalog includes detailed information on admissions requirements, student fees, catalog rights, graduation requirements, articulation and transfer to baccalaureate level institutions, associate degree and certificate programs, and course descriptions [61].

#### c. Major Policies Affecting Students

Major policies affecting students are listed in the catalog under three sections: Admissions and Registration [61 pg. 13-19], Academic Regulations [61 pg. 20-28], and Administrative Policies [61 pg. 42-48].

All major policies apply equally to students in distance education courses as they would to students in traditional courses. Admission policies and requirements for students enrolling in distance education courses are the same as enrolling in traditional programs. Course fees are the same; students do not incur any additional costs when taking distance education courses. All information regarding fees and/or financial obligations is available to distance education students through college and center websites, the online college catalog, online schedule of courses, and all registration materials.

#### d. Location or Publications Where Other Policies May be Found

In addition to the catalog, Reedley College and the North Centers developed a Student Conduct Standards and Procedures manual that contains detailed information regarding student conduct policies. The Student Conduct Standards and Procedures manual can be accessed by students in the Office of the Vice-President of Student Services and will be available online after approval by the Academic Senate [73]. The college also publishes two schedules of classes each year (one per semester) with similar information to the catalog, as well as updated information such as California State University general education breadth requirements and flow charts showing sequencing of courses in particular subject areas [444]. In addition, special programs, such as the Student Athletic Retention Program (SARP), produce handbooks that contain college policy and procedural information and supplementary information not contained in the catalog [427]. A student handbook that contains important policy information was developed by the Counseling Department and is distributed during orientations [514]. Also, although not available in the catalog but still affecting students, the statement for intellectual freedom and responsibility (BP 4030 Academic Freedom) is published in the Faculty Handbook [82, 83]. The State Center Community College District Board of Trustees Policies and Administrative Regulations manual also contains policies and procedures

affecting academic regulations. This manual is available in administration offices and on the [web](#).

The Reedley College and the North Centers websites ensure that all relevant college-related information is accessible to students in electronic format. Students who cannot physically be on campus can access the catalog online to learn about college programs and services and policies and procedures. The college and centers handle all complaints and grievances for students in distance education courses in the same fashion as they would for traditional students. All complaints are confidential and secured in the Office of the Vice-President of Instruction (Reedley College) and/or the Office of the Vice President of Instruction and Student Services (North Centers). Due to confidentiality and privacy laws, only minimal information regarding student complaints and/or grievances can be made available to the public.

### **Self Evaluation**

The Reedley College catalog is easily accessible. It is available online and is provided in both printed and electronic format. The catalog is published every two years with accurate and current information. It is reviewed and updated every two years and includes an addendum copy in alternate years. The catalog is under the purview of the vice-president of instruction and reviewed for accuracy by department chairs/division representatives, administration, vice president of student services, deans, and individuals who coordinate particular programs/services on campus. Updates, revisions and edits are conducted by the Public Information Office. Curriculum also plays a large role in reviewing course descriptions for accuracy. Additionally, Admissions & Records and the Counseling Department work closely to review degree and transfer requirements for accuracy. Participation in the production of the catalog and schedule of classes involves many individuals and several review stages to make sure that the information in these publications is accurate [407].

Due to an administrative organizational decision, the Common Catalog Language Committee consisting of individuals from various positions at Reedley College, North Centers, and Fresno City College was disbanded in 2007. The committee was a means for continuous dialogue in an effort to create more user-friendly, districtwide common catalog content and language. The committee last met during the 2006 – 2007 academic year. Prior to its elimination, districtwide changes and/or improvements to the catalog were made relative to the consistency and use of common catalog language [336]. Catalog consistency is currently addressed by the college Academic Standards Committee and the districtwide vice-presidents meetings.

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### **3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

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#### **Descriptive Summary**

Reedley College and its centers use several methods and processes to determine the learning support needs of its students. The first place to identify student needs is on the initial online or hard copy application that has a section allowing students to state their support needs. The application for admission includes fifteen areas where students can specify special services they may need to be successful in college. These areas include financial aid, academic counseling, services for disabled students, career counseling, and/or other support services [656]. These requests are used by student support departments to contact students and provide them with information about available services.

The college also determines and addresses the support needs of its students through the program review process. This is an ongoing process and used to assess and improve student learning and achievement. The results of the reviews are used to continually refine and improve program practices resulting in appropriate improvements in services provided [341, 342, 360, 367]. Additionally, the development and assessment of student learning outcomes (SLOs) are ongoing and used for continuous, quality improvement. The use of student surveys and assessments provide for decision-making processes, which include dialogue on the results of assessment that are purposefully directed toward improving student learning. These methods, including data from the Office of Institutional Research, are utilized to help identify the educational support needs of our students.

At Reedley College and the North Centers, members of administration meet with the superintendents, principals, and counselors from local feeder high schools to learn about students needs. The purpose is to open dialogue regarding student preparedness and college success relative to how their students have performed in college. These meetings allow for open communication and sharing of ideas and information. They include discussion on how well the college serves its students, what areas might need improving, and how the college can continue to be of service. The college also provides each of its feeder high schools with an annual report that tracks a three-year cohort of graduates who enroll at Reedley College. The report lists how many graduates from each year actually enroll at Reedley College. It lists students' educational goals and contains a comparative sample of how students' assessment scores for English and math compare with all students who take the assessment test. It also provides financial aid information relative to monies awarded to students from their respective high schools [158, 380, 381, 518, 519].

Reedley College and its centers also identify students with special needs through various student services programs dedicated to serving these populations. These programs provide specialized services for students that generally include a more personalized relationship with program staff that involves monitoring student progress and developing student education plans to help ensure their academic success. The following specialized programs support student learning needs and provide services and resources that fit those interests and needs.

- California Work Opportunities and Responsibility to Kids (CalWORKs) and Child Development Careers-WORKs (CDC WORKs)

The California Work Opportunities and Responsibility to Kids (CalWORKs) program at Reedley College and the North Centers is designed to help recipients of cash aid complete short-term training programs. The Child Development Careers-WORKs (CDC WORKs) program at the North Centers is designed to recruit students who are current or former cash aid recipients who wish to pursue a career in the field of early childhood education (ECE). These programs provide academic counseling, career counseling, priority registration, employment training, mentoring, and job placement through its work study program. Other specialized services include assistance with child care, allowance for textbooks, school supplies and gas cards, teacher permit processing services, and work experience opportunities [327, 328, 329, 365].

The North Centers CDC WORKs counselor coordinates with the CalWORKs job specialist liaison and the CalWORKs Employment Resource Center to provide job placement services to students. Services provided include employment resource workshops, calls and emails to students regarding job announcements and dates for job fairs, and assistance for students with resume writing.

- Disabled Students Program and Services (DSP&S)

Disabled Students Programs & Services assist students with documented physical, psychological, and learning disabilities. The mission of DSP&S is to ensure accessibility and promote maximum independence for students with disabilities (temporary or permanent) by providing specialized services, instruction, and academic accommodations related to educational pursuits. Services vary depending on campus location and are provided according to disability and academic need [356].

DSP&S encompasses several special programs including:

- Transition to College (TTC): A Reedley College program designed to assist students with disabilities in transitioning successfully from high school to college. Developmental service courses, academic counseling, and various services are directly provided to students in Reedley College and North Center service areas [349, 470].
- Workability III (WAIII) Program: A collaborative project with the California State Department of Rehabilitation providing services to students with disabilities in order to improve access to vocational experiences [354, 478, 479].
- Student Support Services (SSS) TRIO Program: A program funded by the United States Department of Education that provides services to students who aspire to transfer successfully to a four-year university and/or complete an associate degree at Reedley College.

- Educational Enrichment (MCCAP & NCCAP)

Current high school students in the 11th and 12th grades within the Reedley College and North Centers service areas who can benefit from advanced scholastic or vocational work can enroll in college courses and receive college credit through the Educational Enrichment program. Students from participating high schools may qualify to apply for the enrichment program with a cumulative high school GPA of at least 2.5 and approval from the high school principal, a high school counselor, and a parent. In this way, the North Centers can reach out to the local student population, allowing a select group of students to take courses at the North Centers campuses during the day along with their regular high school coursework. These students are given dual credit for both college and high school for college courses completed.

- The Willow International Community College Center has partnered with Clovis North High School (CNHS) in the development of the North Center College Advantage Program (NCCAP). The program began in the fall 2010 semester with 19 juniors at CNHS. These students are enrolled in two college level courses for the fall and spring terms [325, 402, 403].
- The Madera Center has partnered with Madera High School, Madera South High School, and Liberty High School in the development of the Madera Center College Advantage Program (MCCAP). This program began in fall 2001. MCCAP now in its ninth year has served approximately 612 students [389, 390].
- The Oakhurst Center has partnered with Yosemite High School in the development of the North Centers College Advantage Program (NCCAP). This program provides students with similar opportunities and services as the Willow and Madera programs.

- Extended Opportunity Programs and Services (EOP&S) - California Work Opportunity and Responsibility to Kids (CARE)

The EOP&S program at Reedley College and the Madera Center provides comprehensive support services and direct financial assistance to students (book vouchers). The program is designed to provide early outreach, support services, and assistance to first generation college students from low-income and educationally disadvantaged backgrounds. Both Reedley College and the Madera Center have many students who can benefit from these services [361].

Students in the Reedley College and Madera Center EOP&S program receiving CDC/CalWORKs benefits who are the single head of household with dependent children under the age of 14 may qualify for the Cooperative Agencies Resources for Education (CARE) program. The program assists students with college readiness, program planning, career exploration, tutorial services, leadership training, and allows students'

priority registration services [329]. It also provides child care grants for parents receiving Temporary Assistance for Needy Families (TANF)/(CDC/CalWORKs), along with recognition for academic achievements.

- Financial Aid and Scholarships

The Financial Aid Offices process applications for several types of financial aid and monitor federal, state, and local financial aid programs for the many students who require monetary assistance to attend college. Types of financial aid include grants, loans, scholarships, and student work study opportunities. Financial aid functions are managed by a financial aid director at the Reedley College campus and a financial aid manager at the North Centers. The Financial Aid Offices aim to increase accessibility to higher education through assisting students in applying for and receiving federal, state, and local sources of financial aid.

Reedley College offers two separate scholarship programs: 1) the Reedley College Financial Aid Scholarship Program in conjunction with the State Center Community College Foundation and 2) the Reedley College Foundation Scholarship Program. Students attending or planning to attend Reedley College or the North Centers are strongly encouraged to apply for both. Additionally, the North Centers offer multiple scholarship opportunities [433].

The following programs focus on student retention, persistence for successful course and/or program completion.

- Early Alert

Reedley College and the North Centers are committed to student success and utilize an Early Alert progress monitoring program to identify students with potential academic and performance difficulties in the classroom. The goal is to identify and contact at-risk students early in the semester and encourage these students to access campus support services. Additionally, Reedley College and the North Centers have recently purchased the Scheduling and Reporting System (SARS) alert program to streamline the Early Alert process for instructors, students, and counselors [428].

- Probation Workshops

Probation workshops are provided and required for all students on level 1 probation. The purpose of the probation workshop is to provide students with information on probation, strategies to succeed in college, and information on services and resources that can assist them in completing their educational goal(s). Students can participate in a probation workshop online and/or one-on-one with a counselor at Reedley College and the North Centers. This allows the college to reach distance education and in-classroom students [412].

- Student Athletic Retention Program (SARP)

Reedley College has a Student Athletic Retention Program (SARP) that assists student athletes by guiding them through their academic and athletic responsibilities. The SARP program provides specialized counseling and advising and requires each athlete to participate in structured study sessions that include tutorial assistance. The goal of the Student Athlete Retention Program (SARP) is to assist all student athletes in completing his/her educational goals to comply with all transfer and eligibility requirements [427].

Athletes who attend the North Centers campuses are also provided support services to assist them with their academic success. North Centers counselors work closely with the Reedley College athletic counselor in order to address the needs of athletes attending the North Centers.

In addition to the aforementioned, the following programs and services are provided to support the full range of student needs.

- Admissions and Records

The Admission and Records Offices provide services by processing admissions applications for individuals interested in attending Reedley College and the North Centers. Upon completion of applicable admission requirements, registration materials are then processed by the Admissions and Records Offices. The Admissions and Records Office on the Reedley College campus is also responsible for recording student grades, transcripts, and other processes dealing with student academic history.

- Alpha Gamma Sigma Honor Society

Outstanding student scholars are eligible for membership in the Alpha Omega Chapter of Alpha Gamma Sigma, the honor society for community colleges in California. Students who earn at least a B average (3.0) for 12 units of college work (with no D or F grade) are eligible to join Alpha Gamma Sigma. AGS members meet to hear guest speakers, raise funds for scholarships and conference attendance, participate in college activities, educational excursions, and special community projects. Students meeting eligibility criteria can join the North Centers chapter of Alpha Gamma Sigma known as Sigma Gamma. Active membership in the Sigma Gamma Chapter requires an application for membership, payment of dues, possession of a student body card, and earning of service points through participation in chapter activities and service to the college or community.



- California Partnership for Achieving Student Success (Cal-PASS)

Cal-PASS (Fresno East) is a professional learning community that includes Willow International, Madera Center, Reedley College, Fresno City College, and California State University, Fresno, along with many Fresno County high schools. The Cal-PASS project collects, analyzes, and shares student data in order to track student success from elementary school through university level. The Cal-PASS project provides data about how prepared the students are, how many students received degrees, the types of degrees awarded, and how long it took students to obtain those degrees. For 2010-2011, the Cal-PASS (Fresno East) professional learning community is developing a product to help bridge the gap between the high schools and colleges in academic vocabulary for reading and writing skills. The Cal-PASS (Fresno East) professional learning community looks at data to understand student performance and transition and shares the information via emails to faculty and administrators so data-based discussions can occur about improving alignment of curriculum and articulation in order to increase student success.

- Career Planning and Job Opportunities

Reedley College career services provide students with occupational information, computer-based job search information, and computer-based career assessment (through Eureka, SIGI Plus, and other internet career-based media). Counselors are available to provide career assessment interpretation, engage in career counseling, and teach career awareness courses. At Reedley College, a counselor works with local industry and is assigned to post job listings for employment opportunities for students. At this time, the North Centers do not offer comprehensive job placement services. Currently, the North Centers offer job opportunities through work study programs via financial aid, job placement services through CalWORKs, and a job reference binder at a front counter in the Student Services Office [331, 332, 391].

- Child Development Center (CDC)

Reedley College and its centers are committed to providing high-quality early childhood care and education programs to ensure students and local families have access to care for children. The Child Development Centers provide opportunities for children and students pursuing degrees in early childhood education to interact with the environment and each other. The child development centers provide both toddler- and pre-school-appropriate educational and developmental activities. The Reedley College campus, Willow International Center (developed in partnership with Clovis Unified School District), and Madera Center each have CDCs.

- Outreach and Recruitment

This program aims to create a college-going culture for high school students and the community by providing information and outreach services to encourage individuals to further their education. College outreach specialists regularly conduct high school

presentations to promote education as a means to upward mobility. Outreach specialists are assigned to designated feeder high schools within the Reedley College and the North Centers service areas and are actively involved in the Registration-To-Go (RTG) program. The RTG program includes assisting students with the college admissions process by facilitating application workshops, providing assessment testing, orientation, counseling/advising, and registration services [425]. In addition, outreach specialists participate in community events and are in regular contact with community organizations. Their contact with these organizations is focused on increasing awareness of the educational opportunities at Reedley College and the North Centers for prospective students within the community. The Outreach and Recruitment Office plays a central role in College Night, a major college outreach and recruitment event that targets service area high school seniors and their parents. In addition, the office also coordinates the High School Counselors Conference and the New Student Welcome sessions on campus [350, 386].

- Counseling

The Counseling Department provides comprehensive counseling services to assist students towards a successful college experience. Counselors help promote student development and success by coordinating quality services and programs that are focused on students' needs. The programs are designed to provide each student with individualized help in assessing personal interests and abilities. Counselors assist students by developing Student Education Plans (SEPs) that guide students toward earning a certificate, Associates Degree, and/or transfer to a four-year university. The Counseling Department organizes New Student Welcome sessions each fall semester for new students. These [orientations are also available online](#) for those students who are not commonly on campus (e.g. distance education students). The Counseling Department also offers courses that are geared toward enhancing students' personal responsibility as well as intellectual and personal development.

- Discovery Center (STEM Career Discovery and Transfer Center)

The Science Technology Engineering and Math (STEM) Career Discovery and Transfer Center are where students learn more about science, technology, engineering, and math. They also learn which colleges and universities offer programs in these fields [458]. Students can use this center to find a job, internship, or summer experience in the aforementioned areas.

- Health Services

Reedley College and its centers provide on-campus health services. Services available to students include nursing consultation for any health-related issue, first aid and emergency care, evaluation of illnesses and referrals to local clinics and physicians, tuberculosis (TB) skin testing, vision, hearing and scoliosis screening, blood pressure screening and monitoring, blood glucose and blood hemoglobin screening, height, weight, BMI

calculations, body fat and waist-height ratio screening, flu immunizations, student insurance and student injury procedures, as well as coordination of claims for campus-related student injuries. In addition, Health Services provides outreach awareness activities on a variety of health and mental health topics including National Awareness Day campaigns [373], Psychological Services [371, 374, 413], classroom presentations [373], information boards, flyers, and brochures, many of which are translated into Spanish [372]. The North Centers Health Services program began in fall 2006 with the implementation of the student health fee and the hiring of a college nurse to establish the campus health services program.

Psychological Services offers assistance in a number of areas including personal growth, crisis resolution, daily living problems, and relationship and family issues [371]. It also serves as a support network for students with more serious emotional disorders. Personal counseling is available at Reedley College and the North Centers.

- Honors Program

The Honors Program is designed to challenge students with a customized curriculum and reward their efforts through priority registration, scholarships, field trips, and guaranteed transfer agreements to a University of California school. Students who have demonstrated exceptional academic achievement in high school or at Reedley College/North Centers are provided the opportunity to apply for entry into this program. Reedley College honors students receive a \$200 Pete P. Peters Scholarship and the North Centers honors students receive a \$150 JoNell Beal Scholarship each semester for their first year of the honors program [378, 379].

- Library

The role of the Reedley College library is to support the learning experience for students and instructors. Library materials are available in a variety of formats. The library houses over 41,000 volumes and is organized according to the Library of Congress classification system. North Centers libraries have an additional 15,000 items. The library also subscribes to over 70 print periodicals and 7 local and national newspapers. Electronically, students and instructors can access information from the [online library catalog](#) and a variety of online scholarly databases [99]. All of these databases can be accessed anywhere on campus, and most of the databases can also be accessed from home. The library also supports a collection of over 25,000 e-books that can be accessed online and 18 online research databases. Additionally, all Reedley College students have access to the Fresno City College library. The libraries on each campus have computers for students to use for reference and research and an open computer lab. Computers are loaded with software needed for classes and general computer applications. The Reedley College library also has two conference rooms for groups of students to use for studying or working on class projects.

- Math Center

The Reedley College Math Center is a place for students to walk in for help with math courses or to meet with study groups. There is a math instructor and tutors available in the center. Through the [Math Center](#), students can enroll in Math 272, a half- or one-unit math assistance course, at any point in the semester. Early enrollment is encouraged to ensure students make progress in their work.

- META Program

The META (Making Every Transfer Attainable) program at the Madera Center is a learning community concept that provides students with accelerated writing instruction and sustained academic counseling. The objectives of the program are to increase the number of Madera Center students who transfer to a four-year college. Students participate in extra-curricular activities, field trips that promote transfer opportunities, and build a cohort of students that can serve as a support network. Students enroll in a series of English and counseling courses for two consecutive semesters preparing them for their eventual transfer [392, 393, 394, 395].

- Online Student Services

The State Center Community College District, including Reedley College and the North Centers, has developed and implemented online educational services under the guidelines of a five-year Title V Cooperative Grant. Counselors at each campus/center in the district have collaboratively developed three new online educational services: a Frequently Asked Questions (FAQs) database, Live Help, and Online Orientation. All three programs provide students with information with a district focus, regardless of where they take their classes. Additionally, the Counseling Department developed a State Center Community College District Online Probation Workshop. These programs provide students and faculty with a variety of online student services to meet their needs on and off campus [366, 410, 466].

- Partners in Agricultural Leadership (PAL)

The Partners in Agricultural Leadership (PAL) program is funded by a United States Department of Agriculture-Hispanic Serving Institution (USDA-HSI) grant. It is a competitive agricultural leadership and education program for high school agricultural students for the 2009-2011 school years. The inaugural [PAL program](#) is a collaborative effort between Reedley College and California State University, Fresno, Cal Poly San Luis Obispo, University of California, Davis, United States Department of Agriculture-Agricultural Research Service (Parlier), University of California Kearney Research & Extension Center, and the agricultural industry. The two-year program provides hands-on learning opportunities for students with agricultural career ambitions. It is designed for high school juniors with the goal of educating them in a seminar setting about different agricultural career pathways.

- Residence Hall

The Residence Hall at Reedley College provides opportunities for students to learn to live successfully with others and to share in the residence hall experience. It offers students comfortable and inexpensive living in an environment conducive to learning and studying. The college believes that residence hall living can be an integral part of the educational process and provides opportunities for students to develop their social life, self-government, and leadership skills. Reedley College has just recently completed the construction of a new residence hall that provides housing for 100 men and 40 women. It is considered to be more than mere living quarters; therefore, high standards of behavior are expected of all residents.

- Science Technology Engineering and Math (STEM)

The Science Technology Engineering and Math (STEM) program at Reedley College was a grant-funded program designed to help students transfer successfully to a four-year university in any of the eight STEM disciplines: animal science, biology, chemistry, computer science, engineering, mathematics, physics, and plant science. Students learned about exciting career opportunities that promote economic and environmental sustainability, creativity, and change.

The North Centers STEM program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their post-secondary education. In addition, the program mentors and assists students in transferring successfully to the University of California (UC) and California State University (CSU) systems into STEM majors [458].

- Scholarships for Education and Economic Development (SEED) (formerly known as CASS)

The [SEED program](#) is a cooperative agreement between the United States Agency for International Development (USAID) and Georgetown University's Center for Intercultural Education and Development (CEID). CEID administers the program and Reedley College serves as a training institution for SEED scholars. SEED provides technical training and professional training for low-income and rural students from Central America. SEED students enter a two-year training program in agriculture business with an emphasis in export. Students graduate with degrees and/or certificates and become proficient in English while participating in the program.

- Student Activities - Associated Student Body (ASB)

The Associated Student Body (ASB) is comprised of six elected officers and a body of student senators and club representatives. They are governed by a constitution and

bylaws and are guided by an ASB advisor. The ASB works in conjunction with the Student Activities Office to coordinate Reedley College and North Centers clubs and extra-curricular activities. Many of the elected officers are enrolled in Leadership Development (COUN 263) taught by the ASB Advisor.

- Student Support Services (SSS-TRiO)

The Student Support Services-TRiO grant is designed to provide services for underrepresented student populations by providing comprehensive retention programs leading to certificate and/or degree completion, along with transfer preparation to four-year universities. Outreach is directed at first-generation students from lower socio-economic backgrounds [455, 456]. The North Centers Student Support Services (SSS) TRIO program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their post-secondary education [510].

- Testing Services

[Testing Services](#) conducts placement testing that measures a student's reading, writing, and math skills for appropriate placement in English and math courses. At Reedley College, this includes assessment testing for English as a Second Language learners and students needing other prerequisite courses. Placement testing is provided at Reedley College and the North Centers campuses by appointment or on a walk-in basis. In addition, the Combined English Language Skills Assessment (CELSA) test is offered at Reedley College Testing Services only for those whose native language is not English.

- Title V Hispanic Serving Institutions Grant (HSI)

The Title V program provides activities and instruction designed to acquaint students with the range of career and transfer options. Program activities focus on meeting the special counseling needs of underrepresented student populations by providing comprehensive retention program and services. Students are provided with career counseling services and are exposed to various career pathways to lead them to the appropriate academic course requirements [465, 467].

- Transfer Center Services

Reedley College and the North Centers provide a variety of resources and services to help students transfer to other colleges and universities for completion of their educational goals. These resources include major sheets, transfer counseling, articulation agreements, college catalogs, college CD ROMS and videos, and guaranteed transfer agreements. The [Transfer Centers](#) conduct transfer application workshops, organize field trips to four-year universities [475], and give students individual assistance with admissions applications. Reedley College also hosts a Transfer Day each fall where colleges and universities set up booths on campus and provide information to students about their

programs [469]. To assist distance learning students and students who are not on campus, a [Blackboard site](#) has been developed for the North Centers that provides detailed transfer information for students.

- Tutorial Services – Writing Center/Math Center

Reedley College and the North Centers provide tutoring services through a campus-wide Tutorial Center, a Writing Center (under the direction of the Composition Department), and a Math Center (under the direction of the Mathematics Department). The [Tutorial Center](#) provides students with appointment-based and limited drop-in tutoring services for most classes offered at the college and centers [472]. Sessions are conducted one-on-one and in a small-group format. Tutoring is also available to Reedley College and North Centers students through the Fresno City College [online tutoring portal](#). This makes tutoring more accessible to students such as those enrolled in distance education courses. The Writing Center offers students the opportunity to enroll in English 272, a lab class designed to improve student performance on class writing assignments. The Writing Center also offers drop-in tutoring and [asynchronous online writing assistance](#). The Reedley College Math Study Center offers tutoring on a drop-in basis. Faculty and student tutors are available during all open hours [471].

At the North Centers, all tutors and students receiving tutoring are tracked through the Tutor Trac system. The North Centers Tutorial Center on the Willow International campus provides a quiet room where students with disabilities can receive individualized tutoring without the distractions of a group setting. Also at the North Centers, through the Science Technology Engineering and Math (STEM) grant, additional tutoring is available in these subject areas. Math labs are designed to assist students with math assignments from any course in which they are enrolled. Students can come to the labs on a drop-in basis and meet with a math tutor or use them as places for study groups to meet. During certain hours, in addition to peer tutors, a math instructor is also available. Tutors at the North Centers must have an instructor recommendation, fill out an application, and be approved by the Tutorial Center coordinator [473, 540, 541].

The objective of each tutoring center is to help students master the content of their classes and improve their independent learning skills. At Reedley College, the personnel of the three tutoring centers are in regular consultation with each other and meet periodically as a Tutorial, Writing, Math (TWM) group. Each center works collaboratively to provide a comprehensive tutoring program, maintains detailed records of services provided, and measures student outcomes [474, 561, 562].

- Upward Bound Program

The Upward Bound Program is a pre-college program for predominately low-income and first-generation, college-bound high school students. The purpose of Upward Bound is to generate student excitement about college and increase the rates of college enrollment for



success in higher education. The [Upward Bound Program](#) provides instruction during academic sessions held on Saturdays and during the summer in math, science, English composition, literature, and foreign language. There is other supplemental instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school.

- Vice-President Student Advisory Council (VPSAC)

The Vice-President Student Advisory Council (VPSAC) was formed in order to obtain student opinions and ideas that would lead to the improvement of the programs and services that Reedley College offers. Student representatives from numerous organizations on campus such as Associated Student Body, Residence Hall, Disabled Student Programs & Services, athletic teams, and student clubs serve on the council with the vice-president of student services [550].

- Veterans Resource Center

In fall 2010, Reedley College opened a new [Veterans Center](#) to provide support services to assist military veterans in achieving their educational goals. The center helps students by providing academic and personal counseling, assistance in creating veteran student educational plans (SEPs) and obtaining military education benefits, and providing appropriate veteran chapter application forms [477]. Currently, Reedley College has designated one counselor to serve veteran students. The North Centers have designated two full time counselors at Madera and Willow International to serve the needs of veterans [517]. Each full time counselor dedicates three to four hours a week to meet with veteran students by appointment.

The North Centers are currently working closely with veteran resource agencies to bring more services to their campuses. The Veterans Center has implemented a Mobile Veteran Unit that travels to college campuses and community agencies providing personal counseling and support for veterans. The North Centers are currently working with the Veterans Center to set up a schedule to provide these services for students. In the spring of 2010, in an effort to reach out to more veteran students and provide them with information on the resources available, Willow International coordinated a Veterans Resource Fair. It included representatives from the California Department of Veterans Affairs (Cal Vet), State of California Department of Rehabilitation, Fresno County Veterans Service Office, and University of Phoenix [539].

### **Self Evaluation**

Reedley College provides the appropriate support services for students that include a multitude of programs conducive to creating and enhancing a supportive learning environment. Student learning and support needs are identified through the ongoing assessment of its programs and services. Through the program review process and analysis of survey and institutional data, the college evaluates and molds its services to



address the diverse and changing needs of students. Faculty and student surveys are utilized to determine awareness and satisfaction levels of student support services provided [71, 81]. Data is also collected and analyzed by the Office of Institutional Research.

The Student Services departments also participate in campus-wide discussions to formulate planning that assures student access to comprehensive support services. Through this process, there is continuous dialogue and discussion that focuses on how well students are being served and how to make improvements where needed. An example is the Reedley College Student Services Managers Committee (SSMC) that meets monthly under the leadership of the vice-president of student services. The committee, consisting of managers from Admissions and Records, Financial Aid, Extended Opportunity Programs & Services, and a lead representative from Health Services and the Counseling Department, discuss issues and/or plans for services provided from each program [453, 454].

The dialogue continues at the North Centers where deans meetings and division representatives meetings are scheduled regularly throughout the semester. As these service areas work together to meet student needs, the committee members maintain continuous dialogue that allows the student support services areas to stay informed on how each area is serving students. This ensures that there are open lines of communication between the various support service areas to address any issues that may affect how well students are served. This process allows for collaborative efforts in planning and/or problem-solving that is in the best interest of students. Discussion may cover issues that include service hours, student registration, financial aid disbursements, counseling services, retention efforts, and outreach.

As students continue to utilize technology as an everyday means of navigating through their college education (particularly those who take distance education courses), Reedley College and the North Centers are working to ensure that many student support services are available in an online format. Through the new Title V Cooperative Grant and the development of online educational services such as the Frequently Asked Questions (FAQs) database, Live Help, and Online Orientation, students can receive assistance regardless of their location [430 pg. 62-79, 432].

In order to meet the diverse needs of its student population, an open-access policy is designed to effectively matriculate students for a successful college experience. Reedley College and the North Centers identify student learning needs and provide appropriate programs and services that support student learning, student persistence, and promote student success. The Reedley College and the North Centers matriculation plan, as set forth by Title 5 education code, efficiently guides students through the appropriate steps to ensure a successful transition into the college community. Key components to this process include assistance with the application process, assessment for English and math

skills, counseling and advising, providing financial aid information, development of student education plans, academic monitoring, and student follow-up [385].

Many students enter Reedley College needing basic skills help in core discipline areas such as English and math. Student Services strives to provide these students with the appropriate services and programs to address those needs. The spring 2010 Employee Survey revealed the majority of faculty and staff is satisfied that student support service departments on campus are achieving this goal. Survey results indicated over 81 percent of employees agree or strongly agree that Student Services is making good efforts to address the needs of our basic skills students [81 pg. 14].

The ACT College Outcomes survey distributed in spring 2010 indicated over 74 percent of the students who participated agree or strongly agree that Reedley College has helped them meet the goals they came to achieve [71 item IIC-1].

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**a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

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**Descriptive Summary**

Reedley College and its centers provide equitable access to their services for all students regardless of location or delivery method. Student support services are not only provided on campuses throughout the day, but also during selective evening hours and on Saturdays during peak registration periods. Additionally, Reedley College provides services at the off-campus sites for students who may not be able to access services on the main campus. These services include application and registration assistance, assessment testing, counseling services, and assistance with financial aid questions [522, 523, 524]. Students can also use various methods to access these services such as face to face, online, and through web-based media.

The college and its centers provide a variety of activities that include outreach. These include presentations to high school seniors, application admissions workshops, individual and group counseling, financial aid presentations, and other various workshops at all campus locations. These activities are conducted not only on campus but at the local feeder high school campuses as well. This ensures that students who may have difficulties getting to a campus can receive this information.

Technology is at the forefront of student access to information, and each campus's website plays a major role in disseminating information to students. In this way, students can receive information and support services regardless of where they reside or which campus they attend. Reedley College and the North Centers utilize WebAdvisor as a means to provide online accessibility to students throughout the district. This system can assist students in completing various processes that include but are not limited to enrolling for courses, reviewing academic transcripts, degree audits, adding or dropping

courses, and updating student information [481, 498, 512]. Also, Reedley College currently utilizes the Scheduling and Reporting System (SARS) program that allows students to schedule counseling appointments online [429]. For registration, the TouchTone telephone registration system allows students to register for classes without being on campus or having access to the internet [516].

Reedley College and the North Centers websites provide students with a variety of online resources, announcements, and tools to assist in the matriculation process. Many of these services have evaluation surveys that allow for student feedback and/or satisfaction ratings. The following services provide a means to equitable access of reliable and appropriate services for students regardless of location.

- Admissions

Students can apply for admission online at <http://www.cccapply.org> by accessing the link on the college webpage. Students have the option of completing assessment testing online for English and math through the use of Accuplacer. The Computerized Placement Test (CPT) provides students and/or local high school graduates with the opportunity to take the test off the main campus sites. The Disabled Students Programs and Services (DSP&S) department offers accommodations for the college placement test to students with verified disabilities. Some of these accommodations include extra time, enlarged font, and/or reader service. The accommodations are based upon the limitations imposed by the disability.

- Counseling

The Counseling Department on each campus offers online, live academic counseling sessions providing real-time academic assistance for students unable to go to a campus for counseling services. This service is available throughout the district during designated days and times. All sessions are live and recorded. The Live Help system is evaluated by each student on a five point rating scale and also allows for the student to type in user comments. Moreover, a Frequently Asked Questions (FAQ) service is available 24 hours a day, 7 days a week. Students can search the FAQ database for common questions and answers. The FAQ system also has a rating system and evaluation component [324 pg. 3-10]. Students can access counseling-related forms and information on the [Reedley College website under the Student Services link](#). This has proven to be an effective means for students/counselors who take classes/work at multiple campus sites and can direct students to counseling resources online.

The Counseling Department has also developed a [Blackboard organization](#) that provides students with transfer and career information online. This site includes information on the California State University (CSUs), University of California (UC), private universities, Transfer Admission Guarantees (TAGs), online admission application

workshops, careers, and a variety of other links to support students with their transfer and career paths. Blackboard allows for tracking the number of users who access the site.

Reedley College is currently developing Student Educational Plans (SEPs) manually with the use of a student educational planning form [434]. This form is available in hard copy as well as electronically. The district recently purchased the E-Advising program. This program documents a student's goals, SEP, and notes related to the student's plan and will allow some of the SEP development process to take place online. E-Advising is a supplemental tool, however, and not a complete replacement for face to face counseling/advising sessions. This program can also be used as an enrollment management tool and can assist in satisfying the matriculation process. Additionally, E-Advising can assist in determining the number of students planning to enroll in particular courses, which can help with course planning [538]. Reedley College is in the process of implementing the E-Advising program.

- Disabled Students Programs & Services

Disabled Students Programs & Services (DSP&S) assists students with documented physical, psychological, and learning disabilities. The mission of DSP&S is to ensure accessibility and promote maximum independence of students with disabilities (temporary or permanent) by providing specialized services, instruction and academic accommodations related to educational pursuits. Services vary depending on campus location, but are available on each of the major campus sites, and are provided according to disability and academic need.

- Financial Aid

The Financial Aid Office provides services in person and online. Students can access a variety of financial aid forms on the [campus webpage](#). Online, students can apply for financial assistance on the [www.fafsa.ed.gov](http://www.fafsa.ed.gov) website, sign their promissory notes for student loans, renew their student loans, and submit their scholarship applications electronically. Additionally, the Financial Aid Office provides students with a workshop online that demonstrates how to complete the Free Application for Federal Student Aid (FAFSA) on the web. They can also apply for the Board of Governors Fee Waiver when completing the online CCCApply application process. Students can utilize WebAdvisor after their information has been processed to learn about their award status and if they need to provide any follow-up information. The North Centers has set up the capability of conducting web cam sessions to assist students at the Oakhurst campus with financial aid questions.

- WebAdvisor

Datatel is the student information system used by State Center Community College District to track all student records. The Datatel system has a registration module which can be accessed by faculty and staff to register students in person and an online

registration module (WebAdvisor) which can be accessed directly by students. There is also a Touchtone Registration module which allows students to register by telephone. WebAdvisor provides online accessibility to students throughout the district and addresses various student needs, and students can access it from any on-campus or off-campus location. Services available through Web Advisor include graduation applications, transcript review, adding/dropping classes, degree evaluation, searching for open/closed class sections, updating addresses/e-mails, class registration, financial aid status, academic standing, assessment/placement test results, and online payments [481].

- Probation Workshop

Counselors from all district campuses developed an [online probation workshop](#) for students on level 1 academic and/or progress probation. The workshop consists of three steps that include viewing a district probation presentation with quiz questions, completing a six-question probation quiz, and a five-question satisfaction survey. The workshop has voice-recorded instructions through the use of Captivate software. The State Center Community College District is a multi-campus/center district, and students are often concurrently enrolled at multiple sites during the semester. Once the student satisfies all three steps, a counselor at a probation student's home campus receives an e-mail notification to remove the probation hold within 48 hours (Monday through Friday). Data is currently being collected on student responses to the satisfaction survey [412].

- Scheduling and Reporting System (SARS)

Reedley College and the North Centers have begun using the SARS software, including SARS Call, SARS Grid, and the SARS Alert system. The SARS Alert system identifies students who are having difficulty in the classroom. It is an online tool that will allow instructors and counselors to work together in assisting students by providing them with appropriate intervention and services as needed. SARS Alert has a reporting tool that will allow employees to access data and track students referred through this process [382].

- Health Services

Currently, all distance education students or students unable to go to a campus are able to contact the nurse via e-mail in order to ask questions, obtain health information, and/or get referrals for psychological services (Reedley College) or personal counseling (North Centers) as needed. Free, reputable, [online college student mental health resources](#) have been identified. These resources allow students to assess risk for depression, stress, and other mental health issues. Advice, self-help information, and information on how students can obtain assistance from campus and community mental health resources are also provided.

- Veterans Services

To make services more accessible for military veteran students at the college, the [Reedley College website](#) has been updated to provide them with the resources necessary to begin the process to receive their education benefits.

### **Self Evaluation**

In a day and age where students are no longer taking classes at traditional times in traditional locations in traditional manners, ensuring equal access to college services is critical. Some students primarily take distance education courses and cannot always be on campus. Sometimes work schedules, family situations, or economic hardships do not allow students to be on campus to take classes or receive support services. Reedley College assures equal access by providing service options designed to meet the diverse needs of its students. Regardless of location, students are provided access to a variety of online student services to meet their needs on and off campus. The college application, financial aid application, petitions and procedural forms, program major sheets, Student Education Plans, and registration materials can all be accessed online. Students can access these materials on the college webpage and/or on the Blackboard platform.

During peak registration periods, student services departments are open into the evening hours on selective days, including Saturday mornings. The Admissions and Records Office, Business Office, Testing Services, Counseling, and the Financial Aid Office adjust working schedules to provide access for students who cannot normally seek services during the day due to work obligations. This affords evening students the opportunity to utilize support services whether on-campus or off-campus. The college also provides services for students attending evening classes at the Dinuba, Sanger, and Selma off-campus sites. The services assist students with registration, counseling, financial aid, and assessment testing as needed. These activities generally occur a week prior to and during the first week of each semester. In addition, a counselor is scheduled for visits at each campus site throughout the semester.

Reedley College has expanded several student support services in order to adequately meet the increasing needs of students given the growth the colleges are experiencing. The Admissions and Records office has improved and expanded service delivery by adding a web-room that provides student access to computers during peak registration periods and allows them to complete the college application process online and/or register for courses utilizing WebAdvisor. In addition, students can access various college-related materials and/or forms that are available electronically.

The Financial Aid office (FAO) also refers students to the newly created web-room where students can access and/or process needed financial aid information. The FAO has developed numerous electronic forms for student use and are on the FAO webpage. These forms include information on policy and disbursement, verification forms, scholarship applications, Federal Work Study forms, Board of Governors Fee Waiver,

and appeal forms. Students are also able to access WebAdvisor for other needed services. These online forms can also be accessed remotely in locations other than on campus.

Reedley College evaluates these online services in a variety of ways to make sure they are meeting the needs of students. Some online services have a rating system and student satisfaction survey that evaluates whether students indicate their needs are being met [324]. The online counseling service Frequently Asked Questions (FAQ) program has a tracking mechanism that lists the time and dates of student inquiries and can track response times. The Live Help component for online counseling records a transcript of all live and asynchronous communications. The data collected so far (both from user comments and on a five-point rating scale) indicate that students are very satisfied with the Live Help services being provided online [324 pg. 11-18]. Live Help also has a reporting module that assists counselors in identifying periods of high demand for counseling services. It can separate information by campus site and allows counselors to adjust their schedules to meet student needs. The college has also gathered data on services such as the Early Alert program to ensure the program is valuable to students [492].

The spring 2010 Employee Survey revealed that 86 percent of employees agree or strongly agree that student support services assure equitable access to all students by providing appropriate, comprehensive, and reliable services [81 pg. 15].

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**b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

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**Descriptive Summary**

The Student Activities Office and various student support programs encourage and support personal and civic responsibility. They also promote opportunities for intellectual, aesthetic, and personal development through a variety of programs, services, and activities.

The college is committed to its core values of providing “an atmosphere of intellectual curiosity,” along with “experiences designed to promote critical thinking” in order to develop each student’s full potential, including “respect for self and others” [216]. To achieve this, Reedley College provides learning experiences outside of the classroom, including opportunities for students to participate in student government and other co-curricular activities. The Associated Student Body (ASB) student government at Reedley College and its centers provides representation for the student population allowing students to gain a sense of personal and civic and responsibility. The student Executive Senate, comprised of members elected by the student body, is responsible for serving on campuswide committees, representing the student population in the shared governance of developing college policies, and managing the ASB budget [323]. The ASB sponsors a

variety of programs and events for students allowing all within the campus community to develop intellectually, aesthetically, and personally. These activities include multicultural events (performances, speaker forums, and films) and personal awareness activities (e.g. alcohol awareness and depression screening) [213, 338, 358, 368, 460, 507, 521, 525]. In addition, a leadership and development course, Counseling 263, is offered to promote student leadership on campus.

Student Activities sponsors multicultural activities such as Hispanic Heritage Month, African American History Month, and Women's History Month in a variety of formats such as cultural performances, speaker forums, and films [349, 482 pg. 4]. Associated Student Body (ASB) student clubs are open to all students providing social, intellectual, cultural, and service experiences. An active list of clubs is available in the Student Activities Office [217, 334]. Student involvement in clubs provides a means for students to gain leadership skills, opportunities for personal development and to enrich their college lives through social, intellectual, cultural and service experiences. Student clubs include service organizations, religious affiliations, professional interests, athletics and other special interest clubs.

Many areas of the college offer students opportunities to get involved with the community to increase their awareness of public issues. Various academic programs, for example, promote student involvement. For example, biology instructors have sought to address "green" issues in class and have sponsored Green Day activities [414]. Also, business classes have helped local charitable organizations develop marketing and business plans. Additionally, Music and Art Departments offer public performances and exhibits [555]. Several instructors on campus provide students with service learning opportunities [551, 552]. Additionally, the Alpha Gamma Sigma honors society gives students experience with community service [554], and The AmeriCorps program provides students at Reedley College the opportunity to volunteer in the community and/or in a school setting and earn educational recognition award .

The Honors program provides students with the opportunity to participate in field trips to various transfer institutions such those in the California State University (CSU) University of California (UC) systems and private four-year institutions. Additionally, the Honors Program is designed to motivate new and continuing students to excel in an intellectually-stimulating environment. Specialized honors courses and scholarships ensure these students have the preparation and needed courses/requirements to transfer to a four year school [378].

Through participation in intercollegiate athletic programs, students develop practical life skills such as leadership abilities, time-management, team work, sportsmanship, work ethics, respect for others, and self-responsibility. Women's sports include volleyball, basketball, softball, tennis, golf, and track & field. Men's sports include football, basketball, baseball, tennis, golf, and track & field.



The Tutoring Center on each campus helps students achieve academic excellence through free tutoring services. Under supervision, students are tutored by fellow college students who have demonstrated academic expertise in their specific subject area. This program promotes independence in learning, facilitates insight into the learning process, and provides students with the necessary tools to achieve academic success. At Reedley College and the North Centers, tutors are recruited via recommendations from faculty, counselors, and staff. Tutors are paid for their service or may receive course credit for their tutoring service hours. In this way, tutors learn responsibility and leadership skills [471].

Residing in the newly constructed Residence Hall eliminates the need for commuting, allowing students more time to focus on academic success. The communal living environment promotes personal responsibility and social interaction. Through activities such as community clean-up projects, students in the dorms gain a sense of civic responsibility. Other campus groups also participate in projects for the community. The men's basketball team participates in local Town and Gown events, setting up and cleaning up event locations [565]; and Pre-Professional Health club students provide information fairs for middle and high school students interested in medical professions.

Learning communities, two or more classes linked together by a common theme or purpose, allow students to build connections through the curriculum. Participation in learning communities allows students to build camaraderie, increase their involvement in campus activities, and enhance intellectual development. Both Reedley College and the North Centers have implemented learning communities with a variety of subjects including English, counseling, history, math, art, and sociology [444 pg. 75].

Student publications allow students to establish and maintain an atmosphere of free and responsible discussion and intellectual exploration. Through involvement in the production of student publications, students are provided with enhanced writing skills, instruction in journalism, and experience with publishing. In conjunction with the Art and English Departments at the North Centers, the Tutorial Center publishes an annual journal, The North Centers Review. This journal provides a creative outlet for students by featuring exceptional student writing from all English course levels that represent a variety of ethnicities and ages. Similarly, each spring, Reedley College publishes Symmetry, a collection of exemplary student writing and art. The North Centers Write Now newsletter and Reedley College's Paper Jam, written by Writing Center tutors, promote the Tutorial Centers and highlight writing and study strategies [563, 564, 662].

Other programs and services that contribute to the college's positive learning environment include Child Development Career-WORKs (CDCWORKs), California Work Opportunities and Responsibility to Kids (CalWORKs), Educational Enrichment, Madera Center College Advantage Program (MCCAP), financial aid and scholarships, learning communities, retention programs (Early Alert, probation workshops, Student Athletic Retention Program), Student Support Services (SSS) and Science, Technology,

Engineering & Math (STEM) TRiO Grants, Title V Hispanic-Serving Institution Grant, and Veteran Services. This list is not exclusive of all programs and services.

### **Self Evaluation**

Reedley College and its centers endorse the many on-campus programs and activities available to students that promote personal and civic responsibility as well as intellectual, aesthetic, and personal development. There are several campus committees that contribute to the dialogue that promote student involvement and encourage a positive learning environment. The student activities coordinator is actively involved in discussions with all constituent groups relative to student development and participation. The Associated Student Body (ASB), through shared governance, allows for student input toward program planning and activities. In addition to student involvement, the college has established committees to focus on campus safety and maintenance of grounds and facilities. The college has established several committees that allow for student participation, some of which include Health and Safety, Facilities, Student Success, and the Accreditation Steering Committee [211 pg 53, 57, & 70].

Each year, many Reedley College clubs, organizations, and individuals have sponsored families in our community by purchasing holiday gifts for them. For example, the Adopt a Family program makes the holidays a bit more enjoyable for families in need and gives students (as well as faculty and staff) a sense of community involvement. Under the coordination of the Student Activities Office, Reedley College sponsored 20 families in 2010 [210].

Students in Reedley College Student Activities and the Associated Student Body (ASB) also volunteer to participate in the annual Fresno Bee/Channel 30 Kid's Day. This event benefits the children at Children's Hospital Central California. The local newspaper, The Fresno Bee, runs a special edition of the paper on Kids Day, and the papers are sold by members of various organizations around the valley [384]. Students stand on street corners throughout Reedley and sell the newspapers to passing motorists. Approximately \$6,500 was raised for Children's hospital of Central California in 2010.

Other activities that students have participated in that contribute to the development of civic responsibility include blood drives, Cesar Chavez Day of Service, Planetears Club tree planting, Hope for Haiti Bake Sale, and assisting with voter registration. Also, Green Club members volunteered to support the Spano River Ranch re-vegetation and volunteered at the Poverello House and received an award for volunteerism.

Reedley College and its centers continue to upgrade facilities to meet student needs and enhance the learning environment. Reedley College's new Residence Hall is equipped with a recreation room, study area, and laundry facility and full kitchen for its residents. The newly remodeled Student Center at Reedley College provides a place for students to congregate, study, and socialize. The center allows students to access the internet and provides meeting rooms for students, including a quiet area for study groups. At the

North Centers, Willow International’s Phase II opened in the fall 2010 providing students with state-of-the-art facilities that include a comprehensive Student Services Center, computer labs, fitness center, science laboratories, green house, and library. The Madera Center has recently added the new Center for Advanced Manufacturing which houses the maintenance mechanic and manufacturing programs. Additionally, the Madera Center was approved in late spring 2010 by the Board of Registered Nursing to offer a Licensed Vocational Nursing to Registered Nursing program. One of the existing science labs was renovated to serve as the registered nursing skills lab. Also, the Oakhurst Center recently added two new portable buildings to serve as additional classroom space and computer labs.

In addition to a pleasing academic and social climate, Reedley College grounds and facilities are well maintained to provide students with an aesthetically-pleasing learning environment. The grounds crew and maintenance departments contribute to the well-maintained grounds and facilities. The college and centers also provide students with a safe learning environment where safety is essential for productive learning.

The ACT College Outcomes Survey conducted in spring 2010 collected student responses to questions regarding their personal growth since entering college and the extent of the college’s contribution to their personal growth. As shown in Table 29, almost all of the items in this section of the survey indicated that over 70 percent of participating students are moderately to very satisfied with various aspects of their personal growth at Reedley College. Many of the survey items (e.g. “interacting well with people from cultures other than my own,” “taking responsibility for my own behavior”) revealed over 75 percent of students were moderately to very satisfied in these areas. The first percentage in the following statements reflects the percentage of students who felt moderate to very much growth since entering the college and the second percentage is that of students who felt the college’s contribution to their growth was moderate to very great:

Table 29: ACT College Outcomes Survey – Personal Growth

	<b>Growth (Moderate to Very Much)</b>	<b>College Contribution (Moderate to Very Great)</b>
<b>Preparing to cope with changes as they occur (e.g., in career, relationships, lifestyle)</b>	<b>91%</b>	<b>78%</b>
<b>Developing leadership skills</b>	<b>89%</b>	<b>78%</b>
<b>Actively participating in volunteer work to support worthwhile causes</b>	<b>74%</b>	<b>63%</b>
<b>Becoming more aware of local and national political and social issues</b>	<b>80%</b>	<b>74%</b>
<b>Recognizing my rights, responsibilities, and privileges as a citizen</b>	<b>88%</b>	<b>78%</b>
<b>Taking responsibility for my own behavior</b>	<b>92%</b>	<b>78%</b>

<b>Clarifying my personal values</b>	<b>92%</b>	<b>71%</b>
<b>Developing more principles to guide my actions and decisions</b>	<b>91%</b>	<b>73%</b>
<b>Acquiring appropriate social skills for use in various situations</b>	<b>92%</b>	<b>79%</b>
<b>Increasing my intellectual curiosity</b>	<b>94%</b>	<b>87%</b>
<b>Setting long-term or “life” goals</b>	<b>93%</b>	<b>81%</b>
<b>Becoming a more effective member in a multicultural society</b>	<b>86%</b>	<b>77%</b>

The ACT College Outcomes Survey also collected information from students regarding the impact their educational experience on the campus contributed to their growth and preparation in intellectual, personal, and social areas (see Table 30.) The percentages in the following categories represent the student responses that indicated moderate to very great [71 section IVD].

Table 30: ACT College Outcomes Survey -- Growth

	<b>College Contribution (Moderate to Very Great)</b>
<b>Intellectual Growth (Acquiring Knowledge, Skills, Ideas, Concepts, Analytical Thinking)</b>	<b>96%</b>
<b>Personal Growth (Developing Self-Understanding, Self-Discipline, and Mature Attitudes, Values, and Goals)</b>	<b>89%</b>
<b>Social Growth (Understanding Others and Their Values, Adapting Successfully to a Variety of Social Situations)</b>	<b>90%</b>

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**c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

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**Descriptive Summary**

Reedley College and its centers provide counseling and academic programs consistent with the mission of the college to ensure student success. The Counseling Center provides comprehensive counseling services to assist students in achieving their educational goals. Counselors provide professional counseling services designed to address the specific needs of a diverse population and include several counseling areas of focus. Academic counseling assists students in clarifying their educational goals, determining course schedules, and registering for college courses. Counselors also assist students in developing a Student Education Plan (SEP), which is a semester-by-semester visual roadmap to guide students toward earning a certificate, AA/AS degree, and/or for preparation to transfer to a four-year university. Career counseling assists students in exploring their personal values, aptitudes, and interests to identify a major area of study

that will lead them to a desirable career path. Personal counseling is also provided as a means of support to ensure that life issues out of the classroom do not interfere with students' ability to survive the college environment. Counselors follow standards of practice for California Community College counseling faculty and programs [457].

The Counseling Center completed cycle two of the program review process in 2007. The program review report included qualitative and quantitative analysis for the various services provided by the Counseling Center. Service components evaluated included general counseling, assessment, career services, Transfer Center, orientation, online counseling, high school enrichment, honors, Registration-To-Go (RTG), probation services, Early Alert, and the Student Athletic Retention (SARP) program. The report provided a summary of how the various counseling services were guided by the Reedley College and North Centers Strategic Plans and their specific goals. The report gave a description of the action steps that the Counseling Center has taken to address each strategic goal and objective. There were numerous strategic objectives addressed from each action step describing how each counseling service was meeting the objectives [341 pg. 12]. The report had several recommendations that included hiring an additional counselor to address increased student enrollments and use of counseling services, developing an online probation workshop, developing an evaluative tool that can measure student success that can be directly attributed to counseling services, and developing a career services center with adequate office space [341 pg. 106].

The Counseling Center has also been involved in the planning and development of student learning outcomes (SLOs). Several SLO trainings and workshops have been provided to keep faculty involved and informed about the SLO process. Listed in the 2007 Counseling Department program review report are SLOs that have been developed for the various counseling services. They were designed to identify measurable outcomes in each program area along with assessment strategies to measure the effectiveness of services provided. The first SLO assessment cycle will provide counseling with measurable data on what students are learning in the process of utilizing specific counseling services. Once valid data is collected from student surveys or other means of assessment, the counseling department can make necessary improvements to enhance student development and success. The counseling center identified and assessed several SLOs during the first cycle for Express Counseling, probation, educational enrichment, and general counseling. During the spring 2010 faculty Duty Day, counselors were able to see what other departments on campus were doing in regards to learning outcome development and assessment [422]. In the fall of 2010, counselors participated in a collegewide SLO summit on topics to ensure that the first SLO cycles were complete and that mapping for SLOs and program learning outcomes (PLOs) was in progress. This also allowed counselors to review and refine identified SLOs and PLOs for counseling services and set-up appropriate assessment measures [225, 420, 442]. Preliminary results will be discussed in the Self Evaluation of this section.

Specialized counseling and advising services are designed to address the varying needs of special populations participating in categorically-funded programs. As with all counseling programs, each of these programs must also develop SLOs and undergo an evaluative program review. In these programs, counselors assist student athletes, returning students, students on probation or disqualification status, and students who speak English as a Second Language. Disabled Students Programs and Services (DSP&S) provides counseling for students with disabilities, California Work Opportunity and Responsibility to Kids (CalWORKs) provides counseling for students moving from welfare to work, and Extended Opportunity Programs and Services (EOPS) provide services for educationally-disadvantaged and low-income students.

In addition to program review and SLO development and assessment, the Counseling Department has other ways to judge the efficiency of its services. Through the Title V grant, counselors have developed several online counseling services that allow for evaluation of service effectiveness (Frequently Asked Questions (FAQ) database, Online Orientation, and Live Help forum). These online counseling services have a built-in evaluation component to determine if the services provided are meeting student needs. A satisfaction survey allows for students to indicate if their needs were effectively addressed [324, 430 pg. 54-79].

Preparation of faculty and other personnel responsible for advising students is an ongoing process. For example, all counselors regularly receive training in the utilization of technology to improve delivery of services to students. As technology is a fluid and ever-changing entity, new tools are utilized to address these changes. As such, training was provided for the conversion from Datatel's Contact Summary screen (CASM) to the Matriculation Summary screen (XCSM) screen to accurately document matriculation information for the Management Information System (MIS) report [335]. Also, counselors were provided with training on the new Scheduling and Reporting System (SARS) to better manage and track student counseling appointments and service usage [428, 429]. Counselors are also trained to use the Articulation System Stimulating Inter-institutional Student Transfer program (ASSIST), a statewide articulation management system [485]. Counselors have participated in distance education training through a national training organization called Ready Minds, and some have received a Distance Credentialed Counselor Training Certificate, along with meeting the Distance Counselor Training and Accountability Requirement (TARS) [423]. Counselors have also participated in other training activities via Webinar workshops on distance education. These counselors have led efforts in training additional counselors on how to provide counseling services online.

Counselors (both full-time and part-time) are monitored and evaluated on a regular basis. They are evaluated by their peers, students, and administrators as outlined by the agreement between State Center Community College District and the faculty bargaining unit [8 pg. 16-27, 343]. Full time counselors are assigned as mentors for each adjunct counselor. Mentors provide adjunct counselors with the appropriate training and

resources to successfully support the students [322]. A training/resource binder has been created for all counselors at Reedley College and the North Centers.

### **Self Evaluation**

The college provides face-to-face counseling, online counseling services, and provides students with various technological mediums to support student learning and success. These services are evaluated to ensure effectiveness. Evaluation processes include program review for each program within the counseling area, counselor training and evaluation, and special technology to evaluate various services.

The Counseling Department is committed to using SLOs for program improvement. The 2007 program review report included student learning outcomes (SLOs) that were identified for assessment in improving counseling services for students. In fall 2010, counselors participated in a Flex Day whereby an SLO spreadsheet was developed identifying all areas of counseling that would be assessed [344, 442]. Additionally, counseling SLOs, program learning outcomes (PLOs), and general education learning outcomes (GELOs) were mapped with established timelines for determining assessment, defining measurements, and assessing and evaluating data aimed to improve counseling services. Counselors also revised and added several SLOs for express counseling and online probation which were not originally listed on the 2007 program report [421]. In spring 2010, the process for assessing SLOs for general counseling, online probation, Express Counseling, and educational enrichment were initiated [506]. At this time, counseling services have completed one cycle in which four identified SLOs were evaluated. Recommendations for improvements are considered and will be discussed during the spring 2011 counseling Flex Day session [346].

The Counseling Department has begun evaluating data on learning outcomes in order to improve its programs and services. The spring 2010 assessment results for Express Counseling, probation, educational enrichment, and counseling included the following:

- A SLO for Express Counseling aims to provide students with quick and efficient answers to academic questions during peak student demand in the first weeks of the semester. A survey was conducted asking students if the express counseling services addressed their academic needs [364]. During fall 2010 and spring 2011, a sample of students was selected from 2,883 served at each campus/center. Approximately 98 percent of students surveyed agreed that their needs were addressed. Preliminary plans for improvement include clearly defining the intent of Express Counseling and conducting triage for students whose questions are not suited for Express Counseling. This includes developing an efficient method to enter student contact information into the Datatel MIS screen [439].
- A SLO for probation services states that students will be able to define the types and levels of probation, understand the consequences, and identify the steps needed to clear probation status. In order to effectively serve a large number of students who are on

academic probation, an online probation workshop was developed to allow students to be cleared for registration without having to meet with a counselor. For the spring 2010 and fall 2010 semesters, there were approximately 4,100 students at Reedley College and its centers that completed the online probation workshops. 2,274 level 1 probation students were cleared for registration after successfully completing the probation quiz. Results indicate that there are a substantial number of students who are on probation level 2 who completed the probation online but are not eligible to be cleared for registration must meet with a counselor. Plans for improvement include possibly developing an online version of the workshop for level 2 probation students. Due to the high number of students on academic probation, it is recommended that counselors provide probation workshops face to face, along with providing student success strategies [441].

- SLOs were developed for the high school Education Enrichment program to ensure that students are receiving the appropriate services and guidance in selecting courses to extend their educational opportunities. SLOs were also developed for general counseling to ensure students were working with counselors in developing a Student Education Plan (SEP) and included selecting appropriate courses for program completion. The initial numbers for both services indicate that students are taking full advantage of the services provided. Educational Enrichment numbers for spring 2010 indicated that 488 students were served. Plans for the program include improving collaboration with high schools and outreach staff to provide students with the educational enrichment process [401, 415, 440].

- The SLO assessment for general counseling provided baseline data for future evaluation of student success based on Student Education Plans (SEPs). This will assist in identifying improved assessment measures in order to determine effectiveness of services [438]. Counselors completed 1,236 SEPs in the 2009-2010 academic year (does not include categorical programs). In the 2007 Counseling Program Review report, question G under the Qualitative Analysis for Non-Instructional Programs section discussed the difficulty in measuring student achievement and success in the context of students receiving various types of counseling services outside of the classroom [341 pg. 28]. The Counseling Center is planning to develop a model to measure student persistence and success by tracking students from census date to midterm, end of term, semester to semester, to eventual program completion. Students identified for tracking would need to have participated in all matriculation processes including orientation, assessment, counseling and advising, registration, and developing a first-semester SEP [434].

The college assures that professional counselors provide appropriate counseling and advising services that contribute to student success. All permanent and adjunct counselors hold a minimum of a masters or doctorate degree in counseling-related disciplines. Qualifications of counseling faculty meet or exceed the minimum qualifications for counselors as defined by the Statewide Academic Senate for Community Colleges. Counselors are evaluated regularly to ensure they are professionally adept at demonstrating appropriate skills and knowledge. There needs to



be evidence of appropriate counseling techniques as designated by review of Student Educational Plans, career test interpretations, maintenance of counseling session records, effective use of counseling methods appropriate to student need, knowledge of subject matter, awareness of current developments and research in the field, demonstration of effective communication with students, demonstration of respect for all students through the development of a warm and accepting environment, and maintaining confidentiality of the counseling session [343, 660]. Counselors are evaluated by peers, students, and administrators on a regular basis, and full-time counselors are required to complete a self-evaluation as part of regular review as outlined in the Faculty Agreement [8 pg. 23-26, 345].

Also, students participate in the evaluation process of counselors by completing student satisfaction surveys allowing expression of their satisfaction level and opinion on the services received [661]. In addition to the standard evaluation procedure for counselors, student satisfaction surveys are utilized across the counseling discipline to evaluate services and determine how we can improve in meeting student's needs [71, 364].

Counselors realize the value of staying current in their fields, and therefore engage in multiple opportunities for professional development and growth. Activities may include attending counselor conferences, Flex Day activities, and bi-weekly counseling meetings. Examples of the opportunities for professional development for counselors include:

- Flex Day trainings
- University of California & California State University Counselor conferences
- Technology trainings (in person and via Webinars)
- Counselor trainings on special programs such as DSP&S, Financial Aid, Veterans, EOP&S, CalWORKs, Upward Bound, Honors, Transfer, Career, Educational Enrichment
- Community College Leadership Academic Seminar Series (CCLASS)
- Clovis Leadership [339, 344].

Counseling meetings involve dialogue on what type of counseling activities are occurring relative to addressing student needs. Topics of discussion include updates and reports relative to counseling services provided (e.g. career and transfer services and matriculation processes such as student registration, orientation, assessment testing, registration, student planning, and student follow-up. This ensures that counselors remain current in what is happening on campus and its centers, along with maintaining their skill levels and/or improving their knowledge base [340, 399, 418].

The ACT College Outcomes Survey administered in spring 2010 allowed students to identify specific topics of importance and satisfaction. As shown in Table 31, the survey revealed students are satisfied with several topics specifically related to student services at Reedley College its centers. The following table shows the importance a student places on specific goals as well the percent who indicate they are making moderate to very much progress toward those goals. [71]

Table 31: ACT College Outcomes Survey -- Importance

	<b>Importance Moderate to Very Great</b>	<b>Progress Moderate to Very Much</b>
<b>Learning to formulate and re-shape their lifetime goals</b>	<b>95%</b>	<b>87%</b>
<b>Acquiring knowledge and skills needed for a career</b>	<b>98%</b>	<b>91%</b>
<b>Becoming competent in their major</b>	<b>97%</b>	<b>89%</b>
<b>Learning about career options</b>	<b>94%</b>	<b>78%</b>

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**d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

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**Descriptive Summary**

The college mission statement speaks to providing accessibility to a “student-centered educational environment” and “lifelong long learning within a diverse local and global community.” Several core values are dedicated to “respect for self and others and cultural literacy.” Reedley College is committed to these values.

The non-discrimination statement is printed in the 2010-2012 Reedley College catalog and is translated into Spanish and Hmong. The statement states that the district “does not discriminate nor harass on the basis of age, race, color, national origin, gender, sexual orientation disability or age in any of its policies, procedures or practices, nor does it tolerate sexual harassment.” The college provides accessibility to programs for all students and the” lack of English language skills will not be a barrier to admission and participation in the college’s vocational education programs” [61 pg. 46]. Listed in this section are many of the programs and activities that are designed to teach and understanding and appreciation of diversity.

Reedley College and its centers have a long tradition of providing institutional support for programs that serve a diverse student population. The Disabled Student Program and Services (DSP&S) division provides various support services to meet the unique needs of student with temporary or permanent disabilities. Training and assistance, along with resource information in the use of adaptive computer technology and assistive software programs, is available at the [High Tech Center](#). DSP&S also offers a wide range of classes developed specifically for students with disabilities. The Workability III program assists students with pre-vocational services, employability skills, and employment development/placement. Services include creating a portfolio, interviewing skills, job-seeking skills, job expectations, career search, job experience, and on-the-job training. DSP&S also has a [Student Support Services \(SSS\) program](#) designed to provide enrichment services that will alleviate the educational and social barriers which prevent

students with disabilities from succeeding at the post-secondary level. In addition, the Transition to College course provides an orientation to the community college for students with disabilities and assists students with navigating the Reedley College campuses [470]. The Tutorial Center works in conjunction with student service programs to provide tutors with in-service training on students with disabilities and learning strategies for working with students with learning disabilities.

The Extended Opportunity Programs and Services (EOPS) programs offer special support programs and services in addition to financial help. EOPS is designed to provide early outreach, support services, and assistance to first-generation college students from low-income and educationally-disadvantaged backgrounds who wish to continue their education [361].

Reedley College has two SSS grants - one for the general low-income and first generation student population and one for English as a Second Language (ESL) students that meet the same criteria (these are in addition to the DSPS-SSS grant referred to earlier.) These Student Support Services (SSS) grants are designed to provide services for underrepresented student populations by providing comprehensive retention programs leading to certificate and/or degree completion, along with transfer preparation to four-year universities. The programs provide opportunities for academic development, assist students with basic college requirements, and serve to motivate students toward the successful completion of their post-secondary education. Outreach is directed at first-generation students from lower socio-economic or ESL backgrounds [455].

The Title V Hispanic Serving Institutions (HSI) grant provides activities and instruction designed to acquaint students with the range of career and transfer options. Program activities focus on meeting the special counseling needs of underrepresented student populations by providing comprehensive retention program and services. Students are provided with career counseling services and are exposed to various career pathways to lead them into the appropriate academic course requirements [465].

In alignment with the college mission, the mission statement of the Student Services Division at Reedley College is to provide a “system of services that support achievement of educational goals for a diverse student population.” As such, the college demonstrates sensitivity to the needs of limited and non-English speaking members of the local community. The Counseling Center has several bilingual counselors that assist English as a Second Language students. Since the most common ESL population on the Reedley College campuses speaks Spanish, the majority of student support services areas employ Spanish-speaking staff to assist ESL students. The college also prints campus publications and recruitment materials in Spanish. The Board of Governors (BOG) application, Free Application for Federal Student Aid (FAFSA), EdFund marketing materials, and many Health Services publications are provided in Spanish [372]. Instructions on how to navigate WebAdvisor are also provided in Spanish [480]. Additionally, at the North Centers, presentations in Hmong have been provided to clients

from the Fresno Center for New Americans regarding the vocational training programs available [557].

The Student Activities Office and many campus organizations celebrate diversity by participating in campuswide activities or events that promote understanding and appreciation of diverse populations. Student involvement in clubs provides a means for students to interact with other students from diverse backgrounds. Student clubs include services organizations, religious affiliations, professional interests, athletics, as well as other special interest clubs [217, 334]. Student organizations on campus organize events designed to celebrate events such as Women's History Month [482], Black History Month [326], Asian Heritage Month, Mexican Independence Day [396], Hispanic Heritage Month [377], Santa Lucia Day [426], and Veterans Day [476]. Guest speakers and performers at these various events provide students an opportunity to gain an appreciation for people of different cultures [443, 532]. During the Kaleidoscope "open house" at Reedley College and the Spring Extravaganza at the North Centers, the Health Services department, DSP&S, and psychological services set up information booths to increase student awareness on learning disabilities and stress factors in college [383].

At the North Centers, a college relations specialist participated in the College Black Men activity in collaboration with Clovis North High School and serves on the committee in charge of the Native American College Information Day. Additionally, there have been several presentations made to the Native American Rancherias, Fresno County Foster Youth, Hispanic Youth Symposium at California State University Fresno, Asian Student Club, Latino Success Club with Clovis High School, Latino Success Conference at Clovis West High School, and Fresno County Office of Education Juvenile Justice Center regarding college access.

Many academic programs encourage understanding and appreciation of diversity as well. The Tutorial Center at the North Centers participates in the development of an annual journal, The North Centers Review, which features exceptional student writings from English courses and represents students from a variety of ethnic backgrounds. At Reedley College, the annual journal, Symmetry, does the same with exemplary art and student writing from various disciplines across the campus.

### **Self Evaluation**

The college is committed to offering programs and services responsive to the needs of its diverse student population. Student services programs, organizations, activities, and events reflect the character of the college and the communities it serves. The college designs and provides student programs and club activities dedicated to supporting and enhancing student understanding and appreciation of diversity. The number and variety of programs provided are extensive, and diversity-related activities occur each semester. The Associated Student Body sponsors a variety of programs and events for students, which include multi-cultural events and personal awareness activities [213]. A schedule of activities is easily accessible on the any of the college or [center websites](#). Programs

and events are well planned and are used to attract and introduce students to culturally diverse activities.

Many courses offered at Reedley College and the North Centers also cover topics on diversity and multicultural concepts. When any kind of course is developed and presented to the Curriculum Committee (traditional or distance learning), the course outlines have a check-off box where instructors/departments have the option to integrate and teach topics related to global diversity in the course [664 pg. 6].

Reedley College has established hiring procedures that emphasize the value and importance of considering persons for hire who are sensitive to the ethnic, racial, and cultural diversity of its student population [659]. Having a diverse staff of employees at Reedley College allows the diverse population of students at the college to identify with faculty and staff members. Faculty and staff diversity is shown in Table 24 of the Introduction.

The ACT College Outcomes Survey administered to students responded to questions on student services support and diversity. Students tended to agree or strongly agree the majority of the time when questioned about such items as diversity and support (see Table 32.)

Table 32: ACT College Outcomes Survey – Student Support

	<b>Agreed or Strongly Agreed</b>
<b>College is equally supportive of women and men</b>	<b>84%</b>
<b>College is equally supportive of all racial/ethnic groups.</b>	<b>78%</b>

In addition, they reported moderate to very great college contribution in terms of their own personal growth in areas of diversity and understanding of other cultures as shown in Table 33 [71]:

Table 33: ACT College Outcomes Survey – Understanding Diversity

	<b>College Contribution Moderate to very Great</b>
<b>Students are a more effective member in a multicultural society</b>	<b>86%</b>
<b>Students get along well with people from cultures other than my own</b>	<b>83%</b>
<b>Students are more aware of global and international issues/events</b>	<b>74%</b>
<b>Students understand the meaning of religious values that differ from their own</b>	<b>73%</b>
<b>Students are a more effective member in a multicultural society</b>	<b>77%</b>

The spring 2010 Employee Survey addressed diversity as well. 84 percent of faculty and staff surveyed indicated that they agree or strongly agree that the Student Activities Office is effective in organizing activities that promote awareness of the different cultural backgrounds of the student population [81 pg. 14].

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**e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

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**Descriptive Summary**

Reedley College and its centers provide open access and admission for any eligible student interested in attending college. There is no admission practice that would prevent any eligible student from enrolling in courses. Both traditional on-campus students and those who primarily take distance education classes are asked to participate in the matriculation process that includes completing an admissions application and taking a placement test to receive counseling and advising for appropriate placement into English and math courses. The testing identifies students' skill levels for English and math to address course advisories and begin successful college experiences. Students cannot enroll in courses that have established prerequisites without demonstrating that prerequisite coursework has been completed and/or placement testing results have deemed the student eligible to enroll in a course.

The Matriculation Plan guides college practices for student enrollment and is a comprehensive document that details the college's effort to research, describe, and assess every element of matriculation, specifically admissions and assessment. It includes orientation, counseling and advising, student follow-up, coordination of training, research and evaluation, and prerequisites/co-requisites and advisories [387]. The last Matriculation Plan was written in 2004 and the State Community College Chancellor's Office conducted a matriculation site visit at Reedley College in October of 2002. The self-study found the college in compliance with board policy and the Title 5 Code of Regulations.

Reedley College utilizes the Department of Institutional Research and instructional staff in order to evaluate the validity and reliability of the testing instruments it uses. For consistency and effectiveness, the use of the same standardized, state-approved placement test is used at Reedley College and center campuses. Appropriate assessments are in place to measure educational levels, disabilities, interests, and performance levels in reading, writing, and mathematics. The effectiveness of these assessments is demonstrated by way of validation studies conducted every six years at Reedley College. The validation study is conducted by the Office of Institutional Research to obtain congruence of opinion between faculty and students on placement decisions. This study is called a "consequential-related validity study" where the student responds to "satisfaction with course placement," and the instructor responds to "appropriateness of student placement" survey questions. The threshold for acceptable satisfaction is 75 percent for each part of the study (student and instructor). The last study was conducted in 2004, and there is current dialogue regarding which and what type of validation study to conduct [337].

The college addresses cultural and linguistic biases in its testing services. The placement test in English is offered via two formats, paper and pencil and a Computer Placement Test (CPT/Accuplacer). The test publisher conducts a disproportionate impact study every three years to prevent cultural and linguistic bias before being approved by the California Community College Chancellors Office (CCCCO). Test publishers must show minimum bias when seeking admission to the approved CCCCCO list. The College Board, publisher of Accuplacer, is also concerned about minimizing bias and is constantly re-evaluating test items for bias through validity studies of its own. If disproportionate impact is found during the study, it must address the source of that impact and attempt to rectify or minimize the impact if at all possible. The Combined English Language Skills Assessment (CELSA) test is offered in English at Reedley College to measure reading and writing skills for English as a Second Language learners. The North Centers do not offer the CELSA test; however, the CELSA is offered to potential North Centers students at local high schools via Fresno City College. The CELSA test has been extensively researched for validity, reliability, and freedom from bias.

Reedley College counselors may use multiple measures for placement in English, writing, and math but must consider several measures, including high school transcripts, that show students' previous coursework and grades. Counselor interview of students' backgrounds and educational goals include actual scores from approved placement tests as part of the multiple-criteria process. Special testing accommodations are provided for students with disabilities. However, the placement tests are untimed and accommodations are offered to all students with or without disabilities. Test accommodations can include testing on a computer whereby visual accommodations involving text enlargement and/or audio reading of the test via text reader software is available for visually impaired students.

Assessment tests are available to students in both computer/electronic and paper format. Students can take assessment tests on campus through a scheduled appointment or on scheduled assessment dates at the college centers. Assessment testing also occurs for current high school seniors at local feeder high schools as one component of the Registration-to-Go Program (RTG). Traditionally, RTG students take the paper version of the assessment test. For the 2010-2011 RTG cycle, a pilot project for the North Centers is being conducted at Clovis high schools allowing students to take the electronic version of Accuplacer. Although this method of assessment testing is more costly, it is also more efficient administratively and for the student. Based upon the results of this pilot program, additional funds will be secured to provide more access to Accuplacer testing if this pilot program is successful [658 pg. 3].

### **Self Evaluation**

Reedley College evaluates all assessment instruments for validity and reliability in accordance with the rules and regulations of California Title 5 and the California Education Code. Reedley College utilizes the Office of Institutional Research and instructional staff in order to evaluate these instruments. For consistency and effectiveness, the use of the same standardized, state-approved placement test is used at Reedley College and center campuses. Placement tests and cutoff scores are used to determine optimal placement for English and math courses. Appropriate assessments are in place to measure educational levels, disability, interest, and performance levels in reading, writing, and mathematics [411].

Students enrolling at Reedley College take English and math assessment tests as part of the matriculation process. The placement tests determine course eligibility and results are used to ensure students meet course prerequisites, graduation requirements, and establish minimum scores to meet financial aid requirements. The college uses only those assessment tests approved by the California Community College Chancellor's Office. Testing Services uses Accuplacer to measure students' skill levels in reading and comprehension, sentence skills, arithmetic, elementary algebra, or college-level math. The test can be taken in computer or paper format, and Accuplacer/Companion is valid until February 2012 [289]. The Combined English Language Skills Assessment (CELSA) is taken by students whose native language is not English and who are planning to take one or more English as a Second Language (ESL) course(s). The Ability to Benefit (ABT) test is also offered for financial aid participants [370]. Presently, there is ongoing dialogue considering alternative placement tests and/or methods for English and math. This includes dialogue with the research staff, English, ESL, and math faculty to plan for a new validation study in their respective subject areas [464].

Reedley College has an open enrollment policy as stated in the catalog and does not take into account any high school standardized test scores, high school graduation status, and/or grade point average for admissions purposes. All students who are 18 years of age and/or a high school graduate are admitted to the college. The high school Educational Enrichment program also allows eligible junior and senior students to enroll in college given they meet the required criteria. The Admissions and Records Office ensures that students are properly admitted and registered in compliance with state and federal policy. The college has improved access and the registration process through the use of technology. Students can apply online using CCC Apply and also use WebAdvisor to access student information and various registration functions. Approximately 95 percent of current applicants apply online and indicate the online application is easy to use and can be completed in a reasonable amount of time. Special student populations (e.g. educational enrichment students, international students, students with disabilities) can complete a paper admissions application [148].

Reedley College Testing Services is focused on identifying testing services and processes, along with methods for implementing, validating, and assessing appropriate



placement. Testing Services is currently collaborating with English, ESL, and math faculty to discuss the effectiveness of placement testing [464].

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**f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

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### **Descriptive Summary**

Reedley College and the North Centers maintain student records as required by the California Education Code and secure these records in compliance with the Family Educational Rights and Privacy Act (FERPA) regulations as described in the college catalog [61 pg. 47]. The college adheres to its FERPA-based policy for release of student records which is published in the college catalog, application for admission, schedule of classes, and on the college's website [369, 444 pg. 98]. Reedley College's Admissions and Records Office and the North Centers make provisions for the permanency and security of student records (admission applications and transcripts). Hardcopy admission applications dating back to three years are housed in the Admissions and Records Office on the Reedley College campus. Online application student information is restricted to specific users and is password protected. All student information is input into the Datatel student record system, and Datatel access is also restricted to specific users and is password protected to ensure privacy. User access is restricted to those Datatel elements which the user requires in performance of his/her job. Student workers in the Admissions and Records Office and other areas on campus where student information is kept are required to sign the Student Worker Confidentiality Agreement prior to being granted access to secure areas, documents, or Datatel [459]. Students have the option of denying the release of directory information. A privacy statement appears on every computer screen in the software program.

Reedley College and its centers utilize the Hershey STARRS system. This system has allowed Reedley College's Admissions and Records Office to scan and digitize all student records. All new records received in a digital format or received on paper are then digitized within a week. All paper records are destroyed by shredding. Access to Hershey system data is restricted by password with users only having access to that data required for their jobs [496]. In case of a disaster, recovery of student records is possible. All computer-based data regarding student records is backed up by Information Systems at the District Office. All student information gathered prior to 1985 is maintained on microfiche and housed in the Admissions and Records Office at Reedley College.

All other offices within student services including California Work Opportunity and Responsibility to Kids (CalWORKs), Counseling, Disabled Students Programs and Services (DSP&S), Financial Aid, and Health and Psychological Services/Personal Counseling Services maintain departmental records in a similarly secure manner. The DSP&S office, in addition to complying with FERPA requirements, fully complies with

applicable provisions of the American Disabilities Act with regard to records [355]. Health Services complies with all provisions of Health Insurance Portability and Accountability Act (HIPPA) [375, 376]. The Financial Aid Office is in the process of digitizing all student records using the Hershey system [496]. All Student Services records are kept in a secure, locked cabinet and/or office and are not released without a student's signed approval, based on FERPA regulations. All staff computers on campus are password protected to further ensure privacy. Some Student Services records have been digitized, including student transcripts from high school and/or other colleges; however, other student service areas are moving toward digitizing their student records.

In order to maintain confidentiality of financial aid records and to comply with the guidelines in Title 5 of the California Education Code on the retention and destruction of records, the Reedley College Financial Aid Office contracts with Shred-It, a document destruction company, to destroy unnecessary financial aid documents. There are two large, secured collection bins in the Financial Aid Office. Any unnecessary documents containing social security numbers, grade, tax return, or other personal, identifiable information is discarded in these bins. Every eight weeks, Shred-It staff collects the documents from the bins and destroys them on-site. A certificate of destruction is provided during each visit [436].

### **Self Evaluation**

Admissions and Records functions are centralized within State Center Community College District. Both the college and the centers adhere to established policies and procedures regarding the safeguarding of student records in accordance with California Title 5, the California Education Code, and the Family Educational Rights and Privacy Act (FERPA). Access to student records is limited to district personnel and the student unless a signed waiver is on file; online access is secured through encrypted passwords. District personnel are granted access to student records information on a need-to-know basis, requiring approval from specific administrators for any access to specific areas of the student database (Datatel). Access to disabled student records is strictly limited to Disabled Student Programs and Services staff only [355].

Continued expansion of the district's Datatel system allows for student records, such as grades and the application for admission, to be captured directly into the Datatel system with appropriate backup. In addition, the scanning of other records using the Hershey STARRS system also increases accuracy and provides a digital record, again with appropriate backup of information.

Confidentiality of student records is maintained by granting access to Datatel records only to those with a need to know, as directed by the district vice president of admissions and records. Student workers are not allowed access to student information unless the vice president determines it is necessary, and all student workers must sign a Student Worker Confidentiality Agreement [459].

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**4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

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**Descriptive Summary**

Reedley College evaluates student support services to assure that student needs are being met. The program review process is conducted every six years by each department within the Student Services division. This intra-department self study involves extensive dialogue assessing and evaluating how well services are being provided to students. Program review uses both quantitative and qualitative data to assess the effectiveness of programs and services and uses the evaluation as a basis for improvement. Faculty and student surveys are utilized to determine awareness and satisfaction levels of student support services provided. Survey data is gathered from the program review process and analyzed by the Office of Institutional Research. The report is reviewed by the Program Review Committee and the College Council which consists of representatives from all college constituent groups including administration, faculty, students, and classified staff. Program review recommendations are shared in annual program review reports, and updates are provided discussing progress on program recommendations and student learning outcomes. Program review reports from all campus departments are accessible to all on the [Blackboard course management system](#) under the Programs tab. The recommendations made as a consequence of this process are reviewed at specified intervals to ensure that appropriate action is occurring. Results are used to maintain and/or improve programs and may be used to drive future budget allocations and planning. All programs within the Student Services division participate in the program review process [75 pg. 17-21]. Additionally, categorical programs such as Disabled Students Programs and Services (DSP&S), Extended Opportunity Programs and Services/ Cooperative Agencies Resources for Education (EOPS/CARE), California Work Opportunity and Responsibility to Kids (CalWORKs), and matriculation, also follow state-mandated program evaluation processes.

Within the program review process, all student support services departments have participated in the development of measurable student learning outcomes (SLOs). All programs have developed program learning outcomes (PLOs), and many have mapped SLOs and PLOs to general education learning outcomes (GELOs). Results of SLO assessments are being analyzed to determine if program efforts contribute to student success and/or if student learning outcomes are achieved. Through discussion and feedback at the department level, results may lead to decisions on how to strengthen services and/or allocate resources. Data is collected from student surveys to help Student Services make the necessary improvements to enhance student development and success.

Also during each program review cycle, another element of evaluation for each student support program is to determine how the activities of that program support the Strategic Plan, Reedley College mission and goals [75 pg. 19], and the Educational Master Plan. The Educational Master Plans plays a critical role in developing a framework from which the college makes decisions in planning and improving facilities and services to students through Resource Action Plan Proposals (RAPPs) [252]. Strategic Plan objectives include supporting students' personal growth and lifelong education, developing and initiating strategies that focus on the areas of student recruitment, enrollment, retention/completion, and creating an environment that supports an awareness and understanding of diversity for all students who can benefit from the college and its centers' programs and services. End-of-year update reports are completed for both Reedley College and its centers to address the Strategic Plan goals and objectives [48, 169, 397].

Evaluation of student support services also takes place through shared governance and dialogue. Through Reedley College's shared governance organizational structure, evaluation and planning take place at all levels as various constituent groups work with student services programs. The college president, vice-chancellor, vice-presidents of student services and instruction, deans and student services managers, along with faculty, staff, and student representatives serve on the various campus committees that address how the college is serving students in meeting their educational goals. Reedley College administrators are committed to collaborative efforts between student support services and instructional services to integrate programs that link the classroom with services to improve institutional effectiveness. Dialogue also occurs through a variety of committees where the primary focus is on student success. Some of these committees include Academic Standards, Distance Education, Facilities, Enrollment Management [359], Program Review, Strategic Planning, Technology, and the Student Success Committee [461]. These committees are described in the Reedley College Participatory Governance Handbook that covers organizational structure, the governance flow chart, and the operating agreements of all campus committees [211].

One example of collegewide collaboration is the College Council (Reedley College) and the College Center Council (North Centers). These groups are charged with responsibilities that include formulating plans and reviewing practices and/or procedures on how to maintain and/or improve services for students. The various constituent groups on these committees participate in dialogue and may provide input in the decision-making processes involving student services programs. This includes reviewing the program review reports for the various student services areas to assure that programs are evaluating their services to ensure students' needs are being met. Other areas of discussion include dialogue on budgetary issues that involve maintaining specific levels of services for instructional and/or student services areas [263, 269, 270, 553]. Similar discussions occur at the Executive Cabinet (Reedley College) and the Vice Chancellors Cabinet (North Centers).

Another example of continuous dialogue that focuses on goals and objectives related to maintaining the highest levels of quality in student support services is the Reedley College Student Services Managers Committee (SSMC) that meets approximately twice a semester under the leadership of the vice-president of student services. It involves managers from Admissions and Records, Financial Aid, Extended Opportunity Program and Services and lead representatives from the Tutorial Center, Student Activities, Health Services, and the Counseling Department to discuss issues and/or plans for services provided from each program [447]. Additionally, at the North Centers, deans meetings and division representative meetings are scheduled regularly throughout the semester [559, 560]. As these service areas work together to meet student needs, the committee members maintain continuous dialogue that allows the student support services areas to remain current on how each area is serving students. This ensures open lines of communication between the various support service areas to address any issues that may affect how well students are served. These meetings allow for collaborative efforts in planning and/or problem solving that is in the best interest of students. Discussion can cover issues that include service hours, student registration, financial aid disbursements, counseling services, retention efforts, and outreach.

Collegewide discussions occur throughout the various campus committees such as the Distance Education Committee, Technology Advisory Committee, Datatel Users Group Committee (DUG), and the district Technology Coordinating Committee. The committee memberships have representatives from all levels of administration and faculty [211 pg. 19-71]. These particular committees focus on how to maintain and improve the quality and effectiveness of technology-based programs and services, many of which are used by student support services staff and students [348, 463, 483, 499]. Given the constantly evolving and rapidly-changing nature of technology, upgrades and improvements are continuously implemented. There are a host of other committees that participate in collegewide discussions on how to improve student services.

The Student Services division is presently involved in an integrated planning process that is focused on encouraging discussion about college and student services goals. There have been several assemblies attended by student services staff where division accomplishments and goals were reviewed. A division “mantra” was developed dedicated to providing exceptional service to students and the community [262]. The discussions and review of division accomplishments were linked to the division and college goals. There is an integrated planning curriculum that includes a “light switch campaign” (college mission, core values, goals are posted on wall beneath light switch) and weekly quizzes for all division staff to promote dialogue about budget allocation and campus-wide planning [85, 86, 190, 192, 260, 261].

### **Self Evaluation**

Reedley College and its centers continuously evaluate their student support services to ensure program quality. All student support programs participate in the program review process every six years and include an annual review of program recommendations. All

student support services areas have developed student learning outcomes (SLOs) and all are beginning to assess or continuing to assess their SLOs for use in program improvement [442]. During the next program review cycle, student support services programs will continue to develop/evaluate program learning outcomes (PLOs) and ensure they are appropriately mapped to general education learning outcomes (GELOs). Programs will also be providing detailed evidence that mechanisms are in place to ensure that SLOs are incorporated into the evaluation and improvement process of student support services. Each program has a program review summary sheet from their previous review that is approved by the Strategic Planning Committee [330, 342, 353, 360, 367]. Program review reports and summaries from all campus departments are accessible to all on the [Blackboard course management system](#) under the Programs tab. To ensure that dialogue and success of the student learning and assessment process, an SLO Coordinator was hired in fall 2008. The position is combined with the existing program review chair position. The coordinator is charged with promoting the assessment process in bringing the college up to “proficiency” level by 2012.

Program review recommendations are used in the planning processes that tie into the Strategic Plan and Educational Master Plan. The results are used as a basis for making improvements to student support programs and services through Resource Action Plan Proposals (RAPPs) [252]. As examples, analyzing the results and recommendations from the previous program review cycle led to the following improvements in the following student services areas:

The Admissions and Records Office (A&R) renovated several offices and created a “web room” equipped with ten computers to provide access for students needing assistance in completing admission processes. Students can complete an online application when applying to Reedley College and can apply online for financial aid. Students can utilize WebAdvisor to complete other college related tasks such as registering for courses, accessing grades, printing unofficial transcripts, conducting degree audits, and checking financial aid status. Given the increased number of students requesting services at the A&R counter, the web room alleviates the pressures on staff which previously addressed student requests on a one-on-one basis. This has led to a quick and efficient registration process along with reducing long lines at the A&R office. The A&R Office also participated in the launching of district-issued student email accounts as listed in its program review recommendations [353].

The Counseling Center developed an online probation workshop to effectively serve a large number of students who are on academic probation. In this workshop, students must be able to define the types and levels of probation, understand the consequences, and identify the steps needed to improve their academic statuses. Students on level 1 probation must pass a quiz to clear a probation hold. The online probation workshop provides valuable information and intervention(s) that assist students in understanding what they need to do to succeed in the classroom. The workshop streamlines the manner in which counselors meet with students by reducing the number of students who see a

counselor in a face-to-face format. A recommendation was also made for additional counseling staff to be hired to address raising enrollments. In fall 2008, an additional tenure-track counselor was hired at Reedley College to address this need [441].

The Counseling Center conducted a comprehensive exploration and analysis of external research regarding the importance of career decision making as a link to student success. The program review recommendations emphasized the importance of developing a career center with appropriate space to house career resources [342]. A Title V Hispanic Serving Institutions grant proposal was developed and approved for 5 years beginning in 2010. The Career Center is scheduled to open in fall 2011. This included hiring an additional counselor to work on implementation of grant objectives [113].

Along with implementing improvements based on results of program review studies, Reedley College is committed to dialogue as a means of evaluating programs on campus including Student Services. The Student Services Managers Committee (SSMC) is involved in continuous collegewide collaboration at the administrative, faculty, and staff levels that facilitate discussion on issues relative to student access, progress, learning, and success. At Reedley College, the vice president of student services holds individual meetings with managers or lead employees every two weeks. The Student Services Managers Committee (SSMC) meets twice a month and allows student services managers and personnel to learn how well services are functioning [446, 451, 452]. Through discussions at the SSMC, along with input from the integrated planning assemblies, a new Veterans Resource Center was created in fall 2010 [190, 450]. The center provides support services to assist military veterans in achieving their educational goals. These services include academic and personal counseling, development of veteran Student Educational Plans (SEPs), and providing appropriate veteran chapter application forms. At the North Centers, the vice president of instruction and student services holds deans meetings with both the dean of students and deans of instruction every week. These meetings provide the opportunity to solve problems cooperatively and plan for future developments through mutual collaboration.

Lastly, in response to an identified need to measure student self-reported gain in knowledge and skills, as well as positive behavioral changes brought about by the college experience, the Academic Senate has developed a survey targeting graduating students. This survey was piloted for the first time to Associated Student Body students in spring 2011. In addition to capturing useful information regarding academic improvement, this survey will also capture information on student satisfaction with various student support services as well as data regarding how often the students utilized these services [657]. This data will be used to help evaluate how student services activities correlates to student success.

The spring 2010 Employee Survey reflects faculty and staff satisfaction with the effectiveness of Reedley College Student Services as shown in Table 34:

Table 34: 2010 Employee Survey – Student Services Satisfaction

	<b>Agree or Strongly Agree</b>
<b>atisfied with the efforts by the Student Services division to address the needs of our basic skills students</b>	<b>82%</b>
<b>he academic counseling services provided at this college are helpful to the overall success of our students</b>	<b>77%</b>

## **II.B Planning Agenda**

2.1 Update validation studies for English, ESL, and Math placement tests and research other available assessment instruments as possible alternates to improve testing and methods for placement of students (II.B.3.e).



## **II.C. Library and Learning Support Services**

**Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

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**1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

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### **Descriptive Summary**

The role of the Reedley College and North Centers libraries is to support the curriculum, research, and general information needs of students, faculty, staff, and community members by providing physical and remote access to quality print, multimedia, and electronic resources, services, and instruction. In keeping with the college mission to “offer an accessible, student-centered educational environment featuring high-quality learning opportunities,” the library seeks to provide an open learning environment that encourages student success and prepares “students for life-long learning within a diverse local and global community.” This includes providing library instruction, print and digital materials, reference services, and faculty collaboration.

The Reedley College and North Centers libraries provide a collection of online and print library resources available to students regardless of location. Collections are comprised of informational, biography, fiction, reference materials, picture books, and Spanish language materials to support and supplement instruction. Reedley's print and media holdings include more than 41,280 items and 25,412 e-books. The North Centers print and media holdings include 9,431 items at Willow International and 6,216 items at Madera. Students at all locations have access to Reedley's e-book collection both on campus and remotely. In addition to the Reedley and North Centers resources, students

have access to the circulating print collection at Fresno City College which includes 81,887 items through inter-district loan [93].

The library subscribes to 18 subscription databases including general periodical, reference, and subject-specific resources which are available to all Reedley and North Centers students. These online resources are especially essential to Oakhurst students who do not have an on-site library [99]. Databases and e-books support the information needs of both on-campus and distance education students as they are available at all hours of the day, from any location, with easy access through EZproxy authentication.

In addition to library services, students at Reedley College have access to additional learning support services through Tutorial, Math, and Writing Centers. Each of these learning services is available to provide students with curricular support.

The Reedley College Tutorial Program provides tutoring to any student who needs and wants to improve his or her class performance. The goal of the tutorial program is to help students improve subject understanding, study skills, and test preparation combined to make them strong, independent learners. Free tutoring services are available for most classes. Students need only come to the Tutorial Center to apply for help. Most tutoring is scheduled by appointment. Tutoring is also available on a drop-in basis for selected courses, including mathematics and English. The Tutorial Center also maintains an extensive collection of reference materials on study skills. Topics included in these guides include lecture note taking, test-taking skills, textbook study, memorization, and time management.

An instructor's recommendation is generally required for those applying to be tutors. Applicants are interviewed by the program coordinator, who then selects the tutors from those applicants who are the best qualified. All new tutors receive a basic orientation and are required to enroll in ENGL 72, Writing Center Theory and Practice; second semester tutors are required to enroll in ENGL 72, Advanced Writing Center Theory. Tutors include Reedley College students, upper division and graduate students, as well as adjunct faculty [107]. Tutors may enroll in Counseling 1 or 2, Tutorial Seminar, if they are interested in taking a formal training class. Additionally, tutors may participate in various in-service training activities that are offered throughout the semester. The Writing Center provides students with tutorial help for writing assignments. Free walk-in and online assistance is available to students with the aim of making students more confident and skilled writers. In addition, the Writing Centers offer English 272, small group, peer tutoring course designed to help students with writing assignments from any class and ongoing workshops for students. The Writing Center also offers an extensive library of reference and reading material; topics include MLA and APA documentation, prewriting, revising, grammar, and literature [111].

A new Math Center at Reedley College has been developed through a Science, Technology, Engineering, and Math (STEM) grant. This center provides drop-in help and

a place for study groups to meet, with the advantage of a math teacher available to the student. Through the Study Center, students can enroll in Math 272, a half- or one-unit Math Assistance course with the aim of helping student achievement in math classes. Math tutoring is available at Madera and Willow International Centers for drop-ins and small groups.

Open computer labs are available on each campus for student use and are equipped with software needed for classes and for general computer applications. Applications include word processing, spreadsheets, presentation software, class-specific programs, and Internet access. The Madera Center campus offers two open computer labs, one adjacent to the library with 42 workstations and another housed in a separate building with 32 computer workstations. At Willow International Center, the open computer lab provides 60 computer workstations while the library offers an additional 22. The Reedley computer lab has 80 stations. In addition, there are 17 computers including 2 Disabled Students Programs and Services (DSP&S) stations in the Writing Center. Wireless access is also available to students at each campus.

### **Self Evaluation**

The ACT College Outcomes Survey conducted in spring 2010 revealed that 64 percent of students were satisfied or very satisfied with library and learning resource services [71 section II-D]. The student satisfaction levels were even across the campuses: Reedley, Willow International, Madera, and Oakhurst [98]. In the same survey, students rated “developmental, remedial, tutorial services, including writing/math labs” as one of their top five in satisfaction ratings with given aspects of the college [71 section II-D].

A survey was also given to faculty and staff in spring 2010 to measure employee satisfaction levels with various aspects of the college. In this Employee Survey, 90 percent of respondents agreed or strongly agreed that information regarding available services on campus including tutoring, computer labs, and library services was widely available to students [81 pg. 16]. When asked if the library’s books, periodicals, media, electronic databases, and other resources were adequate to meet the needs of students and instructors, 79 percent agreed or strongly agreed [81 pg. 17]. The libraries at each location continuously work to develop print and online collections that support faculty and student needs within a limited budget. The libraries have sought and obtained mini-grants, lottery packages, and external grants to supplement annual budget allocations. The Willow International Library budget was augmented with \$100,000 in lottery funds in spring 2010 to develop its new library. Reedley College works with the Basic Skills Committee and Basic Skills faculty to purchase relevant materials for the library.

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**a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

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### **Descriptive Summary**

Librarians at Reedley College rely on their expertise as well as that of discipline faculty to select materials that support student learning and achievement. To this end, a librarian sits on the curriculum committee to identify any new or revised curricular areas for collection development. In addition, librarians at all locations actively seek collection development input from all areas of the college [180]. Orientations are provided to new instructors and they are encouraged to provide recommendations to the library [179]. Book/Media recommendation requests are available in the library and are frequently e-mailed out to faculty, staff, and administrators [180]. The library also works closely with vocational programs on certifications and accreditation. The North Centers librarian worked in collaboration with the faculty in the Nursing Department in their application for accreditation and purchased resources in consultation with the program [95]. The Willow International Library collection has been expanding in anticipation of its college accreditation as Clovis Community College. The North Centers librarian and library staff work effectively with the Library Liaison Committee to develop a comprehensive and relevant library collection [106].

Librarians and library staff conduct ongoing formal and informal assessments of their collections in order to effectively meet student learning needs. The Integrated Library System (ILS) from Innovative's Millennium system provides data relevant to assessing the quantity, currency, depth, and comprehensiveness of their collections. Librarians conduct an in-depth evaluation every six years through the program review process. Each year, the librarians and library staff from Reedley College meet during flex day to identify collection and service issues and identify ways to facilitate resource sharing. Informal assessment of collection maintenance is done throughout the year through shelf reading, comparative core lists, usage reports, and both inter-district and inter-library loan requests. Purchases are based on student, faculty, and curricular needs as articulated in the Reedley College collection development policy, which serves as the foundation that guides the selection of resources along with the information derived from formal and informal assessment methods [97]. The quality of resources is determined by the usefulness in supporting students, faculty, curriculum, and lifelong learning skills. For assessment, formal and informal feedback is provided by faculty, staff, and students in addition to reviewing circulation statistics of library collections.

To provide opportunities for "life-long learning within a diverse local and global community," the library, in collaboration with the English faculty on the Madera and Willow International Center campuses, have sponsored celebratory readings throughout the year for three consecutive years. These readings have included Hispanic Heritage, Banned Books Week, Black History Month, St. Patrick's Day, Women's History Month, and Poetry Month. Faculty, staff, and students eagerly sign up to read during a designated time slot and the events have been attended by entire classes, some of which received extra credit for attending, and interested individuals. Events are promoted throughout the campus with fliers, email announcements and the campus student events calendar. Their purpose is to promote reading, introduce significant literature, foster

cultural awareness, and highlight relevant issues. Additionally, displays of library print and media materials are continuously displayed in each library; these address events, cultures, and topics of interest to students. Some of these displays included global customs and cultures, Vampire literature as a tie-in to a special topics seminar at Willow International and the popularity of the Twilight series, and materials that coincided with featured readings in the library.

### **Self Evaluation**

The combined library and learning support resources of Reedley College are adequate to support student learning needs. Students at Reedley College and its centers receive curricular support from the libraries, Tutorial Centers, Writing Centers and Math Centers. Support services are available to both on-campus and online students.

Librarians work collaboratively with faculty to create a collection that supports the college's curriculum. In the 2010 Employee Survey, 90 percent of respondents agreed or strongly agreed with the statement that for library and other support services, the college relies on the faculty in the selection and maintenance of books and or/other library materials. However, of 279 respondents to this question, 67 responded "don't know," a slightly alarming number to library staff [81 pg. 16]. A breakdown of the responses revealed that 57 percent of those who stated they "don't know" were staff, and 40 percent were faculty [98]. Since examining these numbers, the library has made it a priority to increase faculty and staff awareness of library resources and services. Librarians have begun sending out e-mails and networking with faculty to promote library services and increase faculty involvement in library selections. The library has also presented information to faculty on Duty Day [181].

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### **b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

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#### **Descriptive Summary**

In its 2009 program review report, the library defined information competency skills as the ability to find, access, evaluate, and use appropriate information in an academic setting [94]. Currently, information competency skills are taught in several ways:

- Through student-initiated point of service reference transactions that allow the opportunity to instruct students in determining the information need, then locating and evaluating relevant resources and services. The librarian, and library services assistants when the librarian is not available, provide assistance and on-demand instruction to students with immediate informational and research needs including the clarification of their topic assignment, location of materials, construction of effective search strategies, instruction in the access of print and electronic resources, and assistance in citing sources. A faculty librarian is present at the service desk at each location, Madera and Willow

International an average of ten hours per week and not available for evening or weekend students. Librarians are available all open hours on the Reedley Campus.

- Through course-integrated classroom instruction by the librarian and in collaboration with faculty. The purpose of these instruction sessions is to provide instruction in bibliographic and research methods to students and faculty on campus, which encompasses essential information competency skills. The librarian works with faculty to design and deliver hands-on instruction with a focus on the content and assignments of the individual course. Students become familiar with, and in most instances have hands-on experience with, the library's resources. The librarian introduces the breadth and scope of library resources available to all students, and instructs them in basic search techniques and the evaluation of information sources [102].

- Tutorials, handouts and workshops provided by the Library and Tutorial/Writing Centers. A variety of instructional guides are created by district libraries and the writing center which are available to students in print and online formats. These guides address such topics as: how to identify and develop a research topic, definitions of scholarly journal, peer-reviewed, and general interest magazines, tips on avoiding plagiarism, criteria to apply in evaluating websites, and guides to the most commonly used citation styles [96, 105]. The Writing and Tutorial Centers provide one-on-one instruction on information competency upon request by students or instructors. Tutorial and writing services assist students in fostering information competency skills through one-on-one and small group bibliography and in-text citation assistance and basic search strategies using the databases [99]. In the future, the Reedley College Writing Center will be working in conjunction with the library to develop a self-study module which students can use to develop information competency skills [109].

In addition to the instructional offerings from the library and learning resources centers, the college has identified information competency as one of its general education learning outcomes (GELO). Students who pursue an associate degree at Reedley College are required to demonstrate minimum competencies in oral communication, written communication, reading, math, physical/mental health awareness, critical thinking skills, knowledge of government principles, and computer concepts. The *Information competency* GELO states that "students will be able to synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion." A general education (GE) core curriculum map has been created that outlines the most popular GE courses at Reedley College and how these outcomes are presented and achieved by the students [68].

### **Self Evaluation**

Students at all locations of Reedley College have access to basic information competency instruction both formally and informally. In the 2010 Employee survey, 82 percent of respondents stated that they agree or strongly agree the college provides ongoing training for users of library and other learning support services to develop information competency. Similar to survey questions discussed in Section IIC 1a, there were

numerous “don’t know” responses, 56 of 278 respondents [81 pg. 16]. Making faculty and staff more aware of available information competency instruction will be a future goal for libraries and learning support services.

Informally, librarians and library staff provide information competency instruction in reference transactions with students. In this manner, formulating basic search strategies, identifying and modifying manageable topics, using citation formats, finding appropriate resources, and evaluating websites are addressed. In FY 2010, the Reedley College library answered 2,093 reference questions, Willow International 1,056, and Madera 1,573 [93].

Course-integrated classroom instruction is a formal venue for providing information competency instruction. Reedley College libraries have access to computer labs which provide an effective, hands-on instruction environment. Bibliographic instruction (BI) is on topics such as basic use of the library and research for a subject or specific assignment. Librarians collaborate with faculty to design the BI session. Instruction primarily focuses on introducing the online library catalog, subscription databases, selected websites, and citation assistance sources. Basic search strategies for locating and retrieving information sources and the evaluation of information sources are also discussed. In FY 2010, the Reedley College libraries presented 75 BI sessions, Willow International 74, Madera 13, and Oakhurst 4 [93].

The 2009 library program review report identified several additional methods to employ in information competency instruction. Librarians will be introducing curriculum for Library Skills 1, Information Competency/Research Skills. This course is an introduction to research skills for college students covering basic concepts of information, its organization, location, evaluation, and use. Students will learn how to use print resources, electronic information retrieval systems, the internet as a reference tool, and style manuals. This course will be offered both on campus and online starting in 2011 [104]. Through the program review process, college librarians identified a need for additional staff to create curriculum, tutorials, and workshops on information competency skills. The Reedley College library worked closely with the college grant coordinator to incorporate a part-time instructional librarian into the proposal for a Title V grant. As part of the grant, a part-time librarian was hired at 21 hours a week. This librarian is creating and implementing an information competency program for the Reedley College Library. This will: create and promote on-campus and online workshops and tutorials, revise bibliographic instruction presentations, coordinate and collaborate with instructional faculty, and assess program student learning outcomes. All materials and workshops created by the librarian are shared with center locations [113].

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**c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

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**Descriptive Summary**

The Reedley College library is open Monday-Thursday 7:30 a.m.-8:00 p.m., Fridays from 7:30 a.m.-3:00 p.m. The Madera Center and Willow International Center libraries are open Monday-Thursday 8:00 a.m.-8:00 p.m., Friday 8:00 a.m.-3:00 p.m. At Reedley, librarians are available during all open hours to provide reference and instructional services to students and faculty. At the North Centers, a librarian divides her time between the Willow and Madera libraries with occasional requests to provide library instruction sessions to Oakhurst classes each semester.

Reedley College libraries are committed to providing relevant academic resources to students on and off campus. The Reedley College Library is responsible for a significant portion of the subscription costs for online databases with some fiscal support provided by the North Centers. Reedley College and North Center students have around the clock access to the library's databases through EZproxy remote access. Databases include general, subject specific, and e-books.

Students can access the library's online catalog 24 hours a day, 7 days a week through the library web site <http://library.sccd.edu>. Online students can check their account, view fines, and renew and request books from other district libraries. The online catalog contains records for all materials from the four district libraries of Reedley College, Fresno City College, Willow International Center, and Madera Center. Records for the over 25,000 e-books available to students through NetLibrary are also searchable through the online catalog.

The Reedley College and North Centers libraries maintain small but adequate staffs. Reedley has 2.5 FTE faculty librarians and 4.5 FTE library support staff. Madera and Willow each have 1.0 FTE library support staff and 5 evening instructional aides. One full-time librarian is responsible for both the Willow International and Madera center libraries. The Writing Center is open Monday-Thursday 8:00 a.m.-2:00 p.m. in Reedley. The Tutorial Center at Madera is open approximately 46 hours a week: Monday-Thursday 8:00 a.m.-6:00 p.m., Friday 8:00 a.m.-2:00 p.m., while Willow International's is open for 20 hours a week: Mondays and Wednesdays 9:00 a.m.-2:00p.m., and Tuesdays and Thursdays 10:00 a.m.-3:00 p.m. Math and English tutors are always available during regular hours of operation. Tutors in physics, Spanish, history, political science, sociology, and chemistry are available on a more limited basis. Reedley College offers online tutoring via email and is developing an online writing center (OWL) that contains podcasts and informative handouts. The site was formalized and made available



in fall 2010 and was prompted in spring 2011. The OWL and online tutoring is available to all sites.

The Math Study Center at Reedley is open Monday-Thursday 8:30 a.m.-3:00 p.m., Friday 8:30 a.m.-noon, and Wednesday evenings 4:00 p.m.-6:00 p.m. During these times, the Math Center provides help with homework for all levels of math courses, help with online math assignments, review for tests in math courses, and workshops on specific topics in arithmetic and algebra. In addition, students have access to tutorial help through the Tutorial Center open Monday through Thursday 8:00 a.m.-5:00 p.m., Friday 8:00 a.m.-4:00 p.m. Online tutorial service is available to students through the Tutorial Center at Reedley College's sister institution, Fresno City College.

### **Self Evaluation**

Students have access to a variety of quality academic resources and learning support services on and off campus, including through online, self-directed study guides and online tutoring. The library is committed to providing access to library resources for students regardless of their location. This commitment is evidenced by the college's financial investment in subscription databases with remote accessibility, e-books, and physical library resources including books, DVDs, and audio materials. Although the materials budgets at each library have been modest, the librarians have worked hard to maintain a collection with depth and breadth. This collection is available to all students in the district through inter-district library loan. The college remains committed to maintaining the funding of online resources for the college and its centers, despite the loss of Telecommunications and Technology Infrastructure Program (TTIP) funds from the state.

The college is developing library instructional and reference services available to students remotely and in distance education courses. Online instructional opportunities are one of the focuses of the Title V instructional librarian. Staffing at the Reedley College libraries was analyzed during the 2009 program review process, and staff recommendations were identified and prioritized in the report. It is hoped that with the addition of a new part-time Reedley College instructional librarian provided by the Title V grant, information competency tutorials will be created for students to access from the library's website. With the addition of part-time and full-time librarians, asynchronous and synchronous reference service can be expanded and a prominent library presence can be developed in distance education courses.

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### **d. The institution provides effective maintenance and security for its library and other learning support services.**

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#### **Descriptive Summary**

The Reedley College libraries rely on maintenance and the Building Services department for cleaning and general maintenance. The college's Computer Services department is responsible for maintaining, replacing, and updating library equipment. The library has

independent contracts for the maintenance and repair of other library equipment including photocopiers, print management systems, and the 3M materials security systems. The Reedley College library uses 3M security gates at each public access door including doors in the Computer Lab and Tutorial Center. The Willow International and Madera Libraries employ a Radio Frequency Identification (RFID) security system for their materials. The library buildings at each site have a security alarm system and are monitored by the campus Police Department.

The district libraries installed Innovative's Millennium Integrated Library System in fall 2009. This up-to-date system provides location and availability information for all print, media, and e-book materials in all four libraries. Its cataloging and statistics functions are useful for efficient processing of materials as well as ongoing monitoring of the age, subject ratio/balance, and use of collections.

Campus police provide security for the library and other learning support services. In addition, the Willow International Tutorial Center has cameras in each of its tutoring rooms. The cameras allow the center coordinator to supervise all tutoring taking place at all times through a web-based system.

### **Self Evaluation**

The 3M and RFID security systems installed at each library provide adequate protection of library resources. At each location, local maintenance personnel and computer services technicians provide service for all library and learning resources needs. The on-campus police services provide quick and effective response to security issues.

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**e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

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### **Descriptive Summary**

The Reedley College and North Centers libraries do not outsource any library services. All technical and public services are conducted in house.

Contracts do exist with the California Community College League to purchase electronic databases and e-books. The Council of Chief Librarians California Community College Electric Access and resources Committee (CCL-EAR) evaluates and negotiates pricing for quality-contracted resources. The Reedley College library subscribes to Online Computer Library Center (OCLC) cataloging services. Reedley College offers inter-

library loan services which allow library users to request materials from other libraries in the United States.

The library and learning support services are required to complete the program review process every six years to evaluate their holdings and/or services. This review assesses use, access, types of materials, types and levels of service, and identifies student learning outcomes for each learning support service. The review process is conducted by faculty and staff with student input through surveys when applicable [94].

### **Self Evaluation**

All services are provided in house and are evaluated systematically through the program review process. The CCL-EAR program provides evaluations on databases. The library uses these evaluations in planning for future purchases of online databases. The CCL-EAR committee is staffed by California Community College Librarians and the minutes and evaluations are available [online](#).

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**2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

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### **Descriptive Summary**

The library and other learning support services undertake ongoing evaluation processes in order to assure that student learning needs are being adequately met and that all services, programs, and resources are relevant and timely. One example is from the 2009 library program review. In this report, the library identified a need to increase resources and services for basic skills students as one of its recommendations. Due to this recommendation, the librarians worked with the grant writer to incorporate a library component into the new Title V grant. The library was given funds to expand library resources for basic skills students and maintain funding for basics skills databases. The part-time bibliographic librarian also funded by the grant is required to work with at least 60 percent of the basic skills faculty by the end of the grant [94].

Through the program review process and Flex Day activities, librarians from Reedley College and North Centers have identified library student learning outcomes. The librarians worked with the Office of Institutional Research to develop a tool for outcome assessment. Librarians will also use internal and external library statistics to determine the achievement of library student learning outcomes.

In fall 2009, the library completed its second cycle of program review. The report provides information that fosters the continual improvement of library services,

resources, equipment, and facilities. At this time, program learning outcomes (PLOs) and student learning outcomes (SLOs) have been developed for the library. In spring 2011, SLOs will be assessed using a survey with library instruction. The assessment of these outcomes includes a pre and post test combined with a survey that asks demographic and satisfaction questions [177, 178]. The results of this test/survey will be assessed in summer 2011 and used to create and update library tutorials by assisting librarians and library staff to improve library resources and services while contributing to successful student learning opportunities. The timeline for library SLO evaluation is detailed in the 2010 Library Outcomes Report [100, 103].

Usage data is collected throughout the year and includes circulation statistics, new materials acquisitions, number of reference transactions, and number of library instruction sessions, reserve book use, and computer use. The results help shape collection development practices and the modes of service provided. Institution surveys of faculty and staff are also used for improvement. As stated previously in this section, the 2010 Employee Survey identified the fact that many faculty and staff were not aware of library resources and services. The library has made it a focus for improvement. The library plans to create a library faculty and staff satisfaction survey.

In 2008, the Writing Center completed its program review. SLOs were reported, and the Writing Center continues to conduct ongoing assessments [108, 111, 112].

The Tutorial Centers are assessed under the Writing Center and Tutorial Services program reviews. This process ensures that students are provided with the appropriate guidance for their courses. Students who utilize the Tutorial Center are enrolled in 0-unit (Interdisciplinary Studies 301 or 300) or 0.5-unit (English 272) courses, and the SLOs of those courses assess students' progress and satisfaction with tutorial services. Assessment of SLOs takes place each semester of group tutoring, one-on-one tutoring, and of the tutors' practices. SLOs for Tutorial Center courses (INTDS 301, ENGL 272, and ENGL 72A) are aligned with PLOs and general education learning outcomes (GELOs) established by Reedley College [108].

Usage data is collected throughout the year and includes the number of students served, the courses in which they are enrolled, the courses in which instructional presentations are given, and the topics addressed with students. In addition, qualitative data is collected for students in small group tutoring. The results from data collection are used to shape hours of operation, services offered, and tutor training [93].

A North Centers Tutorial Center Advisory Committee has been established to provide a forum for discussion of Tutorial Center services. By having representatives from English, math, counseling, and administration, this advisory committee ensures that the interests of those faculty and students most concerned with tutorial services are considered.

**Self Evaluation**

Reedley College meets this standard. Each learning service affiliated with library services undergoes a program review that requires an in-depth evaluation every six years. The most recent library program review was a collaborative project completed by Reedley in 2009. In the review, each location identified short- and long-term goals and recommendations for program improvement. Program learning outcomes [PLOs] were developed in this process. The PLOs link with the institutional critical thinking and information competency general education learning outcome (GELO) which requires students to synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

All library and learning support services are required to complete ongoing assessment of learning outcomes. All programs are required to provide annual reports of SLO assessment processes which are collected by the SLO coordinator [100]. The library has identified several SLOs that address issues of access and students' ability to distinguish and use credible, academically-oriented print and online resources to use in scholarly research. Librarians worked with the institutional researcher to develop a pre/post test for information competency skills in conjunction with evaluating library program SLOs. The library and each learning support service have SLOs, methods of assessment, and a plan for assessment through the college SLO process.

## Standard II: Student Learning Programs and Services Evidence

The documents listed below serve as evidence for Standard II. A complete list of all documents in numerical order is listed in the Appendix.

- 8: 2006-2009 Faculty Agreement FT
- 10: 2006-2009 Faculty Agreement PT
- 20: Characteristic of Institutional Effectiveness in Student Learning Outcomes
- 21: Departmental Assessment Report for Instruction
- 22: Program Assessment Report for Instruction
- 23: Program Assessment Report for Non-instruction
- 26: Course Assessment Timeline
- 32: Spring 2010 Duty Day
- 38: Course Program Assessment Timeline
- 40: Non-instructional Program grid
- 41: Program grid
- 42: Reedley College Program Learning Outcomes 9 1 10
- 45: Still Lovin those Outcomes fall 10 duty day
- 46: Student Services Assessment
- 48: Annual Departmental Assessment Analysis Report for Instruction
- 50: Cycle 2 Program Review Handbook
- 52: Hybrid Program Review Cycle Three
- 55: Program Review Modified Format Instructional
- 56: Program Review Modified Format Non-Instructional
- 59: RC ILOs
- 61: Reedley Catalogue 2010-2012
- 64: SLO Assessment Summit Division A
- 65: Committee list - Gov.HB Composition.2011
- 66: RC Curriculum Handbook revised September 2007
- 68: GE core curriculum grid
- 69: Faculty Classroom Observation Form
- 70: SLO-PLO-GELO Mapping Grid Template
- 71: ACT College Outcomes Survey RC All Results
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- 81: Accreditation Survey Results Employee
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- 86: Integrated Planning Assembly
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- 93: FY2010 Library Statistics
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- 105: RC Online Writing Center Using Research Tab as of 10-25-10
- 106: North Centers Library Liaison Committee Minutes December 4 2009
- 107: Writing Center Handbook
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- 113: Reedley Title V Grant
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290: Strategic Planning Committee Notes 9-22-10  
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325: Assessment Pilot Results Clovis High School  
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- 334: Clubs Fall 2010
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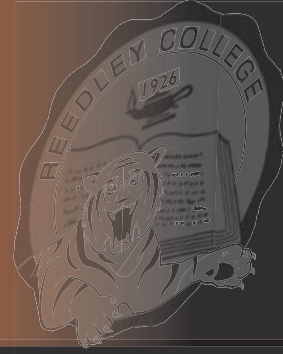
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- 444: Spring 2011 Schedule of Classes
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- 450: Student Services Managers and Coordinators Agenda 04.28.10
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- 452: Student Services Managers and Coordinators Agenda 10.27.10
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- 476: Veterans Service Program 2010
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- 478: Workability III Summer Bridge
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- 480: WebAdvisor en Espanol 11.8.10
- 481: WebAdvisor Overview Instructions
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- 485: ASSIST Instructions
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539: Veterans Resource Fair Flyer  
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559: Division Representatives Minutes 2.4.11  
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645: Curriculum Minutes 04.20.06

- 647: Strategic Planning Implementation Template 2008-2009
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- 653: Substantive Change Approval 3-11
- 656: Application for Admission
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- 658: Academic Senate Minutes 4.26.2010
- 659: Job Announcement Sample
- 660: Counselors Professional Goals and Action Plan
- 661: Student Counseling Survey
- 662: Paper Jam Sample
- 663: AR 5500 - Standards of Conduct
- 664: CMC Course Outline
- 665: Board Report April 2011
- 666: BP 5500 - Standards of Conduct
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- 668: Curriculum New Course Packet
- 669: Curriculum Stand Alone
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# Standard III - Resources



### **Standard III: Resources**

**The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.**

#### **III.A. Human Resources**

**The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

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**1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

**a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals, and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty members play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

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#### **Descriptive Summary**

The State Center Community District (SCCCD) hires three types of employees: faculty, classified, and management. There are board policies (BP), administrative regulations (AR), and Personnel Commission rules which describe the hiring of each of the three groups. In general, staffing decisions are made on the basis of recommendations resulting

from the program review process within the context of strategic planning and budget analysis.

The hiring of all full-time academic and academic management staff is coordinated by the SCCC Human Resources Office which is overseen by the associate vice chancellor of human Resources. The Personnel Commission Office oversees the classified and unclassified management recruitment process. The district clearly and publicly states criteria and minimum qualifications for job opportunities in announcements, which are widely distributed and posted on the internet, including the [district website](#). Classified-Confidential management job announcements are published in The Fresno Bee, the dominant newspaper in the central San Joaquin Valley. For administrators, recruitment ads are placed in the Chronicle of Higher Education as well as several other publications and recruitment websites. Full-time faculty job announcements are posted on a variety of websites and in some publications including, but not limited to, EdJoin, HigherEdJobs and InsideHigherEd. Faculty job announcements are also posted on a number of sites that are frequently read by people of diverse backgrounds such as <http://asian-jobs.com/> , <https://www.disabledperson.com/> , <http://blacksinhighered.com/> , <http://wihe.com/> , <http://hispanicsinhighered.com/> , and <http://www.tribalcollegejournal.org/> . All positions are posted on the California Community Colleges Registry's website. Finally, Reedley College and the district normally send representatives to the statewide California Community College Job Fairs twice a year. These job fairs are held only for the recruitment of academic and academic management positions.

In early fall, the district office determines the number of any new full-time faculty positions for Reedley College for the subsequent academic year, and these are added to any openings that are due to retirement. Through the 2010-2011 academic year, the process by which faculty positions were filled or created begins with the completion of the Faculty Staff Request form, including a description of and rationale for the position. The rationale has 12 categories including relationship to the SCCC and Reedley College Strategic Plans, program review recommendations, and enrollment trends [115]. In late fall, during scheduled meetings, the Reedley College department chairs discuss each of the requests and develop a prioritized list which is presented to the vice president of instruction [315, 316]. The vice president of instruction meets with the deans of instruction and the vice president of student services and, taking into consideration the department chairs' recommendations, develops a prioritized list. Both the list from the Office of Instruction and the list from the department chairs are then forwarded to the college president for consideration [589]. The president has the final decision on which faculty positions will be filled. This local process is presently under review, and a proposed revised procedure has been submitted to the Academic Senate on behalf of the department chairs for consideration. These positions are identified to the district office via the Academic Hiring Requisition form which is signed by the dean, vice president of instruction/student services, vice president of administrative services and the president [127]. Upon approval by the district associate vice chancellor of human resources, the recruitment process commences.



The procedure for hiring full-time faculty is detailed in a document entitled “Procedures for Recruitment and Employment of College Faculty” [590] and is also available on the [district website](#). This document specifically addresses the district’s philosophy of equal employment opportunity; position identification/approval; job descriptions; search procedures; applicant screening, selection and interview process; notification of applicants and candidates; and equivalencies. Job announcements for faculty positions include a detailed job description listing minimum qualifications, desirable qualifications, and essential functions of the position. The starting salary range, fringe benefits, application procedures, required documents, and filing deadline are also included in the [faculty job announcements](#) [614].

*The Minimum Qualifications for Faculty and Administrators in California Community Colleges* document governs the hiring of full-time and part-time faculty and administrators [137]. Verification of degrees and any corresponding experience is done at the district. If the applicant does not meet the minimum qualifications, a Petition for Equivalency form must be completed which allows applicants to list course and work experience which they believe entitles them to claim equivalent master of the discipline. The Academic Senate is responsible for reviewing the equivalency applications for full- and part-time faculty.

The hiring of adjunct faculty is a slightly different process, but follows the AR 7121, “Procedures for Recruitment and Employment of First-Time and Part-Time Faculty” [591]. This document specifically addresses the district’s philosophy of equal employment opportunity; position identification/approval; job descriptions; equivalencies; the selection process; notification of applicant; and location of assignments. All applicants complete the Application for Part-time Academic Employment and corresponding supporting materials necessary for employment [622]. The campus is responsible for collecting and verifying that applications are complete prior to sending to the district office. Generally, a pre-screened pool of applicants who have been interviewed by full-time faculty is developed so that as teaching opportunities arise, there is qualified adjunct faculty available to teach courses. The first time that an adjunct faculty member is assigned courses to teach, the completed application packet is sent to the district office.

Each announcement of an open faculty position is developed by the department and division dean. However, in recognition of the fact that special skills are needed in faculty who teach distance education (DE), most announcements will include DE expertise and experience as one of several desirable skills, and the typical list of interview questions will include at least one question focused on DE. As a smaller institution, Reedley College finds it most beneficial to hire generalists, those who are able to teach a variety of areas within the discipline and in a variety of settings, for faculty positions. No specific training or certification to teach DE is required of faculty; however, the Distance Education Committee has determined that applicants for either full- or part-time positions

should be vetted by a review of their training and/or past teaching experience. Those who are hired should be evaluated in the environment in which they teach. If hiring a new faculty member with DE expertise is highly desirable, then (whenever possible), a faculty member with experience in DE is chosen to sit on the hiring committee. Reedley College uses the same standards for defining and evaluating effective teaching in DE courses as are used in face-to-face courses. Instructors are observed in the virtual/on-line teaching environment (e.g., [Blackboard](#) course management system) by administrators as well as peers using the same, recently revised, evaluation form used to evaluate faculty in face-to-face courses [69, 625]. Students are also given the opportunity to provide their evaluations, and at the ends of semesters, statistical evidence is available regarding retention, successful completion, and GPA.

SCCCD is a merit system district. The hiring of classified professionals is coordinated by a classified personnel director who reports to the three-member SCCC Personnel Commission. “The Personnel Commission is composed of three individuals who must be registered voters, reside inside the State Center Community College District, and be ‘known adherents to the principle of the Merit System.’ One member of the commission shall be appointed by the Board of Trustees, another member shall be appointed by the recommendation of the exclusive representative which represents the largest number of the district’s classified employees, and the third member shall be appointed by the other two (2) members of the Commission” [592 pg. 11]. The Personnel Commission follows the Education Code guidelines for a merit district, and information about the commission can be found on the [district’s website](#). Duties for new and revised classification specifications must be approved by the Board of Trustees. The representative for the district Board of Trustees may make recommendations for other information contained in the classification specification. The Personnel Commission may recommend duties to the Board of Trustees, but is responsible for the remainder of the information in the classification specification. Classification specifications are maintained by the Office of Classified Personnel. This office also maintains the eligibility lists, the status of all classified positions, and the recruitment summary report.

The process by which classified, confidential, and classified management positions are created and filled begins with the completion of the Classified Staffing Justification/Request form which includes description of and rationale for the position. The rationale has seven categories including relationship to the SCCC and Reedley College Strategic Plans, program review recommendations and new program/service or growth [238, 314]. This form is signed by the area manager/dean, vice president of instruction/student services/administrative services and the president.

The procedures for the hiring of classified, confidential, and classified management employees are documented in the SCCC Personnel Commission rules [592 pg. 49]. The office of the classified personnel director receives application materials from candidates, verifies degrees, certificates, and minimum qualifications, conducts tests as required by specific job descriptions and screens and interviews candidates in order to establish an eligibility pool. In-house employees are given an opportunity to request lateral transfers

and are also granted interviews for promotional opportunities for which they are qualified [592 pg. 37]. The classified personnel director forwards candidates from the eligibility pool for interviews with the positions' supervisors and other interview panel members as determined by the program areas/departments. Experience and references are verified by the program area/department that interviews the candidates. The formal offer of employment is extended by the office of the classified personnel director. Employment must be approved by the Personnel Commission and by the Board of Trustees.

The hiring of academic administrative positions is coordinated by the Human Resources office with significant input from the college community in terms of minimum qualifications, selection criteria, duties, and responsibilities. The chancellor approves all requests to fill administrative vacancies. The application process is described on the [district web site](#).

### **Self Evaluation**

The district and the college comply with the stated hiring standards to select qualified personnel. The district hires qualified faculty, administrators, and staff who are selected according to Board Policies, Administrative Regulations, and the Personnel Commission rules, all of which comply with the Education Code and Title 5 hiring requirements.

SCCCD is one of five merit districts in the California community college system. Since the 2005 accreditation, the district has completed the transition plan to permanently employ part time classified staff which had previously been hired as temporary employees. Additionally, a full-time, permanent director of classified personnel was hired in 2006; therefore, the Human Resources office is no longer supervising the office of classified personnel. A list of personnel requisitions received to fill vacancies has been developed and is available on the district website. The district continues to fill vacancies to the extent that funding can be made available.

A survey was given to faculty and staff in the spring of 2010 to determine employee satisfaction levels with various aspects of the accreditation self study standards. This Employee Survey indicated that the majority of respondents, 86 percent, agreed or strongly agreed that the criteria for hiring faculty include knowledge of subject matter/service area, teaching ability (when applicable), and the potential to contribute to the mission [81 pg. 12]. There were a total of 239 responses for this question of which 146 were from faculty. Faculty agreed or strongly agreed to this question 93 percent of the time (6 percent above the average).

Additional results indicate that 79 percent of the respondents agreed or strongly agreed that the criteria, qualifications, and procedures for hiring employees are clearly stated and followed [81 pg. 18]. There were a total of 252 responses on this question, 138 of which were from faculty. Faculty agreed 88 percent of the time (9 percent above the average). The associate vice chancellor of human resources continues to conduct mandatory hiring practices workshops for those sitting on hiring committees. This practice provides

additional clarity regarding the faculty hiring practices. For instance, screening committees make recommendations and forward them to the president who, in turn, forwards a recommendation to the district chancellor; however, it is ultimately the Board of Trustees who makes the final decision, which may or may not be in agreement with the committee's recommendations.

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**b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluation are formal, timely, and documented.**

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#### **Descriptive Summary**

For the types of personnel employed by the State Center Community College District (SCCCD), board policies (BP), administrative regulations (AR), Personnel Commission rules, and contract language have been crafted to describe the evaluation protocols for each of the groups.

The evaluation processes for full-time (contract and tenured) and adjunct faculty are described in the agreements between the State Center Federation of Teachers (SCFT) union and SCCC [8 pg. 16-29, 10 pg. 11-13]. Board policy references the agreement in the human resources section of the board policies and administrative regulations [594]. All of the forms used in the evaluation process are based on the evaluation procedures and criteria contained in the faculty agreements [84, 116, 119, 120, 246]. Modifications to the forms are approved by both the Academic Senate and the SCFT. Records are kept in the President's Office.

Contract faculty members are evaluated every fall during their first four years of employment. The evaluation committee consists of two peer evaluators and the immediate supervisor. Tenured faculty members are evaluated every three years. The evaluation team consists of a peer reviewer and the immediate supervisor. The evaluation process for both contract and tenured faculty includes a self-evaluation of the employee's job performance (including instructional duties and/or participation in institutional responsibilities and professional activities), classroom visitations and observations to assess performance of assigned duties, student input, and peer and supervisor evaluations [69].

The evaluation process for classified bargaining unit employees is described in the agreement between SCCC and the California School Employees Association (CSEA)

Chapter #379 [7 pg. 19-21]. The evaluation process for classified bargaining unit employees is initiated by the Human Resources office which distributes, collects, and monitors the Classified Employee Evaluation forms for classified personnel. Classified professionals are rated on at least 23 factors relating to the employee's performance of the duties and responsibilities described in the board-approved job description. The evaluation also includes written identification of strengths, deficiencies, areas needing improvement, progress achieved since the last evaluation and goals [132]. Probationary classified professionals are evaluated at the end of their second and fifth months of service. Permanent classified professionals are evaluated at least once a year. The district Human Resources office is responsible for sending out the Classified Employee Evaluation form. The evaluations are sent to managers in adherence to the bargaining unit agreement. The records are maintained by the district's Human Resources offices.

The evaluation processes for classified managers and confidential employees are described in the Personnel Commission rules [592 pg. 68-69]. Historically, classified managers have been evaluated on the same form used for classified non-managers plus an additional nine factors. These factors include student contacts, knowledge of work, planning/organizing, and leadership [132]. These records are also maintained by the district's Human Resources office. Classified managers are evaluated during the third, eighth, and eleventh months of the first probationary year, and once a year for the following three years. Thereafter, evaluations are conducted no less than every two years.

The evaluation process for academic management is described in board policy and academic regulation [590, 594]. Upon completion of the initial assignment year, an academic administrator shall be evaluated at least once a year for the first two years of employment. Subsequent performance evaluations will occur at any time deemed appropriate, but no less than every two years. The evaluation of academic administrators has three components: a performance evaluation survey, self-evaluation, and summary report. An academic dean selects six to ten staff members to include department chairs, faculty, student services, classified staff, and one other manager to complete the quantitative and qualitative survey [617]. The deans then do a self-evaluation that includes comments on any major accomplishments since the last evaluation or since hired; strengths and challenges in the areas covered in the performance evaluation survey and in the duties and responsibilities of the position (course scheduling, monitoring enrollments, program/department leadership and coordination, faculty and staff evaluation, budget development and monitoring, etc.); and goals for the upcoming year(s). The intent is to highlight accomplishments, strengths, and areas where improvement is possible. The summary report is written by the vice president of instruction and includes an analysis of the summarized survey findings and comments, the self evaluation, and his/her own performance appraisal.

### **Self Evaluation**

Reedley College evaluates all personnel regularly. At the beginning of each fall semester, the Office of Instruction coordinates a workshop for all contract faculty members and their evaluation committee members to review the contract employee evaluation process [613]. Full-time and adjunct faculty members are being evaluated in accordance with contract language. The administration at Reedley College and the North Centers has devised spreadsheets to monitor this process and, with the assistance of full-time discipline faculty, has managed to evaluate most of the adjunct faculty in a timely manner. This tracking mechanism has helped Reedley College and the North Centers evaluate 91 percent and 93 percent (respectively) of their current part-time faculty within contract parameters. This tracking mechanism flags those tenured and adjunct faculty members who have not been evaluated according to their respective contract timelines.

The vast majority of faculty and staff at Reedley College are satisfied with the evaluation system of employees. Over 76 percent of the respondents to the college Employee Survey agreed or strongly agreed that job performance evaluations are conducted regularly and systematically in an equitable and constructive manner [81 pg. 20].

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### **c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those outcomes.**

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#### **Descriptive Summary**

All aspects of evaluation are reached by agreement between the district and “the faculty’s exclusive representative” (California Education Code, § 87663(f)) through the collective bargaining process. According to the full-time faculty agreement between the district and the State Center Federation of Teachers (SCFT) the evaluation of faculty includes, “Responsive to the educational needs of students by exhibiting awareness of and sensitivity to the following: ...student goals and aspirations” and “evaluation of student progress in keeping with the course objectives and institutionally adopted course outlines” [8 pg. 19-20]. The classroom observation form includes the question “Teaches course in compliance with syllabus and course outline” [69], and the student questionnaire for faculty evaluation includes the question, “The instructor met the stated objectives of the course.”

Article XIII of the full-time faculty contract for 2009-2011 addresses “Duties and Responsibilities Evaluation.” This section states in part, “Immediate supervisor conducts a duties and responsibilities evaluation in accordance with district policy” [8]. The contract language is the same as the previous contract for 2003-2006. Faculty must address the self evaluation component of the evaluation process in writing. “The process and criteria for part-time faculty evaluation can be found in the collective bargaining contract between the American Federation of Teachers (AFT) and the district for 2006-2009. Article XII.1.B.5.a states that classroom teachers will be evaluated based on evaluation of student progress in keeping with course objectives and adopted course outlines” [10 pg.

12]. Contract Article XIII.1.E.3 which addresses evaluation criteria includes “Evidence of course objectives being met through evaluation of student work that measures those objectives, through tests and examination, written assignments, oral response, etc.” and “Evaluation of student progress in keeping with course objectives and institutionally adopted course outlines” [84, 116].

Reedley College faculty is involved in creating and assessing student learning outcomes (SLOs) as a part of the ongoing process to improve student education. As a component of cycle two of program review, all departments were required to put SLOs into their course outlines (for traditional and distance education courses). The second cycle of program review was completed in 2007 with focus on the establishment of a discipline based methodology for assessment and a timeline for implementation [50 pg. 12]. In cycle three the results of the assessment are being used for course and program reflection, discussion and revision.

Others directly responsible for student progress include classified staff through their contributions to the student assessment center in assessing students for effective placement and administrative staff through their prioritization and allocation of resources and through the maintenance of pedagogically sound class sizes. The assessment center evaluates its effectiveness thorough the program review process. Administrative contributions are assessed thorough the academic management process as described in district board policy. In addition, counseling faculty members are responsible for student progress through their contributions to the placement of students in their appropriate class level.

### **Self Evaluation**

The second cycle of program review incorporated the identification and assessment of program-level learning outcomes. This is adding to the requirements of the first cycle of program review which included the analysis of enrollment and demographic trends; retention, success and persistence rates; and the grade/mark analysis report. The process of rewriting course outlines and program descriptions for all courses (traditional and distance education) through the mechanism of program review has afforded and will continue to afford the college the opportunity to develop and assess SLOs.

The faculty evaluation process includes a written summary by the supervisor that incorporates all elements of the process: classroom visitations, student questionnaires, self evaluation, review of prior evaluation recommendations, and anything else relative to the evaluation process. The supervisor includes a written analysis of the course outline and syllabi in the summary report. Recommendations for improvement can be based on this analysis.

The 2010-2011 Reedley College Faculty Handbook includes a course syllabus section with a checklist of items for faculty members to include in their course syllabi. [83 pg. 39] The full-time faculty contract states that a component of faculty evaluation will be



based upon the institutionally-approved course outline [8 pg. 20]. All Reedley College course outlines of record include SLOs.

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**d. The institution upholds a written code of professional ethics for all of its personnel.**

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**Descriptive Summary**

Professional ethics codes for board trustees and college administrators are written into various board policies (BP) and academic regulations (AR). The State Center Community College District (SCCCD) Board of Trustees has a code of ethics/standards of practice (BP 2715) which was adopted on June 22, 1993 and last revised on October 3, 2006. This policy reflects the board's expectation that each board member maintain "high standards of ethical conduct" in their "actions, behaviors, and verbal statements" with the understanding that they "must be a positive reflection of those" whom they represent [595]. Board policy and administrative regulation 2710 describes Conflict of Interest [121, 123]. Additionally, AR 2712 requires board members and administrators from the dean level and higher, as well as selected classified managers, to annually verify and sign a Statement of Economic Interests [122, 124]. The administrators' code of ethics statement was adopted by the Board of Trustees on October 5, 2004 (BP and AR 3150). This policy defines ethics, explains the importance of ethics, and the expectations for ethical behavior, as well as the rights and responsibilities of administrators with regard to ethical behavior [596, 597].

Faculty and classified staff have codes of ethics written into the contractual agreements between their unions and the district. Faculty members adhere to ethical standards in accordance with the full-time faculty agreement between the SCCC and the State Center Federation of Teachers. In the section regarding the evaluation of faculty, it states that maintenance of ethical standards in accordance with the American Association of University Professors (AAUP) ethical standards statement and demonstration of a commitment to the profession (Code of Ethics) are personal responsibilities of the faculty member [8 pg. 20]. An evaluation standard in the part-time faculty agreement between the SCCC and the State Center Federation of Teachers Article states that part-time faculty members will maintain ethical standards [10 pg. 11]. Although the Personnel Commission Rules do not contain an ethics statement per se, Education Code sections 88080, 88081, and 88087 covering classified employees in a merit system, as well as the California School Personnel Commissioners Association, contain the [philosophy and purpose of the merit system](#) which includes ethical practices. The California School Employees Association (CSEA) contract agreement with the SCCC has a section on personal conduct that lists behaviors which are unacceptable of employees [7 pg. 50-51].

**Self Evaluation**

Reedley College and SCCC uphold written codes of professional ethics for all personnel: faculty, classified professionals, and administrators, and for those working on behalf of the district (the Board of Trustees and the Personnel Commission). There are



written and published codes of professional ethics for all employee groups. The board policies and administrative regulations were revised since the last accreditation report in 2005. In 2008, these policies and regulations were published and widely disseminated.

Faculty and staff are satisfied with how the college handles issues of ethics in its employees. The majority (80 percent) of respondents to the 2010 Employee Survey agree or strongly agree that the college promotes high ethical standards for faculty, classified employees, and students [81 pg. 19].

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**2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

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**Descriptive Summary**

The college and centers determine staffing needs and priorities through a collegial governance model. It allows for input from all faculty, classified employees, and administrators in the college planning and decision-making process.\* Table 34 below compares Reedley College and its centers with other colleges of similar credit FTES which are likewise part of a multi-campus district. These data indicate that Reedley College has comparable numbers of faculty, classified employees, and administrators.

Table 35: Reedley College and Comparative College Data

College	District	Credit FTES	Full-time faculty	Adjunct Faculty	Admin.	Classified Admin., Prof. Support
Reedley	State Center	11,467	180	471	17	215
Butte	Butte	11,452	188	539	21	316
Chabot	Chabot-Los Positas	11,378	185	334	11	167
LA City	LA	11,577	193	414	14	277
LA Valley	LA	11,382	183	336	13	221
Ventura	Ventura	11,515	136	364	13	173
<b>Mean of comparable colleges</b>			<b>177</b>	<b>410</b>	<b>17</b>	<b>226</b>

Data source: CCCCCO DataMart, Fall 2009

Table 36 below compares the Reedley College percentage of employees in each category with the statewide percentages. These data indicate that Reedley College has comparable percentages of administrators and classified employees, higher percentages of tenured faculty, and lower percentages of adjunct faculty.

Table 36: Reedley College and Statewide Comparative Employee Data

	Full Time Faculty	Adjunct Faculty	Administrators	Classified Employees
Reedley College	20.4%	53.5%	1.9%	24.2%
	20.1%	46.5%	2.3%	31.1%

Data Source: CCCCCO Data Mart, Fall 2009

The college has 835 academic employees. The criteria, qualifications, and procedures for the selection and hiring of full-time and adjunct faculty are included in Standard III, section A.1.a. The college consistently meets the faculty obligation number (FON) and spends over 50 percent of the general fund monies on instruction.

The college currently employs 17 administrators. The president of the college and the vice chancellor of the North Centers each hold doctorate degrees and have over 30 years in administrative experience. The criteria, qualifications, and procedures for the selection and hiring of administrators is included in Standard III, section A.1.a.

Currently, there are 199 classified employees including classified management and confidential employees. The criteria, qualifications, and procedures for the selection and hiring of classified employees is included in Standard III, section A.1.a.

**Self Evaluation**

Reedley College has a sufficient number of faculty, classified employees, and administrators with appropriate preparation and experience to provide the programs and services necessary to support the institution’s mission and purposes. The two tables in the previous Descriptive Summary indicate that Reedley College has comparable numbers of full-time faculty and classified employees compared to similar institutions.

Due to reduced operational funds which have resulted from the state and federal economic crisis, the number of classified employees has decreased to 199. This number is still comparable to the 2009 numbers of the other comparable colleges.

**3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitable and consistently administered.**

**a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

**Descriptive Summary**

There are State Center Community College District (SCCCD) Board of Trustees policies (BP) and administrative regulations (AR) that were developed to ensure fairness in all employment procedures and practices. There are written nondiscrimination and equal

employment opportunity policies. These policies are in accordance with Title 5 of the California Education Code and other applicable laws. These personnel policies and procedures may be found in written form both in board policies and accompanying administrative regulations [598, 599], as well as collective bargaining agreements [7, 8, 10]. Personnel procedures are outlined in the appropriate bargaining agreements for each bargaining unit. Open dialogue between employee labor groups helps to ensure that personnel policies and procedures are equitably and consistently administered. The district dean of human resources is responsible for ensuring consistent interpretation and application of these policies, regulations, and agreements. The district publishes and distributes copies of the faculty and classified contracts to all unit members. The Board Policy Manual and Administrative Regulations are located in the administrative office, the library, and on the [district website](#).

The agreement for full-time faculty between the State Center Federation of Teachers (SCFT) and the SCCCDC includes provisions for nondiscrimination; hours, workload; and compensation [8 pg. 10-1 and 61-67]. The agreement for part-time faculty between the State Center Federation of Teachers and SCCCDC includes provisions for hours, workload, priority for assignment; and compensation [10 pg. 8-11 and 20-29]. The agreement between SCCCDC and the CSEA Chapter #379 includes provisions for; transfers, work location; equal employment opportunity; hours of work; pay and allowances; and layoff/reduction of hours/abolition of positions [7 pg. 21-22, 29-32, and 38-48]. Rules for classified, confidential, and classified management employees regarding recruitment, eligibility lists, promotion, and transfer are now found in the Personnel Commission rules [592 pg. 37-48, 57-58, and 62-65]. In addition, the SCFT faculty union newsletter, The Federalist, regularly publishes and highlights topics from the labor contract.

### **Self Evaluation**

The SCCCDC is an equal opportunity employer and all [job announcements](#) contain a statement to that effect. The district has structured its employment procedures to ensure fairness at each stage of the hiring process. The district complies with the changes to the California Constitution Article 1, Section 31, which were in response to Californian's voting in Proposition 209 in 1996. Therefore, the district does not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting. The policies of the district are clear and Reedley College adheres to them.

The college maintains and follows SCCCDC policies regarding employment procedures. Each respective administrator, dean, and supervisor is responsible for knowing and adhering to personnel policies as they relate to hiring, evaluation, tenure, promotion, and dismissal. All administrators are required to attend training sessions on personnel policies to ensure that the policies are administered equitably and consistently [130, 131, 598].

All personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review in hardcopy or electronic format. The policies and procedures are developed or revised through the shared governance process and/or the collective bargaining process for faculty and classified staff [590 pg. 1-2].

The college produces a Faculty Handbook that contains information related to the college policies and procedures. These handbooks are updated and distributed each fall semester and distributed to both full-time and part-time faculty. These handbooks contain information on academic regulations, instructional procedures, student services, general college policies and procedures, as well as information on handling emergency situations [83].

In response to the question, “The policies and practices of the college clearly demonstrate commitment to issues of equity and diversity,” over 80 percent of respondents to the spring 2010 Employee Survey agreed or strongly agreed [81 pg. 18].

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**b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

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**Descriptive Summary**

Full-time faculty official personnel records are kept secure and confidential at the State Center Community College District’s (SCCCD’s) Office of Human Resources, the college President’s Office, and the North Center’s Vice Chancellor’s Office. The official files for all personnel are housed and maintained at the district Human Resources Office, except the college President’s and the North Centers Vice Chancellor’s Offices where full-time faculty files containing hiring documents, official evaluations, job performance related data, directives, and other personal communications are kept [8 pg. 37-39]. The deans keep the part-time academic faculty files in the respective division offices. These files contain the hiring documents and evaluations.

Official personnel records for classified contract staff are kept secure and confidential at the SCCCDD’s Human Resources office as per the agreement between SCCCDD and the California School Employee Association (CSEA) Chapter #379 [7 pg. 21].

Official personnel records for management employees are kept secure and confidential at the SCCCDD’s Human Resources Office in accordance with board policy.

Faculty and staff members have the right to examine their individual personnel file at any time mutually convenient to the employee and the district. The unit member may be accompanied by a union representative, if desired, or a union representative may inspect

an employee's file as long as he/she has a written release to do so, signed by the employee. This is in accordance with his/her respective contracts. An employee may request pertinent information or material be added to his/her official file and/or obtain copies of any material from his/her file [7 pg. 21, 8 pg. 37, 10 pg. 13].

The district maintains confidentiality of personnel files. These files are available for inspection only to management designated employees of the district when necessary in the proper administration of the district's affairs or the supervision of the employee. Those who are allowed to review personnel files when necessary are the college president, vice presidents, deans, and the immediate supervisor or classified manager.

### **Self Evaluation**

Reedley College is committed to ensuring the security and confidentiality of personnel records. Permanent personnel records are safely kept at the district office. The district office ensures that only authorized personnel have access to the files. The college President's Office maintains security on full-time faculty files as specified in the collective bargaining contract. The Deans' Offices maintain security on adjunct faculty files. The employee is given full knowledge of the information contained in the files. The employee is required to sign all evaluations certifying that they have been informed of the content. Employees are given written notification prior to any information of a derogatory nature being placed in their personnel file. The employee has ten work days to review the material and attach any comments relative to the derogatory material (adjunct instructors have seven work days to review and respond) [7 pg. 21, 8 pg. 37, 10 pg. 14].

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## **4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

### **a. The institution creates and maintains appropriate programs, practices, and services that support the diverse personnel.**

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#### **Descriptive Summary**

The district and the college have identified equity and diversity as a central component of operation. The district and college mission statements and Strategic Plans reflect this core value.

- “State Center Community College District (SCCCD) is committed to lifelong learning and success for all students by providing accountable, accessible, innovative and quality education programs and services that enable productive citizenship in a diverse, global society” ([SCCCD website for mission and vision statements](#)).
- “The district values diversity and creates a respectful and welcoming environment for all” ([SCCCD website for Strategic Plan](#)).

- “Reedley College provides an accessible, student-centered educational environment featuring high-quality learning opportunities. We offer basic skills enhancement, associate degree programs, career technical education, and transfer-level courses as an integral component for life-long learning within a diverse local and global community” (mission statement on the [Reedley College website home page](#)).
- “Increase diversity by providing opportunities for involvement in social enrichment and cultural activities both on and off campus” (Strategic Objective 2.2 of the Strategic Plan) [218].
- “Respect for self and others” and “cultural literacy” (two of the core values in the Reedley College philosophy [61 pg. 6]).

To ensure equal treatment of its staff, students, and the communities it serves, the district regularly provides training for its management staff on such topics as the Fair Labor Standards Act; retaliation; the disability interactive discussion process; disciplinary and harassment investigations; preventing harassment, discrimination and retaliation in the academic setting; embracing diversity; Equal Employment Opportunity guidelines for hiring staff; privacy issues; leave laws such as Family and Medical Leave Act; California Family Rights Act; Pregnancy Disability Leave Act; generational diversity; legally compliant strategies for diversity enhancement; and creating a culture of respect. All of the aforementioned topics have been addressed within in the past four years [130, 131].

The college, through student government organizations such as the Associated Student Body on the Reedley College campus, supports diversity themes for celebration on all campuses. These events include Latino Heritage Month, Black History Month, Women’s History Month, Asian Pacific Month, and Cinco de Mayo [213, 460, 507]. Disabled Student Programs and Services conducts a disability awareness fair at the college’s annual Kaleidoscope open house event in the spring [623]. Faculty and staff members are encouraged to participate in these activities and integrate them into class schedules and curriculum.

Additionally, the Academic Senate annually selects a nominee for the Regina Stanback-Stroud award that honors faculty members who have made special contributions addressing issues involving diversity. Plaques honoring all past and future nominees are showcased in the Learning Resource Center entry lobby.

### **Self Evaluation**

Reedley College recognizes the importance of honoring and fostering diversity. The mission statement and Strategic Plan goals of both the district and college define diversity as a vital aspect of the organization. The objectives within each of the Strategic Plans ensure that programs and services address the diversity of personnel and students. The Board of Trustees is annually updated on the progress made on the objectives of the district strategic plan. The Reedley College Strategic Planning Committee annually approves the progress made on the objectives of the college Strategic Plan.

The spring 2010 Employee Survey asked faculty and staff if they agreed that “the policies and practices of the college clearly demonstrate commitment to issues of equity and diversity.” Over 80 percent of respondents agreed or strongly agreed [81 pg. 18].

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**b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

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**Descriptive Summary**

Included in Reedley College’s philosophy and core values is “A highly qualified staff of educators and support personnel who support and promote the diversity of our unique community” [61 pg. 6].

Reedley College seeks to enhance collegiality among staff and promote acceptance of diversity in all of its campus endeavors and its off-campus outreach. The 2008-2009 Strategic Plan Strategic Direction 2 declares that the college will work on “enhancing the college climate and integrating with the community.” The goal statement within this strategic direction states that “Reedley College values growth in collegiality, diversity, personal development, open access and campus safety.” Furthermore, under Strategic Direction 7, Objective 7.4 states that the college will “Recruit and retain highly qualified staff and faculty and provide professional development opportunities to assist the college’s employees in developing the necessary knowledge, skills and abilities in support of student success” [218].

Each member of a faculty or academic management hiring committee attends a hiring workshop that is provided by the district’s Human Resources Office. This training is required by Title 5 Section 53003(c)(4). Administrative Regulation 7120 sets forth the frequency of this training as “within the past academic year” [126 pg. 4]. Title 53003 Section 53003(c)(4) also states that each member of the screening committee is to “receive appropriate training on the requirements of this subchapter and state and federal nondiscrimination laws.”

The associate vice chancellor of human resources reviews employment equity and staff diversity through the submission of federal and state required reports. Information regarding gender, ethnicity, age, salary, and work assignment for all categories of employees is reported to the Integrated Postsecondary Education Data System (IPEDS) and is also available at the California Community College Chancellor’s Office Data Mart.

The faculty application process for the district includes the following question: “In the space below, provide a statement about yourself that specifically demonstrates sensitivity to the needs of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students and the community at large” [614]. The application process is now completely [online](#). Additionally, at least one question



regarding the candidate's sensitivity to these diverse needs is required to be a part of the screening committees' interview questions [126 pg. 5].

### **Self Evaluation**

Reedley College is committed to equal opportunity employment (EOE). Every job announcement contains the EOE statement, "State Center Community College District is committed to Equal Employment Opportunities. In that spirit we encourage applications from a broad spectrum of qualified individuals, particularly women, members of ethnic minorities, and individuals who are physically disabled." Many examples of these postings can be found on the [district web site](#). The district uses district website postings, internet list serves, minority publications, California Community College Registry, personal contacts, as well as community college job fairs to recruit the largest number of qualified candidates as possible.

The EOE statement can also be found in board policy. Board Policy 3420 states, "It [the Board] agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students" [599].

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## **c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

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### **Descriptive Summary**

One of the ways an institution can show that it values its employees is in the [benefits](#) that it offers. As part of the benefit package, the district provides an Employee Assistance Program (EAP) managed by the Holman Group which is available to employees and their immediate family members. Initial EAP services are provided at no cost to the employee. If ongoing treatment is recommended, it may be covered under the employee's health plan [134]. The district electronically disseminates a monthly EAP newsletter [615].

In addition to these benefits, through a partnership with The Central California Pre-Doctoral Psychological Internship Consortium, Reedley College offers [psychological services](#) to our students. From the Psychological Services mission statement, "Psychological Services at Reedley College is committed to enhancing and supporting the intellectual and personal growth of our students." In addition, it also includes, "We hold true to principals of multicultural competence and non-discriminatory practices."

Recognizing the workload on academic senate officers, the 2006-2007 to 2008-2009 agreement between the State Center Community College District (SCCCD) and the State Center Federation of Teachers (SCFT) union increased the reassigned time for officers in faculty senates by .75 FTE for a total of 1.50 FTE [8 pg. 15]. Additionally, the Reedley College Academic Senate identified .20 reassigned time for a new position, the vice president of business. The role of this position is, in collaboration with management, to survey faculty to determine professional development needs; develop flex day activities



at Reedley College; coordinate flex day workshop facilities, speakers, equipment, etc.; provide each flex workshop with evaluation forms and attendance rosters; collect and summarize evaluation forms; and provide information to faculty regarding appropriate flex activities, including activities that are in lieu of flex day activities.

Further supporting faculty, SCCCD has a two-year program to develop leadership from within the State Center family. This program, called the Community College Leadership Academic Seminar Series (CCLASS), meets for over 50 hours and encourages individuals to rise to leadership positions in the district [155, 333].

Similarly for classified staff, [Leadership State Center](#) is a six-month program for classified staff designed to provide information and experiences necessary for career and personal advancement. The mission of the program is to maximize the potential of classified managers and potential classified leaders through collaboration, learning, vision, advocacy, and action. The Leadership State Center class participates in monthly breakfast meetings focused on leadership, fiscal accountability, technology, and district policies and procedures, which are presented by community and district experts in their fields [610].

Students are also treated with integrity at Reedley College. This commitment can be seen in the college mission statement: “Reedley College provides an accessible, student-centered educational environment featuring high-quality learning opportunities. We offer basic skills enhancement, associate degree programs, career technical education, and transfer-level courses as an integral component for life-long learning within a diverse local and global community.” The college philosophy also reflects the institution’s devotion to creating an environment of integrity: “At Reedley College, we believe that people’s lives are enriched in an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment” [61 pg. 6].

### **Self Evaluation**

Reedley College is committed to treating its administration, faculty, staff and students with integrity at all times. Through its mission and philosophy, outstanding benefits packages, special services, release time for senate officers, leadership development programs, both students and college employees are allowed to develop their full potential. This commitment to integrity has also been built in to college planning and assessment strategies. Strategic Objective 5.2 of the Strategic Plan states, “Supportive systems of learning, assessment, and program improvement are used to increase the college’s effectiveness and ensure the integrity of programs and services” [218 pg. 1].

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***5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.***

***a. The institution plans professional development activities to meet the needs of its personnel.***

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**Descriptive Summary**

Reedley College provides all personnel with significant opportunities and avenues for professional development. The college's commitment to training of staff is evident through its dedication to travel and conference funding and the many organized training sessions offered to staff in the midst of challenging budgetary times. The Staff Development Committee, the identification of an Academic Senate vice president of business, participation in the districtwide Classified Professionals Staff Development Committee as well as the Reedley College Classified Professionals training events and participation by managers in district management training sessions represent the college's commitment to training and professional development opportunities.

Reedley College has a comprehensive program of staff development for all employees. These programs and activities include on-campus workshops, training sessions, new employee orientations, conference travel budgets and faculty sabbaticals. The college uses a portion of the lottery funds annually to support the expenses associated with staff development [208 pg. 1 and 31]. This fund is managed by the Staff Development Committee which is composed of faculty, management, and classified representatives. The committee reviews and recommends requests for employee development and training at off-site conferences and workshops which are then forwarded to the college president for approval [211 pg. 65]. In addition, the Telecommunications and Technology Infrastructure Program (TTIP) and Perkins funds have been used to support staff development.

The Classified Professionals Staff Development Committee, funded by the district, provides an array of in-service training and workshops. The mission of the committee is to "empower classified professionals through the implementation of programs which provide professional, educational and personal growth in support of the district's Strategic Plan," and the vision is to cultivate effective leaders and fosters individual leadership skills, which strengthens the State Center Community College District (SCCCD) [[SCCCD Classified Professionals website](#)]. Examples of trainings offered include the SCCCDC Classified Professionals Technology Training Series which provides on-site classes for novice to advanced users in various subjects such as word processing, grant writing, database-access, time management, scanning, spreadsheets, photography, and PowerPoint. Two hundred and fifty-five (255) staff members have participated in the series since the program began in 2001 [603]. In addition to the many training workshops offered throughout the year, the Classified Professionals Staff Development Committee organizes an annual day-long Mega Conference. The opening session gives the participants the opportunity to meet one another, discover new communication skills, and improve teamwork. There are break-out sessions dealing with various topics such as conflict management, resume writing, district benefits, health and wellness, time

management, and even gardening tips throughout the day [624]. There is also a staff development Flex Day for Reedley College classified staff that is generally offered in the fall of each year. Various workshops are offered [616]. All classified staff is encouraged to attend.

Additionally, each year, there is a Leadership State Center class is comprised of districtwide [nominated](#) classified staff members who possess leadership abilities. The goal of the program is to prepare each class for future leadership roles within the district and to familiarize the class with district policies and practices. Different management topics are discussed at each of the six monthly workshops and breakfast is provided for the participants and guest speakers [199, 201]. Since the program began in 2001, more than 240 classified staff members have completed the leadership program.

The full-time faculty contract states that two flexible schedule days for staff development shall be provided for faculty members each semester. Historically, these days have taken place on the Friday prior to classes starting each semester [157, 235, 339, 344]. However, faculty may request to schedule a Flex Day at a time other than the beginning of the semesters. Faculty members have several options to fulfill their flex obligations: select/develop an individual activity, participate in a department scheduled/developed activity, or participate in a campus scheduled activity which may include Fresno City College and/or North Centers activities. [8 pg. 13-14]. Professional development workshops and training for faculty are also offered through the Basic Skills Committee [251], and the distance education coordinator organizes and conducts trainings in technology for those teaching distance education or supplementing their courses with online technology [307]. This coordinator also offers advice as needed on distance education teaching methodology. Part-time faculty members are not required to attend Flex Day activities, but they are welcome to attend any workshops offered to faculty throughout the year. Each year, there is an orientation for adjunct faculty, and in years where there is a critical mass of full-time faculty hired, an orientation is conducted for them [604, 605]. These are typically hosted by the vice president of instruction and deans during or near the college's opening day activities.

Full-time faculty members are eligible to apply for a sabbatical leave upon satisfactory completion of at least six consecutive years of service in the district. In the past, the district has allocated funds annually for a maximum of twelve eligible staff per year, which is divided between the colleges within the district. Due to budget constraints, sabbaticals have not been funded for 2010 and 2011. Consideration is given to applicants based on appropriate research, travel or programs of organized study [8 pg. 46-48].

The district has also provided a series of workshops for all administrative and management staff. These workshops cover personnel topics such as Fair Labor Standards Act; retaliation; the disability interactive discussion process; disciplinary and harassment investigations; preventing harassment, discrimination, and retaliation in the academic setting; embracing diversity; following Equal Employment Opportunity guidelines when

hiring staff; privacy issues; leave laws such as Family and Medical Leave Act; California Family Rights Act; Pregnancy Disability Leave Act; generational diversity; legally compliant strategies for diversity enhancement; and creating a culture of respect. All of the aforementioned topics have been addressed within in the past four years, and these workshops are offered approximately every other month [130, 131].

To encourage future leaders, SCCCD has a two-year program to develop leadership from within the State Center family of classified management, faculty, and administration. This program, called the Community College Leadership Academic Seminar Series, (CCLASS), meets for over 50 hours and encourages individuals to rise to leadership positions in the district. Focus is on management styles, effective leadership, and case studies. Participants meet with educational leaders in the valley for presentations and for question and answer sessions. There are five day-long sessions each year [155, 333].

### **Self Evaluation**

Reedley College understands the importance of staff development to its employees and works to ensure many opportunities for professional growth. The college has a comprehensive program of staff development for all employees. These programs and activities include on-campus workshops, training sessions, new employee orientations, conference travel budgets, and faculty sabbaticals. The college uses a portion of lottery funds annually to support the expenses associated with staff development. This fund is managed by the Staff Development Committee which is composed of faculty, management, and classified representatives. The committee reviews and recommends requests for employee development and training which are forwarded to college president for approval.

Reedley College faculty and staff are satisfied with the college's encouragement of staff development. Over 75 percent of respondents agreed or strongly agreed that the college does provide opportunities for professional development [81 pg. 18].

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**b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

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### **Descriptive Summary**

The institution plans professional development activities to meet the needs of its personnel. Plans are based on needs identified by individual faculty, programs, departments, faculty surveys, staff development forms [577, 578], and by program review recommendations.

With the assistance of participants in the staff development process, the institution systematically evaluates faculty professional development programs and uses the results of these evaluations as the basis for improvement. In previous years, for Flex Days and various workshops offered throughout the semester, the Reedley College staff

development coordinator distributed surveys to assess faculty development needs. Plans for Flex Day activities and professional development workshops were developed as a result of those surveys. For the last two years, the Academic Senate vice president of business has been responsible for assessing faculty needs and priorities and coordinating and evaluating flex day workshops and activities [574]. The distance education coordinator at Reedley College is responsible for determining faculty development training needs for those teaching distance education classes. This coordinator uses surveys to determine these needs and creates workshops each semester based on them [296, 297, 307]. Reedley College routinely evaluates virtually all workshops offered on campus in the form of surveys, and the results of these surveys are used to create future workshops [27, 29, 72, 203, 580, 607, 608, 609].

Classified staff development activities are evaluated as well. For the Classified Professionals Development Committee's classified staff Mega Conference, evaluations and suggestions for future conferences are solicited. Evaluations and suggestions for improvement are also solicited from participants in the Leadership State Center class [203, 205]. The State Center Community College District (SCCCD) Classified Professionals Technology Training Series attendees are also asked to identify any areas for improvement as well as subjects for additional training [611, 612]. At the end of each session, there is also an evaluation. The leaders of this program look at the results after each session and makes adjustments as necessary.

### **Self Evaluation**

Reedley College is effective evaluating professional development activities and using these results to improve future activities. The spring 2010 Employee Survey revealed 73 percent of respondents agreed or strongly agreed that the professional development programs offered to employees reflect work-related needs and interests [81 pg. 20].

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## **6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

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### **Descriptive Summary**

Reedley College utilizes human resource planning that is integrated with institutional planning. Assessment of staffing needs occurs primarily within each instructional, non-instructional, or administrative services unit utilizing the recommendations developed as a result of the program review process.

Deans monitor the enrollment patterns in courses and recommend additions and/or deletions in those sections that are either exceeding or falling short of their target enrollment numbers. Regarding full time faculty positions, department chairs provide the president, through the vice president of instruction, with prioritized recommendations for

which positions should be filled [315, 316, 317]. This prioritized list is based upon the completion of faculty staffing requests that include a description of the position, a rationale for hiring, a relation to the district's and the college's Strategic Plan, departmental needs based on program review, enrollment trends, and new program development [115]. The department chairs, in response to an Academic Senate request, reviewed this procedure with the goal of eliminating any confusion by placing it into writing. The written process was still moving through the constituent approval process at the end of the 2010-2011 academic year. Classified staff requests must also be based on collegewide needs/goals and program review recommendations [238, 314].

### **Self Evaluation**

The staffing request forms require that the program/division requesting the addition of classified or certificated personnel provide a detailed description and rationale based on college planning documents. Criteria include relation to goals, Strategic Plan, budget, program review, growth, and legal mandates.

An example can be seen in the recent program review report for the Biology Department. Based on data that indicated increased enrollment in biology courses, the department requested the addition of a fifth full-time faculty member. After the request was funneled through the Resource Action Plan Proposal process (RAPP), the request was granted and the new faculty member was added in 2010 [229 pg. 1-2].

## **III.A Planning Agenda**

3.1 The college will complete the written faculty hiring prioritization process in 2011-2012 (III.A.6).

### **III.B. Physical Resources**

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

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*1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

*a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

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#### **Descriptive Summary**

Planning of physical resources at Reedley College relates directly to the college mission and clearly demonstrates the college's commitment to provide adequate facilities on the college campus and at the rapidly growing North Centers. The planning and prioritization of new facilities and the remodeling of existing facilities are consistent with the goals and objectives of the district and college Strategic Plans and are based on the college Educational Master Plan [209 pg. 6]. The Five-Year Construction Plan, developed by the district's associate vice chancellor of business and planning in collaboration with the college, is also based on the Educational Master Plan [136]. Additionally, the Reedley College Technology Plan, developed by the Technology Advisory Committee, has been based on the Educational Master Plan and Strategic Plan [571 pg. 3-4]. Thus, physical resource planning is integrated with institutional planning. Facilities usage and adequacy are determined through the program review and strategic planning processes which ensure that safe and sufficient physical resources are available to support college programs and services.

Reedley College maintains a comprehensive campus in Reedley, large educational centers in Madera, and Fresno (the Willow International Center), and a smaller site in Oakhurst. These centers are commonly called the North Centers. In addition, Reedley College serves the cities in the southern part of the college's service area (commonly called the South Centers) in Sanger, Selma, Fowler, Dinuba, Parlier, and Kingsburg.

### Reedley College main campus

Reedley College occupies 410.8 acres. A 110.8-acre portion of the site consists of 409,976 square feet of building space, made up of 71 buildings ranging in age from 1 to 50 years old. There are comprehensive athletic facilities including a gymnasium, tennis courts, all-weather track, baseball and softball fields, swimming/diving pools, weight rooms, and men's and women's locker rooms. The site also has a 300-acre college farm laboratory along the Kings River. The buildings on the Reedley Campus include multiple classroom buildings, 15 computer labs, a library/learning resource center, an aviation hanger with two classrooms, automotive lab, welding lab, machine tool technology lab, three greenhouses, two administration buildings, a cafeteria, student center, child development lab, dental assisting lab, bookstore, student services building, and a student residence hall. Some programs are housed in modular buildings. A [map of the campus](#) can be found on the Reedley College website.

A \$5,880,000 Library/Learning Resources Center remodeling and expansion project was completed in 2006. This expansion and remodeling, funded by Proposition 47, provided an additional 12,000 square feet of new space and remodeled 18,000 square feet of existing space for a total of 32,622 actual square feet of state-of-the-art library/learning resources facilities, including equipment. This expansion and remodeling is providing much-needed support for student learning programs and services and has contributed to improved institutional effectiveness.

A 13,696 sq. ft. classroom building, funded by a local bond (Measure E), was completed in 2006. Classroom Complex 1 contains seven classrooms, one large group instruction classroom, faculty offices, restrooms, and two conference/meeting rooms. Additional Measure E funded projects completed in 2010 include a new Residence Hall, a new Student Center, remodel of existing Physical Science and Art classrooms, and renovation of the Cafeteria.

### North Centers

Madera, Oakhurst, and Willow/International sites make up the North Centers of the State Center Community College District (SCCCD), serving slightly over 7000 students at the three sites. The North Centers offer programs in general education for transfer to four-year universities, associate degrees, occupational, and developmental education with up to 40 associate degrees and certificates of achievement available.

#### •*Clovis Campus*

The Clovis Campus is located in the city of Clovis on seven acres of land. The site has two permanent buildings with more than 42,000 square feet, along with several relocatable classrooms and laboratories. A [map of the Clovis Campus](#) can be found on the Willow International website.



- *Willow International*

In 2003, in response to rapid growth at the Clovis site, the SCCC Board of Trustees completed the acquisition of approximately 110 acres of land for a permanent college site located at Willow and International Avenues in Fresno. This center, known as the Willow International Center, serves the northeast Fresno/greater Clovis area. Phase One of the center opened in fall 2007 after completion of the first Academic Center building (AC-1). The 80,000-square-foot complex was funded at approximately \$50 million through local and state monies. Facilities in and around this building include parking lots, computer laboratories, a multi-media studio, art studio, laboratories, assembly hall, distance learning and traditional classrooms, student services, and offices. Buildings for a bookstore, café, child development center, and a utility/maintenance facility were also included with the initial phase.

The campus doubled in size with the opening of a new Academic Center building (AC-2) in fall 2010. This newly-completed building is an 80,000-square-foot facility. Funding for Phase Two (AC-2) in the amount of \$38.5 million was provided through local and state bonds. The facility is located north of the AC-1 building and includes allied health and science laboratories, a fitness center, dance room, library/learning resource center, student services, offices, and classrooms. A [map of the Willow International Center](#) can be found on the Willow International website.

In addition to the AC-1 and AC-2 facilities, funding was received through AB-16 California Joint Use Facilities legislation and used to construct a state-of-the-art Child Development Center (CDC) on the college center grounds through collaboration with the Clovis Unified School District (CUSD) and the SCCC. This facility is used as a licensed child care laboratory for high school and college students taking child development and pre-teaching courses. This \$6 million facility is funded by approximately \$2 million each from SCCC and CUSD. The state allocated an additional \$1.8 million to complete the CDC which opened in fall 2007 and serves as a demonstration site modeling best practices. The CDC includes two lecture classrooms, office space for four faculty, two observation rooms, a staff workroom, and four adult restrooms. The childcare laboratory has four classrooms, which provide care for 10 toddlers and 36 preschoolers. Observation rooms offer students, caregivers, teachers, program managers, community members, and parents the opportunity to unobtrusively observe examples of high quality instruction.

- *Madera Center*

The Madera Center has a permanent, 26,000-square-foot education and administrative building and a utility/maintenance facility which were completed in 2000. The next phase, the Academic Village, was completed in January 2004 and included 50,000 square feet of space housing academic classrooms and offices, laboratory space for biology, physical science, chemistry, computer studies, business, and art, and a licensed vocational nursing program. The project also provided funding to retrofit the educational/administrative building to house the library, student services, and administrative offices. Construction of the Center for Advanced Manufacturing

(CAM) Lab was completed in fall 2009 and funded with Measure E money. A [map of the campus](#) can be found on the center's website. The Madera Center also administers and conducts classes at Kerman High School.

•*Oakhurst Campus*

The Oakhurst site is a 2.731 acre campus operated in eleven relocatable classrooms, including a science lab and a computer lab, arranged in a small campus setting. The Educational Master Plan calls for expansion of current facilities which will allow for additional parking as well as double the current facility's square footage in future years.

College programs and services at community sites in Sanger, Selma, Fowler, Dinuba, Parlier, and Kingsburg are provided in leased space from local K-12 districts.

Classroom space usage on each campus is managed by the Office of Instruction, with input from the academic departments. Classroom allocation is based on courses offered and student enrollment patterns. The Office of Instruction tracks room utilization and maintains a master schedule. Space utilization and allocation inventory is maintained by the district operations department under the associate vice chancellor of business and operations.

Reedley College has a campus-managed Building Services department (custodial) that reports to the college business manager. This department is responsible for providing a clean and safe environment, campuswide event management, and mail processing for students, faculty, staff, and visitors. This is accomplished with 11 full-time staff and student workers (as funds allow). The Building Services department utilizes a team approach in its zone cleaning assignments, which allows for absentee coverage, project work, and event management. The departmental goals support the campus and district goals [583 pg. 41] and are reviewed as part of the department manager's evaluation.

Maintenance and grounds services are centrally organized and operated via the district office. The district director of maintenance & operations and the grounds services manager report directly to the associate vice chancellor of business and operations. Both of these managers have regularly scheduled days each week on the Reedley campus, and maintenance and grounds staff are assigned to the campus but report directly to the district-level managers. The director of maintenance and operations and the grounds services manager both serve on the Reedley College Facilities Committee. This structure serves the campus well and ensures that communication takes place between the college and the district regarding maintenance and grounds and ensures that there is communication and cooperation in supporting the college's goals.

**Self Evaluation**

The college plans, builds, maintains, and upgrades or replaces its physical resources in a manner that supports its commitment to students, faculty, and staff. Planning for campus

physical resources focuses on actions that best support the college mission and are consistent with both the district and college strategic and educational master plans. The Building Services department participates in the college's program review process to ensure this consistency [583 pg. 41]. Faculty and staff at all levels participate in collaborative planning for campus facilities utilizing strategic planning, committee membership, and the program review processes. They also participate on important oversight committees (e.g. Facilities Committee) in order to assure that safe and sufficient physical resources are available to support and assist in the continuous improvement of college programs and services. The college and district facility committees provide the college with a mechanism by which physical resources are planned, monitored, and assessed to assure effective use and quality necessary to support programs and services.

The district develops annual and long-range plans for capital expenditures that are directly linked to the college's needs and congruent with both short and long range planning processes. The Five-Year Construction Plan [136], Scheduled Maintenance Plan [160], Technology and Telecommunications Infrastructure Program (TTIP), various block grant funding, and lottery revenue (decision package program) tie strategic planning and student success initiatives to capital expenditures. While the Five-Year Construction Plan, Scheduled Maintenance Plan, and TTIP are capital expenditure vehicles common to all California community colleges, the decision package program is thought to be unique to Reedley College and State Center Community College District (SCCCD). The college's decision package program consists of restricting the annual lottery revenue to one-time funding, mostly capital expenditures, on a one-year delay basis. The one-year delay basis positions the college and district to make annual- or shorter-notice funding decisions for needs not included or funded by the other capital expenditure sources. In this way, the college has upgraded equipment and facilities and provided instructional support during recent budget reduction years [208]. The college uses its Budget Committee, survey reports, program review, shared governance structure, College Council, and Strategic Planning Committee to develop and follow an annual budget development process.

The age of many of the campus buildings presents challenges to the Building Services, Maintenance Services, and Grounds Services departments, and the state of California's educational facilities bond issues have been and continue to be inadequate to meet the post-secondary facility needs of the district. The passing of a local bond measure, Measure E, and a number of grants have provided much needed funding for facilities improvement.

The district, colleges, and local communities initiated and passed a \$161 million bond issue (Measure E) for upgrading and adding additional educational facilities to the campuses in 2003. Seventy-nine million dollars of the proceeds were designated for Reedley College and the North Centers. That, coupled with the \$5.9 million in state

funding for the Learning Resources Center, has provided approximately \$85 million for facilities expansion and improvements over the past several years in support of student learning programs and services that is improving current and future institutional effectiveness. Leveraged with state capital projects funding, other state support, lottery funds, and scheduled maintenance, Measure E has provided new classrooms, a new residence hall, remodeling of the cafeteria, the student center, physical science classrooms, and art classrooms. Portions of these same funds are also contributing to the college's ability to provide and replace equipment. Measure E also helped fund new classrooms at the Oakhurst Center, a student center, health/fitness center and vocational labs at the Madera Center, and construction of Phase I and II of Willow & International.

In 2008, the college received a \$ 2.5 million Federal Science, Technology, Engineering, and Math (STEM) grant. Using these funds, one large class room was converted to a Math Study Center. Around the perimeter of this center, ten full-time math faculty members have their offices so that supplemental teaching in the center can take place on a continuous basis. Special tables with built-in white boards and dedicated laptop computers are also an important part of this center. Students are using the Math Center frequently, and their success rates are increasing dramatically, up to 20 percent as compared to students who don't use the center. Full-time and part-time faculty is scheduled in the lab and a coordinator keeps track of the students.

Also through the STEM grant, science departments have made physical improvements. A biology classroom has been reconfigured and improved, and new microscopes have been stored in the new lab tables so students have easier access to more hands-on learning. In addition, the biology department stockroom was made safer with better ventilation and an extra autoclave was added for the microbiology labs. A room in the Life Science building will also be improved in the summer of 2011. New equipment was purchased for the physics, chemistry, and biology labs. This included updated physics lab equipment, a Nuclear Magnetic Resonance machine, a Gas Chromatograph-Mass Spectrometer, microscopes, a Polymerase Chain Reaction apparatus, and a DNA analyzer. The engineering classes received a series of robotic kits to teach students state of the art programming and how to work with robots. In animal science, a portion of the lab in which semen of different animals is studied under the microscope was improved, and a state of the art feeder was purchased. For the plant science students, soil probe equipment was purchased and the students were able to plant native plants in a large area along the Kings River.

Upcoming STEM projects for 2011 include installation of an educational photovoltaic system with movable solar panels and improvement of labs for biology, math, and computer science. Faculty members have helped ensure that these upgrades made possible through STEM are being utilized effectively to support student learning. Plans are being developed with the faculty of the Forestry, Automotive Technology and Manufacturing, and eight STEM departments to write a STEM II grant in 2011. The focus of this grant will be the implementation of a state-of-the-art Global Positioning

Satellite lab, implementation of hybrid automotive technology, and a solar technician program.

Through state and grant funds, equipment for educational programs and services at Reedley College is adequate and properly maintained. The college makes every reasonable effort to ensure that instructional equipment is current and functional. The college seeks to supplement dollars that it receives from state and federal funds for purchases and upgrades to its equipment with exterior funding sources such as grants and partnerships with local entities such as county Workforce Investment Boards and K-12 districts. The college attempts to distribute these monies efficiently to avoid unnecessary duplication.

Staff, faculty, and managers determine the needs for equipment in various instructional and student service programs. Managers monitor budget and work to determine what equipment may be needed. Decisions to purchase equipment are based on need and the budget available. Many equipment needs are funded through college general fund budget, Perkins budgets, and decision packages. The annual Resource Action Plan Proposal (RAPP) process provides significant funds each year that assist with the accomplishment of this replacement cycle [79, 80, 170, 252]. A five-year equipment replacement plan is in place for computers and associated equipment [163 pg. 5]. The Technical Advisory Committee (TAC) works in concert with districtwide strategic planning to promote computer standardization and technical support personnel recommendations. Also, all LCD projection units in classrooms are evaluated and replacements ordered when needed. These projects are funded by diverse sources such as the general fund or annual Resource Action Plan Proposals.

To fulfill its commitment to distance education, Reedley College has made significant improvements to the speed and reliability of delivery of hybrid or full on-line classes. The district recently upgraded network speed and infrastructure improvement have been made (completed in 2004). Approximately 80 percent of the entire Reedley College campus is now equipped with smart classrooms including state of the art ceiling mounted projectors and computers, and wireless access is available across campus. Reedley College is in the process of using its remaining Measure E funds to provide another upgrade of its technology infrastructure and telephone system. It is anticipated that this upgrade will start in fall 2011. The Reedley College Technology Plan is tied to the college Strategic Plan and indicates commitment to the use of technology to further its mission, purpose, and values as a public institution, including accessibility to services at an affordable cost, at convenient locations and times [163 pg. 4].

The general maintenance budget, which includes the selection and replacement of equipment, is developed through operations reviews. An evaluation of operational costs and supply costs occurs through these reviews. The budget for the

district-operated maintenance and operations area is adequate because of good planning and cost documentation; however, the older buildings will always require the district to prioritize its maintenance plans and to seek additional funds in order to properly maintain the aging facilities. The state of the restrooms in certain buildings necessitated a remodel that was completed in fiscal year 2009-2010. The restrooms in the Art building, Cafeteria, and the Student Center were renovated. Additional facilities will be upgraded as funds become available. Remodeling and renovation using Measure E has allowed for much-needed upgrades and/or replacement of infrastructure (HVAC, plumbing, electrical, etc.) to occur throughout the campus. For example, a new parking lot of over 100 parking stalls will soon be installed that will help relieve the pressure on students and employees that is experienced at the beginning of each semester. The anticipated completion date for this new parking lot is fall 2011.

The Reedley College Facilities Committee (FC) has representatives from all constituent groups of Reedley College [211 pg. 53]. It monitors and has implementation oversight of the Reedley College Facilities Master Plan. The FC regularly reviews potential projects and makes recommendations relative to facility maintenance, project priority, potential funding, Americans with Disabilities Act compliance, and safety projects. The FC works cooperatively with district operations in carrying out its duties and responsibilities. The FC evaluates and recommends revision of plans and standards and communicates with the respective groups involved. The planning process, Facilities Master Plan, and goals guide budget priorities. Recommendations made by the FC reflect the college's values and support the mission of Reedley College, with the ultimate goal of improving student success, achieving student learning outcomes, and serving the community. The FC continually develops, implements, evaluates, and revises (if necessary) building and maintenance plans, projects, and initiatives, both long-term and short-term. The Facilities Committee advises both college and district operations, maintenance, and grounds regarding college needs, concerns, and projects pertaining to existing facilities as well as new construction. The FC reviews scheduled maintenance plans and projects, ongoing maintenance plans and schedules, grounds services plans and schedules, and building services plans and schedules. The FC also addresses related issues that impact students, faculty, administrators, and staff, such as parking, lighting, and security [584, 585]. The FC will address diversity in all planning and implementation processes as appropriate. Diversity issues include but are not limited to access, use, learning experience, and indoor/outdoor environments. The FC has made a significant impact on the planning and monitoring of the Measure E projects and on the day-to-day maintenance of current facilities. Extensive review of the requirements relative to the use of Measure E funds resulted in the establishment of priorities for building and remodeling projects. Input was gathered from across the campus, and the Facilities Committee established criteria for setting priorities and also selected general, broad priorities for the Measure E projects.

One area that has an impact on all students, faculty, and staff is the concern regarding adequate vehicle parking. On the spring 2010 Employee Survey, 47 percent of respondents disagreed or strongly disagreed that parking was adequate for them to perform their job duties without tardiness and interruption [81 pg. 24]. There are certain times during the day/week when it is difficult to find a parking space at Reedley College. The college has made arrangements for student parking in the Redeemer Church parking lot across the street, and the college opens up a dirt parking lot on the west side of campus when weather permits. An additional parking lot with over 100 parking stalls near the new residence hall will provide some relief at Reedley College during peak hours. The lot is currently under construction and should be completed during the fall 2011 semester. The 2010 completion of the new parking lot for the Willow International Center has significantly alleviated the parking problem for that campus.

Other than concerns over parking, Reedley College employees are generally satisfied with the state of college physical resources. On the 2010 Employee Survey 74 percent of the respondents agreed or strongly agreed that systematic assessment of effective use of physical resources is integrated with institutional planning. Additionally, 83 percent of respondents agreed or strongly agreed that physical resources such as facilities and equipment adequately support student learning programs and services, and 76 percent agreed or strongly agreed that the college systematically maintains and upgrades its physical resources (i.e., facilities, equipment, etc.) to support its programs and services [81 pg. 22-24].

The Reedley College main campus is in conversations with representatives of the city of Reedley and the San Joaquin Valley Air Pollution Control District to discuss the improvement of bike paths towards the college. The city of Reedley is planning updated road improvements that greatly enhance the access to the Reedley College campus. This will include a round-about and a new main entrance of the college at North Reed Avenue.

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**b. The institution assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

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**Descriptive Summary**

The college has a commitment to maintaining a safe, efficient and secure environment for effective learning and teaching. Facilities are designed and constructed according to building codes and the Americans with Disabilities Act (ADA), which require compliance with regulations regarding safety and handicapped accessibility. Facilities construction and remodeling are reviewed by the California Division of the State Architect (DSA) to ensure compliance with access and safety requirements. The facilities are maintained and operated in accordance with the California Occupational

Health and Safety Act (Cal/OSHA). There are emergency preparedness plans and safety guidelines for managing issues regarding facilities, including those that are maintained districtwide. Emergency Procedures “flip charts” are posted at all employee workstations and in all classrooms. The Facilities Committee and the Health and Safety Advisory Committee address areas of the college campuses relative to any unsafe conditions [585]. The district’s Emergency Response Plan is both National Incident Management System (NIMS) and Student Information Management System (SIMS) compliant [587].

All identified safety concerns and problems are reported for correction and are inspected after correction to ensure proper completion. All fire alarms and fire prevention equipment are fully maintained. Training for all college employees in the correct operation of fire extinguishers is ongoing. The district has initiated [online safety training](#) from the district safety officer’s office.

Safety of physical resources is ensured through safety inspections, fire prevention equipment maintenance and inspections, hazardous materials disposal, bio-waste disposal, and a Disaster Preparedness Plan.

The director of maintenance and operations (district level) has overall supervisory responsibility for maintenance of facilities on all campuses. The grounds services manager (district-level) has overall supervisory responsibility for upkeep of grounds. The building services manager (college-level) has overall supervisory responsibility for custodial services, shipping, receiving, and mail. Safety and security is a shared responsibility among the three departments; however, the State Center Community College District (SCCCD) Police Department has overall responsibility for safety and security on the campus. Currently, there is a police officer on the Reedley campus until 11:30 p.m. each night. Student workers are used as needed and as appropriate in all areas.

Reedley College takes steps to ensure access to all students on each of its campuses. The Disabled Students Programs & Services (DSP&S) office at Reedley College coordinates with all areas of the campus as well as each center to ensure accessibility to all students by addressing the unique needs of students with disabilities. At Reedley College, DSP&S is located in one of the modular buildings and houses all DSP&S staff except the learning disability (LD) specialist who is housed in a separate building/office, a space currently utilized for implementation of proctored testing accommodations and the DSP&S High Tech Center (HTC). The DSP&S office has provided equipment and adaptive software for the HTCs at each campus location and has also provided adaptive software for use in other locations on each campus. The HTC at Reedley College contains five computer stations. Each station includes an adjustable table, monitor, and chair, making full accessibility possible. Computers and adaptive computer stations in the HTCs on each campus are equipped with Microsoft Office for general computer use and



adaptive software programs installed to provide students with the necessary tools for success. These adaptive programs are available on the Reedley College Campus in the library computer lab, DSP&S HTC, Writing Center lab, Student Athlete Retention Program lab, dorm lab and Language Arts Lab 1. Ubi-Duo communication devices are also available in strategic locations throughout campus such as the DSP&S office, library, Financial Aid, and Admissions & Records offices.

The DSP&S office at Willow International is housed in the AC-2 building and consists of two offices. One additional office space is currently used for implementation of proctored testing accommodations and learning disability assessments. The Willow International Center is also equipped with a DSP&S High Tech Center (HTC) with one adaptive computer workstation with adjustable height table, a printer, and a scanner. Additionally, there is one computer with a scan and read station and six computers with adaptive software, two on adjustable height tables in the open computer lab. All HTC computers are equipped with Microsoft Office for general computer use and have adaptive software programs installed to provide students with the necessary tools for success.

There are two offices for DSP&S at the Madera Center. The office space houses student files and is used by the part-time counselor, part-time LD Specialist, and student workers. It is also used for implementation of proctored testing accommodations. The Madera Center also has a designated room for a High Tech Center (HTC) which is equipped with four adaptive computer workstations, a printer, and a scanner. In addition, two adaptive computer stations are located in the library computer lab and one adaptive computer station is in each instructional computer lab. All adaptive computer workstations at the Madera Center are on adjustable height tables. In addition, the library has one scan and read station and one read-only station.

The Oakhurst Center does not have designated office space for DSP&S; however, space is arranged with the North Centers DSP&S director on an as needed basis. The Oakhurst Center has an adaptive computer station with an adjustable height table in both computer labs. All HTC computers are equipped with Microsoft Office for general computer use and have adaptive software programs installed.

### **Self Evaluation**

The Facilities and Health and Safety Committees provide a mechanism and vehicle through which requests and issues can be heard, despite limited funds for maintenance staffing and repairs of facilities that sometimes prevent completion of requests in a timely manner. The broad representation on these committees results in effective communication [211 pg. 53 and 57], and the priorities set by the committee then become the priorities of Maintenance Services, Grounds Services, and Building Services. The Health and Safety Committee convenes once per quarter or more often as necessary. The Health and Safety Committee reviews and investigates employee injuries, reviews routine

facility safety inspections, and makes recommendations to the college administration to improve campus safety. The Facilities Committee plans in advance for upgrades to be accomplished as funds become available. The district director of environmental health and safety is a member of the Facilities Committee and the Health and Safety Committee. This helps ensure that physical facilities at all locations where courses, programs, and services are offered are constructed and maintained in a manner consistent with the college's obligation to provide an accessible, safe, secure, and healthy environment. Significant progress on upgrading and repairing facilities has taken place during the fiscal years of 2008-2009 and 2009-2010. On the Reedley College campus, a new Residence Hall has been constructed, and renovation projects have been completed in the Art Building, Cafeteria, Physical Science Building, and the Student Center.

Reedley College also uses its evaluation processes, such as program review, to ensure improvements are made to the safety and security of its learning and working environments. In January 2011, Reedley College installed a new fence and child-proof gates around the Child Development Center's toddler room. This will prevent toddlers from wandering into the nearby parking lot or college entry driveway. This was recommended and substantiated in the Child Development Program Review Report of fall 2009 [586 pg. 3]. From the same report recommendations, the college decided to replace bark as playground surface in the Infant-Toddler play yard. Artificial turf was installed including the proper fall zone and this play area was made ADA compliant by improving the accessibility with a wider gate and a concrete pathway [586 pg. 3].

Reedley College has programs and equipment in place to promote a safe and healthy learning and working environment. Smoking is prohibited in all buildings, according to Board policy. All facilities have fire extinguishers which are on a regular inspection plan for testing, recharging, or replacement as necessary. Emergency call boxes are located throughout the campus. Biological and hazmat materials are handled and stored appropriately. When the old Residence Hall (built in the late 1950's) was destroyed, all asbestos and other dangerous materials were properly abated and removed from campus under the guidance of regulatory agencies. A new Residence Hall was built and safe access, a secure living environment, and energy efficiency were prime items in the new design. Additionally, the science departments inspect storage of all chemicals to ensure compliance with Cal/OSHA requirements and are disposing of dangerous chemicals and tissues through licensed hazardous waste companies. In addition, the Biology Department uses computer dissection simulations for part of their labs, and other departments are investigating the feasibility of also using simulations. In the Animal Science Department, sharps, needles, and other biohazard materials are disposed of through the same hazardous waste company. An inventory of all chemicals is maintained and updated regularly by the departments and overseen by the dean. Collection of chemical and biological waste follows the 90-day disposal policy required by the health and safety code. An industry-standard inventory system is used by the Chemistry and Biology Departments. It is regularly checked and updated by the

instructional lab technicians. The college's chemical hygiene plan was updated with the assistance of a consultant and in conjunction with the update of the district's Illness and Injury Prevention Plan (IIPP) [588].

The district hired a districtwide director of environmental health and safety in 2006. As a result, the following college health and safety programs have been revised and/or developed as of January 2010:

- [Illness and Injury Prevention Program \(IIPP\)](#)
- [Blood Borne Pathogens Exposure Control](#)
- [Chemical Hygiene](#)
- [Hazard Communication](#)
- [Report an Unsafe Condition](#)

College employees receive fundamental safety training in its health and safety programs through mandatory participation in an [online safety training program](#). Online training modules include IIPP, chemical hygiene, blood borne pathogens, and safe lifting practices. Future module topics include utility cart safety and ergonomics.

As a part of its Emergency Response Program, the college also participates in an emergency notification system (1st2Know) that operates via text messaging, email, and an emergency status update call-in telephone number. An audible alarm/notification system is currently being engineered and is scheduled for installation and implementation in 2010/2011. The system is designed to inform students and staff of any emergencies that may occur on campus. Upon implementation, employees and students will receive training in the use of the system.

Current campus staffing levels in maintenance, grounds, and building services is adequate. During off hours, the Police Department at the district office handles all calls in close cooperation with the Reedley Police Department.

Reedley College faculty and staff agree that the college is successfully assuring an environment conducive to learning and teaching. The 2010 Employee Survey indicated that over 73 percent of respondents agreed or strongly agreed that the college systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning/working environment. Additionally, over 92 percent of respondents agreed or strongly agreed that the grounds are pleasing and adequately maintained and that the exterior features of the campus buildings are well maintained [81 pg. 22-23].

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## **2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans**

**and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

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### **Descriptive Summary**

Based on the Educational Master Plan and the three-year assessment of facilities by the California Community College Foundation (CCCCF), the district and the Reedley College have developed annual and long-range plans for capital expenditures that are directly linked to the college's needs which are congruent with both short- and long-range planning processes. These planning processes support institutional improvement goals as outlined in the Strategic Master Plan and the district's Five Year Construction Plan. Projections of the total cost of ownership of new facilities and equipment are detailed in the Five-Year Construction Plan [136]. When new or replacement equipment is added to the capital asset inventory, the costs of any related operational and maintenance costs are considered and factored into annual operating budgets.

Responsibility for equipment is dependent on the function of the equipment. Required classroom equipment and equipment pertinent to the physical plant are the responsibility of the Maintenance Services Department, the Facilities Committee, project architect, or project construction manager (in conjunction with the district-level Business and Operations Department and the District Facilities Committee). Both the college and district Facilities Committees are comprised of members from all constituent groups and meet monthly. The college's Strategic Plan serves as a guideline for data management information systems to support and direct planning and to ensure that equipment is used effectively. To accomplish this, each department reviews its program and requests resources and other long-range needs that directly relate to the Strategic Plan, annual goals, objectives, other planning documents, etc. Department requests are then prioritized within the college's divisions and off-campus sites.

Selection, maintenance, inventory, and replacement of college equipment are conducted on a systematic basis and in such a way as to directly support the educational programs and services of the college. The college's shared budget development and governance structure use a process to systematically assess effective use of its resources. Budget managers, the deans, vice presidents, president, and district office staff (particularly the Purchasing Office), do this. The Technology Committee prioritizes requests for instructional equipment such as computer lab needs. The process is completed on a formal basis each year with the onset of institutional planning for the upcoming year.

The district-level Information Services (IS) Department is responsible for the Datatel Management Information System, network systems, and telephone

systems. The District Information Services Department is responsible for implementation and maintenance of all other technology; and once network systems and services arrive on campus, Reedley College Computer Services takes over all responsibility for the system's operation. The college's Technology Advisory Committee developed a college Technology Plan in 2010. The Computer Services Department procures and maintains audiovisual and technology equipment used for student learning, including video conferencing, with assistance from the District IS Department.

In addition to the general fund, Reedley College has been receiving over \$500,000 each year from lottery revenues which are used to make one-time purchases. These funds are allocated through the Resource Action Plan process (RAPP). A large portion of these funds are normally utilized for the acquisition of equipment [79, 80, 170, 252].

The college capital expenditures are closely tied with the district plans. The Five-Year Construction Plan, Scheduled Maintenance Plan, Technology and Telecommunications Infrastructure Program (TTIP), various Block Grant funding, Perkins, and the lottery revenue-based RAPP process ties strategic academic planning and student success initiatives to capital expenditures.

The college places an emphasis on linking financial planning to funding programs and services that are congruent with achievement of institutional goals and objectives coming out of the college's mission statement, Strategic Plan, program review recommendations, and annual goals and objectives. For example, the Reedley College 2008-2009 annual goal #12 states, "Identify internal and external sources of funds to enhance programs and services of the college while providing for a minimum prudent general fund reserve." The college has aggressively pursued external funding and in the 2009-2010 academic year \$8 million external funding was obtained. The district's comprehensive Master Plan and Strategic Plan are also an integral factor in the college's budgeting processes. Physical resource planning, the college Facilities Master Plan, and program review support the mission of the college and are linked to the college's specific educational goals and objectives.

### **Self Evaluation**

Reedley College long-range capital plans reflect projections of the total cost of ownership of new facilities and equipment. The Five-Year Construction plan is filed annually with the state and is based on the college mission and Strategic Plan. It helps determine the level of state funding received for capital projects. It also lists planned future projects and how projected facilities will be used. In addition, the report uses current and projected enrollment statistics to plan facilities to accommodate future student growth [136].

An aggressive building and modernization program has been undertaken by the college and by the district as a result of funds provided by Measure E and leveraged

through scheduled maintenance, state higher education bonds, and district/college funding:

Reedley Campus

- A 12,000 square foot library/learning resources addition was completed in January 2006. It includes a new tutorial center, new computer lab, meeting rooms, study rooms, and reference library (Proposition 47 funding).
- Construction of the CCI classroom building containing seven classrooms, one large-group instruction room, computer lab, and faculty offices was completed in spring 2006 (Measure E funds).
- Construction of new Residence Hall was completed in fall 2009 (Measure E funds).
- Remodel of existing classrooms and other current facilities – Art Building, Cafeteria, Physical Science building, and the Student Center were completed during FY 2009-2010 (Measure E funds).
- Re-plastering of the Reedley College swimming pool was completed in 2009 (Measure E funds).
- Implementation of technology infrastructure was a part of the recently completed remodel projects (Measure E funds supplemented by college). The planning for an infrastructure improvement project which entails the designation of a small, 8x8 foot room in each building started in 2010. This large project is also called the Intermediate Distribution Facility (IDF) project. Funded by Measure E, its completion is anticipated to occur in 2012.
- A new parking lot on the site of the old Residence Hall is expected to be completed in fall 2011 (Measure E funds).
- The \$2.5 million Science, Technology, Engineering, and Math grant funded a new Math Study Center, completed in 2009. For those who participate in the supplemental instruction offered in the Math Study Center, the increase in student success is 20 percent. Other STEM funded projects include improvement of a biology class room and stockroom (completed in 2010), improvement of a computer science lab (completed 2011), and renovation of the animal science lab (completed 2011).
- STEM funded projects for the summer and fall 2011 include math computer lab improvement and an educational photovoltaic project at the Residence Hall.

Willow-International Center

- Phase I construction of the Willow International Center opened in fall 2007. It includes an 80,000-square-foot Academic Center One facility and parking (Measure E and state funds).
- The 12,000-square-foot Child Development Center opened in fall 2007 (\$2 million dollars each from State Center Community College District and Clovis Unified School District and \$1.8 million allocated by the state).

- The bookstore, cafeteria, and maintenance plant became operational between fall 2007 and spring 2008 (Measure E funds).
- Phase II construction began in 2009 and was completed fall 2010. Phase II includes an 80,000-square-foot Academic Center Two building and additional parking (50-50 split between state funds and local Measure E bond).

*Madera Center:*

- The Center for Advanced Manufacturing (CAM) opened in fall 2010 providing state-of-the-art vocational labs (Measure E funds).

*Oakhurst Campus:*

- Two new classrooms and new bathrooms opened in fall 2009 “(Measure E funds).

The success in securing funding for capital projects provides much-needed facilities improvements at the aging Reedley Campus, the new, fast-growing Willow International Center, the Madera Center and the Oakhurst site. Recognizing that these new facilities will require additional maintenance, grounds, custodial, and police staffing, the district is in the planning stages for the additional personnel needed to maintain programs and services.

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**b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

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**Descriptive Summary**

As mentioned in the previous section, the college develops annual and long-range plans for capital expenditures that are directly linked to the district needs which are congruent with both short- and long-range planning processes as described in the Educational Master Plan. These plans relate directly to the Reedley College mission and demonstrate the college’s commitment to providing student learning opportunities geared to the needs of the student population at each site. Physical resources planning is integrated with institutional planning; and the Strategic Plan, Educational Master Plan, Facilities Master Plan, along with the Five-Year Construction Plan, serve as guiding documents for facilities planning. The ultimate goal of the process is to provide facilities that enable the Reedley College programs and services to operate at a high level of integrity and quality. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district planning. The planning and prioritization of remodeling projects and new construction projects are coordinated by the Facilities Committee.

An example of this integration between physical resources planning and institutional planning can be seen with recent technology construction projects. The 2009-2010

annual goal #5 states: “Increase the use of technology throughout the college in support of teaching and learning and to increase access to and dissemination of information among students and staff [241]. Reedley College has significantly improved and upgraded two business computer labs and the aviation maintenance technology computer lab. These projects were completed in December 2010.

Each department on every campus uses the program review process to drive resource requests and allocation. Departments undergo the process every six years, and they must submit progress report updates each year. Recent program review reports for the college can be easily accessed on the [Blackboard website](#). In program review, departments must use quantitative and qualitative analysis to establish a need for physical resources. The program review report for both instructional and non-instructional departments must connect the need to how the resources will improve learning outcomes for the students. Needs for distance education resources are also established using this program review process. Once a need has been established in a program review report, departments submit a Resource Action Plan Proposal (RAPP) to request funding. RAPPs are evaluated to ensure that they are justified by a program review, are tied to the Strategic Plan and meet the college mission and goals. The RAPPs are then sent to the Budget Committee to be ranked and for funding recommendations. All recommended RAPPs are reviewed by the College Council prior to approval.

### **Self Evaluation**

The Educational Master Plan was adopted in 2010, and the program review reports of the various departments drive the review of the physical resources on campus. One of the responsibilities of the Program Review Committee, Facilities Committee, and the Strategic Planning Committee is to ensure that physical resources are assessed through the program review process which includes the review and evaluation of data relating to facilities use and changes based on program needs. The information is used by the Facilities Committee and the Strategic Planning Committee to evaluate, plan and improve facilities to meet student learning needs. Facilities improvements also need to go through the Resource Action Plan Proposal (RAPP) process as explained in the previous paragraph. The Facilities Master Plan needs to be updated; a contract was awarded at the June 7, 2011 Board of Trustees meeting to begin this project [149].

The college’s shared governance structure, budget development process, and program review process provides a systematic assessment of the effective use of all resources, including physical resources. The program review process allows faculty and staff to evaluate their programs in an objective manner and to update curriculum, programs, and services as needed, including physical resources. For example, in the 2009 program review report for Biology, long term goal #4 stated, “Continue to upgrade the Life Science classrooms and labs” [229 pg. 2]. The Science, Technology, Engineering, and Math (STEM) grant accomplished this. Life Science (LFS) building rooms 11 and 17



were upgraded, and the biology stockroom (LFS 2) has been made safer through the purchase and installation of a new autoclave and improvement of the ventilation. The program review and institutional planning processes work to support course and program level student learning outcomes. One of the program learning outcomes for biology is that students become versed in microscopic techniques [229 pg. 3]. Through the funding of STEM and Minority Science and Engineering Improvement Program (MSEIP) grants, Reedley College has purchased many state-of-the-art microscopes for more hands-on instruction in biology to achieve this learning outcome.

### **III.B Planning Agenda**

3.2 Reedley College will finish updating the Facilities Master Plan in 2011-2012 (III.B.2.b).

### **III.C. Technology Resources**

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

**1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.**

#### **Descriptive Summary**

Technology has been identified as a strategic direction in the Reedley College Strategic Plan. Direction #6, Information Technology, states that the college strives to embrace and employ current technology leading to the success of the students, staff, and the college. The main objectives within this goal are to provide access to appropriate and current technology to support effective teaching and work environments, to access and disseminate information, aide decision making, and enhance communication [218].

The State Center Community College District (SCCCD) staff provides the primary support for districtwide networking and administrative systems. Reedley College's Computer Services department oversees collegewide institutional and instructional computer support and data services. The district and college staffs work together closely to provide support for all educational and administrative needs of the Reedley College campus and its centers (Madera, Willow International, Oakhurst, Clovis, and the Dinuba Vocational Center).

Technology planning is integrated with institutional planning. Reedley College utilizes the annual Resource Action Plan Proposal (RAPP) process to evaluate and allocate funds for the next year [79]. The RAPP is evaluated based upon how it supports both the Educational Master Plan and the Reedley College Strategic Plan. The Technology Advisory Committee (TAC) submits RAPP items that are identified in the Reedley College Technology Plan [165].

#### **Self Evaluation**

Reedley College is committed to ensuring and technology support it provides is designed to meet student and employee needs. The Computer Services department staff at Reedley College and its centers is responsible for establishing an efficient technological environment, and to help ensure it does so, it undergoes a program review process every five years along with all other programs/departments at the college. During this process, it must do a quantitative and qualitative analysis of its services and establish and assess student and program learning outcomes [75 pg. 17-22, 572]. Surveys are also

occasionally conducted to assess service effectiveness [71 section II-A, 81 pg. 25-27, 296, 297, 572 pg. 25-31].

Demand for distance education classes has necessitated changes in technology, and Reedley College has been working to keep up with this demand. A faculty member has been appointed as a distance education coordinator for the college. This faculty member surveys faculty to determine distance education training needs [296, 297], coordinates training workshops [307], and assists faculty members in setting up course content in an online format. Reedley College has also recently upgraded to the Blackboard version 9 course management system. This has enhanced distance education courses as new features are present in version 9 allowing more efficient student and faculty use of the system.

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**a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

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**Descriptive Summary**

Technology services, professional support, facilities, hardware, and software responsibilities are divided between the State Center Community College District (SCCCD) Information Systems department and the Reedley College Computer Services department.

*District Information Systems*

The [mission of SCCC's Information Systems](#) is to provide enterprise-level instructional technology (IT) leadership, implementation, and support to the district's IT users. Information Systems (IS) responsibilities include supporting Datatel, phone systems, internet access and wide-area network, and teleconferencing/videoconferencing.

The IS department maintains, upgrades, and supports Datatel (Colleague and WebAdvisor), the district's enterprise resource planning system (ERP) that manages student information, human resources, and finances. Colleague is a comprehensive academic management system used by Admissions and Records, Student Services, and Administrative Services to facilitate record keeping and the reporting of student, faculty, and staff activities and transactions. WebAdvisor is a web application for both faculty and students. It allows faculty to access class rosters, submit census reports and grades, and monitor laboratory attendance. Students can access class schedules, add and drop courses, and check grades [481, 512]. WebAdvisor also supplements the Colleague platform by providing web-based student services such as registration, transcript requests, and grade reports [481, 512]. The SCCC is running the most current version of Datatel (R18) on Hewlett-Packard servers that are upgraded on a scheduled timeline.

The district maintains two phone systems, a traditional Private Branch Exchange (PBX) made by Fujitsu and a voice-over Internet protocol (VOIP) system by Cisco. The Reedley

campus has a Fujitsu phone system, and a facility project to upgrade the network infrastructure to prepare for the migration to VOIP is in the investigative phase. The Willow-International and Madera Center campuses have full deployment of Cisco's VOIP offering. IS manages the inbound/outbound telephone circuits and negotiates for the entire district to take advantage of volume and other discounts. They are also responsible for the Microsoft Exchange environment that is tightly integrated with the Cisco VOIP system. It allows voicemails to be stored in Outlook email mailboxes so they can be retrieved from any personal computer (PC) that has access to the internet.

IS ensures effective operation of the district's internet connection. Internet access was upgraded in 2009 from a 45 megabit per second connection to a 1 gigabit connection speed. The physical connection to the internet is at the district office, and the wide-area network (WAN) distributes the access to the campuses. The IS department is also responsible for maintaining the firewall, remote access (VPN and dialup), and Corporation for Education Network Initiatives in California (CENIC) data and video gateways for videoconferencing and e-mail handling.

The IS network group is responsible for planning, implementing, maintaining, and troubleshooting the wide-area network (WAN) that connects all of the locations. The WAN is a combination of DS3 and T1 connections to the campuses. The Willow-International campus was migrated to AT&T's Opteman in 2010, which provides increased speeds (100 megabit) with reduced network overhead at a reduced cost. The district is planning to migrate all campuses covered by AT&T to Opteman.

Teleconferencing for complex video conferences is also supported by district staff. Due to the nature of Reedley College and its relationship to its centers, teleconferencing is frequently used for video conference meetings between multiple locations and also for distance education. The IS staff also provides training and support for the teleconferencing equipment [576]. The district also maintains a helpdesk at extension 5960 that primarily supports users with Datatel, WebAdvisor, and telephone problems/issues.

The goal of the Reedley College Computer Services Department is to provide a reliable technological environment that meets the needs of students, faculty, classified staff and administration and promotes a student-centered learning environment [572 pg. 6].

The campus Computer Services staff is responsible for:

- Desktop computers
- Servers and network applications
- Printers
- Local area network equipment (LAN)
- Instructional and administrative software
- Classroom support
- Teleconferencing
- Email support for staff and students

The Reedley College Computer Services Department is overseen by the director of technology. The director reports to the Reedley College president and the vice-chancellor of the North Centers. Currently, the director is responsible for Reedley College and its centers. There is a dedicated staff at the Reedley, Madera, and Willow-International locations that provides support for technology-assisted learning. Technicians are sent to the other locations (e.g. Dinuba Vocational Center) as support issues occur.

There are 55 computer labs at Reedley College (including the centers) containing 1,634 PCs for student use. The software available in the labs is standard Microsoft Office 2007 along with specialized programs to support specific disciplines. Most of the classrooms/labs (166 of the 199) are technology enabled with dedicated computers, projectors, and DVD/VCRs. Most of the 33 classrooms/labs that don't have installed equipment are in vocational shop areas where equipment isn't used on a regular basis. Reedley, Madera, and Willow-International have dedicated open computer labs that are available for student use anytime during school hours with 281 PCs available. Computers for student use are also available in the Admissions and Records Web Room and Financial Aid-Veterans Resource Center on the Reedley campus [162]. Videoconferencing rooms are available at all campus locations, increasing work efficiency by eliminating travel for meetings. Students have free wireless network access at all the campuses with [instructions available on the Reedley College website](#).

Distance learning and online courses offered through the college are supported using the Blackboard course management system, version 9. The district contracts with Blackboard and Presidium for hosting and support of the learning system. Presidium gives students and faculty access to a helpdesk 24 hours a day, 7 days a week to resolve Blackboard problems and questions in a timely fashion. There are six distance learning classrooms at the campuses that are fully equipped with Polycom equipment with which students can participate in combined interactive courses between campuses. Tegrity and Camtasia programs are used to enhance course delivery. These programs allow faculty to make recordings of lectures (including capturing of the computer screen) available to students through Blackboard.

Reedley College uses the web-based Hershey document imaging system to scan and store student records. Currently, the Admissions and Records and Financial Aid departments use the Hershey system, but other departments have expressed an interest in utilizing this product and are evaluating it. SARS is the online appointment system used primarily by Student Services. Data used for matriculation is stored within SARS. Information from SARS is then uploaded into the Datatel Colleague system.

### **Self Evaluation**

The college recognizes the importance of technology in the delivery and support of the learning process. Technology is one of the six strategic directions for Reedley College's Strategic Plan. District and campus-level technical staff members provide Reedley College's students, faculty, and staff with support to meet the needs of the campus community. The Resource Action Planning process ties technology resource allocations to the Educational Master Plan and the Reedley College and North Centers' Strategic Plans, and the Technology Advisory Committee is responsible for advancing new ideas for technology.

Reedley College employees are generally satisfied with how technology is applied across campus to enhance the effectiveness of college operations. According to the spring 2010 Employee Survey of full- and part-time faculty, staff, and administrators, 78 percent of those surveyed agreed or strongly agreed that available computer hardware, software, multimedia, and other technologies are sufficient to help them effectively perform required duties. Additionally, 72 percent agreed or strongly agreed that when technology is required for them to perform their duties, it is available at appropriate times and places (on campus and/or remotely) [81 pg. 25, 27].

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### **b. The institution provides quality training in the effective application of its information technology to students and personnel.**

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#### **Descriptive Summary**

Reedley College and North Centers provide many training opportunities for faculty and staff. Individual training can be requested by any staff or faculty member, full- or part-time, and is provided by Computer Services staff technicians on an "as needed" basis. Staff members can fill out an [online Computer Services Request Form](#) to request training in equipment such as classroom projectors or basic, simple-demand software programs such as Windows [573]. For more specific programs and equipment, technology workshops are routinely offered on campus. Classified staff members receive regular training via the Classified Professionals Training series [603]. Faculty and staff are offered various training sessions throughout the year in topics such as Blackboard, PowerPoint, electronic grade submission, and Tegrity [307]. These sessions are generally conducted by faculty members with expertise in the subjects, and faculty members are occasionally surveyed to determine training needs [296]. Additionally, Reedley College and the North Centers offer numerous technology training classes during the spring and fall faculty Flex Days [157, 235]. An Academic Senate officer has been responsible for organizing faculty Flex Days. However, the Academic Senate is forming a Faculty Professional Development Committee that will be responsible for determining faculty training needs and coordinating Flex Day activities [574, 696]. Employee training is also available through internet content. The college webpage has [links to trainings](#) in subjects such as Microsoft Word and Outlook. Technology training is also available through documents and [audio-visual content on Blackboard](#) [575].

The Reedley campus has an Instructional Resource Center (IRC) in the library that is used for training sessions and as a workroom for adjunct faculty. The IRC also contains equipment for the conversion of instructional video media from VHS to DVD. Training in the use of this equipment is done on an as-needed basis and can be [scheduled](#) through the computer services staff [573].

Faculty and staff members can also receive training off campus at professional conferences and workshops. Through staff development funds, employees can participate in technology training that is not offered on site. To receive funding for conference travel, faculty and staff members must obtain approval from the Reedley College Staff Development Committee and administration [577, 578].

With demand increasing for distance education courses, faculty training in this area is essential. Workshops on the Blackboard course management system provide instructional support for those teaching distance education classes and online resources for those teaching traditional courses. Training is scheduled at regular intervals by the distance education coordinator, a faculty member who is given release time to organize matters related to distance education at the college. This distance education coordinator determines training needs [296, 297], organizes group and one-on-one trainings [307], and assists instructors in moving course content to an online environment. Training workshops have been held for the recent [Blackboard version 9 upgrade](#), and the Reedley College and North Centers have links on their college websites and Blackboard to [online training in subjects like Office 2007](#) and [Tegrity](#) [575] to assist full- and part-time faculty who may be teaching distance education courses and are not often on campus.

Students at Reedley College also receive regular training and instruction in technology. Students who obtain an associate degree must demonstrate a required familiarity with computer concepts and computer use. They must know how to activate a personal computer and load files or software from a disk and/or CD ROM, access and use one application to create a document, save, retrieve, and print it, access the Internet/World Wide Web on a dial up basis or via a school local area network, use a search tool to locate information relevant to course work, and print the information or download it to a file, and send and reply to email messages. To complete this computer familiarity requirement, students have three options: to complete a course from the approved list, complete the Information Systems-Computer Literacy Brief Courses Certificate, or pass a college examination of computer familiarity. The options are listed and described in the college catalog [61 pg. 31, 81].

In addition to requiring students to achieve basic computer literacy, students receive training throughout their college career from faculty, staff, and computer lab assistants in technology such as Blackboard, email, library technology, and more. Blackboard is used in distance education courses, and some instructors use it as a face-to-face classroom supplement (to post quiz reviews, provide access to grades, etc.). As a result, students must be able to effectively access and use Blackboard. Faculty members use class time

and/or office hour time to teach students how to use it effectively, and supplemental [training materials are online](#) for student use. Email accounts available through Windows Live are now provided by the college for all students. These student email addresses are used for all college-to-student electronic communication, and students are provided with hard copy and [online instructions](#) in how to use the account [579]. Further training and support for email and Blackboard are provided by instructional technicians in the library open-computer lab.

Because the library is becoming increasingly more reliant on technology to maintain its resources, students wishing to use it must become proficient in the technology in order to benefit from its assets. Library technology resource orientations are offered for any class on campus, and they can be conducted in the library or in classrooms. These bibliographic instruction presentations can be requested by faculty as a classroom supplement and are usually associated with a specific assignment that requires the use of library technology resources such as the online databases [102]. For the Reedley campus and North Centers' libraries combined in the 2009-2010 academic year, 162 orientation tours were conducted, allowing 5,153 students to receive training [93]. Students are also instructed on an individual basis as needed.

### **Self Evaluation**

Reedley College is committed to providing quality training to its students and its personnel. Training needs are assessed, provided, and evaluated. Classified Professionals workshops are open to both faculty and staff and provide regular training opportunities for employees to improve their knowledge of software products used at work on a regular basis. Evaluations of these workshops have been very positive [611, 612]. Flex Days workshops and trainings throughout the year offer opportunities for faculty to engage in planned, organized technology trainings geared toward their needs [296, 297], and these workshops are regularly evaluated for future planning of workshops [580]. Training for new software applications and upgrades are incorporated into the product rollout schedules. Surveys and program review provide feedback on training needs.

Reedley College faculty and staff are generally satisfied with the quality of technology training on campus. When surveyed in spring 2010, 71 percent of faculty and staff surveyed said they agreed or strongly agreed that training they have received has been effective and of high quality [81 pg. 26].

Students are also satisfied with the technology skills they are acquiring at Reedley College. In spring 2010, students were given the ACT College Outcomes Survey. Students were asked how valuable it was to learn to effectively use technology (e.g. computers and high-tech equipment); 95 percent said this was a learning outcome that had moderate to very great importance to them. They were then asked how much progress they had made at this college toward achieving this outcome, and 85 percent indicated moderate to very much progress had been made at Reedley College and said



this was a learning outcome that was important to them. They were then asked how great an influence the college had in helping them achieve that outcome, and 85 percent agreed or strongly agreed that Reedley College had helped them in this area [71 section II-A].

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**c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

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**Descriptive Summary**

Reedley College technology infrastructure and equipment duties are partly a responsibility of the State Center Community College District's Information Services department and partly a charge of the Reedley College Computer Services department.

*District Information Services*

Administrative systems controlled by the district are on an annual maintenance program. Hardware is under full warranty and then placed on maintenance plans once the warranty has expired. Hardware is upgraded to meet user demands for more processing power and speed (e.g. Blackboard and Datatel upgrades). The wide-area network (WAN) has been upgraded to meet campus needs; this includes converting to AT&T's Opteman for network speeds. The district has recently installed a backup generator to provide power during outages. Prior to the installation of the generator, access to district resources was lost during a power outage.

Datatel is the enterprise system that is provided and supported by the district Information Systems (IS) department. Datatel is the primary student information and financial accounting system. The Datatel system is on an annual maintenance program, and software patches are loaded on a regular schedule by the district IS staff. This keeps the system functioning at its most effective level.

The upgrading or replacement of equipment and software controlled by Reedley College is incorporated into the annual Resource Action Plan Proposal (RAPP) process. A major component in the justification portion of the RAPP document is how the allocation supports the Educational Master Plan, Reedley College Strategic Plan, and whether it has been identified in the program review process [80, 252]. The Technology Advisory Committee (TAC) reviews and evaluates technology issues on the campuses. It provides advice to various departments on projects affecting technology, including software, hardware, and training. The RAPP process combines all the requests and matches the appropriate funding (i.e. lottery, Perkins, grants and discretionary funds (XXO)). The Technology Plan is developed by the TAC, reviewed by the College Council, and serves as a guide for the acquisition, maintenance, and upgrading/maintenance of campus technology [571].

The Computer Services department is responsible for coordinating replacement of all PCs, printers, network hardware, software, and other related equipment. Computer lab specifications, hardware, and software are used to determine the priority order of replacement. Hardware inventory is used to document the status of technology in each room, in particular, classroom computer labs and multimedia classrooms [162]. Campus software inventories are used to keep track of all software products used on campus for academic and business needs [164]. Campus hardware is currently on a five-year replacement cycle for PCs as identified in the Reedley College Technology Plan and is being implemented with a target date of Fall 2011 [571]. Hardware that has been removed from equipment is either reused for parts or is removed from service and sent to auction. Software upgrade schedules are dependent on the details of each software vendor's license.

The Madera and Willow-International Centers are new facilities, and the funding for these new campuses allowed for the purchase of new equipment for both the infrastructure and the classroom and office environment. Incorporated into the design of the facility is power redundancy. Each Main Distribution Frame (MDF)/Intermediate Distribution Frame (IDF) has an Uninterruptable Power System (UPS) that is connected to the emergency backup generator.

With the [web-enabled computer services request form](#) service, Reedley College faculty and staff can request general maintenance of hardware and software as needed. Each service request generates a work order and is automatically assigned to technical staff for resolution. The request form software provides the requestor with an easy method to monitor progress on their request and provide feedback on the work that was performed. Additional priority support can be requested by calling the department emergency cell phone or the departmental help desk extension [573].

### **Self Evaluation**

Reedley College uses the program review process, Technology Advisory Committee (TAC), Resource Action Plan Proposal (RAPP) process, and the online computer service request system to make decisions regarding technology acquisition, maintenance, upgrades, and replacements. The RAPP process, specifically, is an effective, objective protocol for assessing and prioritizing equipment and software needs.

The college realizes the importance of current and efficient technology to effective operation of the institution. Regular technology upgrades are made whenever possible. For example, the college uses Microsoft Exchange to provide email, calendars, and classroom schedules. Upgrade of the servers from Exchange 2003 to Exchange 2010 is currently underway to improve campus and district communications. The upgrade to email will include SPAM filters. The college also plans for the security and management of its technology systems. Sophos Endpoint Security and Data Protection is provided on all computers and allows for cross-platform anti-virus protection and a centrally managed

client firewall. It also provides simplified, centralized management of updates, and control of applications, devices, and network access.

The college has also recently improved its intranet to provide staff easy and constant access to campus documents. Each faculty and staff member has personal network storage and department network storage. Login account settings and scripts are used to automatically establish connection to the designated storages areas and network printers.

Many Reedley College employees are satisfied that the college effectively plans for technology acquisition, maintenance, and upgrades. When asked if the college systematically reviews and updates its technological infrastructure and equipment to meet institutional needs, 72 percent agreed or strongly agreed [81 pg. 25].

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**d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

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**Descriptive Summary**

Since technology is critical to the operation of the institution, Reedley College works to ensure that technology resources (hardware, software, and services) are available to students, faculty, staff, and administration in many different venues. Computers are available in classrooms, open computer labs, and offices. There are 2,130 computers at Reedley College with 1,634 allocated for student use in the open computer labs, laptop labs, PC labs, Apple labs, libraries, Admissions & Records Web Room, Veterans Center, and the assessment centers. E-communication is brought about through online resources such as the Reedley College websites, interactive video, teleconferencing, the Blackboard course management system, WebAdvisor, online counseling, online assessment, and a vast variety of online library references available both on and off campus [162].

Departments and programs at Reedley College are the initial link in the process of technology utilization and distribution. They are responsible for determining needs and creating proposals that address technology shortcomings, potential areas of growth, and software/hardware upgrades. If a program has a need for technology resources, it must complete a Resource Action Plan Proposal (RAPP) form to tie the request to program review recommendations, student learning outcomes assessment, college goals, and the Strategic Plan [80, 252]. The program must also address acquisition, continued support, and necessary replacement of the technology infrastructure and equipment. The College Council reviews the RAPP requests and makes decisions with the input of the Reedley College Technology Advisory Committee [263]. This decision to allocate funds for the request is based on how well the request supports program review recommendations, the Strategic Plan, Educational Master Plan, and the Technology Plan.

### Self Evaluation

Reedley College recognizes the central role of technology to the development, maintenance, and enhancement of its programs and services. Program review provides the process for identifying technology needs. The needs are based on an assessment of the degree to which given technologies would enhance a program's effectiveness and support of student learning outcomes. The Resource Action Plan Proposal (RAPP) process examines the needs identified in program review to determine how resources will be allocated for the next fiscal year. With input from the Technology Advisory Committee (TAC), this process ensures that technology resources will be distributed and utilized effectively.

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## **2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

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### Descriptive Summary

Technology planning is closely tied to institutional planning in that, on an annual basis, the Strategic Plan (developed and overseen by the Strategic Planning Committee) ensures alignment between technology planning and the Educational Master Plan. Each year, the Technology Advisory Committee (and each participatory governance campus committee) must fill out a Strategic Plan progress report tying committee activities and projects to the college goals and the directions of the Strategic Plan.

Once technology needs are identified, Resource Action Plan Proposals (RAPPs) are developed and submitted. The RAPPs specify need, goals, and objectives of the funding request; and the program submitting the proposal must demonstrate a link from the request to the Strategic Plan and the Educational Master Plan [79]. The RAPPs are developed at the division, department, or discipline level for faculty and the department level for classified staff. The overall process establishes a vertically-integrated model wherein technology users have an active role in identifying needs, developing RAPPs, and reviewing the efficacy of the technology plans that are implemented. They provide oversight committees with the necessary feedback to determine future needs through the survey, program review reports, and representation on the Technology Advisory Committee (TAC).

The TAC includes representatives from college administration, faculty, and classified personnel [211 pg. 55]. This committee works with the established technology budget to develop technology recommendations based on constituent input. Additionally, the recommendations of the TAC are considered in conjunction with program review recommendations in the Resource Action Plan Proposal (RAPP) process which helps determine the allocation of resources for the upcoming year.

### Self Evaluation

Reedley College has a system in place that ensures technology decisions emanate from institutional needs and plans for improvement. It uses the participation of various shared governance committees in its technology planning and decision-making processes. A Technology Plan is in place that is reviewed and approved by the Facilities Committee and College Council, and the Strategic Plan establishes current technology as one of the strategic directions of the college [218]. Institutional technology projects are developed by the TAC and programs/departments through the program review process. These projects are based on technology needs that are officially proposed through the Resource Action Plan Proposal (RAPP) process that is aligned with the Educational Master Plan. These are ultimately reviewed by the Reedley College Council or the North Centers Executive Committee for prioritization and budgeting [170, 263].

To determine whether technology needs are being met surveys of faculty, staff and students conducted. A student and staff satisfaction survey was conducted in November 2009, and results were reported and used as a basis for recommendations in the Computer Services department's most recent program review report [572 pg. 25-31 and pg. 34-36].

**III.D. Financial Resources:**

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**

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**1. The institution relies upon its mission and goals as the foundation for financial planning.**

**a. Financial planning is integrated with and supports all institutional planning.**

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**Descriptive Summary**

The college is made up of the main campus at Reedley College and three other campuses: Willow International Center, Madera Center, and the Oakhurst site. In preparation of the Willow International Center becoming its own college, the district separated the fiscal accounting systems between the locations. The Reedley College president has primary responsibility over the budget at the Reedley campus, while the vice chancellor of the North Centers has primary responsibility over the North Center sites. As fiscal data and procedures are presented in this standard, they will be referred to as the Reedley College campus and the North Centers separately.

The college and centers rely upon their missions, master plans, strategic plans, and annual college goals for financial planning. In addition, the college and centers strive to align with the district goals established in the district budget 2010-11 [5 pg. 5]. Through the efforts of program review and governance, the college plans the allocation of resources through integrated planning.

The college and centers are allocated funds by the district office, and allocations are approved by the governing board. This allocation is not based directly on FTES or a districtwide formal allocation model. The current allocation method is a combination of incremental budgeting with FTES as a general guide for allocating new funds. As specific needs are identified, additional funds may be allocated to one college or center.

The district employs various formulas and methods in determining intra-district center cost allocations. Based on information current at the time, an estimate of state revenue is combined with an estimate of miscellaneous revenue in order to determine the total

amount available for site allocation. Allocation to sites is based primarily on staffing. The prior year’s final allocation to each site is the starting point for the current year. Step and column increases are added first, followed by increases in benefit amounts, property and liability insurance, and any expected increase in utilities costs. Any new positions are then added to the base allocation for each site. These adjustments are permanent. The district is in the process of developing a more explicitly defined allocation model.

The district, college campus, and centers all practice effective oversight of finances as evidenced by evaluation of adopted budgets, audit summaries, and year-end reports.

One of the college’s most significant responsibilities is the development and presentation of the annual budget. This document not only serves as a planning document for the ensuing school year, reflecting the goals and priorities, but also serves as a report to college constituents (and governing board) regarding utilization of public funds. The college campus Budget Committee normally meets monthly and is comprised of representatives from each constituent group: the Academic Senate, Classified Senate, Associated Student Body student government, and senior administrative staff. The committee is charged with making recommendations to the Reedley College Council and for allocating additional or discretionary funds [211 pg. 20]. Budget discussions assure that financial planning supports district goals, the college mission, and the Strategic Plan [218].

The district adjusts annual budgets due to the state’s budget fluctuations. The district was funded with base apportionment, cost of living adjustments (COLA), growth, equalization and part-time faculty compensation, and various categorical funds. District board-adopted budgets reveal the allocations to the individual campuses and sites. The adopted budgets are shown in Table 37:

Table 37: General Fund and Categorical Budgets

**Fund 11 - GENERAL FUND**

*Reedley College Campus*

Budget Year	Total District Budget	Salaries and Benefits	Operating Expenses	Total Budget	percent of RC to Total District
2010-2011	\$141,766,095	\$24,679,082	\$2,096,935	\$26,776,017	18.89 percent
2009-2010	\$138,679,468	\$24,716,484	\$1,690,330	\$26,406,814	19.04 percent
2008-2009	\$141,478,087	\$24,552,135	\$2,233,446	\$26,785,581	18.93 percent
2007-2008	\$137,004,181	\$23,861,020	\$1,938,670	\$25,799,690	18.83 percent
2006-2007	\$124,912,077	\$21,741,102	\$1,662,421	\$23,403,523	18.74 percent

**Fund 12 - CATEGORICAL FUND**

*Reedley College Campus*

Budget Year	Total District Budget	Salaries and Benefits	Operating Expenses	Total Budget	percent of RC to Total District
2010-2011	\$25,161,173	\$4,578,459	\$2,810,163	\$7,388,622	29.37 percent
2009-2010	\$28,533,924	\$4,889,976	\$2,873,419	\$7,763,395	27.21 percent
2008-2009	\$27,165,192	\$4,371,477	\$2,369,636	\$6,741,113	24.82 percent
2007-2008	\$25,720,910	\$4,419,672	\$1,954,873	\$6,149,545	23.91 percent
2006-2007	\$21,989,199	\$3,226,585	\$2,143,259	\$5,369,844	24.42 percent

(Example of allocation of funds from 2006-07 through 2010-11)

**Fund 11 - GENERAL FUND**

*North Centers Sites*

Budget Year	Total District Budget	Salaries and Benefits	Operating Expenses	Total Budget	percent of NC to Total District
2010-2011	\$141,766,095	\$16,413,371	\$800,945	\$17,214,316	12.14 percent
2009-2010	\$138,679,468	\$16,114,862	\$715,743	\$16,830,605	12.14 percent
2008-2009	\$141,478,087	\$15,333,483	\$820,274	\$16,153,757	11.42 percent
2007-2008	\$137,004,181	\$14,185,585	\$726,533	\$14,912,118	10.88 percent
2006-2007	\$124,912,077	\$11,811,858	\$828,097	\$12,639,955	10.12 percent

**Fund 12 - CATEGORICAL FUND**

*North Center Sites*

Budget Year	Total District Budget	Salaries and Benefits	Operating Expenses	Total Budget	percent of NC to Total District
2010-2011	\$25,161,173	\$1,043,189	\$437,158	\$1,480,347	5.88 percent
2009-2010	\$28,533,924	\$1,271,300	\$609,026	\$1,880,326	6.59 percent
2008-2009	\$27,165,192	\$1,401,349	\$964,086	\$2,365,435	8.71 percent
2007-2008	\$25,720,910	\$1,704,210	\$979,238	\$2,683,448	10.43 percent
2006-2007	\$21,989,199	\$271,655	\$716,605	\$988,260	4.49 percent

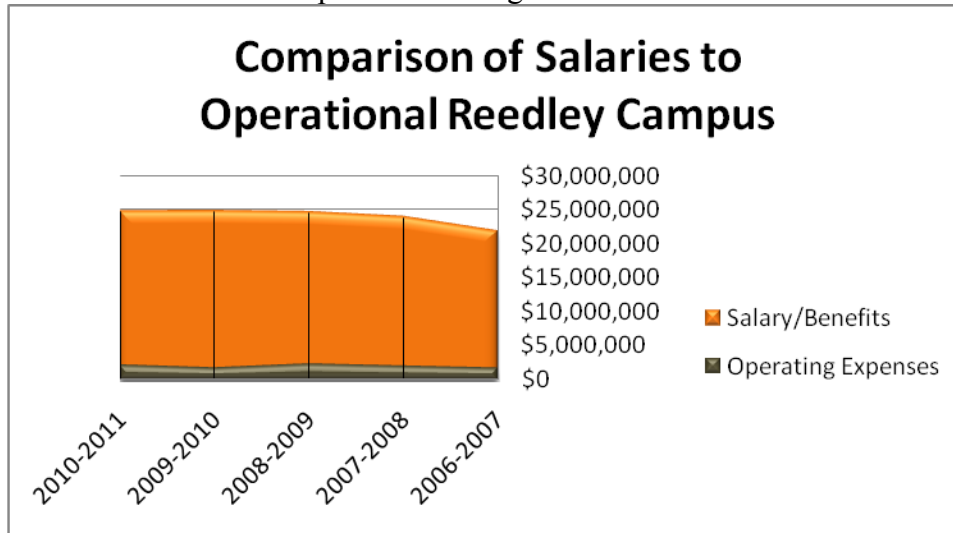
The college is funded fairly with respect to the size of the student population. One of the main goals of the college and the district was to fund the current permanent academic and classified employees. The district recognizes the efforts put forth by employee bargaining units during tough budgetary times. The district has made a repeated commitment to fund full-time positions and class section offerings to meet target FTES goals set by the board. Some reduction in duty days has occurred in counseling and other categorical programs to adjust to a reduced general and categorical funding level [7, 8, 10]. In spite of the California budget crisis, the district has not moved to layoffs, or terminated contracts of personnel. An annual review of vacant funded positions is conducted and is ongoing to



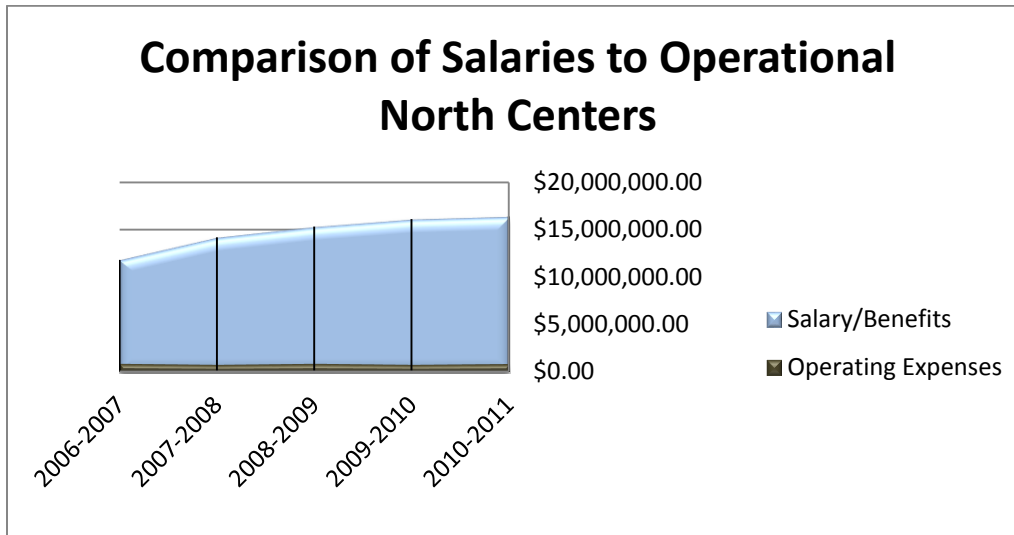
determine if a position will be filled once vacated or replaced with another needed position recommended through program review, a Resource Action Plan Proposal (RAPP) or a Faculty/Staff Request Form.

The college campus budgets have remained flat over the last few years while the North Center budgets have had minor percentage increases to deal with the increased enrollments. Specifically, over the last few years, salary and benefits have increased, and operational budgets have been relatively flat. New faculty positions are funded by the district as needed to maintain the Faculty Obligation Number (FON) set by the state; however, no funding is assigned to new classified positions unless it is warranted with the increase in assignable square footage and new building construction.

Table 38: Salaries and Operational Budgets



Reedley College	Salary/Benefits	Operating Expenses	Total	Percentage to budget
<b>2010-2011</b>	\$24,679,082	\$2,096,935	\$26,776,017	<b>92 percent</b>
<b>2009-2010</b>	\$24,716,484	\$1,690,330	\$26,406,814	<b>94 percent</b>
<b>2008-2009</b>	\$24,552,135	\$2,233,446	\$26,785,581	<b>92 percent</b>
<b>2007-2008</b>	\$23,861,020	\$1,938,670	\$25,799,690	<b>92 percent</b>
<b>2006-2007</b>	\$21,741,102	\$1,662,421	\$23,403,523	<b>93 percent</b>



North Centers	Salary/Benefits	Operating Expenses	Total	Percentage to budget
<b>2010-2011</b>	\$16,413,371.0	\$800,945	\$17,214,316	<b>95 percent</b>
<b>2009-2010</b>	\$16,114,862.0	\$715,743	\$ 16,830,605	<b>96 percent</b>
<b>2008-2009</b>	\$ 15,333,483.0	\$820,274	\$16,153,757	<b>95 percent</b>
<b>2007-2008</b>	\$14,185,585.0	\$726,533	\$14,912,118	<b>95 percent</b>
<b>2006-2007</b>	\$11,811,858.0	\$828,097	\$12,639,955	<b>93 percent</b>

(General Fund Salary/Benefits percentage to total budget)

The campus Budget Committee (BC) also evaluates, prioritizes, and recommends for funding annual Resource Action Plan Proposal (RAPP) requests to the College Council [80]. The RAPP requests are first evaluated on how they support the college mission, strategic plan, and program review recommendations [79 pg. 2]. The program review action plans identify requests for additional staffing, equipment, facilities, and space requests [75 pg. 33]. Under the resource action planning process, administrators, faculty, or staff are able to submit requests to the Strategic Planning Committee (SPC) for consideration of budget allocations that will be forwarded to the BC for review.

At the North Centers level, emphasis is also on linking financial planning to funding programs and services that are congruent with achievement of institutional goals and objectives. These goals directly support the Centers' mission and are developed through integrated planning processes including the educational master plans, strategic plans, Enrollment Management Plan, Student Success Plan, Technology Plan, program review recommendations, and College Center Council Action Plan recommendations. Action Plans may be submitted by administrators, faculty, or staff and generally fall within the organizational areas of facilities, technology, student services, instructional equipment or supplies, and library [252]. Action Plans linking needs with planning are completed each

fall and submitted to the College Center Council for review and recommendation for funding [553]. Final review is conducted by the vice chancellor of the North Centers.

Linking financial planning to programs and services and the achievement of college and center goals relative to the college mission statement is paramount. Strategic Plan, program review recommendations, and annual goals and objectives are all formulated to ensure student success. These components, combined with the college Educational Master Plan and district Strategic Plan, are integrated into college budget development. At this time, Reedley College does not have a separate budget for distance education activities but is working to create one.

### **Self Evaluation**

At the college and center level, emphasis is on linking financial planning to funding programs and services that are congruent with achievement of institutional goals and objectives coming out of the college's and centers' mission statement, strategic plans, program review recommendations, and annual goals and objectives. The district's comprehensive Master Plan and Strategic Plan are also an integral factor in the college's budgeting processes.

Over the past decade or longer, the college and center administration have relied heavily on the mission and goals as the foundation for financial planning. For example, all requests for additional funding must be justified by and directly relate to the accomplishment of a college-approved annual goal and/or Strategic Plan goal and/or a program review recommendation [80]. The college's resource allocation process is directly tied to the Strategic Plan and program review approved recommendations; subsequently, there is an effective means for setting priorities for funding institutional improvements.

In the spring of 2010, a survey of faculty and staff was conducted to assess employee satisfaction with various aspects of the accreditation standards. This Employee Survey indicated that 77 percent of respondents agreed or strongly agreed that the college campus relies upon its mission, goals, and strategic plan as the foundation for financial planning and budgeting [81 pg. 28]. The college is interested in increasing the awareness of campus financial planning and budgeting. Through town hall meetings, special campuswide budget meetings, presentations to constituent groups, department meetings, campus committee meetings, and a [link on the college webpage](#) soliciting budget ideas from faculty and staff; information on campus financial planning and budgeting is presented and open for discussion.

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**b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

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### Descriptive Summary

Reedley College and its centers operate with an annual budget in excess of \$26 million and \$17 million, respectively. Operational budgets are developed on an annual basis using the base budget incremental adjustment method. Adjustments are made to incorporate recommendations from program review, the Budget Committee (BC), and strategic planning. The budget development process is a collaborative process of the BC, executive cabinet, and campus divisions. The vice president of administrative services provides the BC and executive cabinet with regular updates regarding the status of the current college, district, and state budgets, as well as related legislation and future budget considerations [601].

Due to the state of California's annual legislative budget appropriation cycle and the very real potential of annual appropriation variances and unknown economic factors, the college and district use conservative resource projection models. The college uses a combination of maintaining respectable financial reserves that are equal to or exceed the Board of Governors required minimums, and the annual lottery revenue Resource Action Plan Proposal (RAPP) process, which will be addressed later, to assure that assessments of resource availability are realistic.

Reedley College has many contracts and partnerships with various groups. These contracts and partnerships add to the quality of programs and services and provide student access to facilities and instructional equipment. For example, contracts with the Fresno County Workforce Investment Board, Tulare County Workforce Investment Board, and Quinn Company provide classes in manufacturing, welding, auto, health care interpretation, nursing assistant training, and diesel mechanics [308, 309, 310]. The partnerships with Wawona-Moonlight and Sun Maid Raisins packaging allows for our agriculture and natural resources classes to have a hands on environment for instruction. Contracts with Parlier High School, Kingsburg High School, Sanger High School, Dinuba High School, Selma High School, and Fowler High School provide for off-site instruction. These and other projects are linked to institutional planning and are an integral component of the annual budgeting process.

Bond Measure E was approved by voters in 2003 for new financial resources to fund capital projects and associated instructional equipment. With Measure E funds, facilities upgrades at Reedley College for the dorms, additional parking, upgrades to the student center, and the CCI building have been funded. The funding for the upgrade to the technology infrastructure is also primarily funded from this bond. A Science, Technology, Engineering, and Math (STEM) grant has also provided for upgrades to our facilities for math and science programs. Many of these funds were strategically used together to maximize and create the optimal learning environment for our students.

The North Centers have also benefited from Measure E funds. In 2003, the Board of Trustees completed the acquisition of 110 acres for a permanent site located at Willow and International Avenues in Fresno. In partnership with taxpayers, \$50 million in local

and state bond monies were obtained to establish the first permanent structure on this site, the Willow International Academic Center One facility. At the time of opening in fall 2007, this facility included computer laboratories, an assembly hall, distance learning and traditional classrooms, a temporary library, student services, and offices. In 2010, Measure E funds added a recently completed \$38.5 million, 80,000 square foot Academic Center Two facility at the Willow International Center. The facility houses Allied Health and science laboratories, a fitness center, dance studio, library/learning center, student services, offices, and distance learning and traditional classrooms.

In addition to the facilities described above, funding was awarded through AB-16 California Joint Use Facilities legislation to construct a Child Development Center through collaboration with the Clovis Unified School District and State Center Community College District (SCCCD). The facility is used as a licensed child care laboratory for high school and college students taking child development and pre-teaching courses. The \$6.2 million dollar facility includes toddler and pre-school labs and a playground facility funded through a grant from the Fresno County First Five organization for \$280,250.

### **Self Evaluation**

The annual college campus and center budgets are developed and approved within the allocation given by the district office and approved by the governing board. Reserve fund balances over the past several years have been maintained at reasonable and adequate levels to help minimize the impact of California's fiscal uncertainties. With limited amount for funds for discretionary items and classroom improvements, the college and centers have been successful in writing and receiving grants and partnerships with local workforce investment boards that help meet these critical needs. For example, the college campus received a Science, Technology, Engineering, and Math (STEM) grant that remodeled and upgraded the science labs, renovated a space to create a math study center, and purchased much needed equipment. The college campus has also received Student Supportive Services and Title V grants that will assist with further expansion of the career/transfer center and counseling services [113, 295]. Partnerships have allowed the college to expand labs in the manufacturing departments and equipment for nursing and health care interpreter programs [308, 309, 310].

Reedley College has developed a formal budget development process tied to the college Educational Master Plan, college annual goals, Strategic Plan, and program review, which ensures that budget priorities focus on student success. This focus is driven by Educational Master Plan recommendation ten, "It is essential to implement an annual districtwide budget development process that is based on measurable, cost effective criteria and takes into consideration the unique needs of each site" [209 pg. 103]. Reedley College Strategic Plan Objective 7.3 is to "Maintain a stable financial environment. Seek to acquire enough financial resources to support the college's directions, goal, and objectives" [218].

Accurate assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements is integral to the college campus and centers' ongoing institutional planning processes.

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**c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

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**Descriptive Summary**

The college addresses financial planning by identifying and planning for payment of liabilities and future obligations. The district plans for long-term financial obligations, particularly on items associated with post-retirement benefits in compliance with Governmental Accounting Standards Board (GASB) 45 requirements. In addition, the district covers all utilities and insurance expenses required by the college with exception to student insurance, dorm, bookstore, and food service electricity. The college and the district develop annual and long range plans for capital expenditures that are directly linked to the colleges needs and congruent with both short and long range planning processes. Various plans such as the Five Year Construction Plan [136], Scheduled Maintenance Plan [160], Technology Plan [571], various block grant funds, and lottery Resource Action Plan Proposal (RAPP) process tie strategic academic planning and student success initiatives to capital expenditures. While the Five Year Construction Plan and Scheduled Maintenance funding are capital expenditure vehicles common to all California community colleges, the RAPP process is thought to be different than most other community college systems.

Reedley College uses the Resource Action Plan Proposal (RAPP) process to allocate discretionary funds within the college. The RAPP process begins at the department level, where needed resources are identified by the department, and then a resource action plan is written. The RAPP describes the items needed and the cost, and then the items are justified by tying the RAPP to annual college goals, the Strategic Plan, and program review [80]. The plan is then submitted to the division manager for review and approval [79 pg. 1-2]. Approved resource action plans are submitted to the Strategic Planning Committee (SPC) that ranks all actions plans based on how well they are tied to the college annual goals, Strategic Plan, and program review [170]. After ranking by SPC, the RAPPs are reviewed by the Budget Committee (BC). The BC reviews the ranked RAPPs and prioritizes the plans for funding based on the consensus of the BC. The prioritized list is submitted to College Council for approval and further recommendations. After college council approves, the prioritized list is submitted to the college president for final approval.

Table 39: Distribution of District Lottery Funds

<b>2010-11 Lottery Allocation for Budget Purposes</b>				
	<b>2010-11</b>	<b>LTO</b>	<b>LT5</b>	<b>percent</b>
<b>Funding Allocation</b>	<b>\$3,600,000</b>	<b>\$3,200,000</b>	<b>\$400,000</b>	<b>LT5</b>
<b>DO</b>	\$1,084,615	\$1,084,615		55
<b>FCC</b>	\$1,384,615	\$1,164,432	\$220,183	percent
<b>RC</b>	\$641,538	\$539,520	\$102,018	26
<b>NC</b>	\$489,231	\$411,433	\$77,798	percent
<b>Total</b>	<b>\$3,600,000</b>	<b>\$3,200,000</b>	<b>\$400,000</b>	<b>100</b>
<b>LTO</b>	<b>\$3,200,000</b>			<b>percent</b>
<b>LT5</b>	<b>\$400,000</b>			

The college’s RAPP process consists of allocating the annual lottery (LT0) revenue to technology replacement and one time funding, mostly capital expenditures, on a one-year delay basis. The one year delay allows the college and district to make annual- or shorter-notice funding decisions for one time needs not included or funded by other capital expenditure sources. Many technology issues require ongoing maintenance agreements to sustain services. Senate Bill 20 (Proposition 20 or LT5) requires 50 percent of any lottery proceeds increases from 1997-98 to be spent on instructional materials. The illustrations which appear below depict the lottery funding with the district and the amounts funded by the college with an increasing amount becoming operational in nature as the general fund is reduced and flattened.

With the decrease in state general funds, the college has increased its reliance on lottery funding to augment the operational costs to the college. In recent years, the college has become reliant on lottery funds to maintain technology upgrade and replacement costs, maintenance agreements, and facility and ground upgrades. SCCCD distribution of lottery funds in 2010-2011 is shown in Table 39.

**Self-Evaluation**

Reedley College and the North Centers are committed to the financial stability of the college and of the district. The college campus and centers have established procedures to meet payment of liabilities and future obligations, while maintaining prudent reserves. The college and centers do not have any short or long-term indebtedness, nor is there any such indebtedness being contemplated.



Over the past decade or longer, the college administration has relied heavily on the mission and goals as the foundation for financial planning. Additionally, in making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The college has maintained prudent and reasonable financial reserves over the years, in addition to annual balanced budgets, that assure timely payment of all current obligations.

The district, colleges, and local communities initiated and passed a \$161 million bond measure (Measure E) for upgrading and adding additional educational facilities to the campuses in 2003. \$79 million for Measure E Bond proceeds were for Reedley College and the North Centers. The \$79 million Measure E allowed for the addition of a classroom complex, remodeled student center, remodel of existing classrooms, and new dorm facilities at Reedley College. Future use of these funds will allow the college to upgrade its technology infrastructure backbone (crucial as distance education classes are in demand) and replace its aging telephone system. With the use of the lottery funds primarily being used as one-time funds and tied to the college and centers' priorities, Reedley College can clearly show that the short-term financial plans are linked to the long-range priorities. By relying on the income from Measure E funds as the primary funding for the capital projects (and not relying heavily on borrowing), the college and centers can also show that planning for the payment of liabilities and future obligations is a priority. This is also exhibited through the on-going funding of the GASB 45 post-retirement benefits plan.

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**d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

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**Descriptive Summary**

The budget calendar describes the timeline for budget development. The calendar is adopted by the Board of Trustees at its February meeting and sets the timeframes to submit budget information to the district office. A tentative budget is adopted in June of each fiscal year by the board and refined until the final budget adoption by the board in September. Through its Budget Committee (BC), shared governance structure and Strategic Planning Committee (SPC), Executive Cabinet and College Council, the college has developed and follows an annual collaborative and open budget development process. The North Centers College Center Council has also developed an open and collaborative budget development process that includes all constituent groups.

The Budget Committee (BC) is comprised of 15 members representing all constituent groups of the college including students, faculty, classified professionals, administrators, and managers. All meetings of the BC are open to everyone and emails are occasionally sent to inform employees of the date, time, and location. All meeting information and



handouts from the BC are posted on the [Blackboard](#) course management system. In an effort to include input from all employees regarding budget issues, [a link](#) was recently established on the Reedley College main webpage where budget-wise ideas can be submitted for review and fiscal analysis.

The college management information system, Datatel, assists administrators, faculty, and support staff by providing appropriate control mechanisms and access to dependable financial information to assist in making sound financial decisions. Various modifications and report generation through Structured Query Language (SQL) processes have simplified retrieving information in easier formats.

### **Self Evaluation**

Reedley College meets this standard. The budget development process at the campus is clearly planned, outlined, and endorsed by the SPC, BC, and College Council. The budget development process is also discussed at monthly college Town Hall meetings [222]. At the centers, this planning process takes place through the College Center Council.

The spring 2010 Employee Survey indicated that of those responding, 64 percent agreed or strongly agreed that faculty and staff have opportunities to participate in the budget development and resource allocation process [81 pg. 29]. To increase the opportunities for faculty and staff to participate in the budget process, the college is using the president's informal Tiger Talk gatherings [593], campus committee meetings, and constituent group meetings to discuss the budget process and allow for these groups to offer their input into the process.

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## **2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

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### **Descriptive Summary**

The financial management system of the district utilizes a chart of accounts to assure financial integrity and the responsible use of financial resources. This chart of accounts is promulgated by the California Community Colleges State Chancellor's Office through the Budget and Accounting Manual. To ensure that district budget expenditures fall within the adopted budget or board-approved revisions, the following control mechanisms are in place:

- a financial accounting system that provides budgetary control and accountability
- a budget control department that performs due diligence on every financial transaction
- an accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed

- a position control system through Human Resources to ensure that all full-time positions are approved and budgeted
- a procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures
- a purchasing department that oversees adherence to purchasing policies and procedures
- Board of Trustees oversight of purchases, contracts, and hiring decisions
- Independent auditors who verify that safeguards are in place.

In addition, the Fresno County Office of Education performs a financial oversight function, including random tests of warrants issued by all institutions in the county. Auditors follow the consistent and thorough investigation processes set forth in the California State Audit Manual.

The district uses the requisitioning and purchase order process in order to monitor and evaluate all proposed expenditures submitted by college, centers, and district support service departments. Purchases can only be made if an approved budget exists and authorized signatures are in place. Budget control is maintained at the major object code level. A budget is approved and assigned to each academic and support program using a unique chart of account codes for each department. Budget transfers can be made based on changing needs throughout the year.

Some purchases require a contract between the district and the proposed vendor. The district vice chancellor of administration and finance must approve all contracts and submit to the Board of Trustees for approval. Requisitions, purchase orders, and vendor payments involving a contract will not be processed until an approved contract is in place.

Faculty- and staff-initiated purchase requisitions must pass through an approval process. At the Reedley College campus, each area vice president is responsible for ensuring that the purchasing requests from their areas follow the district guidelines. At the centers, the associate college business manager is responsible for aligning the process with district procedures and state regulations. This process involves the dean, vice president of instruction and students, and the associate college business manager. The vice chancellor of the North Centers' approval is required for equipment and capital outlay purchases. The district Purchasing Office processes the purchase order. Without sufficient funds, purchase orders cannot be processed.

To ensure that financial information is disseminated in a dependable and timely manner, the vice chancellor of administration and finance submits financial reports to the Board of Trustees on a monthly basis. In addition, the district is required to submit financial information to the State Chancellor's Office through the quarterly Community College

Financial Status Report (CCFS-311Q) and the annual Community College Financial Status Report (CCFS-311).

### **Self Evaluation**

Datatel, the financial management system used by the district, has been utilized since 1998. It allows for real-time budget information. Budget managers are able to access accurate information that allows for budgetary control and accountability.

In addition, collaboration with the district Finance Department for accounting, human resource position control, purchasing and expenditures, contract, and grant oversight ensures adherence to district policies, procedures, and the financial integrity of the institution.

Financial information is readily available and provided on a regular basis as follows:

- All budget managers, assistants, deans, vice presidents, vice chancellors, the president, and office staff have real-time online access to college budgets and year-to-date account balances, etc.
- At the main campus, the budget areas are regularly reviewed at least monthly at the Executive Cabinet meetings or Vice Chancellor's Cabinet and other budget items of concern are discussed.
- Budget updates are shared monthly with the Budget Committee (BC).
- The vice president of student services holds a regular meeting to review the fiscal standings of all college grants.
- At the North Centers, the vice president of instruction and students and all deans meet monthly with the college associate business manager and business services account technician to review budget account balances and discuss budget concerns or issues.
- The Reedley College vice president of administrative services, account supervisor, accountant/auditor, North Centers associate college business manager and accounting technician staff maintain open-access practices and are readily available via e-mail, telephone, or in person to provide information, answer questions, or provide assistance or clarification of budget related issues.

In the spring 2010 Employee Survey, 65 percent of respondents agreed or strongly agreed that "Timely and accurate financial information is available to me as needed" [81 pg. 28]. In an effort to increase the level of knowledge about Reedley College finances to all employees, the college has been making significant efforts to increase the communication of budget information through various channels. All faculty, staff, and administrators are invited to attend BC meetings, budget issues are discussed at monthly Town Hall meetings and the president's informal Tiger Talk sessions, and the vice president of administrative services schedules occasional budget workshops and visits the meetings of various groups/committees on campus to keep them informed of the financial status of the college [619].

**a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Descriptive Summary**

The district provides funding to the college and centers annually as a base allocation. The base allocation is augmented with permanent allocation adjustments in terms of step and column increases, new certificated, classified, benefit increases, and COLA (when funded). With recent help from the College Brain Trust, the district is in the process of formalizing a budget allocation model. [602] Table 40 reflects that the funding levels of all service areas have been consistent with the allocation received from the district appropriations.

Table 40: College Funding Allocation

<b>Fiscal Program Support</b>					
<b>Reedley College</b>					
<b>Campus</b>	<b>2010-11 Annual Budget</b>	<b>2009-10 YTD Actual</b>	<b>2008-09 YTD Actual</b>	<b>2007-08 YTD Actual</b>	<b>2006-07 YTD Actual</b>
Institutional Services	\$2,784,168 <i>10.64 percent</i>	\$2,820,368 <i>10.93 percent</i>	\$2,998,488 <i>11.73 percent</i>	\$2,978,560 <i>12.03 percent</i>	\$3,296,037 <i>13.20 percent</i>
Instructional Services	\$18,038,074 <i>68.91 percent</i>	\$17,547,312 <i>68.00 percent</i>	\$17,186,362 <i>67.21 percent</i>	\$16,598,610 <i>67.05 percent</i>	\$16,250,837 <i>65.09 percent</i>
Student Services	\$2,715,536 <i>10.37 percent</i>	\$2,694,048 <i>10.44 percent</i>	\$2,693,181 <i>10.53 percent</i>	\$2,522,067 <i>10.19 percent</i>	\$2,989,435 <i>11.97 percent</i>
Administrative Services	\$2,636,924 <i>10.07 percent</i>	\$2,741,880 <i>10.63 percent</i>	\$2,693,285 <i>10.53 percent</i>	2,655,735 <i>10.73 percent</i>	\$2,430,036 <i>9.73 percent</i>
<b>TOTAL</b>	<b>\$26,174,702 100.00 percent</b>	<b>25,803,608 100.00 percent</b>	<b>\$25,571,316 100.00 percent</b>	<b>24,754,972 100.00 percent</b>	<b>\$24,966,345 100.00 percent</b>

The college is moving to integrate program review into resource planning and budgeting utilizing shared governance and consensus. Lottery decision packages demonstrate program review has been utilized to fund identified requests as determined by committee structure and consensus support.

Reedley College and the State Center Community College District (SCCCD) are committed to maintaining appropriate documentation on budgets, and independent audits reflect appropriated allocation and use of financial resources to support learning and to ensure the financial integrity of the college. As required by the California Education Code, U.S. Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133, the district contracts with a reputable independent accounting firm to conduct an annual audit of the district and college. The annual independent audits have been completed in a timely manner. The firm of Perry-Smith, LLP from Sacramento has been hired to perform the annual audit of the books for the fiscal year ending June 20, 2010. The annual audits are completed with the California Education Code, Title 5 California Code of Regulations (Sections 59101-59106), and federal audit guidelines related to applicable student financial aid programs, contracts, and grants.

To support student learning to students who need assistance, financial aid accounts have been established at the college for disbursing direct student financial aid, which consists primarily of the Pell Grant, Board of Governors Grant (BOGG), Supplemental Educational Opportunity Grant (SEOG), Cal Grant B, Cal Grant C, student loans, and Extended Opportunity Programs & Services awards. Funding is provided by the U.S. Department of Education and the state educational opportunity program.

The district has received unqualified audit opinions and no findings representing reportable conditions, material weaknesses, or instances of noncompliance related to federal and state funding for the past several years. The few recommendations received have been procedural in nature. All audit findings and recommendations are responded to in a timely manner. Annual audit reports, recommendations and findings are reviewed with area of responsibility.

### **Self Evaluation**

The college practices effective oversight of finances, which can be demonstrated through the evaluation of the adopted budget, audit summaries, and quarterly and year-end reports. The college demonstrates effective management of financial aid and the annual financial aid audit is without material weakness, and any recommendations are responded to in a timely manner. Financial aid is reconciled on an annual basis. The district and college budget documents are available to employees and the public, as is the annual financial and compliance reports.

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### **b. Appropriate financial information is provided throughout the institution.**

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### Descriptive Summary

Reedley College has a number of methods and forums through which information about budgets and fiscal conditions are disseminated to all levels of college personnel. The college president and the vice president of administrative services began holding a series of informational meetings in fall of 2010 and are on-going to discuss the budget issues facing Reedley College. These meetings are open to all faculty and staff and staff is notified of the time and location of these meeting through a series of emails sent out by the public information office [619]. The chancellor regularly gives updates regarding budget issues and conditions to faculty and staff at the opening day activities held at the beginning of the fall and spring semesters. The vice presidents of instruction, student services, and administration regularly meet with department chairs, deans, directors, managers, and staff throughout the year to update them on the status of the budget, providing budget planning and audit compliance issues.

Financial information is readily available and provided on a regular basis as follows:

- All budget managers, assistants, department heads, and office staff have real time, online access to college budgets and year to date account balances, etc. through the Datatel system.
- Budget updates are a standing agenda item at the president's executive cabinet and vice chancellor's cabinet meetings.
- Financial status and budget update dialogue and information is provided at monthly president's Town Hall Meeting and Tiger Talks [222, 593].
- Updated budget information is disseminated at Reedley College Council and North Centers College Center Council meetings [265 pg. 3-4].
- The Reedley College Budget Committee (BC) meets monthly and discusses financial developments at the state and federal levels, and reviews current and projected financial needs of the institution. These meetings are open to all faculty, staff, students, and administrators.
- The college vice president of administrative services, via email, regularly updates BC members, administrators, and managers about college as well as state budget and financial related issues as they unfold and become available.
- The vice president of administrative services, accounting supervisor, campus accountant/auditor, and the north centers associate college business manager maintains open access practices and are readily available via email, telephone, or in person to provide any desired information or answer questions.
- The vice president of instruction keeps the deans updated during regular deans meetings, and budget information is sometimes discussed during department chairs meetings which the chairs then share with their respective divisions [589].
- The Categorical Budget Committee, a subcommittee of the BC, meets monthly and discussed budget issues.

- Financial information is provided at all Board of Trustees meetings by the district vice chancellor of finance and administration. These presentations are also shared with the Executive Cabinet and the BC [549 pg. 5].

### **Self Evaluation**

The college and centers have an adequate management information system (Datatel) which provides timely, accurate, and reliable fiscal information to appropriate staff for planning, decision making, and budgetary control.

Financial information is provided throughout the district and college campus through a variety of means including Board of Trustees meetings, president's Town Hall meetings, BC meetings, Categorical Budget Committee meetings, and many other campus committee meetings. Information is shared with the executive leadership and, in turn, communicated to faculty and staff. Information is provided to constituent group representatives in the BC to be communicated to each constituency. Budget training for center administrators is held on a monthly basis at the North Centers budget management meeting. In addition, the budget is a regular agenda items at meetings of the Reedley College Council and North Centers College Center Council [265 pg. 3-4, 553 pg. 2]. This broad-based dissemination of financial information allows classified, certificated and management representatives access to budget and financial updates.

The 2010 Employee Survey results indicated that of those responding 63 percent on campus agreed or strongly agreed that financial information is readily available throughout the college [81 pg. 29]. In order to increase this percentage, Reedley College is making use of real-time budget reporting and more communication through a variety of committees and special events (e.g. Tiger Talk, Town Hall meetings) to ensure the timely dissemination of the budgetary information.

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### **c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

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#### **Descriptive Summary**

The district's cash and investment reserves are sufficient and within or above the generally accepted 5 percent rule of thumb for educational institutions. With Board Policy 6200, the Board of Trustees has created an even higher standard of the district reserve being no less than six percent of the expenditures [620]. The district and the college have also elected not to commit or pledge lottery, growth, interest earnings, or other selected categorical resources to ongoing personnel or contractual obligations. These funds have been used for one-time types of expenditures such as capital improvements, new or replacement equipment acquisitions, and maintaining adequate reserve balances. The district's over-cap enrollment can also be viewed as a hedge against being able to meet both current and future needs, should enrollment unexpectedly

decrease. The college's and forecasted available reserves are adequate to maintain stability.

Due to the cyclical nature of state apportionment and property tax revenues, there are times when the district's general fund (non-reserve and investment) checking accounts are temporarily at minimal balances. The state of California began deferring the delivery of funds to the community colleges in fiscal year 2009-2010. This has put a further strain on the availability of cash to pay the district's financial obligations. It is anticipated that cash deferrals will continue to be utilized by the state into the foreseeable future as a means for the state to retain sufficient funds to pay its own financial obligations in a timely manner. This practice will reduce potential interest earnings accrual on investment reserves and could result in the district having to participate in the Tax Revenue Anticipation Note (TRANS) program. The district has determined from experience that using the TRANS program, as needed, is cost effective compared to accessing short-term investment instruments for relatively short term cash flow purposes. By not providing cash to the district as regularly scheduled, the deferral process by the state may compel the district to borrow.

The district and college adhere to guidelines established by the Statewide Association of Community Colleges' Insurance Alliance of Schools for Cooperative Insurance program (ASCIP). The district and college are members of the Valley Insurance Program (VIP), and Fresno Area Self-Insured Benefits Organization (FASBO) public entity risk pools. The district pays an annual premium to each entity for its workers' compensation, health and property liability coverage. The district and college are reasonably and prudently insured and plan to continue insurance coverage through this agency for casualty losses, theft, liability, personal injury, and property damage.

The district vice chancellor finance and administration is assigned the responsibility of coordinating the property and liability program for the district and works with the vice president of administrative services in developing policies and procedures to reduce loss and litigation exposure.

The district's Risk Management Program is comprised of the following specific coverage:

- General Liability insurance
- Property/Fire and Casualty Loss coverage
- Student Medical and Accident insurance
- Worker's Compensation insurance
- Employee Long Term Disability insurance
- Employee Health Insurance options
- Employee Life Insurance Basic Coverage with Employee Pay Options

The ASCIP also sponsors a Loss Control and Safety Committee comprised of representatives from all member community colleges. This committee meets bimonthly



and evaluates claims, develops safety programs, and reviews means of risk exposure minimization, etc.

Two additional risk management programs that the district and college have include a fully functional and effective Employee Injury and Illness Program Plan (IIPP) in accordance with Senate Bill 198, as well as an employee and student Right to Know program.

The district hired a districtwide director of environmental health and safety in 2006. As a result, the following college health and safety programs have been revised and/or developed as of January, 2010:

- [Injury and Illness Prevention Plan \(IIPP\)](#)
- [Hazard Communication](#)
- [Chemical Hygiene](#)
- [Blood- borne Pathogens](#)
- [Report an Unsafe Condition](#)

College employees receive fundamental safety training through mandatory participation in an [online safety training program](#) implemented in the spring of 2010. Online training modules topics include IIPP, chemical hygiene, blood-borne pathogens, and safe lifting practices. Future modules will include utility cart safety and ergonomics.

As a part of its Emergency Response Program, the college also participates in an emergency notification system, 1stToKnow that operates via text messaging, email, and an emergency status update call-in telephone number. An audible alarm/notification system is currently being engineered and is scheduled for installation and implementation in 2010/2011. Upon implementation, employees and students will receive training in the use of the system.

Finally, Reedley College has an active Health and Safety Committee that convenes once per quarter or more often as necessary. This committee is comprised of representatives from the various campus constituencies and addresses campus health and safety matters in a proactive fashion. The committee reviews and investigates employee injuries, reviews routine facility safety inspections, and makes recommendations to the college administration to improve campus safety [211 pg. 57]. A number of potential safety and health hazards have been remediated due to recommendations from this committee.

### **Self Evaluation**

For many years, Reedley College has maintained reserves in excess of the state mandated five percent minimum prudent reserve level. The reserves, combined with insurance programs and potential TRANS, are adequate to maintain stability and meet financial emergencies and unforeseen occurrences.

As validated by the independent auditor, the college has sufficient cash flow and reserves to support the continued operation of the institution and for financial emergencies. With participation in the insurance VIP and the health and safety reviews, the college has also ensured for appropriate risk management and unforeseen occurrences.

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**d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

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**Descriptive Summary**

The district's centralized organizational management oversight of all referenced functions provides active, effective management oversight. Admissions, records, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments were centralized under supervision of the district vice chancellor of finance and administration on July 1, 1996, with the lone exception of the Reedley College Foundation. The Reedley College Foundation has a long, impressive, and essentially singular function of providing student scholarships. The State Center Community College Foundation also supports Reedley College, but oversight occurs at the district level. Both the Reedley College Foundation and the State Center Community College Foundation are California nonprofit organizations that have their own board of directors, including nominated community members and college/district employees. Both foundations comply with accounting principles for a governmental nonprofit entity as generally accepted in the United States.

Financial aid and grants are primarily administered at the campus level; however, the associate vice chancellor of workforce development and educational services in conjunction with the director of grants and external funding provide districtwide oversight and coordination to ensure consistency of policy and procedures implementation.

On the Reedley campus, the accountant/auditor in the administrative services office reviews all college grant budgets and reports. Once the budget or report has been reviewed and approved by the accountant/auditor, it is forwarded to the district office accounting staff for final review. Upon approval from both college and district accounting staff, the grant budget or report is then approved by the campus/center vice president of instruction or student services, the vice president of administrative services, and the president or vice chancellor. Once campus approval is received, the program/grant director submits the budget or report to the funding agency.

The college has created a Categorical Budget Committee (CBC), a subcommittee of the Budget Committee (BC), lead by the vice president of student services, to help enhance financial oversight and communication between administration and grant recipients. The

CBC membership is comprised of the vice president of student services, vice president of administrative services, campus accountant/auditor, account clerk for student services, and all grant directors, coordinators, and related accounting staff. The CBC meets on a monthly basis, and its main functions are to ensure grant programs are meeting both financial and non-financial targets, enhance communication between grant programs and administration, and to hedge any potential problems a grant program may be facing. The college maintains consistent support in categorically-funded areas, and this can be demonstrated by adopted budgets, program audits, and the annual district external audit. At the North Centers, grants are monitored by the associate college business manager and the accounting technician II. If any items need reviewing, they work directly with the grant coordinator.

Federal and state financial aid programs are administered by the college for the campus and the centers. The college maintains strict compliance with all rules and regulations mandated under the programs. Payment and awarding functions are independent of each other, with the Financial Aid Office controlling the awarding and the college Business Office controlling the financial disbursement functions.

To ensure effective oversight, the Reedley College's Financial Aid Office performs the following:

- maintains a policy and procedures manual outlining all of its processes
- sends the Willow International Center financial aid manager and support staff to program training to stay current in changing rules and regulations
- provides a list of disbursement dates and guidelines
- maintains and makes available financial aid information for students
- works in cooperation with Admissions and Records, Information Services, College Business Services, and Academic Services to assure that the funding, awarding, and disbursing of funds meet all deadlines and regulations

Contractual service providers and auxiliary organizations are under the direction of the district's vice chancellor of finance and administration. Management of the college food service operations is under the direction of the vice president of administrative services at Reedley College and management of the college bookstore is under the direction of the vice president of administrative services at Fresno City College, the other main college of the State Center Community College District. Management of the college residence hall is under the direction of the vice president of student services at Reedley College. Each auxiliary operation maintains individual financial records, purchases equipment and supplies, makes deposits, initiates purchase requisitions, and performs annual inventories. Auxiliary enterprises are expected to be self supporting and use the district Datatel management information system for accounting (with the exception of the campus bookstores), which allows district oversight by the vice chancellor finance and administration. All auxiliary enterprises are audited as part of the district annual independent audit.

The independent Citizens' Bond Oversight Committee makes sure that the funds from Measure E bonds are spent in accordance with projects and programs outlined in the election ballot. The committee meets four times per year to review expenditures and projects management.

The institution is audited by external audits on an annual basis. The audits are published, distributed, and available on the district web site. The State Center Community College District has received three audit findings since 2004. Each finding was implemented in the subsequent year. The internal audit reports are presented to the Board of Trustees upon completion of the audits.

### **Self Evaluation**

The Reedley College campus and its centers work with the district to practice effective oversight of finances and make improvements in the management of financial functions as needed. Since the last accreditation review, the district and college external independent audits have not had findings representing reportable conditions, material weaknesses, or instances of noncompliance.

The district and college have adopted policies to ensure that all auxiliary activities having a fiscal impact on the district comply with sound accounting and budgeting principles, public disclosures, and annual independent audit requirements. Purchasing policies have been developed by the district office to address approval processes and accounts payable. This process assures ongoing fiscal stability of the college through the responsible stewardship of available resources.

Centralized administration of operations and auxiliary functions has strengthened management oversight by utilizing the talent and expertise of both the district and college managers who have specialized training and experience in their respective areas. Centralization of management oversight and supervision also has economic benefits for the district. In addition, the college provides input and expertise for those functions managed at the district level via districtwide standing and/or ad hoc advisory committees.

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**e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

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### **Descriptive Summary**

Financial resources coming from auxiliary activities, fund raising efforts, and grants are used to support programs and activities consistent with the mission and goals of the college. Auxiliary operations include food service, the Residence Hall, Bookstore, Child Development Center, co-curricular activities, and Associated Student Body (ASB). These operations are expected to be self supporting with the exclusion of co-curricular and ASB activities, and all resources are to be used with integrity, supporting the college's mission and goals.

Co-curricular and ASB student government activities are funded through a combination of ticket sales, fundraising activities, college bookstore revenues, and general fund monies. Co-curricular activities are budgeted separately and use a historical perspective of revenues and expenses to generate the annual budget. ASB accounts maintain balances from monies received from fundraising activities. Revenue integrity is maintained through the use of revenue potential/fundraising deposit forms and general admission ticket sales/cash reconciliation forms. All expenditures flow through the campus Business Office and are properly accounted for by purchase requisitions and payment requests.

The State Center Community College Foundation (SCCCF) was established to engage in fund raising activities to support the mission, programs, and services of the colleges within the district. The Reedley College Foundation and the SCCCf have both formulated guiding principles that advocate for education, practicing responsible stewardship, maintaining respect for others, conducting business openly, demonstrating reliability and accountability, supporting diversity and inclusiveness, and exemplifying a commitment to students and community. As outlined in III.D.2.d above, all auxiliary operations and the SCCCf are under the active management of the district office, vice chancellor of finance and administration, and college site delegated administrators. The net revenues of all such activities are directly linked to strategic planning and the directions of the district and college mission.

The auxiliary enterprises and SCCCf are audited each year by an independent audit firm. Currently, Perry-Smith, LLP audits auxiliary enterprises, and Moore Grider & Company audits the SCCCf. These audits demonstrate the integrity of financial management practices. Grants are monitored with monthly meetings of grant directors/coordinators and undergo fiscal audits by local, regional, or state agencies as well as the independent audit firm of the district.

#### **Self Evaluation**

The district and college's external independent audits since the last accreditation review have had no findings representing reportable conditions, material weaknesses or instances of noncompliance including costs that were required to be reported related to contractual agreements with external entities. Reedley College and SCCCf adhere to all district policies and procedures for contractual agreements with external entities, thus maintaining the integrity of the institution.

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**f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

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### Descriptive Summary

The college has many types of contractual agreements with external entities: Fresno, Madera, and Tulare County Work Force Investment Boards; the Department of Rehabilitation, Department of Health and Human Services, the State Chancellor's Office, etc., which enhance the college's ability to provide for the needs of the students.

All contracts are approved by the State Center Community College District (SCCCD) Board of Trustees. The board has designated the chancellor, vice chancellor of finance and administration, and associate vice chancellor of human resources as signatories authorized to enter into agreements. Contracts are reviewed by the district's legal counsel for legal compliance. The district follows board policy to maintain the integrity of the institution, requiring disclosure of contracts and board approval prior to approval by the vice chancellor of administration and finance. In addition, the integrity of district contracts is maintained by adherence to regulatory codes including the Public Contract Code, the Education Code, the Business and Professions Code, the Labor Code, and the government code as they relate to specific types of contracts. Board Policy 6330 and Board Policy 6340 speak directly to administrative regulations that were established for records management, including access by the public, and comply with the requirements of the California Public Records Act [621]. The district requires all contracts for public works in the amount of \$15,000 to be approved by the Board of Trustees. Additionally, items must be formally bid upon and approved by the Board of Trustees in the amount of \$78,500 and above. Several other contracts such as grants and contract partnerships are also Board approved. Contracts are developed and executed within board policy guidelines.

### Self Evaluation

Reedley College undergoes an annual audit by an independent external audit firm. Audit findings and recommendations are addressed via the district from the college. The vice president of administrative services reviews all financial transactions, assures compliance with district policies, and provides key fiscal information to the college leadership. Each budget manager of the institution is accountable for the financial transactions for their assigned area(s).

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## **g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

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### Descriptive Summary

Reedley College and the State Center Community College District (SCCCD) regularly evaluate their financial management processes through program reviews, independent audits, internal reviews, and evaluations. The vice president of administrative services on the main campus and the associate college business manager at the centers is charged with the responsibility to provide ongoing monitoring and review of the college's financial transactions. Each division and departmental budget manager is responsible and

held accountable for the financial transactions in their assigned area(s). Each budget manager has real time online access to all assigned financial accounts through the Datatel management information system. This online access provides near-instantaneous access to all financial accounts, originally-approved budgets, revised budgets, year-to-date expenditures, most recent month activity, encumbrances, and available account balances. In addition, the district has expanded its reporting functions with the addition of structured query language (SQL) reporting.

In addition to division and departmental monitoring of financial activities, the vice president of administrative services provides the college president and service area administrators with periodic financial reports and highlights accounts (if any) that are in need of special attention. Processes are regularly discussed at the Executive Cabinet meetings, and suggestions for change are discussed and implemented. Reedley College has representatives on the district-level Information Systems Priority Committee, where recommendations for changes, additions, or deletions to the various Datatel modules are made.

At the district level, the director of finance and the vice chancellor of finance and administration review the year-to-date financial status of the district and colleges at monthly districtwide administration and finance meetings. All financial activity or developing revenue or expenditure trends (favorable or unfavorable) are highlighted and discussed. Information from these meetings is then taken to the college Executive Cabinet and Budget Committee (BC) for discussion and action, if necessary.

Finally, the results of the aforementioned financial management reviews can result in suggestions or ideas to improve the financial management system. These suggestions and ideas are discussed, reviewed, and analyzed by the district director of finance and by the district director of information systems. If it is determined that changes or modifications are needed and justified to improve the overall functionality of the financial management system, the changes are made and applicable notification or training is provided to the end line users of the system.

### **Self Evaluation**

Historically, the district, college, and centers' financial management practices reflected a pattern of prudent fiscal management and accounting processes. The college has maintained reserve funds with some fluctuations for the past three years. The district has consistently maintained a healthy reserve in excess of the six percent reserve level recommended by the State Chancellor's Office in order to assist with funding needs due to state economic uncertainties.

In addition to periodic internal processes, the annual independent external audit involves a review and evaluation that assesses the adequacy of the systems and compliance with rules, regulations, and internal controls.



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### **3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

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#### **Descriptive Summary**

There are numerous mechanisms in place that ensure Reedley College assesses its use of financial resources systematically and effectively. The Board of Trustees receives financial information from administrators and auditors. The board hears reports, solicits additional information as needed, and approves reports or recommended changes with the input and oversight of the district Administration and Finance Office. The independent Bond Oversight Committee ensures that the bond funds from Measure E are spent in accordance with projects and programs as outlined in the election ballot.

As a part of Reedley Colleges and the North Centers' shared governance structure and process, the systematic assessment of the effective use of all resources is essentially done on a proactive and perpetual basis. The program review process is the initial step in the assessment of program/service effectiveness in achieving student learning outcomes and program learning outcomes at the institutional, program, and course levels. A review of existing and needed financial resources is completed for each unit in the program review process [583 pg. 20-38]. This information then becomes part of the budget development process, which commences on a formal basis each year with the onset of institutional planning for the upcoming year. The prior year goals and Strategic Plan goals/objectives are reviewed for progress and proposed changes. Vice presidents are required to submit an annual progress update and propose new goals for the upcoming year to the president [169]. This information is shared with area administrators and the institution's various advisory and governing groups for input, comment, and approval.

The Reedley College and State Center Community College District budget development calendar directs the process by which the annual budget is developed. Following the steps in the budget development calendar provides a built in and systematic assessment of the effective use of financial resources. An operating budget that is congruent with the college's mission, Strategic Plan, Educational Master Plan, annual goals, and objectives as approved by the chancellor and governing board is then developed in a collaborative process. An element of this process is the use of data available from the Datatel system and other resources to assist in making decisions, which is an Educational Master Plan goal and strategic objective. To accomplish this, each department reviews its program and requests resources and other long range needs that directly relate to the Educational Master Plan, annual college goals, objectives, program review, and other planning documents. Department requests are then prioritized within the college's divisions.

The budget format enables all segments of the colleges and centers to compare historical spending patterns and track expenditures within the adopted budget. Budget managers are able to access budget information via Datatel in real time. This application allows



inquirers to see the budgeted amount, year-to-date expenditures, and encumbrances for all accounts. Data is accessible 24 hours a day, seven days a week.

### **Self Evaluation**

Reedley College recognizes the importance of systematic assessment, and the budget development process specifies that each area will develop its annual budget plan by evaluating budget items in relation to college mission, recommendations stated in the 2010 Educational Master Plan, annual college goals, and program review documents with the ultimate goal to improve student learning. Annually, the college evaluates the use of financial resources and completes a report for the chancellor and Board of Trustees on the status of annual goals and objectives achieved. Additionally, the effective use of all resources is a dynamic process, and changes can and are made on an as-needed basis throughout the year as circumstances warrant such considerations. Reedley College also assesses the effective use of financial resources by means of the annual budget development process and the program review process and uses this information to develop a budget to effectively address the requirements of the coming year.

### Standard III: Resources Evidence

The documents listed below serve as evidence for Standard III. A complete list of all documents in numerical order is listed in the Appendix.

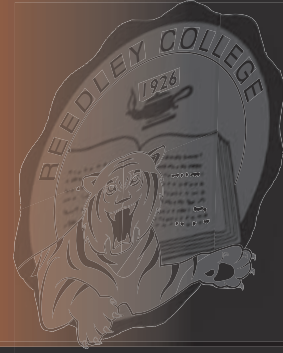
- 5: 2010-2011 Final Budget
- 7: 2009-2011 Classified Agreement
- 8: 2009-2011 Faculty Agreement FT
- 10: 2009-2011 Faculty Agreement PT
- 27: Duty Day 2010 Results
- 29: Poster Session Evaluation
- 50: Cycle 2 Program Review Handbook
- 61: ReedleyCatalogue10-12
- 69: Faculty Classroom Observation Form
- 71: ACT COLLEGE OUTCOMES SURVEY RC ALL RESULTS
- 72: Spring 2010 Duty Day Assessment Results
- 75: Program Review Cycle 3 Handbook\_1
- 79: 2011-2012 Action Plan Proposal Directions
- 80: 2011-2012 Resource Action Plan Proposal Form
- 81: Accreditation Survey Results Employee
- 83: Faculty Handbook 2010-2011
- 84: Tenure Review Self Evaluation Aug 2010
- 93: Fiscal Year 2010 Library Statistics
- 102: Library Research Instruction Request
- 113: Reedley Title V Grant
- 115: Faculty Staffing Request Form Fall 2010
- 116: Tenured Faculty Self Evaluation
- 119: Tenure Review Professional Activities Evaluation Aug 2010
- 120: Summary Tenured Review Report and Recommendation
- 121: Administrative Regulation 2710
- 122: Administrative Regulation 2712
- 123: Board Policy 2710
- 124: Form 700 Statement of Economic Interests
- 126: Administrative Regulation 7120
- 130: Central 14 Workshops 2005 thru 2010
- 131: Trainings Workshops (Not Central 14) 2005 thru 2010
- 132: Classified Employee Evaluation
- 134: The Holman Group Benefit Brochure
- 136: Five Year Construction Plan 2012-2016
- 137: Minimum Qualifications Memo and Handbook 2010
- 155: CCLASS Leadership Seminar Series 2005 thru 2010
- 157: Flex Day Activities-8.13.10
- 160: Scheduled Maintenance-Five Year Plan
- 162: Appendix DP2011 - Hardware inventor

163: Appendix RC Technology Action Plan- Draft - Fall 2010 – 09.27.10  
164: Appendix Reedley College Software 2010 Summary  
165: PC Replacement Plans  
169: Reedley College Program Recommendations Annual Report  
170: 2011-2012 Resource Action Plan Proposals  
199: Leadership state center De05 Agenda  
201: Leadership State Center Nov05 Agenda  
203: Leadership State Center Aug 05 Evaluation Results  
205: Leadership State Center Nov05 Evaluation Results  
208: 2010-2011 Decision Package Booklet  
209: RC Educational Master Plan  
211: Participatory Governance Handbook Final 12.9.09  
213: RC ASB Calendar of Events Spring 2011  
218: Strategic Plan 2008-2009  
229: Biology Program Review Summary Sheet Approved  
235: Spring 2011 Reedley College Flex Day  
238: Classified Hiring Requisition Form  
241: Reedley College 2009-2010 Goals  
246: Internal Checklist Coversheet Tenure Track  
251: All Fall 2010 Faculty Workshops Flyer  
252: Action Plan Funding Request for FY 2011-2012  
263: RC College Council Notes 2.10.10  
265: RC College Council Notes 4.14.10  
295: Reedley College SSS Grant Application final 12.10.09  
296: Technology Training Survey  
297: Fall 2010 Technology Survey Results  
302: Reedley Distance Education Comparison  
307: technology training spring 2011  
308: Tulare County WIB Nursing-Health Care Interpreter and Manufacturing  
309: FCWIB CE Master Agreement - Amend #2  
310: FCWIB CE Master Agreement - Original  
314: Classified Staffing Justification Request  
315: New Faculty Requests Prioritization grid  
316: Department Chair Meeting 1.6.11  
317: Department Chair Meeting 12.7.10  
333: CCLASS Participants Leadership Training 4.7.08  
339: Counseling Flex Day Agenda Sp 2010  
344: Counselor Flex Day Fall 2010 Agenda  
460: Student Activities Fall 2010 calendar  
481: WebAdvisor overview instructions  
507: NC Spring 2011 Activities  
512: NC WebAdvisor Memo  
549: BOT Minutes January 13 2011  
553: CCC Minutes 1.22.10

571: 2010-2013 Technology Plan Draft  
572: Computer Services Program Review 03.22.10  
573: Computer Services request  
574: Faculty Prof Development Email  
575: FAQ--Captioning process  
576: Phil Howard videoconference email  
577: Staff Development Long  
578: Staff Development Short  
579: Student email instructions  
580: WI ACTIVITY ATTENDANCE AND EVALUATION FORM  
583: Admin Services Program Review Admin Services  
584: Facilities Committee Agenda 2.17.11  
585: Facilities Committee Notes 11.18.10  
586: Child Development Program Review Summary Sheet  
587: 2010 security fire report  
588: Injury and Illness Prevention Program  
589: Deans Meeting Notes 1.6.10  
590: Board Policy 7125  
591: AR 7121  
592: Personnel Commission rules  
593: Tiger Talk March 2011  
594: AR 7125 - Evaluation  
595: BP 2715 - Code of Ethics  
596: BP 3150 - Code of Ethics - Admin  
597: AR 3150 - Code of Ethics - Administrators  
598: BP 3410 - Nondiscrimination  
599: BP 3420 - Equal Employment Opportunity  
601: Budget Committee Notes 9.30.09  
603: Classified Professionals 2010-2011 On-site Training  
604: Adjunct Academy 2010 agenda  
605: New Faculty Workshop 2010 Agenda  
607: Adjunct Academy Evaluation results 2008  
608: Staff Development Activity Evaluation Form  
609: Opening Day Fall2009 Evaluation Results  
610: Leadership State Center July 2010 Evaluation Results  
611: Classified Profs Tech training results  
612: Classified Profs Tech training comments  
613: Full-Time Contract Faculty Evaluation Workshop Fall 2010  
614: SCCC FT APPLICATION  
615: Holman Group Sample newsletter  
616: Classified Employees Flex Day 2010  
617: Administration Evaluation Form  
619: Budget workshop email  
620: BP 6200 - Budget Preparation

- 621: BP 6340 - Bids and Contracts
- 622: SCCCDC Part-Time APPLICATION
- 623: Kaleidoscope Flyer 2010
- 624: MEGA Conference proposed Agenda 2011
- 625: Faculty Observation Evaluation Form NEW 2011
- 686: BOT Retreat 2011

# Standard IV - Leadership and Governance



## **Standard IV: Leadership and Governance**

**The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.**

### **IVA. Decision-Making Roles and Processes**

**The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

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**1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

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### **Descriptive Summary**

Reedley College covers a large geographic area which necessitates a unique administrative structure. The distance between the main campus in Reedley and the centers (Madera, Oakhurst, and Willow/International) varies from just a few miles up to nearly 70 miles. The main campus of the college, in the city of Reedley, is over 35 miles from the Willow/International Center, over 41 miles from the Madera Center, and nearly 70 miles from the Oakhurst Campus. The total enrollments at the [North Centers](#) exceed the enrollment of the [main campus](#). The North Centers campuses were established under the official jurisdiction of Reedley College and are presently accredited through Reedley College and the major support structure for instructional and student services is with Reedley College. In planning for the Willow/International Center to become an accredited college, a coordinated administrative structure was established to account for the distance between the main campus in Reedley and the North Centers, as well as for the rapidly growing enrollment at the centers. The vice chancellor of the North Centers,

in cooperation with the Reedley College president, is responsible for all issues that pertain exclusively to the Madera Center, Oakhurst site, and Willow/International Center. Similarly, the college's Academic Senate is aided in the North Centers by the Faculty Association, which provides assistance to the Academic Senate in governance issues that pertain exclusively to the North Centers. The college academic departments and the North Centers instructional division structures work together to handle much of the rest of the business of the faculty, including curriculum implementation.

Throughout these various locations/facilities that constitute Reedley College, the administration, faculty, staff, and students are committed to creating an environment of institutional excellence. The college recognizes and affirms the importance of a collegial, collaborative, student-learning-focused approach to education. In order to nurture a culture that empowers all college employees to pursue continually increasing standards of quality, Reedley College works with/through these various leadership structures to educate its staff regarding both internal issues and broader professional matters.

All members of the Reedley College community are integral to realizing the college mission, vision, and goals. Faculty, classified professionals, managers, students, and administrators are encouraged to participate in and make recommendations on matters related to institutional improvement and effectiveness, integrity, and governance. The college makes a significant amount of information available through a variety of sources to promote institutional dialogue. Information regarding institutional improvement is disseminated and available through electronic, printed, and face-to-face venues including program review written reports, program review oral presentations, governance committee annual reports, college annual report, internal and external scans via the planning processes, and the Educational Master Plan, to name a few. The program review process includes a section where the faculty and staff review both the college and the North Centers' missions and Strategic Plans and comment as to how the program supports the mission and strategic plan objectives [75 pg. 12 & 19].

Both the college's constituent representative organizations and its various standing committees post agendas, meeting notes, and documents to the college's [Blackboard site](#). Information regarding enrollment trends, success rates, and degrees and certificates awarded is available via the annual SCCC Fact Book [189] and also through information provided by [the Institutional Researcher](#) in the program review process. All employees and students have the opportunity to provide assessment of and recommendations for improving the college's practices, programs, and services through occasional employee surveys and student satisfaction surveys. The most recent surveys were conducted in 2010 [71, 81].

Opportunities to participate in institutional planning efforts are made available to all staff and students through participatory governance processes [211 pg. 4]. The 2008-2009 Strategic Plan was approved by the State Center Community College District Board of



Trustees on October 7, 2008 [167]. The process used to develop this plan is extensively detailed in the college's 2008 accreditation mid-term report and is evidence of a very inclusive process that involved all college constituent groups as well as broad community input through the charrette process [272, 274, 275, 276]. That plan was revised and updated in 2010-2011 using a process that included the leaders of all college constituencies and the chairs of all participatory governance committees. The current 2008-2012 Reedley College Strategic Plan was approved in April 2011 [1]. The [Educational Master Plan](#) [209] was also developed with involvement and participation from all constituent groups.

Further evidence of these efforts is seen in the number of professional development opportunities sponsored and supported by the college. Reedley College continues to support those individuals who attend conferences, institutes, and workshops dealing with issues such as leadership (Community College Leadership Academic Seminar Series or CCLASS), institutional governance (the Academic Senate for the California Community Colleges biannual plenary session, the American Association of University Professors annual meeting), student learning outcomes workshops, and staff/professional development (the National Institute for Staff and Organizational Development, or NISOD, conference), to name a few. Beyond this, the college has sponsored various other internal professional development opportunities, including the academic senate and the different instructional department workshops and institutes at two of its four locations (Reedley and Willow/International or Madera) during institutional Flex Days to educate the faculty and staff regarding new innovations in technology, instruction, student learning outcomes, accreditation, and overall job performance [157, 235, 339, 346]. These workshops are assessed regarding their overall value for institutional and professional development through surveys [608]. Student Services assemblies are held at the end of each semester to celebrate accomplishments, address concerns, and create goals for departments and the division as a whole [194]. All classified professional staff members are invited to attend and contribute any thoughts and ideas that will lead to improved success within student services. Additionally, Leadership State Center is a professional opportunity for members of the classified staff [151]. Each year, members from Reedley College (and all of its locations) and Fresno City College are nominated by their administrators/supervisors to participate in this program, intended to develop leadership methods/strategies that will enhance their work site [566]. As a final example, Reedley campus and North Centers classified staff are also invited to participate in annual Flex Days held in late fall [616], and a districtwide classified professional conference each spring [624].

Opportunities for education relating to college issues are provided through the various institutional meetings that are conducted a number of times throughout the year. Each semester, on the Thursday prior to the beginning of instruction, the college organizes two Duty Day forums, again with one being held at the Reedley campus and another held at either the Madera or Willow/International Center. All college instructional and auxiliary faculty members are required to attend these meetings, and classified staff and counselors are encouraged to attend when possible. These meetings are used to provide college leaders with the opportunity to inform all constituencies of the state of the college [161,

422]. Monthly Town Hall meetings are conducted by the college president. These are open meetings where the president discusses a variety of topics with all interested parties and welcomes questions and input regarding any item or issue participants would like to discuss [222]. Another regular event designed to promote communication, open dialogue, and broad-based participation is the Tiger Talk series. Tiger Talk provides a venue for smaller groups from throughout the campus to meet with all college administrators. Invitations are sent to approximately 30 employees each month, inviting those employees to join the president and other administrators for an hour of conversation on various topics relating to the college. Tiger Talk events are scheduled for breakfast, lunch, or afternoon breaks with food being provided. The attendees are selected from all employee groups, and all college employees are included in at least one Tiger Talk event during the year [593]. Additionally, the college president sends a summary of her schedule for the week to all employees each Monday [221].

The college hosts an annual retreat in which representatives from all campus operations review the status of the institutional goals and objectives, with an emphasis on continual dialogue, assessment, and improvement of the college plans and operations [166]. Administrators participate in three retreats each year, and a retreat with classified professionals' leadership is held each summer [88].

Reedley College encourages all members of the college community to get involved in the college's systematic participative processes. These processes are intended to allow for the effective discussion, planning, and implementation of policies and practices that have institutional significance. In December 2009, Reedley College, through its established participatory governance process, revised its Participatory Governance Handbook to update the membership lists and operating agreements of all college participatory governance committees [211]. The College Council serves as the primary campus-wide consultation group for shared governance in all areas defined as requiring mutual agreement from all constituent groups for establishment and/or revision. Chaired by the president (non-voting member), the council has representation from all constituent groups [211 pg. 4 & 22-24]. The Participatory Governance Handbook also outlines the committee organizational structure for the college, distinguishing those committees that fall under the jurisdiction of the Academic Senate from those of the college (including all locations/centers) and those of the campus (Reedley campus-specific committees). Additionally, the North Centers have established a College Center Council, which is the shared governance group that (a) interacts with the Reedley College Council in all matters of overall institutional interest, and (b) maintains oversight of all standing committees that have been established to respond to the unique needs of the North Centers campuses. The Reedley campus has representation on the North Centers College Center Council, and the North Centers have representation on the Reedley College Council. Regarding academic and professional matters, regardless of the location, processes are established that require either mutual consent of the college's Academic Senate and administration (as an agent of the Board of Trustees), or the administration's (again, as an agent of the Board of Trustees) primary reliance on the advice of the Senate

[635]. Most of the aforementioned committees afford the opportunity for participation to each of the college's constituent groups—students, classified staff, certificated staff (faculty), and administration/management.

A clear example of the collaborative and widespread process involving institutional effectiveness and improvement is the process used to produce this self study document. As part of the development of the self study, individuals from all constituency groups were encouraged to participate in one of the four standards committees, with all full time faculty members and the vast majority of the classified staff participating in the analysis of the evaluative elements for each standard and writing of the report. Also, each of the standard committees formed to produce the document was co-chaired by an administrator, faculty member, and classified employee. Presentations were made to all full-time faculty members regarding the accreditation standards during the first day of the fall 2010 and spring 2011 semesters [159, 234, 640]. Summits were held during the fall 2010 and spring 2011 semesters to share accreditation information with all faculty and staff [64, 91, 224, 225].

### **Self Evaluation**

Reedley College recognizes that its faculty, classified professionals, students, and administrators are its most valued resources in delivering quality educational programs and services. This inclusive and empowering approach provides opportunity for anyone to either participate in the decision-making process or provide input/comment on the process and resulting decisions.

The participatory governance process and the committee structure provide multiple opportunities for faculty, staff, students, and administrators to be involved; and the active participation of all constituent groups indicates that all groups are involved in improving the practices, programs and services of the college.

The establishment of the College Council and the development of the Participatory Governance Handbook are evidence that the college is dedicated to continual improvement in these processes and that the effectiveness of these processes is assessed on a continual basis. The handbook received comprehensive scrutiny throughout its preparation by the ad hoc committee charged with its preparation, by all constituent groups, by the College Council, and at classified professionals and administrator retreats [287 pg. 1-2].

The various planning, reporting, and assessment processes ensure that quality of educational programs and services, consistency with the mission and core values, and fiscal integrity and health are maintain and improved. This is evident in the Resource Action Plan and budget development processes, the strategic planning process, and the educational master planning process. The college employs a robust program review process that is fully institutionalized and in its third cycle. The faculty-driven student

learning outcome development and assessment process is in place, and assessment results lead to improvement and change [94, 112, 330, 342, 679].

Information about institutional effectiveness and achievement of goals is also provided in a variety of ways including through the [college web site](#) and [Blackboard](#). All groups and committees have organizations on Blackboard and post meeting agendas, notes, and pertinent documents which are available to the entire college community. While there is always room for growth and increased communication and collaboration, Reedley College embraces its role as an innovative and collegial institution, focused on student success and empowerment.

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**2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

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**Descriptive Summary**

District board policy has been established that outlines the duties and responsibilities of the faculty, administration, support staff, and students in terms of institutional governance and input into institutional decisions [635]. Administrative regulations were established to define the procedures used in carrying out board policy. This administrative regulation has been operationalized at the local level through the institution's participatory governance process, as outlined in the Reedley College Participatory Governance Handbook. This guide describes the college's decision-making process and defines the roles of the constituent groups through committee operating agreements of all governance committees [211].

Each constituency group has its own uniquely tailored participatory governance role:

***Faculty:*** The faculty participates in governance through the Academic Senate and its committees, participatory governance committees, and districtwide committees. The Reedley College Academic Senate serves as the faculty voice in terms of program,

curriculum, and course development, along with academic issues relative to planning, budget, and policies. The Academic Senate meets regularly throughout the academic year, working on the faculty business for the college and centers which is not part of the scope of the faculty bargaining unit. The North Centers, in anticipation of becoming a separate college, established a Faculty Association in 2002, a committee of the Reedley College Academic Senate that provides assistance in governance issues that pertain to the North Centers exclusively [677, 678].

Faculty members also have defined roles in faculty and administrative personnel hiring and faculty evaluations.

The SCFT (State Center Federation of Teachers) address all contractual issues for full- and part-time faculty [8, 10].

***Classified Professionals:*** The Classified Senate serves as the representative body for the classified staff members. Provisions for this organization are also made in district board policy [635] as derived from Title 5, §51023 of the California Code of Regulations. This organization promotes staff development (and any other matter involving classified staff not expressly excluded by law) by:

- serving in an advisory capacity, through participation of its elected and appointed members, in the areas of college/district planning and college/district policy making;
- communicating recommendations and concerns to the college/district regarding matters affecting the welfare of its membership by providing the means to present views and concerns to the administration;
- promoting communication among classified members by sharing information regarding matters of mutual interest, and addressing concerns of its membership for the purpose of promoting excellence and fostering a spirit of goodwill within the classified service.

Like the Academic Senate, the Classified Senate is not concerned with any item specified within or defined by a collective bargaining agreement. The California State Employees Association (CSEA) manages all contractual issues, but also has additional responsibilities in the governance process, and thus appoints representatives in numbers that equal those made by the college's Classified Senate [7, 680].

***Administrators:*** In terms of the involvement of administrators and managers in institutional governance, State Center Community College District board policies and administrative regulations explain that the college administration's responsibilities are delegated by the chancellor [629, 634, 638, 639].

**Students:** Student involvement at the Board of Trustees level is identified in Title 5, Section 51023.7 of the California Code of Regulations. Two student trustees, one representing Fresno City College and the other representing Reedley College are members of the Board of Trustees. The student trustees are elected by the students of their respective colleges. District board policy and administrative regulations provide for student representation at board meetings and for student representation on committees through appointment by the Associated Student Body (ASB). These documents also list the functions and responsibilities of that position and selection procedure [627, 628, 632, 635].

On the Reedley campus, students are represented on the following committees: College Council, Budget, Curriculum, Facilities, Health and Safety, Matriculation, Program Review, Strategic Planning, and various accreditation standard committees for this self study. Committee assignments take place at the beginning of each semester; students rotate according to their class schedule. All students acting as representatives of the ASB are to maintain contact with the committee chair or his/her assistant. Advisors assist in maintaining these open lines of communication. The Student Handbook (current revision will be available summer 2011) outlines student activities and leadership functions and responsibility of ASB membership [514]. There is a student activities coordinator for the Associated Student Body; and the student trustee, a member of the ASB Student Senate, is a non-voting member (but does have power to make and second motions) of the Board of Trustees. The position was developed to provide students with opportunities to develop leadership skills while participating in self-governance. Additionally, the Vice President's Student Advisory Council (VPSAC) meets monthly to advise the vice president of student services on student matters [550].

Certificated employees, classified employees, administrators, and managers all actively serve on various standing and ad-hoc committees and task forces, both at the college and throughout the district, as specified in board policy. Each of the constituent groups is represented on each of the following committees: Budget, College Council, Enrollment Management, Facilities, Health and Safety, Matriculation, Program Review, Strategic Planning Committee, and Technology Advisory Committees. The college faculty and administration constitute two additional committees, the Academic Standards Committee and the Sabbatical Leave Committee.

College leaders also participate in districtwide standing committees such as Chancellor's Cabinet (college president and vice chancellor of the North Centers), Communications Council, Districtwide Facilities Committee, and others. The vice president of instruction and one dean of instruction are ex-officio members of the Curriculum Committee. A complete list of districtwide committees can be found in the Reedley College Participatory Governance Handbook [211 pg. 74].

As outlined in the Participatory Governance Handbook, committee composition for college and campus committees is achieved through mutual agreement of all interested parties [211]. Faculty members are appointed to committees by either the Academic

Senate or their academic departments/divisions. Classified staff members are appointed to committees by either the Classified Senate, California School Employees Association (CSEA), or by their discipline area. Students are appointed by the student representatives elected to serve on their governance organization. Many of the administrative assignments, such as the administrative representatives to the College Council, Budget, and Facilities committees, are determined by the college president.

### **Self Evaluation**

In the spring of 2007, the college embarked on a mission to articulate, through a written document, the roles of each constituency in institutional governance. This process began with delegates from each of the constituent representative organizations meeting with the college president to craft an operating agreement for an institutional shared governance committee. After this task was completed, the College Council immediately formed an ad hoc committee of its own members to review the existing governance structure and draft an institutional governance process. The culmination of this endeavor is the Reedley College Participatory Governance Handbook, which was reviewed by all of the constituent groups and ultimately implemented in December 2009 [211].

The College Council, as the principal shared governance body of the college, creates the processes, with appropriate consultation from constituent groups, for recommending college policies and governance committee structures. The College Council reviews actions, recommendations, and requests of committees and task forces. The College Council has overall responsibility, in conjunction with the Strategic Planning Committee and the Budget Committee, for guiding and implementing the planning processes, resource allocation, and recommending policies and procedures to respond to the changing needs of the student population and the internal and external environments. The College Council develops, implements, evaluates continuously, and reviews (if necessary) the college's plans and initiatives, both long-term and short-term [211 pg. 4].

College faculty and staff are satisfied with opportunities to get involved in planning at Reedley College. More than 85 percent of respondents to the college's 2010 Employee Survey agreed or strongly agreed that "the college's planning process is broad-based, offering opportunities for input by all constituencies through established processes and committees" [81 pg. 9].

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**b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

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### **Descriptive Summary**

Student learning programs are well monitored by the faculty through the Curriculum Committee and the program review process. In compliance with Title 5 of the California Code of Regulations (§ 55002 (a)(1)), District board policy outlines these responsibilities, specifying that the primary function of the Reedley College curriculum committee is the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees [89, 637]. Curriculum procedures are spelled out clearly in the college's Curriculum Handbook [66]. The Curriculum Committee is a unit of the Reedley College Academic Senate and is chaired by an elected faculty member, and consists of faculty representing Reedley College and the North Centers. District administrative regulations indicate that the curriculum committee must approve all non-degree- and degree-applicable credit courses. The Program Review Committee is also chaired by a faculty member who is jointly appointed by the Academic Senate and the college president.

The Reedley College program review process began in 1998. The goal of the process is to provide faculty, classified staff, and administrators with a mechanism to review and assess their respective programs and departments relative to the opportunities offered to students and identify modifications to the degree offerings, course curriculum, student learning outcomes, teaching strategies (e.g. online, hybrid), facilities, equipment, staffing, student services, and other related areas which would improve student learning. This process has been assessed and reviewed over the years, with the Program Review Cycle Three Handbook being used since fall 2009 [75]. The Program Review Committee assists programs in the completion of their program review reports, determines the degree of substantiation of each goal, reviews and makes recommendations for program review process and handbook, and forwards the final program reports and goals to the College Center Council. The composition of the Program Review Committee includes administration, faculty, classified/CSEA, student/ASB, and ex-officio members from Reedley College and the North Centers [211 pg. 61]. A full-time faculty member serves as the Program Review Coordinator. The Program Review Coordinator also works with discipline faculty to coordinate the mapping of student learning outcomes, program learning outcomes, and general education learning outcomes.

### **Self Evaluation**

The college relies on faculty, the local academic senate, and appropriate academic administrators in the initial formulation and assessment of student learning programs and services. The Curriculum Committee, a committee of the Academic Senate at Reedley College, underwent a review of its composition during the spring 2010 semester, and with input from the various instructional and non-instructional academic departments and the proper members of the college administration, elected to change its composition in terms of voting membership [681]. The Curriculum Committee also regularly reviews and revises its operating procedures [645 pg. 2 & 7]. Regarding the assessment of student learning outcomes at the course and program level, the college's Program Review Committee opted to formalize its ad hoc Student Learning Outcomes Assessment



Committee into the Student Learning Outcomes Assessment Advisory Subcommittee in the fall 2010 semester. All constituent representative organizations were given the opportunity to provide input into the composition and scope of this committee [212 pg. 4, 626]. The majority (6 members) of this committee are faculty who are representatives of the various areas of instruction, with the remainder of the seats being occupied by academic administrators, student services managers, and the institutional researcher. The student learning outcomes (SLO) coordinator worked with all areas of the college and division summits were held to ensure that SLOs, PLOs, and GELOs were mapped during the 2010-2011 academic year.

Over 84 percent of respondents to the college spring 2010 Employee Survey agreed or strongly agreed that “the college facilitates an ongoing dialogue about improving student learning and institutional processes” [81 pg. 9], and it is this dialogue that flows through the college’s aforementioned governance processes that ultimately make recommendations regarding improving student learning programs and services. Additionally, 70 percent of respondents agreed or strongly agreed that “the administration provides leadership and encouragement to faculty in improving instruction” [81 pg. 19].

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**3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.**

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**Descriptive Summary**

Governance structures on the campus are based on various California state community college governance mandates (California Code of Regulations, Title 5, §53201). Board policies establish a shared governance structure that defines the college’s operational model [635]. The president and the vice chancellor of the North Centers sit at the Board of Trustees table and are members of the Chancellor’s Cabinet, thus serving as both the liaisons to and representatives of the district board. Faculty, staff, and students are involved in the planning and decision-making processes at appropriate levels to the issues through the Academic Senate, the Classified Senate, and the Associated Student Body.

The Academic Senate is an elected committee representing college faculty on issues affecting academic and professional matters, as is its subcommittee in the North Centers, the Faculty Association. Reedley College’s instructional departments, as well as student services faculty (counselors) and auxiliary faculty (campus nurse, librarians), elect a predetermined number of representatives to this body based on the size of the department. In addition, part-time faculty members have the opportunity to elect one member to this organization. Academic Senate meetings are open for all faculty, students, classified

staff, and administrators to attend; however, only designated faculty members (senators) may vote on issues before the body [677, 678].

Through the Classified Senate, classified professionals serve in an advisory role in college/district planning, college/district policy, and all other college/district decision-making processes. Beyond this, this organization exists to promote communication among classified members, plan staff development, and promote social affiliation between all college employees [680].

In response to California Senate Bill (SB) 235 (2001), which added Section 70901.2 to the California Education Code, Reedley College reviewed the composition of its various standing committees to ensure that the local chapter of the California School Employees Association (CSEA) is empowered to appoint representatives in numbers that equal those made by the college's Classified Senate [211].

Students also play a role in college governance processes. As specified in board policy and administrative regulations (easily available [online](#) for students who are primarily enrolled in distance education courses), students are provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on them [627, 631, 632]. Student trustees are charged to represent what they consider to be the best interests of the general student body of their respective institutions. These student trustees have the right to attend all district board meetings, excepting closed sessions, and are recognized as participants in board discussions. Beyond this, the Reedley College Associated Student Body affords students several opportunities to participate in various extracurricular activities, including the campus and district governance processes. Within the college, various governance committees reserve seats for student representatives. It is recognized that student representation can be varied due to schedule changes, class conflicts, and student work/employment schedules. Reedley College is committed to the development of a culture that will not only accommodate, but encourage, student participation in the governance process.

As mentioned earlier, the College Council serves as the Reedley campus consultation group for shared governance. Chaired by the president, the Council has representation from all constituent groups. For the North Centers campuses, the College Center Council (CCC) serves as the consultation group for shared governance and collaborative decision-making. Chaired by the vice chancellor and associate business manager, the CCC also has representation from all constituent groups assigned to a North Centers campus. To ensure appropriate communication and coordination throughout Reedley College, each of these governance groups has a liaison to the other organization.

### **Self Evaluation**

As indicated in the descriptive summary above, the structures are in place for effective dialogue between the various campus constituencies. Since the college's last

accreditation, the administration, Academic Senate, Classified Senate, California School Employees Association (CSEA), and Associated Student Body have actively participated in various joint endeavors to enhance Reedley College.

The Academic and Classified Senates serve as two of the primary constituent representative organizations at Reedley College. Minutes are recorded at every meeting and are available for reference on the [Blackboard website](#). These organizations participate actively in regional and statewide meetings and receive travel and conference support from the college.

The local California School Employees Association (CSEA) also contributes to the governance of the college through its legal role in the institutional governance process, and minutes as to the actions of this organization's leadership council (barring those items subject to legal confidentiality requirements) are recorded and made publicly available.

Students at Reedley College have indicated that developing leadership skills is an outcome they would like to achieve in their educational career. Over 89 percent of student respondents to the spring 2010 College Outcomes Survey indicated that they had moderate to very much personal growth in the area of developing leadership skills since entering this college and over 78 percent stated that Reedley College had helped them develop these skills [71 section II-D]. Student government roles and activities provide students with opportunities to advance these skills.

The college makes significant use of [Blackboard](#) for the distribution of information, further enhancing college dialogue. Members of the college community may find minutes of committee meetings (including accreditation committee meetings), various campus forms, and other campus information there. In the spring 2010 Employee Survey, 71 percent of respondents agreed or strongly agreed "Communication at the college is effective (e.g., clear, understood, widely available, and current)" [81 pg. 31]. The college is still in the process of refining its organizational structure for electronic access to information. During the workshops which the college sponsored on January 6, 2011, some of the certificated staff expressed frustration regarding the lack of a consistent format for committee Blackboard pages making it difficult to locate the most current information. Some also expressed confusion over the college committee structure at this workshop [641].

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**4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

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**Descriptive Summary**

Reedley College—operating under applicable provisions of federal law (most notably, Title 20 of United States Code) the Education Code of the State of California, and of the California Code of Regulations (most notably, Title 5)—is committed to the highest standards of honesty, integrity, and ethical conduct while carrying out its duties and responsibilities to its constituencies. To ensure the implementation of all of these statutory requirements, State Center Community College District (SCCCD) has incorporated several statements into its board policies, administrative regulations, and statements of practice and procedure. Governing board responsibilities and ethical conduct requirements are delineated in board policy [595, 630]. Additionally, a code of ethics statement for administrators has been incorporated into the district policies [596, 597]. Faculty is governed by the statement on professional ethics adopted by the American Association of University Professors in 1987 [84 pg. 1, 119].

In line with the several statements of ethics at both the district and college level, Reedley College maintains relations with several external governmental agencies in order to better serve its students.

College programs and departments regularly undergo financial audits, compliance reviews, and accreditation evaluations. For example, the college Business Services office undergoes a systematic fiscal audit from an external accounting firm hired by the State Center Community College District. Federal and state agencies regularly conduct compliance reviews of academic and student services programs and departments. The ability of Reedley College to successfully apply for and administer external grants provides further evidence of honest and ethical relationships with external agencies. Reedley College's federally-funded Upward Bound Program was first funded in 1992 and originally served 80 students in three target high schools. Due to the success of this program and compliance with federal requirements, the college now has four grants (three at the Reedley Campus and one at the Madera Center) serving a total of 218 students in 6 target high schools. Other similar examples include a federally-funded Science, Technology, Engineering, and Math grant that was funded in 2008 for \$1.7 million. An additional \$800,000 was granted by the funding agency. The Reedley

campus has also recently been awarded a federal Title V grant and three federally-funded Student Support Services grants. Likewise, in 2009 the North Centers campuses were awarded two five-year Student Support Services grants, for \$230,000 per year each.

The Reedley College Scholarships for Education and Economic Development (SEED), program is the result of an agreement between the college and Georgetown University to provide training to Central American and Caribbean students in agri-business practices. Approximately 25 SEED students attend Reedley College each year. These students contribute to the global diversity of the college. Reedley College has participated in this federally-supported program (through the U.S. Agency for International Development and the Center for Intercultural Education and Development) since 1987.

Reedley College demonstrates honesty and integrity in its relationships with local agencies. For example, in 2009-2010 the Reedley, Madera, and Willow International sites were contracted by the Workforce Investment Boards (WIBs) of Madera, Tulare, and Fresno Counties, to implement training programs with funding allocated to the WIBs from the American Recovery and Reinvestment Act. The college sites were allocated \$957,000 to train dislocated workers for jobs in the manufacturing, automotive repair, health care, and network technician industry sectors. Additionally, Reedley College has participated in regional grant-funded projects led by the Workforce Investment Boards to provide training in areas such as manufacturing and health care [308, 309, 310].

The Madera Center has an ongoing successful project to expose high school students to college in the community of Madera by allowing them to attend college classes as well as regular high school classes. The goals of the Madera Center College Advantage Program (MCCAP) are to have MCCAP students attend college classes with the traditional college student population to provide regular monitoring through the use of the high school progress report system, and to enable students to earn dual credit [500]. The MCCAP advisory committee consists of the dean of student services, the Madera Center counselor assigned to MCCAP, counselors from participating high schools, and administrators from respective high schools [542, 544]. The MCCAP program serves nearly 1,000 high schools each year. For a similar program, the Willow International campus has partnered with Clovis North High School (CNHS), and The Oakhurst Center has partnered with Yosemite High School for the North Center College Advantage Program (NCCAP). The program began in the fall 2010 semester with 19 juniors at CNHS. These students are enrolled in two college-level courses for the fall and spring terms [325, 402, 403].

The college provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the ACCJC, describes the college in similar terms to all its various external accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. In addition, recommendations from the ACCJC have been made available to the public and responses have been submitted in a timely fashion (please see the “Response to the 2005 Recommendations” in the Introduction section of

this self study document). Those recommendations were addressed in a systematic and comprehensive manner. Institutional compliance with commission standards is also shown by its timely submission of and response to the 2007 Progress Report and to the 2008 Mid-Term Report. In fall 2010, the college first submitted a Substantive Change Proposal for distance education as required by commission policy. The proposal was resubmitted in spring 2011 in response to an ACCJC request for additional information and was approved in March 2011 [649, 653].

The college has worked earnestly and conscientiously to prepare this accreditation self study as evidenced by the work of broad-based committees, a steering committee, regular standard committee meetings, a monthly accreditation newsletter, reports of progress to the Board of Trustees, posting of documents and drafts to the college Blackboard site, Town Hall meetings, accreditation workshops, surveys of students, faculty, staff, and administrators, and other activities. Evidence of these activities is available to everyone via [Blackboard](#).

The intended sum of these various programs and collaborations with external governmental agencies is to provide Reedley College students with the most rewarding educational experience possible. As a result of this goal, Reedley College has maintained a positive relationship with the ACCJC. To better meet the broad objectives laid out by the new accreditation standards, the district's recently-revised board policies direct the district chancellor to "ensure that the district complies with the accreditation process and standards of the ... Commission..." This statement was added with the board policy revision that is currently taking place, correcting an oversight in the current board policy [636]. The college has taken past recommendations seriously, and has attempted to take steps to remedy noted institutional shortcomings as evidenced by responses to previous teams' recommendations.

Finally, district Board Policy 3200 specifically addresses the positive relationship with the ACCJC by mandating that the chancellor comply with the accreditation process and standards of the ACCJC, keep the Board of Trustees informed of accrediting organizations and the status of accreditations, ensure involvement by the Board in accreditation processes, and communicate with the Board relative to any accreditation report and actions taken in response to recommendations in an accreditation report. Presentations have been made to the Board of Trustees regarding the accreditation process, the rubrics for planning, program review and student learning outcomes [175], as well as the progress of the Reedley College accreditation self-study [63].

### **Self Evaluation**

The college advocates and demonstrates honesty, integrity, and high ethical conduct in its relationships with external agencies as described above.

Institutional honesty and integrity are also demonstrated by the college's commitment to producing a fair and accurate accreditation self study. This self study was prepared by

broad-based committees that included faculty, staff, students, and administrators from the Reedley campus and from the centers. In addition, participation by district-level staff and administrators added to the broad perspectives and resulted in a truthful and accurate document.

Recommendations from the 2005 self study and site visit have been addressed and incorporated into the college's operation.

State Center Community College District and Reedley College have either articulated clear ethics statements developed by the Board of Trustees or have endorsed those of other organizations to establish standards.

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**5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

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**Descriptive Summary**

The State Center Community College District (SCCCD) Board of Trustees began a process of revising its policies in 2004. As a result of these efforts, new board policies and administrative regulations were fully implemented in 2008, and the district has since continued to review and revise the board policies as per Board Policy 2410 [633]. Administrative regulations are also under continual assessment so that they accurately reflect statements to be used in the process of implementing board policy. Prior to this revision, the policies were available in hard copy in binders that were available in each administrative office and were frequently out of date. Today, the currently-approved board policies and administrative regulations are readily available on the [SCCCD Intranet](#). The review of board policies and administrative regulations was, and continues to be, a broad-based effort with representation from all constituency groups. An example of this process is presently underway with the review of Administrative Regulation 7120. The associate vice chancellor of human resources convened a districtwide committee to review and revise, as necessary, Administrative Regulation 7120. Copies of all policies and administrative regulations are posted on the district website to ensure availability to all interested persons ([SCCCD Intranet](#)).

Beginning in fall 2004, Reedley College embarked on a project to review campus committee structure. The ad hoc Committee on Committees was assigned the task of reviewing the organization and operation of all standing and special committees of the Reedley College main campus and make recommendations to the various constituencies. This project transformed into a review of the college's participatory governance processes, which ultimately led to the authoring of a Participatory Governance Handbook which was approved by all constituent representative organizations and implemented in

December 2009 [211]. The college's Participatory Governance Handbook describes the structures of leadership, governance, and decision-making processes of the college. The College Council is the principal participatory governance body of the college and reviews the work of all governance committees via the annual reports submitted by each committee that tie committee activities to the Strategic Plan and college goals [187]. The Participatory Governance Handbook also contains the operating agreements of all governance committees with an introductory section that explains the function of councils, committees, etc. Regular review of the handbook takes place through the College Council with recommendations for change presented by the constituent group representatives on the council. Examples of changes include changes to the Matriculation Committee, changes to the Enrollment Management Committee, and the creation of a Student Learning Outcomes Assessment Committee [268 pg. 4, 292 pg. 2]. All college employees received a hard copy of the Participatory Governance Handbook and an electronic version is available on the [College Council Blackboard](#) site. College Council agendas and meeting notes are posted on the Blackboard site as well.

As mentioned above, all governance committees complete an annual report that is reviewed by the College Council [187]. Opportunities for collegewide dialogue and discussion include monthly Town Hall meetings and regular Tiger Talk sessions (smaller groups) conducted by the college president [222, 593].

The college also reviews and evaluates the program review process on a regular basis. The Program Review Handbook receives regular updates and changes based on the evaluations. The most recent wholesale review occurred in April 2009 with the beginning of the third cycle, but several updates have occurred to better facilitate the process [50, 75].

To address those matters of exclusive significance to the North Centers campuses of Reedley College, an Institutional Oversight and Budget Committee was formed in September 2005. This committee was re-named the College Center Council (CCC) in May 2008 in an effort to create an umbrella organization which dealt with college center governance and decision-making issues, patterned after the Reedley College Council [223]. The North Centers have a representative serving on the Reedley College Council and the Reedley campus has a representative serving on the North Centers College Center Council.

### **Self Evaluation**

The work of the Committee on Committees was thorough, complete, and comprehensive, resulting in a restructuring of the college governance and decision-making processes. Committees were reviewed and evaluated, and the result was a more streamlined, open, and transparent process. The Participatory Governance Handbook documents and codifies the processes and the work of all governance committees. The addition of the College Council as the principal participatory governance body of the college ensures that decision making is broad based and includes participation and input from all



constituent groups. As evidenced by recent changes to this handbook, the processes receive regular review and evaluation, and all college members and constituent groups have the opportunity to recommend changes for College Council consideration. Communication of all College Council work, including results of evaluations and changes, are widely communicated throughout the institution via electronically posted meeting agendas and minutes, monthly Town Hall meetings, Tiger Talk sessions, and discussion during constituent group meetings (Academic Senate, Classified Senate, Associated Student Body, etc.).

The 2010 Employee Survey showed that 73 percent of respondents agreed or strongly agreed that current information about institutional performance is readily available and understandable. A similar result was found when asked if information about institutional performance is regularly used in institutional discussions and decision-making sessions with 75 percent of respondents indicating agree or strongly agree. When asked if communication at the college is effective (e.g., clear, understood, widely available, and current), 71 percent agreed or strongly agreed [81 pg. 30]. While the survey results showed over 70 percent of respondents were in agreement with three question statements regarding communication at the college, it also indicates an on-going need to continue to strengthen the college communication structures between and among all sites. As stated in the college's 2008 mid-term report:

“The various constituent groups at Reedley College regularly collaborate to improve institutional communication. This occurs in formal ways through established committees, processes, and forums, and through informal or ad hoc ways as described above. This dialogue includes representatives of all appropriate constituencies and is directed at the improvement of institutional quality, and serving the goal of wide distribution of information and broad-based participation in the on-going pursuit of institutional effectiveness.”

The survey results indicate that there is a continual need to improve communication structures and to identify new and more effective methods of communication. The college continues to build on existing communication methods and opportunities and identify new ones in order to increase collegewide participation in and evaluation of governance and decision-making processes.

## **IV.A Planning Agenda**

4.1 The college will evaluate its institutional information distribution mechanisms, and will open discussions regarding the establishment of a committee orientation process aimed at informing standing committee members of their roles and responsibilities (IV.A.3).

**IVB. Board and Administrative Organization**

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

**1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

**a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

**Descriptive Summary**

Reedley College operates under the auspices of an elected governing board which is the ultimate decision-making body in the establishment of policies regarding educational quality, integrity, effectiveness, and financial stability. The role of the Board of Trustees in such matters is established through the collective roles and responsibilities articulated in Board Policy 2012 [630].

The district demonstrates its desire to serve the public interest through its mission, vision, and core values statements. In accord with the articulated district mission statement, “State Center Community College District (SCCCD) provides quality, innovative, and accessible educational programs and services that enhance student learning and global citizenship.” This sentiment is reiterated throughout the district’s “vision” and “core values” statements [682].

Set with these objectives in mind, the seven members of the SCCC Board of Trustees are elected as specified in California Elections Code (§10600-10604) and California Education Code (§5300-5304, 35107, and 72103). Recently, to comply with the California Political Reform Act and to better ensure that the board reflects the interests of the residents of the SCCC service area, the Board of Trustees approved a map designating geographical trustee areas, thus moving away from a process that provided

for at-large elections for trustees. The members serve staggered four-year terms of office to ensure stability. A non-voting student trustee from each college serves a term of one academic year. District board policy states that student trustees must maintain a minimum load of 5 semester units; however, the Reedley College Associated Student Body Constitution and Bylaws require that the student trustee from Reedley College is elected by the students and must be a full-time student. All trustees may run for reelection. To ensure opportunities for community input, board policies contain requirements for opportunities for public participation at meetings of the Board of Trustees [631].

Board policies and administrative regulations provide for the governance of the district, and in complying with these prescriptions, the board ultimately acts as a whole and protects the institution from undue influence or pressure. Any revision to policies and regulations requires intense scrutiny by the various constituencies.

### **Self Evaluation**

The State Center Community College District (SCCCD) Board of Trustees was, until recently, elected at-large. The district proposed five possible trustee plans and voted for plan five at the January 12<sup>th</sup> 2010 regular Board of Trustees meeting. Members adopted Resolution 2009-20 requesting that the Fresno County Committee on School District Organization change the manner of election of the district's trustees to a "by-trustee area" electoral system. This would ensure that "one or more members residing in each trustee area [is] elected by the registered voters of that particular trustee area" (California Election Code §5030(b) [684 pg. 11]. The trustee plan began implementation for the November 2010 election. The district transitioned into trustee areas with no major issue in the continuity and commitment of the board members.

Periodically, Board of Trustees meetings are held at various campuses in the district, which allows the local community, faculty, and classified employees an easier opportunity to attend and participate. Campus reports are also shared with the trustees at their regular meetings. Board agendas and meeting minutes are posted on the [website](#) in accordance with Board Policy 2340 [18]. The State Center Community College District Board of Trustees abides by the principle of majority rule following the policies set forth on voting in Board Policy 2330 [17]. In addition, the board involves all of the constituencies in local decision making [635].

The district is protected from internal and external undue influence. In 2008, the district underwent a major overhaul of board policies and administrative regulations; presently the district is reviewing these documents for compliance and functionality. To illustrate the revision process, at the December 2010 meeting of the district Communications Council, district legal counsel introduced Administrative Regulation 2410 for the purposes of review and revision [3, 127]. Members from all constituencies throughout the district offered input at this initial review. This process is presently ongoing. In addition, the district is protected from external influences and reflects public interest by giving the public opportunities to speak at board meetings [114], making meeting

minutes/agendas public [117], and by requiring particular standards for board votes [17]. Other board policies, such as those dealing with conflict of interest, also act to ensure that the board advocates for the institution and protects it from undue influence or pressure [123, 635].

Another example of participation in the combined vision for the district would be the 2007 Hispanic enrollment campaign entitled *Asegura Una Vida Mejor* (Securing a Better Life) [74]. This campaign showed participation and meetings with forums held at all campus locations in Reedley, Clovis, and Madera. This was one of many ways in which the campuses have participated in helping the Board of Trustees fulfill their mission and vision. Board members also regularly participate in college events such as graduations, groundbreaking, building dedications, and many other events.

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**b. The governing board establishes policies consistent with the mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

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**Descriptive Summary**

The district mission statement declares that the “State Center Community College District (SCCCD) is committed to lifelong learning and success for all students by providing accountable, accessible, innovative and quality education programs and services that enable productive citizenship in a diverse, global society.” The SCCC vision statement says that the “SCCCD will be recognized as the regional leader in educational programs and services to an ever-changing world.”

Per Board Policy 2410, the responsibility of considering and adopting those policies that govern the district lies squarely with the members of the governing board [633]. District board policies, then, articulate the board’s commitment to educational quality and integrity and its pledge to the students of Reedley College and Fresno City College to provide superior student services. These policies note the following:

- “The programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricular offerings, including their establishment, modification or discontinuance” [637].
- “The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of each college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics;

to understand modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding” [34].

- “Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth” [82].
- “The district incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The district further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a special responsibility....” [37].
- “Support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically in the district” [39].
- “The board is committed to assuring student equity in educational programs and college services....” [47].

The district is currently in the process of developing a new resource allocation process. A committee was formed in spring 2011 with representation from all sites within the district. The committee will be meeting in 2011-2012 [602].

### **Self Evaluation**

SCCCD meets this standard. The adopted board policies of State Center Community College District (SCCCD) demonstrate the Board of Trustees’ dedication to its programs and services. Twice annually, the board reviews and approves the recommendations of the college’s curriculum committees, and forwards those courses to the Chancellor’s Office for California Community Colleges so that they may be formally recognized by the state. Recently, the Board of Trustees heard presentations regarding the college’s processes for establishing and evaluating student, course, program, and general education learning outcomes so that they might contribute to the ongoing dialogue regarding continuous and sustainable institutional improvement [683 pg. 12]. During these presentations, the trustees asked various questions of the learning outcome coordinators regarding the processes for evaluating the quality, integrity, and improvement of programs and services at each of the colleges in the district.

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### **c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

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#### **Descriptive Summary**

Board Policy 2510 states, “The board is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the board is committed to its obligation to ensure that appropriate members of the district participate in developing recommended policies for board action and administrative

regulations for chancellor action under which the district is governed and administered” [635]. It is, then, the authority of the Board of Trustees to act as the final authority when making decisions regarding the welfare of the students of State Center Community College District (SCCCD).

SCCCD Board Policy 2012 notes that it is the duty and responsibility of the governing board to “request and consider reports from the chancellor regarding the educational program, financial position, and other matters pertaining to the welfare of the district,” and “consider and act upon the curricular offerings of the colleges upon the recommendation of the chancellor” [630]. Furthermore, Board Policy 4020 makes the commitment that “The programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency” [637]. To this end, Administrative Regulation 4020 requires that “The Curriculum Committee[s for each college] will forward all proposed curriculum changes to the vice chancellor-workforce development and educational services for consideration by the [district] Educational Coordinating and Planning Committee (ECPC). Before the ECPC meeting, the vice chancellor may meet with the chairs of the curriculum committees, the presidents of the academic senates, vice presidents of students and instruction, and interested faculty. The ECPC “...will either recommend approval or disapproval of proposed curriculum changes” [89]. Based upon the recommendation of this body, the Board of Trustees will review these items and, if adopted, submit the courses to the Chancellor’s Office for California Community Colleges.

As specified in §72500 of California Education Code, the Board of Trustees is “liable in the name of the district for all debts and contracts.” Additionally, the board, as specified in §81600 of California’s Education Code, is charged with the “management and control of school property within its district.” Section 87400 of the California Education Code implies that a district’s Boards of Trustees is ultimately responsible for all matters pertaining to employment. Both of these responsibilities, along with many others, are reiterated in Board Policy 2012 [630].

Legal matters are brought to the board in open and closed sessions, with a fulltime district general counselor present to provide the board with advice when appropriate. Specific statutory issues such as real estate transactions, employee discipline, potential or actual litigation, and labor negotiations are discussed in closed session meetings, with the actions taken in closed session reported out in open session. Board Policy 2315 [15] states that “Closed sessions of the Board shall only be held as permitted by applicable legal provisions including, but not limited to, California Government Code and California Education Code.”

After any closed session, the board reconvenes in open session before adjourning and announces any actions taken in closed session and the vote of every member present, save those matters requiring confidentiality. Such matters are confidential and shall

remain confidential unless and until required to be disclosed by action of the board or by law.

As prescribed in Title 3, Division 7, Part 50 of the California Education Code, and locally operationalized in Board Policy 2012, the Board of Trustees is, in the end, responsible for oversight of the fiscal resources of the district. Through a combination of statutory regulations, local [board policies](#) and [administrative regulations](#) and best practices for fiscal planning, the State Center Community College District Board of Trustees provide guidance and oversight of the development of the budget.

### **Self Evaluation**

The Board of Trustees is responsible for ensuring the educational quality, legal integrity, and financial stability of the district. After review by the district, the governing board scrutinizes the curriculum brought before them prior to approval [683 pg. 16].

The governing board is guided on all legal matters by a district counsel in order to protect the legal integrity of the district.

The board maintains a fiscally conservative approach to budgetary items in order to ensure solvency especially in light of the current economic status. The Board of Trustees has initiated the practice of convening biannual special budget workshops, which are open to the public and consist of presentations on budgetary matters from the District's Office of Finance and Administration [174, 685]. The district maintains a healthy reserve in order to ensure they can meet their financial responsibilities in the event that state funds are not available in a timely fashion. Additionally, the board receives updates/trainings on fiscal matters each year at the annual retreat in March [686]. Finally, the governing board receives a district financial status report on a quarterly basis summarizing its fiscal condition [57]. Updates are also provided as conditions develop and/or change at the state level and may have a fiscal impact on district operations.

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### **d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

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#### **Descriptive Summary**

Board policies and administrative regulations are all publicly available through the [district website](#). [Chapter 2 of board policy](#) clearly specifies the size, role, structure, and responsibilities of the board. These policies state the relationships among the board, employees, and the public. Key areas relative to this standard include board membership, role of the board, board meetings, and structure and operating procedures [630].

### **Self Evaluation**

To illustrate the district's commitment to systematic and sustainable institutional improvement, major revisions to board policies and administrative regulations were implemented in 2008 for the purpose of bringing all district policies and regulations into conformity with the draft policies and procedures recommended by the Community College League of California. The district subscribes to the Community College League of California's board policy and Administrative Procedure Service, a service provided by the league. The service provides templates for policies and procedures that may be legally required or recommended and regular updates to keep policies current with the requirements of state and federal law. Board policy and administrative procedure revision as recommended by the league, and otherwise advised through consultation with the State Center Community College District Chancellor's Cabinet and representatives of the classified and academic senates, is an ongoing process. Additionally, the district has initiated the process of reviewing particular policies and regulations to ensure appropriateness and compliance with changing state requirements [127].

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**e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

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### **Descriptive Summary**

The agendas, minutes, and resolutions from Board of Trustees meetings indicate that the board acts in a manner consistent with its established policies and administrative regulations. All agendas and minutes are now available [online through the district website](#).

Board policies may be adopted, revised, added to, or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced no less than one regular meeting prior to the meeting at which action is recommended [3, 17].

Administrative regulations are issued by the chancellor as statements of method to be used in implementing board policy. Such administrative regulations are consistent with the intent of board policy. In response to a request by the Reedley College Academic Senate that it coauthor new administrative regulations pertaining to the college's educational programs, Board Policy 4020 provides that the pertinent regulations involve the faculty and Academic Senate in all processes [637]. Biennially, the chancellor provides each member of the board with copies of administrative regulations or any revisions since the last time they were provided [633].



### Self Evaluation

State Center Community College District meets this standard. Periodically, the board reviews its board policies. Currently, in light of changes to Title 5 of the California Code of Regulations and various other recommendations that have been forwarded from both internal (e.g. the colleges' academic senates) and external (e.g., the Community College League of California) sources, the district has started the process of reviewing and revising its board policies and administrative regulations. Under the guidance of the district's Office of General Council, the district has opted to begin its review process with a review of [Administrative Regulation 2410](#), which is the administrative regulation that articulates the process for establishing new administrative regulations or revising or deleting old ones.

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### **f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

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#### Descriptive Summary

Several sections of district policy speak to board development. The Board of Trustees receives input and education from the academic and classified senates from both colleges in the district [628, 635], from various district standing and temporary committees [13], and from various other types of informational meetings [2, 14, 16]. Board workshops have been conducted on the budget, bond measures, and selection and design of campus sites [685].

Board policy explicitly states that the board is “committed to its ongoing development and to a trustee education program that includes new trustee orientation. To that end, the board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education” [31]. New members of the board attend an orientation presented by the Community College League of California (CCLC). All board members are given the [Trustee Handbook](#) published by the CCLC. At the local level, the new members are oriented by the board and the chancellor. For example, on September 29<sup>th</sup>, 2010, the district held an orientation for trustee candidates [77].

Finally, to ensure that there are always experienced board members serving and thus maintaining stability, provisions establishing staggered terms of office are specified [11]. Other electoral safeguards are also established, such as a process for filling any vacancies to the district Board of Trustees, and are described in board policy as well [11, 12].

### **Self Evaluation**

The Board of Trustees is committed to the development of the board through new member orientations, conference participation, annual planning retreats, special sessions to study specific issues, and association and activity with the CCLC and the Association of Community College Trustees (ACCT) as described above.

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### **g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

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#### **Descriptive Summary**

As regulated in Board Policy 2745, the State Center Community College District (SCCCD) Board of Trustees conducts an annual self-evaluation. The board appoints a committee to select a board evaluation instrument each year. All board members are to complete the evaluation instrument by July of each year. A summary of evaluations is to be discussed at a board meeting scheduled for that purpose to identify accomplishments and set goals for the coming year [33].

#### **Self Evaluation**

Annual Board of Trustees self-evaluations have been completed by July of each year from 2005 through 2010 using the same self-evaluation instrument [129]. Summaries of the annual board self-evaluations are available upon request from the SCCC Office of the Chancellor, but are not included in the evidence files due to their confidential nature.

In 2008, the board contracted with a consultant from the Association of Community College Trustees (ACCT) to conduct a workshop on self-evaluation [687]. On May 31, 2011, the board held a special session facilitated by a consultant from ACCT to review the self-evaluation worksheets and to set goals with the chancellor for the coming year [152].

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### **h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

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#### **Descriptive Summary**

State Center Community College District (SCCCD) Board Policy 2715 articulates the district trustees' code of ethics. As stipulated in this policy, the board members "...recognize that as elected public servants, their actions, behaviors, and verbal statements will be under the watchful eye of the citizenry at all times. Therefore, the decisions made as a board must reflect our dedication to promote higher education along

with opportunities for professional, vocational, and technical growth and enhancement. As officials of public education, we must be a positive reflection of those for whom we speak” [595]. The policy reads as follows:

1. Board members will devote time, thought, and study to the duties and responsibilities of a community college trustee in order to be effective.
2. Board members recognize the fact that strength and effectiveness of the board is as a total board, and not as a group of individuals.
3. Board members agree to work with fellow board members in a spirit of cooperation and compromise despite differences of opinion that may arise during debates on issues.
4. Board members agree to respect the office we hold. Remembering that as an individual we have no legal authority outside the meetings of the State Center Community College District. Board members should never misuse the power inherent in their office. Board members will abide by state and federal anti-discrimination laws.
5. Board members pledge to avoid any situation that constitutes a conflict of interest. When a matter arises that could be a question of conflict of interest, we will remember to notify the chancellor and/or board president before any official action is taken.
6. Board members will resist influencing votes or actions of other board members or of any employee, through threat, promise of award, deception, exchange of vote, or by any other means than legitimate open discussion.
7. All official business by the board will be conducted in open public hearings except for those issues which are by law more appropriately dealt with in closed session.
8. Board members recognize that all discussion in closed session should not be released or discussed by individual board members outside the confines of the closed session. Any information disclosed from closed session will only be released with the approval of the board by a majority vote.
9. The board’s function is to establish the policies of the district. The board shall hold the chancellor and his/her staff accountable for the administration of the educational program and the conduct of college business. Any complaints, criticisms, and comments received by individual board members regarding the district should be directed through appropriate channels as previously agreed upon by the chancellor and board.

Violating the policy may subject a trustee to censure by the board.

**Self Evaluation**

Board Policy 2715 clearly contains language on the code of ethics for the governing board and defines the policy for dealing with behavior that violates its code [595].

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**i. The governing board is informed about and involved in the accreditation process.**

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**Descriptive Summary**

Board Policy 3200 and Administrative Regulation 3200 specifically outline the process to be used regarding the district complying with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC). Part of this board policy involves the chancellor ensuring compliance with ACCJC standards and processes, keeping the board informed of approved accrediting organizations and the status of accreditation, ensuring that the board is involved in any accreditation process in which board participation is required, and providing the board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report [4, 636].

Administrative Regulation 3200 [4] outlines the process to be used in order to be in accordance with the standards of the ACCJC involving the comprehensive self study every six years and visitation by an accreditation team, mandatory interim reports, the process for producing the comprehensive self study document, and review and approval of the self study by the Board of Trustees prior to submission to the ACCJC.

**Self Evaluation**

The college follows board policies and administrative regulations as stated above. Reedley College and Fresno City College are both conducting the re-affirmation of accreditation self study at the same time, along with the Willow International Center that is completing its self study for candidacy. As a result of all three institutions working on the accreditation process with the same timeline, the accreditation liaison officers from the colleges/center presented overviews and updates to the Board of Trustees at the October 2010 meeting [58]. Also, a presentation on student learning outcomes was presented to the board at the December 2010 meeting, with a second session given at the February 2011 meeting [175]. In addition, Reedley College prepared accreditation newsletters that were given to board members as well as to the college community, and the college president included an accreditation update in her monthly board reports [665]. The final drafts of the self studies for all three institutions were presented to the board for review at the July 2011 meeting, with approval of the three self studies by the board given at the August 2011 meeting.

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**j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system for the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college, respectively.**

**In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

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#### **Descriptive Summary**

Board policy and administrative regulation specifies that the Board of Trustees will select a chancellor after an interview process that is “fair and open and complies with relevant regulations” [19].

#### **Chancellor**

##### *Policy and procedures for selecting Chancellor*

In searches for a chancellor, the State Center Community College District (SCCCD) Board of Trustees has utilized the services of an outside consultant, most recently the Association of Community Colleges Trustees (ACCT), to provide search services in coordination with Board Policies 2431, 3420, 7100 and Administrative Regulation 7220 [19, 49, 128, 599]. The ACCT’s role is to ensure the district’s commitment to conducting an open and equitable search process that conforms to the district’s policies and regulations as well as the legal requirements of the state. For example, Board Policy 2431 expressly states “In the case of a chancellor vacancy, the board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations.” To ensure that the chief administrators for both the district and the colleges of the district are acting in accord with the will of the governing board, Board Policy 2435 expressly states that the board will execute an evaluation of the district chancellor “at least annually,” and Administrative Regulation 7125 outlines the process for the evaluation of the presidents of the colleges, the vice chancellor of the north centers, and all other academic administrators throughout the district [594].

The following is a description of the process used in 2009-2010. After approving the contract with ACCT, the SCCC Board of Trustees set up a search process that began

with districtwide open forums to get input on the desirable qualifications for the new chancellor. A position announcement was developed incorporating the profile criteria from the Board of Trustees and the public forums. The position announcement was placed on the district website and nationwide advertisement took place via multiple websites, industry publications, and national newspapers.

The Search Advisory Committee, consisting of 23 representatives from all campuses, including classified staff, certificated staff, administrators, students, and members of the community at large, was approved in closed session at the November 2009 board meeting [133]. Updates regarding the recruitment process were posted on the district website in order to keep all constituents informed of the search process.

Search Advisory Committee members were oriented by the ACCT consultant on Equal Employment Opportunity guidelines, confidentiality, and evaluating candidates' application materials. All Search Advisory Committee members paper screened and independently rated all of the applicants for the position of chancellor.

After training, the Search Advisory Committee met to evaluate and discuss applications and select the semi-finalists to be invited for interviews. Following the selection process, the Search Advisory Committee selected interview questions. The candidates were interviewed on Tuesday, March 23, 2010 and three finalists were selected. Those three finalists took part in public forums held at Fresno City College and Reedley College as well as interviews with the Chancellor's Cabinet and Board of Trustees on April 14, 2010. Following a site visit, the Board of Trustees selected Dr. Deborah G. Blue as the new chancellor with a beginning date of July 1, 2010.

#### *Evaluation Process for Chancellor*

Board Policy 2435 [30] outlines the process used in the evaluation of the chancellor by stating, "The board shall conduct an evaluation of the chancellor at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the chancellor as well as this policy." Furthermore, Board Policy 2435 indicates that the evaluation process for the chancellor will be developed jointly as per an agreement by the board and chancellor; with the criteria for evaluation based upon board policy, the chancellor job description, and performance goals and objectives as per Board Policy 2430 [634]. The Chancellor was most recently evaluated on May 31, 2011 [688].

Board policy contains a statement expressly delegating "to the Chancellor the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action" [634].

### President

#### *Policy for selecting the President*

The process for selecting college presidents is governed in part by Board Policy 3420, 7100, and Administrative Regulation 7220 which address equal employment opportunity (EEO), commitment to diversity, and recruitment and hiring procedures [49, 128, 599]. Reedley College recently engaged in this process as a result of the retirement of the president in June 2011. In this process, the district contracted the services of the Association of Community Colleges Trustees (ACCT) to assist with the search process. ACCT's role was to ensure the district's commitment to conducting an open and equitable search process that conformed to the district's policies and regulations as well as the legal requirements of the state.

After approval of its contract, the ACCT search consultant met with the district human resources staff to discuss the recruitment process and to present a draft timeline. Input from campuswide constituent groups was sought regarding characteristics of the new president [101]. A position announcement was then developed by the consulting group. The announcement also included the direction provided by the chancellor and Board of Trustees in terms of qualifications, opportunities and challenges, duties and responsibilities, and preferred personal and professional characteristics the board would be looking for in a new college president. The position announcement was advertised locally and nationally [125].

A broad-based Search Advisory Committee was assembled consisting of academic and classified senate representatives, a student representative, academic and classified bargaining unit representatives, management representatives, a K-12 representative, and two board members. The search consultant conducted an orientation for all committee members relative to the EEO guidelines, confidentiality, and evaluating candidates' application materials.

The members of the Search Advisory Committee independently reviewed the materials submitted and rated all of the applicants. The Search Advisory Committee then selected semi-finalists for interviews. After the interviews, three finalists were selected. Finalists then participated in public forums in addition to being interviewed by the Chancellor's Cabinet and the chancellor. The Board of Trustees also interviewed all finalists prior to selecting the new college president at their July 2, 2011 meeting. Dr. Mitjl Capet began as the Reedley College President on August 1, 2011.

#### *Evaluation Process for President*

The evaluation process for college presidents and similar level administrators is governed by Board Policy 7125 and Administrative Regulation 7125 [590, 594]. Members of the Chancellor's Cabinet are evaluated by the chancellor annually as specified in the employment contract for the presidents. The chancellor shall evaluate and assess an employee's job performance at least once each year during the term of the employment

agreement. Except as otherwise provided in the employment agreement, the evaluation shall be in accordance with district policy. Each president sends the Chancellor his or her own goals before the March retreat; they are reviewed at the March retreat. Copies of the Reedley College President's annual goals may be reviewed upon request to the SCCCD Chancellor. The evaluation shall be in writing and be conducted and completed between January 1 and April 30 of each year. The chancellor shall have the right to adjust the evaluation time period in the chancellor's discretion. The chancellor uses an evaluation form, mutually agreed upon by the chancellor and the president [138]. Following the completion of each annual job performance evaluation, and based thereon, the chancellor shall recommend to the Board of Trustees whether to extend the term of the agreement for an additional one (1) year period or to decline to extend the term one (1) year.

### **Self Evaluation**

State Center Community College District meets this standard. Board Policy 2431 states the need to establish a search process to fill the vacancy of the chancellor, with the above narrative defining in detail the process used in the most recent selection process. Board Policies 2435 and 2430 state the process used to evaluate the chancellor as well as how authority is delegated [30, 634].

The chancellor has been evaluated annually each July in a closed session meeting as part of the regular meeting agenda. Also, the chancellor's evaluation has been a closed session item at the annual Board of Trustees Retreat, usually held each March [686]. On May 31, 2011 the Board of Trustees evaluated the Chancellor as part of the new evaluation timeline [688]

The selection process used in the hiring of the president is outlined as described above complying with the district's policies and procedures as well as administrative regulations.

The evaluation of the president is specified in board policy and administrative regulations and conducted through an annual review process involving the chancellor. It uses an evaluative procedure that focuses on the attainment of the annual college goals that were developed by the president along with general characteristics [138]. Copies of the Reedley College President's annual goals may be reviewed upon request to the SCCCD Chancellor.

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**2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**



**a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

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### **Descriptive Summary**

Reedley College has a unique administrative structure. District board policies and administrative regulations, as adopted by the Board of Trustees and Chancellor's Cabinet in 2008, articulate the responsibilities of the "college president/vice chancellor, North Centers" in most, if not all, areas which define the position of institutional chief executive officer. By endorsing such language, the governing board and the chief administrative personnel endorsed a structure which has essentially provided Reedley College with co-presidents—the president of Reedley College has primary oversight responsibility over the Reedley campus of Reedley College and a minimal role in the operations of the Madera Center, the Willow/International Center, and the Oakhurst campus; whereas, the vice chancellor of the North Centers has primary oversight responsibility for the two centers but no role regarding the Reedley campus. The offices of both the college president and the vice chancellor of the North Centers are directly involved in institutional planning relative to their defined areas of responsibility.

The president works with all constituency groups on campus. The president meets regularly with the leaders of the various constituent representative organizations. In order to communicate goals and address concerns from the entire campus community the president holds monthly Town Hall meetings. These forums allow for open dialogue among all attendees. Further, these forums serve as a conduit for passing on information directly to the campus community [222]. Also, at the beginning of each semester, the president addresses all campus administrators, faculty, and staff at the opening session [159, 234]. Additionally, the president holds occasional informal Tiger Talk gatherings, allowing her to update the campus community on the status of current goals and projects as well as introduce new goals and projects [593].

The president holds weekly meetings of the Executive Cabinet which includes vice presidents, deans, the public information officer, and the technology director. Agendas and notes are posted on the [college Blackboard site](#). The president also meets individually with each direct report on a regular basis and holds meetings with the vice presidents twice each month.

The president and the vice chancellor are the ultimate decision makers within their respective charges. In turn, each of these individuals delegates day-to-day operational decision making to the vice presidents, deans, or other administrators over their respective areas. Administrators serve as members or chairs of various committees as assigned by the president or the vice-chancellor.

### **Self Evaluation**

The organizational structure of the college is a practical reality, with the president providing leadership and support at the Reedley campus, working directly with the various college constituent groups in the development of goals, plans, and priorities for the institution. The vice chancellor of the North Centers provides the same function for the Madera Center, the Willow/International Center, and the Oakhurst campus. As evidenced by the Participatory Governance Handbooks in operation at each of the designations/divisions of Reedley College (the Reedley campus and the North Centers locations), the president and the vice chancellor of the North Centers support participatory governance through the formal committees, the College Council, and the College Center Council as well as through informal discussions and meetings such as Town Hall [211, 222]. The president has worked to assure that the integrated planning efforts of the institution are current and reflect the overall goals of the college and are tied to the allocation of resources.

The president delegates authority to the responsible administrators as per their duties and responsibilities, and monitors their ability to perform their duties through a formal annual evaluation process. The chancellor evaluates the president annually using the progress made towards meeting the president's goals as the fundamental criteria for the evaluation [594, 617].

Communication between the Office of the President and the internal stakeholders includes the holding of Town Hall meetings, Tiger Talk sessions, presentations at duty day events each semester, monthly newsletters, electronic messages, and meetings with the constituent groups throughout the year [159, 221, 222, 234, 593].

The organizational structure of Reedley College and its North Centers is effective in organizing, overseeing, and evaluating administrative procedures at the main campus and the centers. The president and the vice chancellor provide the necessary leadership in working with a variety of constituent groups and administrators to incorporate a continuous improvement-collaborative decision making process.

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### **b. The president guides institutional improvement of the teaching and learning environment by the following:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;**

- **establishing procedures to evaluate overall institutional planning and implementation efforts.**
- 

**Descriptive Summary:**

The president of Reedley College, in collaboration with the vice chancellor of the North Centers, works to provide an environment that provides for continual development, primarily in the areas of teaching and learning. Both offices are active in communicating institutional values, goals, and directions throughout the college. The president and the vice chancellor both participate in a variety of district committees where they represent the goals and needs of the college. Both also attend and speak at Board of Trustees meetings to keep the Board abreast of campus issues. At the Reedley campus, the president chairs the College Council, which is the primary participatory governance organization and thus deals with a variety of campus planning issues. For issues that pertain exclusively to the North Centers, the vice chancellor, along with the North Centers business manager, co-chairs a similar group—the College Center Council. Such structures allow these individuals to utilize the constituent representatives as a means of communicating with all groups on campus.

Both administrators communicate with the campus community at large in a variety of ways. Opening Day (Duty Day) presentations in both the fall and spring semesters provide an opportunity for both the president and the vice chancellor to address the state of the institution. In addition, the president provides for and participates in campuswide monthly forums, sends a weekly e-mail updating the college community on events and information and includes a weekly schedule, and holds regular meetings with the presidents of the constituent representative organizations. For issues specific to the North Centers, the vice chancellor meets monthly with the president of the North Centers Faculty Association, which is a subcommittee of the Reedley College Academic Senate [159, 221, 222, 234, 593].

The college has established a collegial process that reviews values, goals, and priorities. The planning process consists of several committees, such as the Budget Committee, the Enrollment Management Committee, the Facilities Committee, the Program Review Committee, and the Strategic Planning Committee, as well as several other governance committees that feed information to the aforementioned College Council, whose function is to coordinate all campus plans and activities. As has been agreed upon by all segments of the college, this committee is structured so that all campus constituencies are afforded opportunities for representation. The College Council is also responsible for making recommendations to the president regarding resource allocation based on program review by means of the Resource Action Plan Proposal (RAPP) process.

To ensure that evaluation and planning rely on high quality research and analysis on external and internal conditions, Reedley College has employed an institutional research coordinator whose role is to provide quantitative and qualitative information to the

campus community regarding institutional effectiveness. The college Office of Institutional Research currently exists in the campus organizational chart under the joint jurisdiction of the Reedley College vice president of instruction and the North Centers vice president of instruction and student services.

The college has a number of mechanisms in place to link institutional research, especially research on educational programs and services, institutional planning processes, and resource allocation. Most notably, as established by the college, the institutional research coordinator serves on a variety of committees. This individual serves as a standing member of the college Matriculation Committee, the responsibility of which is to assist in the planning and implementation of the college's matriculation plan, and transmits matriculation information to the various campus and district constituent groups. The institutional research coordinator also serves as a standing member of the Program Review Committee, which is to validate each program's final written self-study, and then forward all program recommendations to the Strategic Planning Committee. Finally, this individual serves as an ex-officio member of the Reedley College Strategic Planning Committee. This committee relies on institutional data to better ensure the coordination of the college's various plans, monitor the resource allocation processes, and monitor progress on the objectives of the college's Strategic Plan. Additionally, the institutional researcher serves on parallel committees that service the North Centers.

The planning process ensures that educational planning is integrated with resource planning. Recommendations, goals, and objectives identified in each unit's program review are assessed annually for progress made or adjustments needed. The annual Resource Action Plan Proposal (RAPP) process provides all programs with a means to request additional funds. This process is integrated with the educational planning process as all requests must support the program review findings and support the goals and objectives of the Strategic Plan. RAPPs are reviewed by the Strategic Planning Committee and by the Budget Committee. Recommendations for funding are forwarded to the College Council for final review, with College Council recommendations forwarded to the college president. The [Budget Committee](#) also reviews and builds the annual budget collaboratively with the vice president of administrative services. This process includes recommendations for staffing such as new faculty positions when funding permits [79, 80, 94 pg. 22, 170, 212 pg. 4, 252, 263 pg. 2, 648].

Input is solicited from all constituent groups regarding the planning and resource allocation process via surveys, Town Hall meetings, and Tiger Talk sessions, as described earlier. Recently, [budget reduction suggestions and ideas were solicited](#) by the college and by the district. Additional Budget Committee and College Council meetings were scheduled to provide additional opportunities for all college personnel to provide input into the process. Retreats are held on a regular basis to evaluate the overall institutional planning and implementation efforts [166, 654, 655]. An example of this effort is the planning assessment retreat held in April 2011 that included the Strategic

Planning Committee, Governance Committee chairs, and constituency group representatives [118].

### **Self Evaluation**

Reedley College has established a collegial process utilizing the participatory governance handbook that outlines the operational guidelines of college and campus councils and committees. As the non-voting chair of the College Council, the president is directly involved in the setting of values, goals, and priorities as well as all planning and resource allocation [211 pg. 4]. In terms of research and analysis, the institutional researcher works with the president and vice president of instruction in establishing the priorities for research projects such as program review, master planning, strategic planning, and student success data.

As a standing member of the Facilities Committee, the president works with the college and district level administrators, faculty, and staff in the Facilities Master Plan review and development of recommendations and action regarding all facilities issues on the Reedley College campus [211 pg. 53].

For the North Centers, a “Continuous Improvement-Collaborative Decision Making Process” has been implemented and has been used for the establishment of the Educational Master Plan, annual goals, strategic and functional plans (e.g., technology, enrollment management, and basic skills), allocation of resources, and strategies for improvement. As the co-chair of the college center council (CCC), the vice chancellor provides leadership in guiding the continual institutional improvement of the teaching and learning environment and establishing a culture of continuous improvement. The vice chancellor is also in charge of facilitating the annual mission statement review by the CCC. Specific to ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes, the vice chancellor and associate business manager (co-chairs of the CCC) coordinate the process by which action plan funding requests are considered by the CCC when prioritizing resources generated from lottery funds each year [223].

In terms of program review, the vice chancellor sits on the Program Review Committee that assists programs in the completion of their program reports, determines the degree of substantiation of goals, coordinates the program review recommendations with the College Center Council, and reviews and makes recommendations relative to the program review process and handbook [50, 52, 75]. The vice chancellor also chairs the Facility Committee which is charged with oversight of the Facilities Master Plan and strategic planning goals relating to facilities as well as providing recommendations to the College Center Council.

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**c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

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**Descriptive Summary:**

The president, as guided by district board policy and administrative regulations, and in conjunction with the vice chancellor of the North Centers, oversees the implementation of all levels of policy. It is the responsibility of the Office of the President and the Office of the Vice Chancellor of the North Centers, as agents of the district chancellor, to ensure that all decisions impacting the college are consistent with pertinent sections of California's Education Code, California's Code of Regulations, and the State Center Community College District's (SCCCD) board policy and administrative regulations.

To provide direction in formulating and maintaining practices that are consistent with the both board policy and the institution's mission, the president and the vice chancellor of the North Centers refer to their respective strategic plans, which were created to serve as blueprints for planning, decision-making, and resource allocation. All goals and objectives indicated within these documents were created with the respective institutional missions in mind. From this, each chief administrator is to set annual goals based upon the strategic directions identified in this document [167, 214, 218, 241, 242].

Movement toward these goals is then assured through the governance structure, as well as college-level, district-level, and state-level reporting requirements. The governance and planning structures allow for dialogue among members of the college community and reaffirm that institutional practices conform to the appropriate respective mission and core values statements. Through the operation of the various aspects of these processes (committee meetings, staff meetings, president's forums, leadership retreats, planning retreats, etc.), the institutions' chief administrative officers are able to monitor the implementation of board policy as it moves the college toward its goals and objectives [166, 285, 287, 290]. An annual report then connects the accomplishments of the year to the college goals, etc. [282]. These processes all ensure that institutional practices are consistent with institutional goals, mission, values, and policies.

**Self Evaluation**

The president works closely with the chancellor and Chancellor's Cabinet to assure that the college practices are consistent with the mission of the district and college, along with board policies and administrative regulations. As mentioned above, a variety of methods are used to communicate these policies to all constituents throughout the campus.

The president and vice chancellor of the North Centers work with the Office of Human Resources and other departments to offer training programs to ensure that the college and college centers staff are up to date on new policy developments such as sexual harassment training, performance reviews, employees evaluations, and discipline management [131, 651, 652].

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#### **d. The president effectively controls budget and expenditures.**

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##### **Descriptive Summary**

The president has overall responsibility for control of the budget and expenditures for the main campus of Reedley College and ensures that fiscal resources are allocated in a manner that best meets the goals and mission of the college. Likewise, due to the fact that the North Centers are a separate line-item in the State Center Community College District (SCCCD) annual budget, the vice chancellor for the North Centers has similar responsibilities for the Willow/International Center, Madera Center, and Oakhurst site. Each has delegated authority to the vice presidents, deans, and unit directors of their respective sites for budget and expenditures of their respective divisions and meets regularly with all lead administrators to monitor the budget needs and issues.

Both the Reedley College Office of the President and the Reedley College North Centers Office of the Vice Chancellor maintain their own budget committees, the function of which is to assist in reviewing the development of their respective annual budget.

##### **Self Evaluation**

The college has maintained fiscal stability in spite of the current economic budget crisis that the state is facing.

Utilizing the Budget Committee and College Council, the president is directly involved in the development and oversight of the budget, and is accountable to the chancellor in terms of operating within the allocated budget for both operational and categorical funding.

As discussed in Standard IIID, an independent audit firm is contracted to annually perform an audit of the colleges, centers, and district finances. Their reports routinely state no audit exceptions to the accepted standards of sound fiscal management. The auditor reviews the findings with the Board of Trustees annually [294, 683 pg. 17].

In terms of validation of the president's ability to manage the budget, the accreditation survey conducted in spring 2010 included the statement, "The college president provides effective leadership in fiscal planning and budget development," to which 77 percent of the respondents agreed or strongly agreed with the statement [81 pg. 32].

The president and the vice chancellor of the North Centers effectively managed the budget reduction in the 2009-2010 and 2010-2011 fiscal years through communication with the constituent groups and governance committees along with campuswide forums. The College Council, College Center Council, and Budget Committee also regularly discuss budgetary matters. The Budget Committee works with the vice president of administrative services to develop and monitor the budget. The committee forwards recommendations to the College Council, which then reviews the recommendations, makes changes as appropriate, and forwards recommendations to the president [212, 553, 601]. The college and district, in spite of the economic downturn, exceed the 5 percent reserve recommended by the state.

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**e. The president works and communicates effectively with the communities served by the institution.**

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**Descriptive Summary**

Communities served by the institution include the college community, parents, alumni, community at large, partner institutions, high schools, universities, employers, and voters. The community is invited to campus events and consulted about the campus Strategic Plan [272, 274, 275]. At times, community members are recognized for their contributions by way of the Distinguished Alumnus Awards at commencement, the Spirit of the Tiger Award, and the Volunteer of the Year award. The community participates in many events, including the annual Kaleidoscope (open house), iXplore Conference, Green Summit, the Pre-Professional Health Club Conferences, and many other events [383]. Reports to each service area high school are prepared and distributed annually as is an annual report [282, 380, 381]. A college publication, Currents, is published quarterly and distributed to the community [689].

Additionally, the president of Reedley College and the vice chancellor of the North Centers maintain lines of communication through public information offices, which strive to be comprehensive, full-service operations supporting both the college and the college's North Centers through a variety of public relations and community outreach activities. The Reedley campus maintains its own Public Information Office, led by the college's public information officer. The task of the Public Information Office is to enhance the image of the campus through a meaningful public relations and marketing program, to build relationships between the college and the community, and to advance the educational opportunities and services of Reedley College by generating financial gifts from potential donors. Most recently the college received financial gifts from private donors to help support the Agriculture Department, the baseball program, and the newly established Career Center. The president is an ex-officio member of the Reedley College Foundation Board and is an administrative representative on the State Center Community College Foundation Board as well as a director in the Kings Canyon Unified School District Foundation Board.



Joint projects with various community organizations benefit the college including partnerships with the city of Reedley to develop the Rails to Trails project and the Reed Avenue project. A central valley transportation center is being jointly developed by Reedley College, Kings Canyon Unified School District (KCUSD), and the city of Reedley. Reedley College routinely partners with community groups and agencies in writing grants [62, 150].

The college also works to communicate effectively with the communities it serves through college outreach, community events, participation in service clubs and charitable events, and distribution of a wide variety of public information materials.

### **Self Evaluation**

The president meets with the local high school principals and superintendents of feeder schools each year to review their respective high school reports and to discuss mutually beneficial partnerships and activities [380, 381]. The president is also active in the Central Valley Higher Education Consortium (CVHEC), which includes senior level administrators from private and public higher educational institutions located throughout the San Joaquin Valley addressing issues of concern.

The president is a member of the Reedley City-wide Executive Group which meets monthly and includes the city manager, superintendent of KCUSD, superintendent of Immanuel Schools, Sierra Kings District Hospital administration, Chamber of Commerce director, and the local superior court judge.

The vice chancellor of the North Centers has been actively involved in the community through ties to the local high schools, serving on the advisory committee for career technical program development and articulation with Clovis Unified School District. He also attends local community events, regional program advisory committee meetings, and Clovis North--Willow International Center consultation committee meetings. In terms of community-based organizations, the vice chancellor served on the Clovis Chamber of Commerce Board of Directors and is a member of the Clovis Rotary Club and is chair of the Vocational Services Committee. He also attends planning meetings and events relative to future economic development efforts through the Regional Jobs Initiative, Economic Development Corporation, City of Clovis, City of Fresno, and County of Fresno.

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**3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges**

**and the district/system and acts as the liaison between the colleges and the governing board.**

**a. The District/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

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**Descriptive Summary**

As a multi-college district, the elected Board of Trustees of the State Center Community College District (SCCCD), in conjunction with the district chancellor, assume the responsibility of providing leadership in setting and communicating expectations of educational excellence and integrity throughout the district [630, 634]. The district goal of educational excellence and integrity is apparent in the [district's mission statement](#), [vision statement](#), [core values](#), board policies, and administrative regulations [9, 682].

Lines of responsibility are outlined in various sections of board policy. The role of administrators in the SCCC is to provide an environment that will afford students the greatest likelihood of receiving a quality education [634]. Among the many duties and responsibilities of faculty defined in board policy, the major duty is to teach students in accordance with the philosophy, objectives, and policies of the district, the approved curriculum of the district, the provisions of Education Code, and the rules and regulations of the Board of Governors of the California Community Colleges [82, 637]. The role of classified personnel is defined by the particular job function (i.e., grounds, maintenance, instructional aide, administrative assistant, etc.) [6, 54].

The job of the district is to care for issues that are of equal concern to both of the colleges in the SCCC. The district establishes the general policies that govern the overall operation of the district, constructs the overall annual operating budget, negotiates salary schedules, and adopts an annual district calendar [630]. The oversight of issues of local concern (i.e., campus budgets, faculty/staff/manager evaluations, etc.) is delegated to the individual colleges. Board policy also includes organizational charts for the district and each college. A “mapping” of the district has been recently completed that clearly defines the roles of authority and responsibilities of the colleges, governing board, and district within the context of the existing system (see page 62 of this document.)

In terms of dialogue, communications, and oversight of the district support services, the Chancellor's Cabinet meets weekly to discuss items of interest, challenges, and opportunities in which the district can support the college/centers. Agenda items are solicited from the campus and district senior level leaders, along with items for discussion with the Board of Trustees at their monthly meetings. Other district level committees that function as oversight and assessment groups include the Chancellor's

Communications Council, District Business Managers Committee, District Strategic Planning Committee, Educational Coordination and Planning Committee, Technology Coordinating Council, Information Systems Priority Committee, and Vice President's Council (see SCCCD organizational chart on page 59 of this document.)

Information used from the work of the groups above is communicated through a variety of reports from the presidents/vice chancellor, Academic Senate/ Faculty Association, and Classified Senate at the monthly Board of Trustees meetings. In conclusion, the district level support for the colleges and centers is very effective with the goal of continually improving the services to the colleges and centers.

### **Self Evaluation**

Sixty-seven percent of respondents to the college's 2010 Employee Survey agreed or strongly agreed with the expression, "Information that distinguishes areas of district responsibility from areas of college responsibility is readily available" [81 pg. 32]. The oversights of issues of local concern (i.e., campus budgets, faculty/staff/manager evaluations, etc.) are then delegated to the individual colleges [634]. Board policy also includes organizational charts for the district and each college. A "mapping" of the district has been recently completed that clearly defines the roles of authority and responsibilities of the colleges, governing board, and district within the context of the existing system.

During academic year 2009-10, the colleges and centers of State Center Community College District began the process of crafting educational master plans. During the spring 2010 semester, the Reedley campus of Reedley College, the North Centers of Reedley College, and Fresno City College completed their master plans, which were soon after formally adopted by the Board of Trustees [209, 280]. Shortly thereafter, the district began the process of reviewing each of these three plans in an attempt to identify common trends and needs throughout its various educational facilities that would articulate a broad strategy for providing support to the colleges and centers in their efforts to serve the students of the area. Facilities plans are also in the works, which will allow the district to provide for the educational infrastructure-based needs of the colleges and centers. The Reedley College Facilities Plan is also being updated.

Additionally, the district recently contracted for the services of the College Brain Trust to evaluate the effectiveness of various operational responsibilities as they are currently executed. The Board of Trustees received the report and recommendations of this group at their March 2011 meeting and is presently reviewing them with the chancellor [156].

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**b. The district/system provides effective services that support the effective operations of the colleges in their missions and functions.**

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**Descriptive Summary**

As shown in the functional map, the State Center Community College District (SCCCD) provides services that effectively support the operations of the colleges and centers relative to their mission and functions. Furthermore, the [district's Strategic Plan](#) themes and goals are congruent with those of the colleges and centers, validating the supporting role that the district plays relative to the college/center goals. An executive summary of the college/centers educational master plans are also evidence of support to long range goals [209, 280].

A review of the district office organization structure and centralized services was conducted in fall 2010. The review was intended to increase the effectiveness of the services to the colleges/centers including payroll, human resources, facility maintenance, grounds, purchasing, admission and records (also departments at the colleges), information systems (technology directors at the colleges/centers), bookstore services, business services, food services (shared between colleges and district), police, and transportation. Based on the recommendations and survey results, the district is assessing its services to determine how to make improvements and changes to better support the college and centers.

There is also a district grants director who works with the colleges and centers in grant development, as well as an Office of Institutional Research which provides and analyzes data used for institutional improvement and works collaboratively with the college research coordinator. A district Office of Workforce Development and Educational Services provides guidance and leadership to the colleges/centers relative to planning, career technical partnerships, technology, technology preparation, and study abroad opportunities.

The effectiveness of these services and operations are assessed by various district level committees, including the Chancellor's Cabinet, the Communications Council, the District Business Managers Committee, the District Vice Presidents Group, the Districtwide Strategic Planning Workgroup, the Educational Coordination and Planning Committee, the Technology Coordinating Council, to name a few. In the end, all of these inputs combined contribute to the overall review of district-level and college-level goals.

**Self Evaluation**

Centralized support services for such areas as grounds and facilities maintenance, utilities, purchasing, human resources, and admissions and records with a common database (Datatel) increases operational efficiency by allowing each college/center to

work on its daily operations. The district office provided a process to develop a district Strategic Plan in concert with the effort of each college/center to develop strategic plans which were in alignment. A similar process was implemented to support the development of the Educational Master Plans for each college/center [135].

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**c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

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**Descriptive Summary**

The district has provided both budgetary and personnel support to the college in support of the mission and functions of the college. To meet this end, the State Center Community College District (SCCCD) uses an allocation methodology based on past years appropriations to determine proper resource distribution to the various institutions. To supplement this and account for the funding of new programs and services, any current needs may be discussed at the Chancellor's Cabinet and appropriate resources can be allocated to meet the needs of the educational institutions.

Examples of such support include the Office of Foundations and Grants, which oversees the implementation of the Title V grants as well as assisting programs in grant procurement and development. The district also allocates lottery funds to the college to augment program budgets.

At present, there is a fair distribution of available resources to support the effective operations of the college. The district, however, is facing the same challenges as all community colleges in California. The impact of the state budget crisis is moving SCCCDC toward a situation where student demand may soon surpass what the available resources can provide. Recognizing this, combined with the needs of the service area, the district strives to maintain the resources necessary to provide effective essential functions.

As mentioned earlier in section B.1.b, the establishment of a District Resource Allocation Model (DRAM) Taskforce has been initiated by the Chancellor with the goal to develop and recommend the elements of a comprehensive resource allocation model for the district to include fiscal, human, physical and technology resources. The Chancellor's Memo to the DRAM Taskforce specifically addresses the funding allocation for the Clovis Community College Center by stating: "The work should include an investigation of models in other multi-college districts, incorporate elements of the SB 361 funding model as applicable, and incorporate our future plans for achieving candidacy and initial accreditation for the Willow International Center. Willow International must be addressed in its current status, as well as, how the model will address resource allocations when Willow becomes a candidate for accreditation and then a college. It will be important as the work plan is developed that there are both short-term and long-term

objectives to be achieved with established timelines by which they will be completed.” [602].

In May 2011, the District Office formed a taskforce to address the allocation of resources relative to the budget development for the district, colleges, and centers. The immediate goal of the taskforce was to establish the operational procedures, guidelines, and future meeting schedule. The ultimate goal is to have the taskforce present a resource allocation model that will be considered by the district constituency groups and approved by the Chancellor and Board of Trustees for implementation.

### **Self Evaluation**

As the population in our service area continues to grow and the demand for educational programs increases, fair and equitable distribution and allocation of resources will need to be continually assessed. Due to high numbers of unfunded FTES throughout the district during the 2009-10 academic year, the district has established FTES targets so available resources will continue to provide adequate support for quality educational programs and services.

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## **d. The district/system effectively controls its expenditure.**

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### **Descriptive Summary**

District finances have been handled in a responsible manner leaving the district financially sound. California Education Code § 84040(a) notes that community college districts are to utilize “sound fiscal management practices...for the most efficient and effective use of public funds for the education of community college students.” Furthermore, 5 CCR § 58311 identifies “principles [which are to] serve as the foundation for sound fiscal management in community college districts... [including] management [of] adequate cash reserves.” At the local level, Board Policy 6200 states, in part, that “[un]restricted general reserves for economic uncertainty shall be no less than 6 percent of the District’s annual budget,” thus establishing a 6 percent reserve as the local definition of an adequate cash reserve [620]. Annually, the district meets or exceeds its minimum reserve requirements. Budgets are balanced based upon realistic enrollment projections. Purchase orders are issued for all goods and services based on available funds. Employee costs are budgeted annually. New positions and funding for these positions are approved by the Board of Trustees. Thus, procedures are in place to ensure that budgets are balanced and budget requirements are met.

The district is audited annually by an independent certified public accountant (CPA), as required by law, and has always received an “unqualified opinion” (indicating that there are no identified material weaknesses in the district’s records and that there have been no restrictions on the scope of the auditor’s work) on its financial statements. Additionally,

the CPA reviews the internal controls of the financial system and issues compliance reports of federal and state monies.

The district utilizes the Datatel enterprise-wide software system. Expenditures and encumbrances are posted to this system and any amounts that exceed the budget are reported as over expenditures. Site budget managers and campus business managers review these reports periodically. Additionally, the district office accounting staff also reviews these reports to make certain funds are available. On an annual basis prior to closing out the books, one final review is made to ensure funds are still available for all expenditures.

### **Self Evaluation**

The district has maintained a reserve fund balance that has only once fallen below 20 percent from fiscal years 2006-07 through 2010-11 [78].

The district and Reedley College have been able to increase enrollment while maintaining the reserve without any layoffs of full-time classified or full-time certificated staff even though the state allocation to the district has declined [5]. However, with the California state budget crisis increasing in severity, reserve spending and FTES targets, among other things, are included in present financial planning efforts.

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**e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

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### **Descriptive Summary**

State Center Community College District (SCCCD) Board Policy 2430 states that the “chancellor may delegate any powers and duties entrusted to him or her by the board including the administration of colleges and centers” [634]. In line with this provision, the president of Reedley College and the vice chancellor of the North Centers possess all administrative duties and responsibilities consistent with state law.

Once hired, the Reedley College president is granted authority to:

- manage the total college program,
- manage the development and evaluation of college goals and objectives,
- develop and utilize a process by which the resources of the college are allocated,
- provide for the evaluation of college programs and services and for utilization of evaluation data in institutional planning,

- recommend, with the assistance of the college staff, improvements in college programs and services,
- recommend an annual college budget and supervises administration of college financial affairs,
- provide for the development of college public relations, community services, and student recruitment programs,
- promote articulation between the college and other schools and colleges in the area,
- approve all job assignments, duties and responsibilities of academic and classified personnel,
- recommend, with the assistance of the college staff, educational specifications for facilities required to support the college program,
- represent the college at meetings of appropriate educational agencies and organizations,
- ensure that all employees work within the duties and responsibilities described in class specifications, and for following all policies, rules, regulations, contract agreements, and procedures of the state and the district, including the requirement that access to privileged information be carefully protected, and
- pursue external funding.

Once hired, the vice chancellor of the Reedley College North Centers is responsible for/to the development and evaluation of the North Centers goals and objectives:

- to work cooperatively with Reedley College in the areas of accreditation, program review, curriculum, student services, Academic and Classified Senates,
- to develop and utilize a process for determining the proper allocation of North Centers resources,
- to evaluate North Centers programs and services and utilize evaluation data in institutional planning,
- to recommend, with the assistance of the North Centers staff, improvements in the North Centers programs and services,
- to develop and supervise the North Centers annual budget,
- to develop the North Centers public relations, community services, and student recruitment programs,
- to oversee articulation between the North Centers and other schools and colleges in the area,
- recommend, with the assistance of the North Centers staff, educational specifications for facilities required to support the North Centers programs,
- represent the North Centers at meetings of appropriate educational agencies and organizations,
- ensure that all employees work within the duties and responsibilities described in class specifications, and for following all policies, rules, regulations, contract agreements, and procedures of the state and the



- district, including the requirement that access to privileged information be carefully protected, and
- pursue external funding.

### **Self Evaluation**

The chancellor delegates the authority to manage issues of local concern to the president of Reedley College and, as appropriate, to the vice chancellor of the North Centers. The president and vice chancellor are held accountable by the chancellor as formally assessed through the annual evaluation process and through achievement of mutually agreed upon annual goals and strategic planning goals. In addition, the chancellor meets with the president and vice chancellor bi-monthly to discuss issues and determine progress being made.

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**f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

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### **Descriptive Summary**

The district provides several avenues for the college to have input into the planning and implementation of all policies that serve to support the institution's educational programs. District advisory committees meet on a regular basis, including the Chancellor's Cabinet, the Communications Council, and the Education Coordinating and Planning Committee (ECPC). The Communications Council, as is presently defined in district Administrative Regulations 2410 and 2510, is currently an evolving entity [633, 635]. Under previous district leadership, this group, which consists of the leadership of all four constituencies throughout the district, met one week prior to the Board of Trustees meetings with the primary purpose of reviewing the agenda for this meeting before the window prescribed in law closed (California Government Code, § 54954). Under the leadership of a new chancellor, this body is presently reviewing and evaluating its role relative to the district, considering how an expanded charge may impact districtwide communications.

ECPC reviews curriculum from both colleges and includes representatives from the Academic Senate in its membership. The Chancellor's Cabinet includes both college presidents and vice chancellors, along with district senior level administration. The Communication Council is chaired by the chancellor, and includes the presidents of the colleges, vice chancellor of the North Centers, presidents of the Academic and Classified Senates, and representatives for the bargaining units (certificated and classified). By having these various constituencies present at district-level planning meetings, the representatives can return to their individual campuses, report on the discussions that

took place at the meeting, receive feedback from the campus, and return the following month with direction from his/her segment of the college community. Additionally, information regarding board actions is made available through the [district website](#).

### **Self Evaluation**

The Chancellor's Cabinet, Communication Council, and district level standing committees ensure that communication occurs between the colleges, district office, and Board of Trustees. The [district's website](#) includes information on all public meetings (e.g., agendas, minutes), local bond measure updates, and additional information relating to special events or projects. Also, special electronic e-mail announcements and communications are made through the district's e-mail system to all internal stakeholders.

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**g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them for improvement.**

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### **Descriptive Summary**

The evaluation of the district's role in assuring the integrity and effectiveness in assisting the colleges/centers in meeting their educational goals is primarily through the planning and assessment process associated with the district's Strategic Plan and those of the colleges and centers. The [district's Strategic Plan](#) is in alignment with the California Community Colleges System Strategic Plan, and includes five major strategic themes which are the basis for the Reedley College Strategic Plan objectives:

- Access and Awareness:
  - State Center Community College District (SCCCD) will be the learning institution of choice in its service area.
- Excellence in Teaching and Learning:
  - The district will promote excellent teaching and learning in all of its colleges and centers, provide them relevant data and support, and celebrate success and improvement.
- Workforce Readiness and Communication:
  - SCCCDC will develop and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, communication, technological expertise and specific job-related competencies.

- System Effectiveness-Planning and Assessment:
  - SCCCD will engage in an ongoing planning process to assess effectiveness and efficiency of its operations.
- Resource Development:
  - State Center intends to manage its resources to provide maximum opportunity to its students, employees, and community.

During the 2010-2011 academic year representatives from each of the colleges were appointed to form a district Strategic Planning Workgroup. This group was charged with coordinating a new timeline, operating agreement, and assessment procedure for the district. As a result, the SCCCD Strategic Plan has been revised from a rolling plan to a four-year cycle with annual reviews coordinated with the colleges. The 2008-2012 SCCCD Strategic Plan is being assessed during summer and fall 2011. The district will continually monitor its progress and modify the objectives so that they reflect the needs of the community [135, 582]

Regarding communication, the SCCCD Strategic Plan is posted on the [district website](#). In addition, the internal and external scans will allow for open communication between the colleges, centers, and the community in order to ensure broad-based input into the review and improvement process.

The State Center Community College District developed a new functional map to describe the role delineation between the district office and campuses. This document was developed with input from the accreditation liaison officers at each campus and was disseminated to all constituency groups at each campus for input and comments. The discussions about the functional map included both how the district currently delineates roles as well as recommendations for changes in role definition to improve effectiveness. After the first draft of the functional map was completed, it was presented to a broader group of stakeholders from across the district for further review and revision. Finally, the functional map was reviewed by the Chancellor's Cabinet, recommendations were made and the functional map was adopted.

The functional map will continue to be utilized as a tool to evaluate the role delineation between the district and colleges/centers. Roles and functions will be evaluated through the strategic planning process and the shared governance committee (communications council). Proposed changes to specific roles will be vetted through campus and district-wide shared governance groups and will be implemented as appropriate.

Also to evaluate district/system role delineation and decision-making structures and processes, in November, 2010, SCCCD contracted with the College Brain Trust, a consulting group specializing in strategic and educational planning for community colleges statewide, to conduct an in-depth evaluation of the services and structures in place at the district office to assist the colleges/centers in meeting their educational goals. After an extensive survey of faculty, staff and students and interviews with key

institutional leaders, the College Brain Trust make recommendations to the chancellor and board on ways to improve district office functions. All of these recommendations are under consideration and some have been implemented as feasible.

The district office is also preparing for its first administrative program review. Each unit in the district office will be evaluated through a program review process to define effective operations and recommend improvements.

SCCCD is working to improve district-wide shared governance processes as the result of a recommendation that emerged from the 2011 strategic planning process update. The Communications Council has formed a subcommittee that consists of faculty, classified staff and administrative staff to research district shared governance models and make a recommendation to the Council as a whole [188]. As evidence of improvement that resulted from evaluation of process and procedure, the district is revising Administrative Regulation 2410, which addresses approval of administrative regulations through the shared governance council

### **Self Evaluation**

As indicated above, the district recently updated its 2008 Strategic Plan and determined a timeline for the next Strategic Plan. The colleges and centers will then follow suit and align their strategic plans with that of the district.

The district conducted a comprehensive assessment of its role delineation, governance, and decision-making structural processes in 2010-2011. A complete review of district functions and organizational structure was completed with input from areas throughout the district. The role of the Communications Council was expanded to become a districtwide governance body, and the district Strategic Master Plan was reviewed, assessed, and updated.

The results of these evaluation activities are being reviewed to determine what changes need to be made for improvement.

## **IV.B Planning Agenda**

4.2 The district, in consultation with all of its constituent groups, will review and revise, as appropriate, its resource allocation model to ensure that resources are adequately distributed to support the effective operations of the colleges (IV.B.1.b).

## Standard IV: Leadership and Governance Evidence

The documents listed below serve as evidence for Standard IV. A complete list of all documents in numerical order is listed in the appendix.

- 2: Academic Regulation AR 2320
- 3: Academic Regulation AR 2410
- 4: Academic Regulation AR 3200
- 6: Academic Regulation AR 7230
- 7: 2009-2011 Classified Agreement
- 8: 2009-2011 Faculty Agreement FT
- 9: Board Policy BP 1100
- 10: 2009-2011 Faculty Agreement PT
- 11: Board Policy BP 2100
- 12: Board Policy BP 2110
- 13: Board Policy BP 2220
- 14: Board Policy BP 2310
- 15: Board Policy BP 2315
- 16: Board Policy BP 2320
- 17: Board Policy BP 2330
- 18: Board Policy BP 2340
- 19: Board Policy BP 2431
- 30: Board Policy BP 2435
- 31: Board Policy BP 2740
- 33: Board Policy BP 2745
- 34: Board Policy BP 4025
- 37: Board Policy BP 5120
- 39: Board Policy BP 5150
- 47: Board Policy BP 5300
- 49: Board Policy BP 7100
- 50: Program Review Handbook
- 52: Hybrid Program Review Cycle Three
- 54: Board Policy BP 7230
- 57: Board of Trustees Meeting Minutes 2.1.2011
- 58: Accreditation District Office Managers Meeting
- 62: CAA Summary Sheet
- 63: Accreditation Standards PowerPoint
- 64: SLO Assessment Summit Division A
- 66: RC Curriculum Handbook revised September 2007
- 71: ACT College Outcomes Survey RC (all results)
- 74: HSI Project Report FINAL-Rios
- 75: Program Review Cycle 3 Handbook
- 77: Trustee Candidate Orientation
- 78: State Center Fiscal Trend Analysis 2009-2010

79: 2011-2012 Action Plan Proposal Directions  
80: 2011-2012 Resource Action Plan Proposal Form  
81: Accreditation Survey Results Employee  
82: Board Policy BP 4030  
84: Tenure Review Self Evaluation  
88: Classified Senate Retreat  
89: Academic Regulation AR 4020 Course revision and discontinuance  
91: SLO Assessment Summit Division B 2010  
94: Library 2009 Program Review  
101: President Search Input Request  
112: English Program Review Fall 2008  
114: Board Policy BP 2345  
117: Board Policy BP 2360  
118: Strategic Planning Retreat March 31 2011  
119: Tenure Review Professional Activities Evaluation  
123: Board Policy BP 2710  
125: Chancellor Position Announcement  
127: Communications Council notes 1.4.11  
128: Administrative Regulation AR 7220  
129: Board Self Evaluation  
131: Trainings-Workshops (Not Central 14) 2005 thru 2010  
133: BOT **Minutes** - Approved 11.3.09  
135: Timeline for SCCCD Strategic Plan 4.15.2100  
138: President Evaluation Template  
151: Leadership State Center Sept05 Agenda  
157: Flex Day Activities-8.13.10  
159: Opening Day Flyer 8.12.10  
161: Fall 2008 Duty Day Flyer  
166: Administrative Retreat Agenda 6.24.10  
167: Strategic Plan 2007-2008  
170: 2011-2012 Resource Action Plan Proposals  
174: 2010-11 December Budget Update 12-2-10  
175: Board Report 12.7.10v3  
187: 2009-2010 Strategic Plan Progress Report-1  
199: Communications Council minutes 5.31.11  
189: Fact Book 2009  
194: Assembly Agenda 06.08.10  
209: RC Educational Master Plan  
211: Participatory Governance Handbook Final 12.9.09  
212: RC College Council Notes 11.10.10  
214: North Centers Strategic Plan 2009-2010  
218: Strategic Plan 2008-2009  
221: Sample Weekly College President Email  
222: Sample Town Hall notice

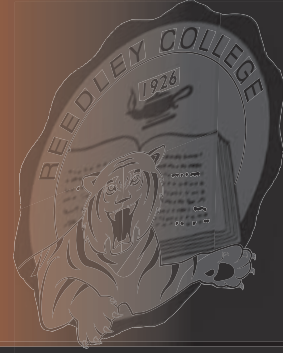
223: CCC Operating Policies & Procedures 2009-2010  
224: SLO Assessment Summit Division C  
225: SLO Assessment Summit Student Services  
234: Spring 2011 Opening Day Flyer  
235: Spring 2011 Reedley College Flex Day  
241: Reedley College 2009-10 Goals  
242: Reedley College 2010-11 Goals  
252: Action Plan Funding Request For Fiscal Year 2011-2012  
263: RC College Council Notes 2.10.10  
268: RC College Council Notes 10.13.10\_1  
272: Charette Community Attendees 4-8-08  
274: Charrette Letter after acceptance  
275: Charrette Letter to community - Spring 2008  
276: Charrette seating chart  
280: NC Educational Master Plan  
282: 2010-2011 Annual Report  
285: RC College Council Notes 6.10.09  
287: RC College Council Notes 9.9.09  
290: Strategic Planning Committee Notes 9-22-10  
292: RC College Council Notes 12.3.09  
294: 2009-10 Financial Audit Report  
308: Agr - Tulare Co. WIB Nursing-Health Care Interp-Manf  
309: FCWIB CE Master Agreement - Amend #2  
310: FCWIB CE Master Agreement - Original  
325: Assessment Pilot Results CHS  
330: CalWORKS Program Review Summary Report  
339: Counseling Flex Day Agenda Spring 2010  
342: Counseling Program Review Summary 2007  
346: CounselorFlexDaySP11  
380: High School Report Sanger 2010  
381: High School Report Selma 2010  
383: kaleidoscope 08  
402: NCCAP Junior letter  
403: NCCAP PP  
422: RC NC Spring 2010 Duty Day Agenda  
500: MCCAP brochure  
514: Counseling Student Handbook  
542: MCCAP Agenda 2-2-11 notes  
544: MCCAP Agenda 12-1-10 notes  
550: 2009-2010 VPSAC Meeting Dates  
553: CCC Minutes 1.22.10  
566: Nomination Form Leadership Class XI 2011  
590: Board Policy BP 7125  
593: Tiger Talk March 2011

594: Academic Regulation AR 7125 - Evaluation  
595: Board Policy BP 2715 - Code of Ethics  
596: Board Policy BP 3150 - Code of Ethics - Administrators  
597: Academic Regulation AR 3150 - Code of Ethics - Administrators  
599: Board Policy BP 3420 - Equal Employment Opportunity  
601: Budget Committee Notes 09.30.09  
602: Chancellor's Memo to the District Resource Allocation Model Taskforce  
608: Staff Development Activity Evaluation Form  
616: Classified Employees Flex Day 2010  
617: Administration Evaluation Form  
620: BP 6200 - Budget Preparation  
624: MEGA Conference proposed Agenda 2011  
626: Reedley College Academic Senate Minutes 10.26.2010 DRAFT  
627: Academic Regulation AR 2105  
628: Academic Regulation AR 2510  
629: Academic Regulation AR 7250  
630: Board Policy BP 2012  
631: Board Policy BP 2015 - Student Members  
632: Board Policy BP 2105  
633: Board Policy BP 2410 - Policy and Administrative Regulations  
634: Board Policy BP 2430  
635: Board Policy BP 2510  
636: Board Policy BP 3200 - Accreditation  
637: Board Policy BP 4020  
638: Board Policy BP 7250  
639: Board Policy BP 7260  
640: Meeting Accreditation Challenges F10  
641: Standard IV Duty Day Spring 2011  
645: Curriculum Minutes 04.20.06  
648: 2009-2010 RAPP  
649: Reedley College Substantive Change Proposal 2011  
651: Academic Administrator AR 7220 EEOC Training 09.2010  
652: Full Time Faculty AR 7120 EEOC Training 09.2010  
653: Substantive Change Approval 3-11  
654: Strategic Planning Retreat Evaluation Form  
655: Strategic Planning Retreat Evaluation Results  
665: Board Report April 2011  
677: Constitution and Bylaws  
678: North Centers' Constitution and By-Laws  
679: AAC Operating Agreement 11.12.10  
680: Classified Senate Bylaws  
681: Curriculum Non-voter comp change attachment  
682: Board Policy BP 1200  
683: Board Of Trustees minutes 12.7.10



- 684: Board Of Trustees minutes 12.8.09
- 685: Board Of Trustees Budget Workshop
- 686: Board Of Trustees Retreat 2011
- 687: Board Of Trustees Retreat 2008
- 689: Currents 12.2010

# Glossary



## Glossary

1st2Know	First to Know, the emergency notification system of the State Center Community College District
3M	Minnesota Mining and Manufacturing, a manufacturer of library security systems
A&R	The Office of Admissions and Records of Reedley College
AAUP	American Association of University Professors
ABT	Ability to Benefit, a test used to determine eligibility for financial aid for students who have not graduated from high school
AC	Academic Center
ACCJC	Accrediting Commission for Community and Junior Colleges, which operates under the corporate entity of the Western Association of Schools and Colleges
ACCT	Association of Community College Trustees
Accuplacer	The college assessment and placement test in reading and composition
ACT	American College Testing program
ADA	Americans with Disabilities Act
AFT	American Federation of Teachers
AFT CBA	American Federation of Teachers Collective Bargaining Agreement, the contract between the State Center Teachers' Association and the State Center Community College District
Alpha Gamma Sigma (AGS)	The honor society of California Community Colleges
AR	Administrative Regulation, one of several regulations adopted by the State Center Community College District's chancellor's cabinet to guide and direct the implementation of the policies of the board of trustees

ARCC	Accountability Report of Community Colleges, often referred to as the “ARCC report”
ASB	The Associated Student Body of Reedley College, student government
ASCIP	Association of Community Colleges’ Insurance Alliance of Schools for Cooperative Insurance Program
Bb	Blackboard, the course management system for instructional materials and communications placed online, used by many Reedley College instructors and their students
BC	Budget Committee
Board	The Board of Trustees of the State Center Community College District
BOG	The Board of Governors (of the California Community Colleges)
BOGG	Board of Governors Grant
BOT	Board of Trustees
BP	Board Policy, one of several policies adopted by the Board of Trustees of the State Center Community College District
C3T	Community College and Career Training Grants Program
Cal/OSHA	The California division of the Occupational Safety and Health Administration
Cal-PASS	California Partnership for Achieving Student Success: a professional learning community, comprised of California State University, Fresno, Reedley College and its centers, Fresno City College, and many Fresno County high schools, which collects, analyzes, and shares data to track student progress from elementary school through college
CalWorks	California Work Opportunities and Responsibility to Kids Program, a support service for students developing welfare-to-work plans
CAM	Center for Advanced Manufacturing
CAN	California Articulation Number, an obsolete statewide common course numbering system for college courses

Capacity Report	Reedley College's account, by semester and by academic year, of instructional efficiency calculated by the percentage of seats filled in class sections
Career Center	A collection of resources about professional and vocational careers staffed and maintained by the Reedley College counseling office
Career Pathways	A program developed by the State Center Consortium to help students transition smoothly from school to the workplace.
CASM	Datatel's, v.s., student contact summary screen
CBC	Categorical Budget Committee
CC	College Council
CCC	College Center Council, the consultation group for shared governance and collaborative decision making at the North Centers of Reedley College, chaired by the vice-chancellor of the North Centers, also called North Centers College Council
CCCCO	California Community Colleges Chancellor's Office
CCCF	California Community College Foundation
California Community College Registry	A large-scale database containing the names, qualifications and desired position(s) of potential California Community College faculty, support staff, and management job applicants
CCFS	Community College Financial Status Report
CCI	Classroom Complex I, the newest building of general lecture classrooms on the Reedley College campus
CCI-EAR	The Council of Chief Librarians' California Community College Electric Access and Resources Committee, a collaborative group to evaluate and negotiate pricing for quality library resources
CCLASS	Community College Leadership Academic Seminar Series, a leadership development class for a selected cohort of college faculty, presented as a joint venture of the State Center Community College District and the Central Valley Educational Leadership Institute

CCLC	Community College League of California
CDC	Child Development Center
CELSA	Combined English Language Skills Assessment, an assessment and placement test for English language learners
CENIC	Corporation for Education Network Initiatives in California
CFT/AFT	California Federation of Teachers/American Federation of Teachers, the professional union of certificated instructors of the State Center Community College District
Charrette	A meeting of several constituents, the purpose of which is a final, concentrated effort to complete a plan or project
C-ID	Course Identification Number, a state-wide common course numbering system of lower division transferable college courses
CNA	Certified Nurse Assistant
CNHS	Clovis North High School
COA	Committee Operating Agreement, a formal description of each committee at Reedley College, stating its responsibility, membership, and position in the governance of the college
COLA	Cost of Living Adjustments
College Brain Trust	AKA College Braintrust, a collegiate consultation group hired by the district in 2010 to evaluate the effectiveness of various operational responsibilities
College Council	The Reedley College consultation group for shared governance, chaired by the college president
COR/COoR	Course Outline of Record, developed by discipline faculty, approved by the college Curriculum Committee, and used by all instructors of all sections of classes
CPT	Computerized Placement Test (one format for administering the Accuplacer)

CSEA	California State Employees' Association, the bargaining agent of the classified employees of Reedley College
CSU	California State University, herein used to refer to the statewide university system, rather than to any individual campus of the system
CTE	Career Technical Education
CUSD	Clovis Unified School District
CVHEC	Central Valley Higher Education Consortium
DA	Dental Assisting, a one-year certificate program at Reedley College
Datatel	The college's and district's computerized data management and storage system
DC	Department Chairs
DE	Distance Education
DHS	The California Department of Health Services
Discovery Center	The Museum of Science and Natural History's hands-on educational science center in Fresno, California, which offers children hands-on learning experiences about the environment and physical sciences
District Fact Book	A comprehensive compilation of demographic information about the State Center Community College District, its colleges, and centers
Division Assessment Summit	SLO Assessment Summit, <i>v.i.</i>
Division A	One of three instructional divisions of the Office of Instruction of Reedley College, comprised of the departments of Reading and Languages, Communication, and Fine Arts and Social Sciences
Division B	One of three instructional divisions of the Office of Instruction of Reedley College, comprised of the departments of Mathematics and Engineering, Science, and Health Sciences

Division C	One of three instructional divisions of the Office of Instruction of Reedley College, comprised of the departments of Business, Agriculture and Natural Resources, and Industrial Technology
DL	Distance Learning
DNA Analyzer	Physics lab equipment
DSA	Division of State Architects
DSP&S	Disabled Students' Programs and Services, sometimes referred to as "DSPS"
DUG	Datatel, <i>v.s.</i> , Users' Group
Duty Day	A day of the certificated contract work year, on which all faculty members are obligated to be present on campus, sometimes referred to as "Opening Day"
EAP	Employee Assistance Program
Early Alert Program	A referral program for Reedley College students, whereby instructors may refer for special counseling students who exhibit academic difficulty early in the semester
ECPC	Educational Coordinating and Planning Committee
EdJoin	A network of job information databases developed for persons seeking education job opportunities in the state of California
EEO	Equal Employment Opportunity
EMP	Educational Master Plan
EOE	Equal Opportunity Employment
EOPS	Economic Opportunity Programs and Services, sometimes referred to as "EOP&S"
ERP	Enterprise Resource Planning System
ESL	English as a Second Language
FASBO	Fresno Area Self-Insured Benefits Organization



FC	Reedley College Facilities Committee
Flex Day	A single, non-instructional duty day of each semester for the purpose of the professional development of instructors; this professional development obligation is flexible, i.e., instructors may satisfy their professional obligations on this day, or they may devote the same number of hours to professional development on other days outside of instructional time
FON	Faculty Obligation Number
Fresno Bee	Local area newspaper
FT	Full-Time
FTE / FTES	Full-Time-Equivalent Student, the unit of measure based upon student attendance patterns used by the state in the formula for the apportionment of funds
FTEF	Full-Time Equivalency Faculty, one FTEF equals 15 Lecture Hour Equivalents (LHE - formula hours, <i>v.i.</i> ) of instruction
FY	Fiscal Year
GASB	Governmental Accounting Standards Board
GC-MS	Physics lab equipment
GE	General Education
GELO	General Education Learning Outcomes, sometimes referred to as “general education student learning outcomes” or “institutional learning outcomes” (ILOs)
GPA	Grade Point Average
Graduate Survey	A general satisfaction survey of recent graduates of Reedley College
Hershey STARRS	A computer program to scan and store student records
HSI	Hispanic-Serving Institution

HTC	High Tech Center
HVAC	Heating, ventilation, and air conditioning equipment
IDF	Intermediate Distribution Facility
IDF	Intermediate Distribution Frame
IGETC	Intersegmental General Education Transfer Curriculum, a series of courses that California community college students may complete to satisfy the lower-division breadth/general education requirements at both the University of California and the California State University
IIPP	Illness and Injury Prevention Plan, also called the Injury and Illness Program Plan
IMPAC	Intersegmental Major Preparation Articulated Curriculum, a faculty-designed and faculty-run project to ensure that students transferring from the community colleges to UC and CSU are prepared for work in their chosen major and can avoid having to repeat coursework; the project is funded by a five-year, \$2.75 million grant that enables faculty from the three higher education systems to meet regionally to discuss issues, concerns, and academic procedures that impinge upon the transfer of students in those majors
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IRC	Institutional Resource Center
IS	Information Services Department
IT	Instructional Technology
iXplore	A conference held at Reedley College to help students discover careers in health science, technology, engineering, and mathematics
K-16 Bridge Program	A cooperative program between Reedley College and Reedley High School to assist disadvantaged students making the transition from high school to college
Kaleidoscope	An open house event for incoming freshmen.

KCUSD	Kings Canyon Unified School District
LAN	Local Area Network
LD	Learning Disability
Leadership State Center	A six-month program for classified staff designed to provide information and experiences necessary for career and personal advancement
LFS	The Life Science Building
LHE	Lecture-Hour Equivalent; one LHE equals one lecture hour or 0.75 lab hour
LRC	Learning Resource Center
LT O	State lottery funds, generally unrestricted
LT 5	State lottery funds, specifically designated for instructional technology, library resources, and instructional supplies
MAA	Medi-Cal Administrative Activities
Math Center	A tutorial center staffed by instructors of mathematics and student tutors to provide instructional support services to students of mathematics classes
MCCAP	Madera Center College Advantage Program, a partnership of the Madera Center of Reedley College and Madera High School Madera South High School, and Liberty High School, which enables eleventh- and twelfth-grade students who may benefit from advanced academic or vocational course work to enroll in college courses and receive college credit
MDF	Main Distribution Frame
META	Making Every Transfer Attainable, a program at the Madera Center of Reedley College which provides a cohort of students with accelerated writing instruction and sustained academic counseling
MIS	The management information system of Datatel, v.s.
MSEIP	Minority Science and Engineering Improvement Program
MSIP	Minority Science Improvement Program

NAT	Nursing Assistant Training
NCCAP	North Centers' College Advantage Program, a partnership of the Willow-International Center of Reedley College and Clovis North High School, which enables eleventh- and twelfth-grade students who may benefit from advanced academic or vocational course work to enroll in college courses and receive college credit
NIMS	National Incident Management System
NMR	Physics lab equipment
North Centers	The three large satellite campuses of Reedley College, <i>viz.</i> Willow-International Center, Madera Center, and Oakhurst Center, all geographically located several miles north of the main campus of Reedley College
OCLC	Online Computer Library Center
PAL	Partners in Agricultural Leadership, a competitive leadership and education program for high school students of agriculture for the 2009-2011 school years
PBX	Private Branch Exchange
PCR	Physics lab equipment
PLO	Program Learning Outcomes, sometimes referred to as "program-level student learning outcomes"
PLO Summit	SLO Assessment Summit, <i>v.i.</i>
Polycom	An audio-visual teleconference system
PR	Program Review, an intensive assessment, evaluation, and planning self-study of all Reedley College instructional and non-instructional programs, conducted every five years
Presidium	A part of Blackboard that provides technical support 24/7.
Program Mark Analysis Report	A report of the number of letter grades awarded each semester, by section, course, and program
PT	Part-Time

Quinn	The Quinn Company, a Fresno business that sells, rents, and services a full line of new and used Caterpillar construction, landscape, industrial, and agricultural equipment throughout central and southern California
RAP/RAPP	Request for Action Plan Proposal, a needs-based request for supplementary funding
RC	Reedley College
Reg. to Go	Registration to Go, wherein Reedley College counselors and records office staff visit local high schools to assist twelfth-grade students in registering for first-semester classes
Regina Stanback-Stroud Award	An annual award of the Academic Senate of the California Community Colleges to recognize one community college faculty member who has shown outstanding commitment to diversity
RFID	Radio Frequency Identification, an electronic library security system
RTG	Registration to Go, <i>v.s.</i>
SARP	Student Athletic Retention Program, a program which guides student athletes through their academic and athletic responsibilities to assist them in completing their educational goals to comply with transfer and eligibility requirements
SARS	Scheduling and Reporting System, a component of WebAdvisor, <i>v.i.</i>
SCCCD	State Center Community College District
SCCCF	State Center Community College Foundation (aka SCCC Foundation)
SCFT	State Center Federation of Teachers, the bargaining agent of the certificated instructors and staff of Reedley College
SEED	Scholarships for Education and Economic Development, a program funded by the United States Agency for International Development and administered by the Center for Intercultural Education and Development of Georgetown University, in which Reedley College provides a two-year educational and training course of study in agricultural business for low-income, rural students from Central America and the Caribbean
SEOG	Supplemental Educational Opportunity Grant

SEP	Student Education Plan
SIMS	Student Information Management System
SLO	Student Learning Outcomes
SLO Assessment Summit	One of three general meetings of all Reedley College and North Centers' instructors in each instructional division, held midway through the fall 2010 semester, to review and discuss progress in the process of assessment of student learning outcomes
South Centers	The small satellite campuses of Reedley College, viz. Dinuba, Parlier, Kingsburg, Selma, Sanger, and Kerman
SPC	Strategic Planning Committee
SNF	Skilled Nursing Facilities
SQL	Structured Query Language
SSMC	Student Services Managers and Coordinators, a group which meets regularly to discuss mutual concerns
SSS	Student Support Services
State Center Consortium	A grant funded entity of the State Center Community College District, a partnership that connects school districts, colleges, and businesses to advance Career Technical Education, v.s.
Sunmaid	A central California company providing raisins and other dried fruit produced by a growers' cooperative
STEM	Science, Technology, Engineering, and Mathematics
TAA	Trade Adjustment Act
TAC	Technology Advisory Committee
Tegrity	An electronic audio-visual medium to capture and store class lectures and presentations for later replay, a division of McGraw-Hill Education
TG	Town and Gown, cooperative endeavors between Reedley College and local communities

The Federalist	The monthly publication of the State Center Federation of Teachers
TRANS	Tax Revenue Anticipation Note
Trio	Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds, including eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress from middle school to postbaccalaureate programs; called “Trio” because the original program consisted of just three services
TTIP	Technology and Telecommunications Infrastructure Program, also referred to as Telecommunications and Technology Infrastructure Program
Tiger Talk	Monthly small-group sessions for information and discussion about current events and concerns at Reedley College, conducted by the college president
Title 5	Title 5 of the California Code of Regulations, statutes regulating the administration and function of community colleges in California
Town Hall	Monthly large-group meetings for information and discussion about current events and concerns at Reedley College, conducted by the college president
TTC	Transition to College, a program of the office of DSPS, <i>v.s.</i> , which assists students with disabilities in making the transition from high school to college
TWM	Tutorial, Writing, Math: a collaborative group of tutorial program coordinators and others interested in tutorial support of instruction
UC	The University of California, herein used to refer to the statewide university system, rather than to any individual campus of the system
Ubi-Duo Communication Device	A face-to-face communication device for people who are deaf, hard of hearing, or have a speech impediment
UPS	Uninterruptable Power System/Supply
Veterans Center	A general service center for students who are veterans, a component of the Office of Student Services
VIP	Valley Insurance Program

VOIP	Voice-Over Internet Protocol
VPN	Virtual Private Network
VPSAC	Vice-President's Student Advisory Council: a group of student leaders of various campus clubs and organizations that meets regularly with the vice president of student services to share student ideas to improve campus programs and services.
VTEA	Vocational and Technical Education Act
WAIII	Workability III, a program of the office of DSPS, v.i., to assist students who are also clients of the California Department of Rehabilitation to complete training and enter the workforce
WAN	Wide Area Network
Wawona-Moonlight	A joint venture of Wawona Frozen Foods, Inc., Fresno, and Moonlight Packing Corporation, Reedley
WebAdvisor	An inclusive digital records management program for students and instructors and other staff
WIBs	Workforce Investment Boards, agencies of Madera, Fresno, and Tulare Counties which implement training programs funded by the American Recovery and Reinvestment Act
Writing Center	A tutorial center staffed by instructors of composition and student tutors to provide instructional support services to students of all classes with writing assignments
WSCH	Weekly Student Contact Hours, the number of students in a class multiplied by the number of hours the class meets per week
XXO	A general budget category of non-categorical funds



Glossary Note:

v.s. : vide supra (see above), i.e., this term is defined previously in the glossary.

v.i. : vide infra (see below), i.e., this term is defined subsequently in the glossary.

viz. : videlicet (namely)





REEDLEY COLLEGE  
Accreditation Evidence

Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
048	Annual Departmental Assessment Analysis Report for Instruction				X	X							
049	Board Policy BP 7100												X
050	CURRENT Program Review Handbook		X	X	X			X				X	X
051	General Education SLO Development Timeline		X										
052	Hybrid Program Review Cycle Three				X								X
053	I Love Outcomes		X										
054	Board Policy BP 7230												X
055	Program Review Modified Format Instructional				X								
056	Program Review Modified Format Non-Instructional				X	X							
057	Board of Trustees Meeting Minutes 2.1.2011												X
058	Accreditation District Office Managers Meeting												X
059	RC ILOs				X								
060	BP 2010 - Board Membership	X											
061	Reedley Catalogue 2010-2012	X	X		X	X		X		X			
062	CAA Summary Sheet												X
063	Accreditation Standards Powerpoint											X	
064	SLO Assessment Summit Division A		X	X	X							X	
065	Committee list - Gov.HB Composition.2011				X								
066	RC Curriculum Handbook revised September 2007	X			X							X	
067	2008-2012 Strategic Plan Timeline	X											
068	GE core curriculum grid				X		X						
069	Faculty Classroom Observation Form		X		X			X					
070	SLO-PLO-GELO Mapping Grid Template	X	X	X	X								
071	ACT COLLEGE OUTCOMES SURVEY RC ALL RESULTS		X		X	X	X			X		X	

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Accreditation Evidence

Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
072	Spring 2010 Duty Day Assessment Results							X					
073	2010 Student Conduct Grievance				X	X							
074	HSI Project Report_FINAL-Rios												X
075	Program Review Cycle 3 Handbook		X	X	X	X				X	X	X	X
076	RC Curriculum Handbook Appendix				X								
077	Trustee Candidate Orientation												X
078	State Center Fiscal Trend Analysis 2009-2010												X
079	2011-2012 Action Plan Proposal Directions								X	X	X		X
080	2011-2012 Resource Action Plan Proposal Form		X	X	X				X	X	X		X
081	Accreditation Survey Results Employee		X	X	X	X	X	X	X	X	X	X	X
082	Board Policy 4030	X			X	X							X
083	Faculty Handbook 2010-2011			X	X	X		X					
084	Tenure Review Self Evaluation August 2010							X				X	
085	AGENDA 09.03.10 Integrated Planning Assembly		X	X	X	X							
086	Integrated Planning Assembly			X	X	X							
087	Empowering Students to Get On Course Agenda				X								
088	Classified Senate Retreat July 2010		X	X								X	
089	Academic Regulation AR 4020 Course revision and discontinuance											X	X
090	Course Outline of Record Chdev 5				X								
091	SLO Assessment Summit Division B 2010			X	X							X	
092	SLO Email Communication			X									
093	FY 2010 Library Statistics						X			X			
094	Library 2009 Program Review		X		X		X					X	X
095	Library Book Media Request						X						





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Accreditation Evidence

Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
142	Newletter 12-20-10	X											
143	Newletter 1-15-11	X											
144	Newletter 2-22-11	X											
145	Newletter 3-22-11	X											
146	Newletter 4-20-11	X											
147	Student Services Strategic Plan Meeting 5-6-11					X							
148	A&R RC PROGRAM REVIEW Final Draft #3					X							
149	2011 JUNE 7 BOARD AGENDA												X
150	Kings Canyon Unified School District and Reedley College												X
151	Leadership State Center Sept05 Agenda											X	
152	2011 MAY 31 SPECIAL MTG - BOARD_CHANCELLOR EVALUATIONS												X
153	Syllabus Chdev 5				X								
154	Syllabus Phys 2A				X								
155	CCLASS Leadership Seminar Series 2005 thru 2010							X					
156	Board of Trustees Minutes March 2011			X									
157	Flex Day Activities-8.13.10				X			X		X		X	
158	Reedley High School Report 2009-2010					X							
159	Opening Day Flyer 8.12.10		X	X	X							X	X
160	Scheduled Maintenance-Five Year Plan			X					X		X		
161	Fall 2008 Duty Day Flyer			X	X							X	
162	Appendix DP2011 - Hardware inventor									X			





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Accreditation Evidence

Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
186	May.3.2011 Board of Trustees Minutes-Approved				X								
187	2009-2010 Strategic Plan Progress Report		X	X	X							X	
188	Communications council 5-31												X
189	Fact Book 2009		X	X	X							X	
190	Spring Assembly Presentation 2010				X	X							
191	Where's the Data			X									
192	Classified Assembly Presentation Fall 2010			X		X							
193	Faculty Agreement FT												
194	Student Services Assembly Agenda 06.08.10		X	X								X	
195	Faculty Agreement PT												
196													
197													
198													
199	Leadership state center De05 Agenda							X					
200													
201	Leadership State Center Nov05 Agenda							X					
202													
203	Leadership State Center Aug 05 Evaluation Results							X					
204													
205	Leadership State Center Nov05 Evaluation Results							X					
206													
207													
208	2010-2011 Decision Package Booklet			X				X	X				
209	RC Educational Master Plan		X	X	X				X		X	X	X
210	RC ASB Holiday Projects		X			X							









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Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
305	Fresno County #1 Ag Producer		X										
306	Institutional Research Where's the Data 12.03.10		X										
307	Technology Training spring 2011			X	X			X		X			
308	Tulare County WIB Nursing-Health Care Interpreting-Manufacturing		X								X	X	
309	Fresno County WIB CE Master Agreement-Amend #2		X								X	X	
310	Fresno County WIB CE Master Agreement-Original		X								X	X	
311	Committee Operating Agreement Template 10.2.09		X										
312	Quinn Company Nomination		X										
313	Student Support Programs & Services		X										
314	Classified Staffing Justification Request		X	X				X					
315	New Faculty Requests Prioritization grid			X				X					
316	Department Chairs Meeting 1.6.11			X				X					
317	Department Chairs Meeting 12.7.10			X				X					
318	Board of Trustees Minutes April 2010			X									
319	Accuplacer Reporting for Counselors					X							
320	ACCUPLACER Student Guide					X							
321													
322	Adjunct Counseling Training Agenda SP11					X							
323	ASB Student Senate Minutes 2010					X							
324	SCCCCD Academic Online Educational Services Report 1.14.08					X							
325	Assessment Pilot Results Clovis High School					X						X	

REEDLEY COLLEGE  
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Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
326	<b>Black History Month 2010</b>					X							
327	CalWORKs FLYER				X	X							
328	CalWORKs newsletter October 2010					X							
329	CalWORKs Priority Registration					X							
330	CalWORKS Program Review Summary Report					X						X	
331	Career Assessment Guide					X							
332	Career Center Brochure					X							
333	CCLASS Participants Leadership Training 4.7.08							X					
334	Clubs Fall 2010				X	X							
335	Datatel Coding in XCSM					X							
336	Common Catalog Issues 2006-08					X							
337	Consequential Validity 2003SP					X							
338	Constitution Day Information					X							
339	Counseling Flex Day Agenda Sp 2010					X		X				X	
340	Counseling Meeting Agenda 1-25-11					X							
341	Counseling Program Review FA 2007					X							
342	Counseling Program Review Summary 2007					X						X	
343	Counseling Session Observation Form					X							
344	Counselor Flex Day Fall 2010 Agenda					X		X					
345	Counselor Self Evaluation Form					X							
346	Counselor Flex Day SP11					X						X	
347													
348	Datatel User's Group Meeting Notes 10.13.10					X							
349	DSP&S TTC Handout SP 11					X							
350	2010 High School Counselors' Conference Evaluation Comments					X							



REEDLEY COLLEGE  
Accreditation Evidence

Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
351													
352	2011-2012 Cash for College					X							
353	Admissions and Records Program Review Summary Approved					X							
354	DSP&S Workability III Brochure					X							
355	DSP&S Consent for Release of Info					X							
356	DSPS Brochure 2010				X	X							
357	DSPS On-Line Orientation					X							
358	Earth Day 2009					X							
359	Enrollment Management Committee Operating Agreement					X							
360	EOP&S Program Review Summary07					X							
361	EOPS Brochure				X	X							
362													
363													
364	Express Counseling Survey fall 2010					X							
365	Extreme Reg SP09 Postcard					X							
366	Fall 2008 Online Counseling Hours					X							
367	Financial Aid Office Program Review Summary Sheet					X							
368	February 2011 Calendar of Events RC					X							
369	FERPA Release Form2010					X							
370	Financial Aid Ability to Benefit 2010					X							
371	Health Service Psych Interns 2010-11 intern RC					X							
372	Health Services Info Diabetic Awareness Spanish 9.24.08					X							

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Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
373	Health Services May 2009 National Awareness Days Powerpoint					X							
374	Health Services Psychiatric Services Handout					X							
375	Health Services RC HIPAA Form					X							
376	Health Services Release of Information					X							
377	Hispanic Heritage Month 2009					X							
378	Honors Brochure 2010					X							
379	Honors Program 2010					X							
380	Sanger High School Report 2009-2010					X							X
381	Selma High School Report 2009-2010					X							X
382	Introduction to SARS Alert					X							
383	Kaleidoscope 2008					X							X
384	KIDS DAY 2009					X							
385	Matriculation Checklist					X							
386	Matriculation Outreach Meeting Notes 10.26.10					X							
387	Matriculation Plan 2002 Reedley College					X							
388	Matriculation Plan 2010 North Centers					X							
389	MCCAP Brochure					X							
390	MCCAP Junior Letter					X							
391	Career Examiner September 2010					X							
392	META 2010 Post					X							
393	META Application					X							
394	META Flyer SP 2010					X							
395	META Progress Report Fall 2009					X							
396	Mexican Independence 2010					X							
397	NC Counseling Annual Progress Report Program Review Recommendations 2009					X							

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Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
398													
399	NC Counseling Meeting Agenda 12.16.10					X							
400													
401	NC HSE Application 2010					X							
402	NCCAP Junior letter					X						X	
403	NCCAP Powerpoint					X						X	
404													
405													
406													
407	Catalog Development Calendar 2010-2012					X							
408	Online Orientation RC Aug 2010					X							
409													
410	Online Services Flyer					X							
411	Placement Score Chart 2010 CELSA					X							
412	Probation Workshop Fall 2008					X							
413	Psychological Services Poster.12-10					X							
414	RC Green Contest					X							
415	RC HSE Application 2010					X							
416													
417													
418	RC NC Counseling Meeting Agenda 11.2.10					X							
419													
420	RC NC SLO Timeline of Events					X							
421	RC NC SLOs Sp 2010 Timeline Chart					X							
422	RC NC Spring 2010 Duty Day Agenda				X	X						X	
423	Ready Minds Training Notes					X							
424													
425	Registration to Go SP 2010 schedule					X							



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Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
449													
450	Student Services Managers and Coordinators Agenda 04.28.10					X							
451	Student Services Managers and Coordinators Agenda 08.25.10					X							
452	Student Services Managers and Coordinators Agenda 10.27.10					X							
453	Student Services Managers and Coordinators Agenda 12.01.10					X							
454	Student Services Managers and Coordinators Notes 09.22.10					X							
455	Student Support Services Brochure Transfer					X							
456	Financial Literacy Workshop Flyer					X							
457	Standards of Practice for CCC Counseling Faculty and Programs					X							
458	STEM Transfer Center Field Trip				X	X							
459	Student Confidentially Agreement for DSP&S			X		X		X					
460	Student Activities Fall 2010 calendar			X	X								
461	Student Success Committee Meeting Minutes 4.14.10					X							
462													
463	Technology Advisory Committee minutes 02-2010				X	X							
464	Testing Services meeting Agenda 12-9-10					X							
465	Title V Brochure					X							
466	Title V Cooperative Grant presentation				X	X							
467	Title V Newsletter					X							



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Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
495													
496	Hershey Login Instructions					X							
497													
498	How to Login to Webadvisor					X							
499	Distance Education Minutes January 2011				X	X							
500	MCCAP Brochure											X	
501													
502	NC Early Alert Letter					X							
503													
504													
505													
506	NC SP11 Flex Day Notes Accreditation					X							
507	NC Spring 2011 Activities					X		X					
508													
509													
510	NC TRIO Orientation Powerpoint					X							
511													
512	NC Webadvisor Memo					X			X				
513													
514	Counseling Student Handbook					X						X	
515													
516	NC Registration Options					X							
517	NC Veterans Info Flyer					X							
518	NCCAP Meeting Agenda 2 24 10					X							
519	NCCAP Meeting Agenda 6 9 10					X							
520													
521	NC Student Activities Flyer Sp 11					X							







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Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
571	2010-2013 Technology Plan (Draft)			X	X				X	X	X		
572	Computer Services Program Review 03.22.10									X			
573	Computer Services request									X			
574	Faculty Prof Development Email							X		X			
575	FAQ--Captioning process									X			
576	Phil Howard videoconference email									X			
577	Staff Development Long				X			X		X			
578	Staff Development Short				X			X		X			
579	Student email instructions									X			
580	WI Activity Attendance and Evaluation Form							X		X			
581													
582	SCCCD Strategic Plan Goals and Objectives												X
583	Admin Services Program Review Admin Services								X		X		
584	Facilities Committee Agenda 2.17.11								X				
585	Facilities Committee Notes 11.18.10								X				
586	Child Development Program Review Summary Sheet								X				
587	2010 Security Fire Report								X				
588	Injury and Illness Prevention Program								X				
589	Deans Meeting Notes 1.6.10							X			X		
590	Board Policy 7125							X					X
591	AR 7121							X					
592	Personnel Commission rules							X					
593	Tiger Talk March 2011			X							X	X	X
594	AR 7125 - Evaluation							X					X
595	BP 2715 - Code of Ethics							X				X	X
596	BP 3150 - Code of Ethics - Admin							X				X	

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Doc. #	Document Title	Intro	Standard I		Standard II			Standard III				Standard IV	
			A	B	A	B	C	A	B	C	D	A	B
597	AR 3150 - Code of Ethics - Administrators							X				X	
598	BP 3410 - Nondiscrimination							X					
599	BP 3420 - Equal Employment Opportunity							X					X
600	AR 7220	X						X					
601	Budget Committee Notes 9.30.09										X		X
602	Chancellor's Memo to the District Resource Allocation Model Taskforce Information												X
603	Classified Professionals 2010-2011 On-site Training							X		X			
604	Adjunct Academy 2010 agenda							X					
605	New Faculty Workshop 2010 Agenda							X					
606													
607	Adjunct Academy Evaluation results 2008							X					
608	Staff Development Activity Evaluation Form							X				X	
609	Opening Day FALL2009 Evaluation Results							X					
610	Leadership State Center July10 Evaluation Results							X					
611	Classified Profs Tech training results							X		X			
612	Classified Profs Tech training comments							X		X			
613	Full-Time Contract Faculty Evaluation Workshop Fall 2010							X					
614	SCCCD FT APPLICATION							X					
615	Holman Group Sample newsletter							X					
616	Classified Employees Flex Day 2010							X				X	
617	Administration Evaluation Form							X					X
618													
619	Budget workshop email										X		









Reedley College  
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[www.reedleycollege.edu](http://www.reedleycollege.edu)

Reedley College complies with all Federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, gender, disability, sexual orientation, religion or age. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Harassment of any employee/student with regard to race, color, national origin, gender, disability, sexual orientation, religion or age is strictly prohibited. Limited English speaking skills will not be a barrier at Reedley College to participation in Vocational Education programs. Inquiries regarding compliance and/or grievance procedures may be directed to the college's Title IX Officer and/or the Section 504/ADA Coordinator.

Reedley College Title IX Officer/Section 504/ADA Coordinator  
Lisa McAndrews  
995 N. Reed Ave., Reedley, CA, 93654  
559-638-3641 ext. 3258