Reedley College

Midterm Report

Submitted by

Reedley College

995 North Reed Avenue

Reedley, CA 93654

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 10, 2014

Certification of the Institutional Midterm Report

DATE: October 10, 2014

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

FROM: Reedley College
                995 N. Reed Avenue
                Reedley, CA 93654

This institutional Midterm 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 this report accurately reflects the nature and substance of this institution.

Signed:

Dr. Bill Stewart   Interim Chancellor, State Center CCD

Dr. Sandra Caldwell   President, Reedley College
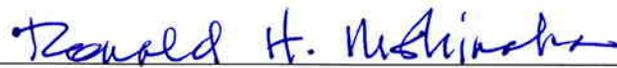
Mr. Patrick E. Patterson   President, Board of Trustees

Mr. Jan Dekker   Accreditation Liaison Officer

Ms. Stephanie Curry   President, Academic Senate

Ms. Corinna Lemos   President, Classified Senate

Mr. Stephen Kodur   President, Associated Student Government

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Report Preparation

The ACCJC response to the October 2013 Follow Up report was communicated to the campus community on February 18, 2014 and posted to the Reedley College website.

Reedley College began its preparations for this Midterm report in January 2014. The Accreditation Liaison Officer (Vice President of Student Services) led the Standing Accreditation Committee in a conversation about the process, responsible parties, evidence collection, and adequate resource support required to conduct the study. The Standing Accreditation Committee members were broken into three work groups to address the three October 2011 recommendation areas: Integrated Planning, Student Learning Outcomes, and Shared Governance. Writing groups each consisted of administration, faculty, classified staff, and students. A 2014 Midterm Report Work Group Action Plan was provided for each work group. Action items included recruiting work group members, reading the previous site visit team reports and follow up reports, and outlining a chronology of events to be completed within writing this midterm report.

In March, a draft was distributed to the constituent groups through the overarching participatory governance body, College Council. Feedback on the report from all constituent groups was used to revise the report. In May, the draft was distributed to the State Center Community College District Chancellor's Cabinet. In July, the District response was added to the Reedley College midterm report. In August, approval of the final draft was granted by College Council and constituency groups. Board approval occurred at the October Board meeting and the document was mailed to the ACCJC on October 10, 2014 [1264].

The College Standing Accreditation Committee (SAC) met regularly throughout the spring 2014 semester to review constituent contributions and workgroup progress. In addition, the Vice President of Student Services and English faculty Standing Accreditation Committee co-chairs met independent of the Committee, serving as primary editors for this report.

College constituent groups reviewed the final draft of this report in fall 2014, evidence of broad dialogue and participation [1261, 1262, 1263, 1265].

Timeline for Preparation of the Response and Submittal of the Follow up Report

Table 1: Accreditation Reports

Actual Date(s)	Activity	Comments
October 15, 2011	Reedley College submits Institutional Self-Study Report	
October 17-20, 2011	Comprehensive Evaluation Team Visit	No Addendum was submitted.
February 1, 2012	ACCJC Action Letter is received, placing Reedley College on Warning status (1 District and 3 College Recommendations)	Requires the College to submit an October, 2012 Follow Up report, followed by a November, 2012 Follow Up team visit
October 2, 2012	Reedley College submits Follow Up Report	
November 9, 2012	Follow Up Team visit	
November 9, 2012	Addendum submitted to Team on day of visit	
February 11, 2013	ACCJC Action Letter is received, removing Warning status and re-affirming Accreditation (1 District and 1 College Recommendation)	Requires the College to submit an October, 2013 Follow Up report, followed by a November, 2013 Follow Up team visit
October 10, 2013	Reedley College submits second Follow Up Report	
November 1, 2013	Second Follow Up Team visit	
November 1, 2013	Addendum submitted to Team on day of visit	
December 13, 2013	Presidential letter to the Commission submitted	Corrects errors of fact and provides District-wide Technology, Funding Allocation, and Human Resources updates
January 8-10, 2014	Commission meetings	
Early February, 2014	Reedley College received an ACCJC Action Letter	TBD
October 15, 2014	Reedley College is required to submit a Midterm Report	See following table
October 15, 2017	Reedley College is required to submit our next comprehensive Institutional Self-Study Report	

Table 2. Reedley College 2014 Accreditation Midterm Report Timeline

Timeframe (The "When")	Action Plan (The "What")	Responsible (The "Who")
January 31, 2014	Standing Accreditation Committee (SAC) spring 2014 planning meeting – timeline, organization, work group action planning	M. White/D. Rodriguez
Month of February, 2014	Evidence log updated Work groups solicit members and meet independently	Diana Rodriguez
		Work group leaders/SAC
February 14, 2014	**Note Holiday on regularly-scheduled SAC meeting date	SAC
February 21, 2014		SAC
	SAC meeting – review template and work group updates	
February 28, 2014		
	SAC meeting – first draft review	
Month of March, 2014	Evidence log updated	Diana Rodriguez
	SAC meeting – edit for initial distribution to constituent groups for feedback	SAC
March 14, 2014		
		PAC
March 12, 2014	Initial distribution to PAC for feedback on College report information only	
		M. White/S. Caldwell
March 19, 2014	Initial distribution to constituent groups through College Council for feedback on College report information only.	
		SAC
March 28, 2014		M. White/G. Railey/K. Fowler/T. Woods/J. Blackwood
March 31, 2014	SAC meeting – edit with constituent group feedback	
	ALO Meeting	
Month of April, 2014	Academic, Classified, and Student review draft Evidence log updated	Constituent leadership/D. Kilbert (ASB) D. Rodriguez
April 14-18, 2014	**Note Spring Break	

April 2, 2014	College Council review draft of combined district and College report.	M. White/S. Caldwell
April 11, 2014		SAC
April 25, 2014	SAC meeting – edit with constituent group feedback	SAC
	SAC meeting -	
Month of May, 2014	Evidence log updated	D. Rodriguez
May 5, 2014	Chancellor's Cabinet review draft	M. White/S. Caldwell
May 7, 2014	College Council review draft	M. White/S. Caldwell
May 9, 2014	SAC final spring meeting – fall 2014 planning	SAC
Month of June, 2014	District Accreditation Meeting	G. Railey/M. White/D. Rodriguez/ J. Barbeiro
Month of July, 2014	Final District response added to RC Midterm Report	G. Railey/J. Dekker/D. Rodriguez/ J. Barbeiro
Month of August, 2014	Evidence log updated	S. Torres
August 20, 2014	College Council review draft with District response	J. Dekker/S. Caldwell
Week of August 25, 2014	College-wide distribution of draft with District response	S. Torres/G. Villagrana
August 29, 2014	SAC meeting - edit with College Council feedback	SAC
September 2, 2014	First BOT read	J. Dekker / S. Torres
September 12, 2014	SAC meeting – Institutional Self-study planning	J. Dekker / S. Torres
Week of October 6, 2014	Electronic hyperlinks and final formatting	S. Torres /G. Sakaguchi
October 7, 2014	Final BOT read for approval	J. Dekker/S. Torres
October 10, 2014	Three hard copies and one electronic copy sent to Commission	J. Dekker / S. Torres

Participants that Contributed to the Reedley College Midterm Report

Accreditation Liaison Officer
Jan Dekker - Administration

Districtwide Accreditation Response Team
Eileen Apperson, Reedley College, Faculty
Janet Barbeiro, Secretary to the Vice Chancellor of Educational Services and Institutional Effectiveness
Jothany Blackwood, District Liaison for Strategic Planning
Tony Cantú, Fresno City College, President
Sandra Caldwell, Reedley College, President
David Clark, Reedley College, Dean of Instruction
Jan Dekker, Reedley College, Vice President of Instruction, Accreditation Liaison Officer
Kelly Fowler, Clovis Community College Center, Vice President of Instruction and Student Services, Accreditation Liaison Officer
Patricia Gonzalez, Secretary to the Vice Chancellor of Finance
Deborah Ikeda, Campus President, Clovis Community College Center
Cyndie Luna, Fresno City College, Faculty
Anna Martinez, Clovis Community College Center, Faculty
George Railey, Vice Chancellor of Educational Services and Institutional Effectiveness
Sarina Torres, Reedley College, Administrative Assistant
Michael White, Reedley College, Vice President of Student Services
Tim Woods, Fresno City College, Accreditation Liaison Officer

Accreditation Midterm Report Steering Committee
Standing Accreditation Committee
Michael White - (Co-chair to June 30, 2014) Administration
Jan Dekker- (Co-chair from July 1, 2014) Administration
Eileen Apperson - (Co-chair) Faculty
Sandra Caldwell - Administration
Anna Martinez – (to July 31, 2014) Faculty
Diana Rodriguez – (to June 30, 2014) Classified
Sarina Torres – (from July 1, 2014) Classified
Diane Schoenburg/Cynthia Elliott - Faculty
Michelle Johnson - Classified

2013-14 College Council
Viviana Acevedo - Student
Maria Ortiz – Faculty (SCFT)
Donna Berry – Administration (President's Executive Cabinet)
Marie Harris – Administration (Dean of Instruction)
Mary Helen Garcia – Classified (CSEA)
Nate Saari - Classified Senate
Rick Garza - Academic Senate (At-Large)
Kristen Mattox – Faculty (Madera/Oakhurst)

Lisa McAndrews - Administration (Classified Management)
Brett Nelson – Classified (CSEA)
Nick Deftereos – Faculty (CTE)
Stephanie Curry – Faculty (Non-Teaching)
Gabriela Campos - Student
Jim Mulligan – Classified (Classified Senate)
Sandra Fuentes – Certificated Management
Sandra Caldwell – Administration (ex-officio)

2014-15 College Council
Sandra Caldwell – President Chair
Donna Berry –President's Cabinet
Stephanie Curry – Academic Senate
Nick Deftereos – Academic Senate (CTE area)
Sandra Fuentes – Certificated Management
Mary Helen Garcia – CSEA Representative
Rick Garza- Academic Senate (at large)
Marie Byrd-Harris – Dean of Instruction
Kristin Mattox – Madera/Oakhurst Faculty Representative
Lisa McAndrews – Classified Management
Jim Mulligan – Classified Senate
Brett Nelson – CSEA Representative
Maria Ortiz – SCFT/AFT Representative
Nate Saari – Classified Senate

2014 Academic Senate
Stephanie Curry - President
Rick Garza - Vice President for Senate Business
Pam Gilmore - Vice President for Curriculum
Lore Dobusch - State Representative
Emily Berg - Secretary
Kristen Mattox - MOFA President
Jeff Ragan - Past President

2013-2014 Classified Senate
Nate Saari - President
Stephanie Doyle – Vice President
Corinna Lemos - Secretary
LuAnn Aldape - Treasurer
Juan Tirado – Past President

2014-2015 Classified Senate
Jim Mulligan – President
Corinna Lemus – Vice President
Stephanie Doyle – Secretary
MaryLou Wright – Treasurer

Larry Simpson – Senator
Barbara Mendoza – Senator
Christina Buzo – Senator
Michelle Johnson – Senator
Mia Navarro – Senator
Julie Curnett – Senator
Rita Luna – Senator
Sophie Adame – Senator
John Cunningham – Senator
Kassandra Davis-Schmall – Senator

2013-2014 Associated Student Government
Viviana Acevedo – President
Angelica Flores – Vice President
Alyssa Najera – Secretary
Miguel Flores - Treasurer

2014-2015 Associated Student Government
Stephen Kodur – President
Caitlyne Herrera – Vice President
Vacant – Secretary
Andrew Egoian – Treasurer
Matthew Rodriguez– Student Trustee
Jeff Quaresma – Senator

College Recommendation #1
Anna Martinez – Faculty
Diana Rodriguez – (to June 30, 2014) Classified
Sarina Torres – (from July 1, 2014) Classified
Jan Dekker – (from July 1, 2014) Administration
Linda Cooley - Faculty

College Recommendation #2
Eileen Apperson (Co-chair) - Faculty
Diane Schoenburg/Cynthia Elliott – Faculty
Michelle Johnson - Classified
David Clark - Administration

College Recommendation #3
Michael White (Co-chair) - Administration
Jan Dekker – (from July 1, 2014) Administration
Diana Rodriguez – (to June 30, 2014) Classified
Sarina Torres – (from July 1, 2014) Classified
Stephanie Curry - Faculty

Response to Team Recommendations and the Commission Action Letter

District Recommendation 1

"In order for the colleges and district to fully meet the intent of the previous recommendation, the State Center Community College District (SCCCD) must engage in continuous, timely, and deliberative dialogue with all district stakeholders to coordinate long-term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing and aligning district and college plans and planning processes in the following areas:

- district strategic plan
- facilities
- technology
- organizational reporting relationship of centers
- location of signature programs
- funding allocation
- human resources
- research capacity

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

Response to District Recommendation #1

<u>Introduction</u>

In October 2011, Fresno City College and Reedley College had comprehensive site visits to reaffirm accreditation. At its January 2012 meeting, the Accrediting Commission took action to place Fresno City College and Reedley College on "Warning". In February 2012, both colleges received letters indicating "Warning" status with notice to correct the deficiencies and submit Follow-Up Reports by October 2012 [850, 851]. On October 15, 2012, both colleges submitted Follow-Up Reports to the Commission to demonstrate that the institutions had met the District and College recommendations [852, 853]. The Follow-Up Reports detailed the actions taken and processes implemented at the District and College level in order to meet the Standards. Both colleges were also visited by ACCJC representatives in November 2012. As a result of the colleges' response to the recommendations, in February 2013 the ACCJC acted to remove the "Warning" and reaffirm accreditation for Fresno City College and Reedley College [854, 855]. Again, on October 15, 2013, both colleges submitted Follow-Up Reports to the Commission to demonstrate that the institutions had continued to address the recommendations and meet the Standards, and Reedley College had an additional site visit in November 2013[856, 857]. In February 2014, Fresno City College and Reedley College received letters from the Commission confirming that both colleges have met the District and College recommendations [858, 859].

State Center Community College District is at the forefront of district wide coordination and planning efforts. In order to provide background and recommendations for implementation to the interim chancellor the District conducted a District wide Documents Review Retreat [860]. Retreat participants assessed the usefulness of resource documents and will make recommendations for implementation to the interim chancellor. The following section of the Midterm Report details District activities related to District Recommendation 1 since the October 15, 2013 Follow-Up Reports.

District Strategic Plan

As detailed in the 2013 Follow-Up Reports, the 2012-2016 State Center Community College District (SCCCD) Strategic Plan and the Colleges' aligned campus level 2013-2017 strategic plans have been approved and implemented [856, 857, 861, 862, 863, 864]. Since the October 15, 2013 Follow-Up Reports, several components of the District and campus strategic plans have been finalized and implemented. The District Strategic Planning Committee (DSPC) continues to provide ongoing oversight of the 2012-2016 SCCCD Strategic Plan and met several times in fall 2013 to finalize the scorecard assessment for the strategic plan annual report and a draft glossary of planning terms [865, 866, 867, 868]. DSPC continued to meet on a monthly basis in spring 2014 [869]. The committee worked with the colleges, centers, and District Office to assess progress on the second year of the 2012-2016 SCCCD Strategic Plan. In fall 2013, a Strategic Plan Annual Assessment was presented to the Board of Trustees, as well as a scorecard in spring 2014 [867, 870, 871, 872, 874, 896]. These reports updated the Board and campus constituencies on the status of the strategic plan goals and objectives. In summer 2014, institutional research updated the Strategic Plan Annual Assessment based on fall 2012-fall 2013 data. In fall 2014, DSPC met to finalize the second year strategic plan evaluation [923]. The annual evaluation was presented to the Board on October 7, 2014 [924, 925]. DSPC will continue to meet to oversee implementation of the District strategic plan.

In December 2013, the District Integrated Planning Model and Manual was approved by the Board of Trustees [875, 876]. The planning model and manual were developed to identify ways constituent groups contribute to district-level long and short term planning, as well as provide an overview of the planning process and timeline for each component in the model.

To ensure district wide understanding of integrated planning, thirty-three faculty, staff, and administrators who are actively engaged in District and campus-level planning completed the Society for College and University Planning (SCUP) training in spring and fall 2013 [877]. As discussed in the 2013 Follow-Up Reports, the District Office participates in the District Office Administrative Services Unit Review (ASUR) to facilitate continued improvement and planning toward meeting the District mission, goals and objectives [852, 853]. Status updates on ASUR were presented to Chancellor's Cabinet in August 2013 and the Board of Trustees in November 2013 [878, 879, 880]. As of spring 2014, fourteen District offices have completed ASUR and received recommendations and commendations from the Response Team. The Response Team continues to meet to review the ASUR reports [881].

Developed in fall 2013, the District wide Grants Process Taskforce was implemented to establish a district wide process for initiating grant applications [882]. The grant application

process was reviewed by district wide constituent groups and approved by Chancellor's Cabinet in February 2014 [883]. It is scheduled for implementation in fall 2014 [884].

In addition to the district wide strategic planning committees, the Enrollment Management Taskforce (EMT) and the District Decision Making Taskforce (DDMT) further district wide planning efforts [885, 886].

In spring 2013, the Enrollment Management Taskforce was developed to define enrollment management, assess and recommend district wide policies and procedures affecting enrollment management, and develop a district wide strategic enrollment management plan to support student success. In December 2013, an Enrollment Priorities Draft was presented to Chancellor's Cabinet and the Board of Trustees and subsequently approved and implemented by Chancellor's Cabinet in May 2014 [887, 888, 875, 919]. In fall 2014, the Enrollment Management Taskforce will develop an Enrollment Management Plan to be completed December 2014. It is anticipated the taskforce will transition to a standing committee during spring 2015.

In spring 2012, the District Decision Making Taskforce (DDMT) developed the 2013 Decision Making Resource Manual. The manual describes how District decisions are made in order to improve district wide communication and trust [889].

Facilities

The Facilities Master Plan includes district wide projects and priorities for implementation to guide the annual 5-year construction plan and the upcoming 2016 bond measure [890, 922]. These are the priorities as the District works toward securing local and state funding. The District wide Facilities Planning Committee continues to meet to discuss implementation of the Facilities Master Plan and communicate with constituent groups [891].

Technology

A significant level of planning has been achieved in the area of technology, including the Technology Taskforce, the District wide Technology Committee Operating Agreement, the SCCCD Strategic Information Technology Plan, Technology Visioning, District wide Technology Summit, and a confidential Information Technology (IT) Security Assessment and IT Staff and Organization Assessment.

As indicated in the 2013 Follow-Up Reports, significant progress has been made in the area of district wide technology planning [856, 857]. In fall 2013, the District Technology Committee Operating Agreement was approved by the colleges' academic senates [873].

In October 2013, a comprehensive report on technology was provided to the Board of Trustees [920, 921]. The Board approved the Technology Visioning Statement presented by CampusWorks and the vice chancellor of educational services to guide the development of a District technology plan [896, 900]. The Technology Taskforce has worked continuously to finalize the SCCCD Strategic Information Technology Plan. In January 2014, a draft plan was reviewed by district wide constituent groups. In February 2014, CampusWorks facilitated district wide open forums to receive feedback and revise the draft plan [897]. In spring 2014, a

final draft was reviewed by Communications Council [898, 899]. In fall 2014, the review process will continue with 2014-2015 implementation.

In November 2013, CampusWorks also conducted an Information Technology (IT) security assessment and an IT staff and organizational assessment. In December 2013, CampusWorks provided an update to Chancellor's Cabinet [887]. The assessment provided recommendations for District improvement in securing data, information and systems. The IT Staff and Organization Assessment provided recommendations in the areas of organizational structure, staff readiness, and staffing allocation. On June 3, 2014, as a result of a recommendation to provide district wide information services, the Board of Trustees approved a new position and classification specification for Assistant to the Chancellor, Enrollment Management, Admissions, Records, and Information Services [901]. The assessments informed the development of the district wide technology and technology staffing plans.

Organizational Reporting Relationship of Centers

Willow International Community College Center (WICCC) was granted Candidacy status effective March 6, 2013 [902]. ACCJC sent a follow-up letter on April 4, 2013 requiring WICCC to "align the Governance Structure of the State Center Community College District to reflect the Center's status" [903]. To finalize the WICCC organizational reporting structure, on July 2, 2013, the Board of Trustees aligned the governance structure of the State Center Community College District to reflect the reporting status of WICCC [892]. The WICCC president will report directly to the chancellor and indirectly to the Reedley College president [904]. Additionally, in Fall 2013, the Board of Trustees approved a Needs Assessment for WICCC and adopted a resolution in support of the transition of WICCC towards college status as Clovis Community College within a multi-college district [893, 894, 895, 896].

Location of Signature Programs

In fall 2013, the Signature Programs Taskforce developed a district wide signature program definition and program application process [905]. Chancellor's Cabinet and Communications Council reviewed the definition and application template and forwarded to constituent groups for review and feedback [906, 907, 908]. In fall 2014, the taskforce will meet to review the constituent group recommendations.

Funding Allocation

The October 2013 Follow-Up Reports discussed the collaborative process implemented to develop a district wide resource allocation model [856, 857]. In fall 2013, the District wide Budget and Resource Allocation Advisory Committee (DBRAAC) and constituent groups approved the model [909]. In January 2014, the Board of Trustees approved the model to be implemented in the 2014-2015 fiscal year [910, 911].

At the April 4, 2014 DBRAAC meeting the Funding Model options were presented and the committee evaluated the tiered allocation option/component as part of future considerations for the Allocation Model [945]. At the April 29, 2014 Communications Council meeting, Reedley College President, formally requested that DBRAAC agendize the review and

sustainability of the DRAM with consideration of a modified DRAM before the end of the semester [944].

In May 2014, under the guidance and direction of the interim chancellor, the resource allocation model was modified because the adopted model did not provide stable funding, and as such the campuses were not sufficiently funded. The modified model provides for base funding equal to last year's allocation plus additional funds to cover new costs. Remaining funds available are funded to the campuses on an FTES basis. The chancellor presented the modified model to DBRAAC and it was approved by acclamation. It will be evaluated during the 2014-2015 fiscal year. The campus presidents also presented it to their constituent groups [912, 913]. In September, 2014 it was approved by the Board of Trustees with the adopted budget, and will be implemented in the 2014-2015 fiscal year [926].

Human Resources

As outlined in the 2013 Follow-Up Reports, the Human Resources Staffing Plan Taskforce was charged to engage in district wide collaboration to recommend a human resources staffing plan to Chancellor's Cabinet [856, 857]. The staffing plan will ensure sufficient staffing resources are allocated for the effective operations of the colleges, centers, sites, and District Office/centralized services. Additionally, the plan will integrate district wide human resource staffing plans and resource allocation decisions with other planning processes within the District.

The Human Resources Taskforce met throughout the 2013-2014 academic year [914]. In spring 2014, Chancellor's Cabinet, Communications Council, and the constituent groups reviewed the draft Human Resources Staffing Plan and provided recommendations to the taskforce [898, 915, 916]. A revised plan was reviewed in spring 2014. The final plan went to the Board of Trustees for a first reading in September, 2014 [917, 926] and approved the Human Resources Staffing Plan at their October 7, 2014 Board Meeting.

Research Capacity

Comprised of college and district researchers, the District Research Workgroup continues to meet to focus on providing district wide research to support student success [918]. To increase research capacity, in fall 2013-spring 2014, two full-time and one part-time research assistants were hired to assist with district wide research needs. The workgroup's effort is focused on providing District wide data to support planning and decision-making to improve the quality and effectiveness of programs and services. In summer 2014, institutional research updated the Scorecard and the Strategic Plan Annual Assessment based on fall 2012 – fall 2013 data [924].

Conclusion

In accordance with established timelines and through collaborative and ongoing dialogue, District and college planning processes continue to be implemented and assessed on an ongoing basis. The colleges' 2013-2017 strategic plans align with the district's 2012-2016 Strategic Plan and were implemented in fall 2013. Ongoing dialogue has also led to the successful organizational reporting relationship of centers.

Scheduled evaluation and planning processes are in place to ensure that district wide dialogue continues, plans and that processes are aligned, implemented, and assessed. These structures

are designed to ensure that the District, colleges, and centers maintain a culture of dialogue, long-term planning, systematic cycles of evaluation, and continuous quality improvement.

District Recommendation 2

Response to District Recommendation #2

In order to improve institutional effectiveness, the team recommends that the district document the process for review of board policies and ensure that district governance and decision-making processes are regularly evaluated (Standards: IV.B.1.e, IV.B.3.g.)

Introduction

District Recommendations #2 was presented to Reedley College in the December 4, 2011 Comprehensive Evaluation Report [927]. However, because this is a District Recommendation Reedley College and Fresno City College have responded as outlined in the following activities.

Board Policy/Administrative Regulation 2405, Review of Board Policies

To ensure ongoing and systematic review of board policies and administrative regulations, BP/AR 2405 were developed and implemented. BP 2405, Review of Board Policies went to Communications Council in fall 2012 [928]. BP 2405 was reviewed by the Board of Trustees in September 2012 and approved in October 2012 [929, 930]. AR 2405, Review of Board Policies was reviewed and adopted by Chancellor's Cabinet in fall 2012 [931].

Additional board policies were reviewed at the Board of Trustees retreat in April 2012. To ensure a regular cycle of evaluation board policies have been reviewed at every annual Board retreat thereafter [932].

Board Policy/Administrative Regulation 2410, Policy and Administrative Regulations

In spring 2011, BP/AR 2410 was reviewed by Chancellor's Cabinet and Communications Council [933, 934]. Changes were not made to BP 2410. In spring 2011, proposed revisions to AR 2410 were presented to for review and recommendation to constituent groups [933, 934]. Review of AR 2410 continued from fall 2011 through fall 2012 with final approval in October 2012 [935, 936, 937, 938, 939].

Board Policy/Administrative Regulation 2510, Participation in Local Decision-making

BP/AR 2510 were reviewed and discussed by Chancellor's Cabinet and Communications Council in spring and fall 2013 [940, 941, 942, 943]. The board policy and administrative regulation ensure that District governance and decision making policies are evaluated on a regular basis.

Conclusion

The District has documented the process for the review of board policies and regulations and has ensured that District governance and decision-making is evaluated on a continuous cycle. The appropriate board policies and administrative regulations have been reviewed, revised, and implemented to meet the Standard.

College Recommendation 1

As recommended by the 2005 Accreditation Team and to build on its achievements to date in developing program review and improving institutional planning, the college should develop a practical, integrated planning model with the following characteristics:

1. A focus on a limited number of mid- to long-term initiatives to improve student learning and student support services.
2. A plan with concrete strategies and actions which are specific, measurable, attainable, results-oriented and time-based, and that specify individuals or groups responsible for their completion.
3. A process that clearly ties this planning model to the college's resource allocation processes.
4. Processes for regularly assessing not only the progress in achieving the goals of the plan but also the effectiveness of the integrated planning model itself.
5. A model that is inclusive of all institutional planning activities and that clarifies the functions of program review and the various resource committees.
6. A planning model that clarifies the relationship of the planning processes at Reedley College and the other planning processes of the State Center Community College District.

(Standards I.B.1 through I.B.7; II.A.2, II.B, II.C, IIIA, III.A.6, III.B, III.B.2, III.C, IIIC.2, III.D, III.D.1, III.D.3, IV, IV.A, IV.A.l, IV.A.5, IV.B.1, IV.B.3.g.)

Descriptive Narrative

The Strategic Plan, Program Review Cycle 4 Handbook, Budget Requests, and Human Resources Staffing Plan are all integrated into a systematic cycle where each process informs the next and continues in a constant state of evaluation for continuous quality improvement. Reedley College has completed extensive work on the Strategic Plan, holding meetings with key personnel and conducting College wide activities with all stakeholders involved. The following outlines the steps taken in identifying needs, revising practices, and current implementation of these improved integrated planning processes. The plan is in the process of systematic assessment for sustained quality improvement. Several elements of integrated planning have recently been revised based on incorporating modifications for improvement. The budget allocation process, handled by the Budget Committee and the revision of the program review handbook for cycle four reports overseen by the Program Review Committee are two such aspects. During the fall 2014 semester, an internal survey will show the College how programs are conducting systematic assessments of the effectiveness of their processes and determine from those surveys opportunities for improvement [1245]. In student services, these surveys will be used alongside focus study group assessments conducted in spring 2014 by the SLO Committee Chair [1176]. The Chair reported findings in a report to Student Services managers during their first managers meeting in fall 2014, highlighting areas for improvement [1224]. The Office of Instruction has also undergone a focus study group assessment, the results becoming integral to their program review goals [1167].

As confirmed by the ACCJC in February of 2014, the College has fulfilled each of the six sub parts of the integrated planning recommendation (College Recommendation 1) and has made even more substantive progress since the October 2013 Follow Up Report. The College has

been deliberative in ensuring that the new budget allocation planning process ties to each of the recommendation sub parts and has operationalized integrated planning throughout the College.

1.1 A focus on a limited number of mid- to long-term initiatives to improve student learning and student support services.

During 2012-2013, the then interim president worked alongside College Council to develop 2012-2014 College goals. The goals were practical in nature, derived from the various planning work that was being done throughout the College on various committees. An extensive list of goals by the former leadership evolved after the efforts of PAC into a concise set of six presidential goals that reflected a clear vision and that were linked to College Goals. They were linked to the initial 2012-2016 as well as the later developed 2013-2017 Strategic Plan at the request of College Council. The College Council members then took these mid-term goals to their constituents for vetting in spring 2013. Linkages to College goals provide another opportunity for budget managers to tie funding requests to the College's overall planning processes, and the new budget flowchart shows how College goals fit in to the planning process as a whole [1155]. Each fall, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to the College goals. The new President's Advisory Council is focused on prioritizing College goals based on the new strategic plan. In September 2013, the committee discussed what long-term goals were the best "drivers" [1168]. The College made these drivers a priority to achieve during the academic year. A new set of drivers were established by the President's Advisory Council and faculty leadership during a summer 2014 retreat and were explored during Opening Day activities [1150].

Creation of the 2013-2017 Strategic Plan is now complete, having been reviewed by all constituent groups in spring 2013 and the Board of Trustees in July 2013 [1178]. As proposed in the "Next Steps" of the Reedley College October 2012 Follow Up letter, internal scans to complete the Strategic Plan were completed in the forms of a strategic workshop and a survey. External scans were also completed in the forms of demographic research and two charrettes, meetings in which stakeholders were consulted [1173].

The previous Strategic Plan was also evaluated in preparation for revising the new strategic plan. Committee and Department Chairs completed progress reports on the progress they had made on the plan. This evidence was compiled in a report and went to constituency groups via College Council [1172, 1163, 1174, 1170]. The findings guided the Strategic Planning Committee as they revised the Strategic Plan for 2013-2017. Information on the completion of the new plan was provided to faculty and staff on Opening Day of fall 2013, and a new brochure was created and all external partners who participated in the charrette received a printed copy (e.g. advisory groups, K-12 superintendents from feeder high school Districts, board members of Unified School Districts and business partners) [1153]. The plan was also posted to the Reedley College website for the public. In order to tie the budget allocation process to the new plan, the budget worksheet includes a column where requests for funds are linked to a strategic plan initiative/goal and a substantiated program review goal. Each fall, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to the strategic plan. Items requested are ranked according to their linkages to the strategic plan and substantiated program review goals.

The Strategic Plan was evaluated in late fall 2013 through cooperative efforts which included the President's Advisory Committee (PAC), the Strategic Planning Committee, and College Council [1171]. Together a Strategic Planning Implementation Plan was developed. With the plan to systematically address all 25 Strategic Planning objectives over the next four years, these Committees identified the top six focus areas: These were: Increase student engagement to facilitate retention and completion rates (1.3); Evaluate offerings to ensure sequencing that will allow completion in a timelier manner (2.1); Align curriculum to increase certificate and degree completion (3.1), Improve courses/programs through multiple measure analysis (3.2); Ensure instruction and services are equitable and consistent across Reedley College locations (5.2); and Human Resources Staffing Plan is aligned with the District. Of these six, the first three points of focus were then identified: to improve program review (SP 3.2); provide equitable programs and services across all locations (SP 5.2); and develop a human resources staffing plan in alignment with the District plan (SP 5.3). Progress has been made on all three of these goals in an effort to improve students learning and student support services. One example is the development of the Student Learning Outcomes (SLO) Committee which formalized a previous SLO Assessment Advisory sub-Committee. Taking suggestions provided by the entire College during spring 2014 Opening Day activities, the SLO Committee established a plan to assess internal/external and direct/indirect assessments of the Institutional Learning Outcomes (ILOs). These assessments are ongoing and systematic [1166]. During a summer 2014 President Advisory Council retreat College Administrators along with Strategic Planning Committee Co-Chair and Program Review and SLO Assessment Committee Chair reviewed the progress on the 2013-2014 Strategic Plan drivers. It was determined that Objective 3.2 was met, Objective 5.2 was still in progress, and Objective 5.3 was met and is being implemented. Using the Ishikawa Process, the group continued to identify which objectives were drivers for which outcomes for the 2014-2015 year. Objective 5.2 remained at the forefront. Also identified were objectives 4.1 (Assess, maintain, and develop effective and relevant career technical education programs in collaboration with business and industry partners) and 1.4 (Develop strategies to address unique needs of students to aid their academic success) [1150]. This was shared with the College during the fall 2014 Opening Day were all faculty and staff brainstormed ways in which the College meets these objectives as well as suggested opportunities for meeting the objectives.

An ad hoc group of College Council reviewed the Educational Master Plan (EMP) in spring 2013. The Educational Master Plan Annual Progress Report identifies linkages to the strategic plan, and College Council finalized its review in fall 2013. The report linked outcomes to the previous strategic plan while also developing action plans for the current 2013-2017 strategic plan cycle. The ad hoc committee reconvened in September 2013 to review the report in an effort to connect the EMP to the 2013-2107 Strategic Plan, incorporate the new budget process, and to possibly recommend a permanent committee to review/revise the Educational Master Plan. College planning committees were asked to use specific, measurable, attainable, results-oriented, and time-based (SMART) guidelines to create more continuity and consistency with planning across the College [1110]. The Educational Master Plan ad hoc committee met in March 2014 to divide sections of the Educational Master among different committees that each will improve a section of the EMP (i.e. Technology Committee, Budget Committee, Office of Student Services). The SMART method was then used to track what work their committee had completed toward the EMP [1162, 1164].

The EMP is intended to be a living document that will be more fully integrated into College processes. The budget flowchart that was developed along with the budget calendar illustrates how each plan/process at the College is linked to the EMP.

1.2 A plan with concrete strategies and actions that are specific, measurable, attainable, results-oriented and time based, and that specify individuals or groups responsible for their completion.

The newly developed Annual Strategic Plan report was implemented in spring 2014 and captures the Specific, Measurable, Assessment, Results-focused, and Timeline details that each program completed during that academic year. Program members were invited to workshops to participate in the identification of their program's alignment to the new 2013-2017 Strategic Plan [1117, 1196]. This updated the alignment programs previously had completed in their cycle two or three program review reports. Annual Strategic Plan reports were then completed in conjunction with the already established Program Review Annual Report, due each May 1 [1204, 1136]. As a part of the planning process, the Program Review Goals Action Plan reports are due each September 1 with workshops held to guide staff through the process [1152]. The new Program Review Goals/Strategic Plan Annual report is within the Program Review Cycle Four handbook template. The completion of this report was determined when the Integrated Planning Taskforce made a recommendation to the Strategic Planning Committee to join process in an annual report form. The taskforce also created a foundational model for how the Educational Master Plan, Strategic Plan, and Program Review work together [1182].

The College has completed the new 2013-2017 strategic plan, and from this point forward, funding requests from budget managers now require linkages to the new strategic plan. The College Strategic Planning Committee, in concert with the President's Advisory Council, has prioritized several of the 2013-2017 Strategic Directions and associated objectives for this year. Each program's program review report includes specific, measurable, attainable, results-oriented, and time based strategies (SMART) and actions that feed into the annual strategic plan cycle. The Annual Program Review/Strategic Plan report includes identification of responsible parties, and metrics and deadlines are established within each individual program.

The Strategic Plan was evaluated in late fall 2013 through cooperative efforts which included the President's Advisory Committee (PAC), the Strategic Planning Committee, and College Council. Together a Strategic Planning Implementation Plan was developed. With the plan to systematically address all 25 Strategic Planning objectives over the next four years, these Committees identified the top six focus areas. These were: Increase student engagement to facilitate retention and completion rates (1.3), Evaluate offerings to ensure sequencing that will allow completion in a timelier manner (2.1), Align curriculum to increase certificate and degree completion (3.1), Improve courses/programs through multiple measure analysis (3.2), Ensure instruction and services are equitable and consistent across Reedley College locations (5.2), and Human Resources Staffing Plan is aligned with the District. Of these six, the first three points of focus were identified using an affinity diagram process: to improve program review (SP 3.2), provide equitable programs and services across all locations (SP 5.2), and develop a human resources staffing plan in alignment with the District plan (SP 5.3). Completion and/or progress has been made on all three of these goals.

In previous years, the Strategic Planning Committee compiled a report each year showing how strategic directions were fulfilled across The College. That information was then shared with the District strategic planning committee. However, this process was cumbersome and proved difficult to gather/capture data. The new reporting form has been approved and is in use. All programs completed their first forms in spring 2014. Starting in fall 2014 all programs completed program review goals action plans which are linked to Strategic Plan directions for the coming 2014-2015 academic year. This, as with all planning, will be systematically assessed after this first year [1251]. The Program Review Goals Action Plan form was completed by program leads and committee chairs in workshops led by the Program Review Chair on FLEX day and during scheduled workshop sessions [1165; 1152].

Each year programs will use this reporting form to exhibit how their program aligns and supports strategic directions through the program review process and provide an annual update to the action plan goals. Similarly, committees will also be evaluating how they achieve their strategic plan-aligned goals each spring semester. These action plans will be used to inform the budget through the budget allocation process each fall. The process will be facilitated using the SMART indicators (Specific activities, Measurable assessments, Actions needed to complete the goal, Results, and a Timeline) [1252].

In preparation for this change in reporting, the strategic planning committee offered workshops to support programs and committees for a smoother transition from the previous to the new strategic plan and the reporting process [1117, 1196]. As further support, the Program Review Committee revised the strategic plan response section in the Program Review Handbook to reflect the strategic plan annual report. Programs now complete an annual report on the progress of their goals as well as how they are meeting strategic directions.

In preparation for this alignment, all committee operating agreements (COAs) have been revised to include a statement that explains which strategic direction the committee duties fulfill. The Strategic Planning Committee (SPC) examined each COA and gave recommendations to each of the committees [1116]. From there, COAs were revised and given approval by College Council.

Additionally, the College mission, vision, and values were reviewed and revised during two strategic planning charrettes in spring 2013. They were then reviewed by the College constituent groups in spring 2013 and approved by the Board of Trustees in July 2013. The revised mission, vision, and values were then informed by the outcome of the strategic planning charrettes. Along with College goals, the mission is illustrated as part of the planning processes of the College in the budget allocation flowchart. The budget process now in place is the operational element of planning at Reedley College. The budget flowchart provides a good visual representation of this planning [1155]. Additionally, College integrated planning processes coordinate with District planning activities and deadlines, as shown through the new budget development calendar [1159]. The revised mission, vision, and values have been integrated across the College, including inclusion into the Cycle Four Program Review handbook.

One of the activities during the spring 2014 Opening Day was a session in which the entire College was represented. Feedback on ILO's was provided by sub groups of faculty,

administrators and staff [1100] and an exercise was done to determine our College's Wildly Important Goal (WIG). After a robust conversation lead by the president between faculty, administrators and classified staff, the College agreed on the following WIG: We Motivate and Inspire Students to Succeed. This common goal is used on advertisements and under signature lines to promote the College. Though not intended as a formal element in strategic planning or college goals, it provides the institution with a point of focus and serves as a mantra for faculty, staff, and administration.

1.3 A process that clearly ties this planning model to the College's resource allocation processes.

The Reedley College budget allocation process is in place. It was piloted in spring 2013 and was implemented to develop the 2014-2015 budget, and continues to be systematically assessed for improvement. The budget development process, which includes the Budget Development Planning Calendar and the Budget Request Worksheets, were approved by all College governance groups and are being used throughout all campuses.

The basis for the revision of the budget process was in order to align the budget process with college planning processes. Programs rely on quantitative, qualitative, and SLO data from their program review reports to determine program goals and subsequent yearly budget requests. Programs are required to support these budget requests with program review goals which must be substantiated within quantitative, qualitative, and/or SLO data. Strategic Plan directions are now also linked to these goals. In fall 2013, the College began following the budget calendar and new budget allocation process. Faculty and staff listened to a presentation about the new process on Opening Day of fall 2013, and training sessions were offered to budget managers to ensure all departments were aware of the process [1154]. The budget allocation process changed from a top down approach to a bottom up approach giving stakeholders essential involvement. Budget Worksheets are developed by the departments and each item is tied to substantiated goals in their Program Review and to the Reedley College Strategic Plan.

Reedley College now has direct budgetary line of authority over the Madera Center and Oakhurst Site, and is monetarily separated from Clovis Community College Center (formerly Willow International Community College Center). Each RC location completes their own budget request sheets and the budget development processes are the same. This has created a more transparent budget allocation process directly connected to College planning.

The Budget Development Calendar and process provides a visual representation of the budget development process [1159].

As an example of one of these initiatives, the Chemistry Program requested $10,000 for chemicals for the labs. The program linked its request to two substantiated program review goals as well as strategic planning initiative and college goals, justifying its request in an effort to keep up with the high number of lab hours each week, higher chemical and shipping prices, as well as an effort to make the labs more "green." After going through the various stages of the budget request process, College Council and the Budget Committee approved $5,500, and it was determined that the rest of the funds would be covered through Science, Technology,

Engineering, and Math (STEM) grant monies [1157]. As another example for the 2013-14 school year, in order to secure its tutors for the upcoming school year, the Tutorial Center linked its budget request of $51,511 to two of its substantiated program review goals and two strategic plan initiative goals. Citing the fact that demand for tutoring hours has increased by 35%, over the last three years (comparing 2008-09 to 2011-12), the Tutorial Center used this budget request to propose a 10% increase in student tutor funding [1254]. As a result, the Tutorial Center was provided its requested $51,000.

The Budget Committee has and will continue to systematically evaluate and assess the allocation process for sustained quality improvement [1195]. This new process now reflects true integrated planning across the institution.

1.4 Processes for regularly assessing not only the progress in achieving the goals of the plan but also the effectiveness of the integrated planning model itself.

In the last year, an integrated planning taskforce created a new graphic model that was presented to College Council and it was decided to pursue this again in fall 2014 to formally revise the description of the integrated planning process. In response to this recommendation, the College assessed the planning processes to ensure they all were integrated and aligned across the College and with the District. The Taskforce created a visual representation of this alignment [1182, 1179]. As with many of our various college documents, it is a living document to be revised as the college improves the integration of planning processes. Each member was selected because of their specific role in integrated planning at the College: Strategic Planning Committee Chair, Budget Committee Chair, Program Review Committee Chair, and Student Services/Student Success representative [1160].

With the efforts of the Integrated Planning Task Force complete, the College has worked diligently towards developing a cyclical progression that integrates college planning as part of a functional system linked by a common set of assumptions and well-defined processes. The Strategic Plan, Program Review Cycle 4, Budget Requests, and Human Resources Staffing Plan are all integrated into a systematic cycle where each process informs the next and continues in a constant state of evaluation and continuous quality improvement [1245].

1.5 A model that is inclusive of all institutional planning activities and that clarifies the functions of program review and the various resource committees.

The revised Cycle Four Program Review handbook addresses the need for easy, accurate, and systematic communication between committees in regards to substantiated program goals. Once the Program Review Committee scores the substantiation of a program's goals, those goals, which are broken down into curriculum, technological, facilities, etc. goals, are easily forwarded to each appropriate Committee such as the Curriculum, Technology, or Facilities Committee accordingly by the Program Review Chair. Additionally, any request for funds from any program must demonstrate on the budget worksheet how the requested resources tie to program review. The Program Review Committee continuously updates the Budget Committee by forwarding substantiated goals to them. As depicted in the flowcharts, program review is a key element in the Budget Committee's deliberation when allocating funds to these units. The Budget Calendar describes when this process occurs in the annual planning and

budget building process. These documents allow all constituent groups and the public to understand College planning processes and resource allocation. An example of this process in action can be taken from results of cycle three of program review. The Auto Department was in need of consumable supplies to keep an auto shop working (electrical wires, electrical connectors, batteries, shop rags, carburetor cleaners, and parts cleaners). They linked their budget request for these supplies to three of their substantiated program review goals and three strategic plan initiative goals. The request was approved by College Council and the Budget Committee.

In the well-established process of program review, programs must indicate in their reports how their programs help support the College mission statement and strategic plan. Student Learning Outcomes assessments are connected to budget allocations as reported within the program review reports (both the five-year and annual). With the addition of the new budget allocation process, programs need to indicate on the budget worksheet how a request for funds links to a substantiated program review goal (a goal that has been deemed "substantiated" is one that the Program Review Committee has agreed is supported by evidence within a program's program review report, specifically within the quantitative data and SLO sections). Each October, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to a program's program review report [1159].

1.6 A planning model that clarifies the relationship of the planning processes at Reedley College and the other planning processes of the State Center Community College District (SCCCD).

The Reedley College strategic plan is now developed using a similar methodology and on a timeline that is coordinated with the District strategic plan. The current SCCCD strategic plan covers the time period 2012 – 2016 while the Reedley College strategic plan (approved spring 2013) covers 2013 – 2017. By following one-year in arrears of the District plan, the College is able to intentionally map strategic goals and directions to those of the District. Reedley College's 2013-2017 Strategic Directions were intentionally mapped to the 2012-2016 District's Strategic Directions. The College strategic plan was first presented at the June 4, 2013 Board of Trustees meeting. The then interim president made a presentation at that meeting to explain the alignment of the District strategic plan and the Reedley College strategic plan. The District Board of Trustees approved the College strategic plan as well as the revised College mission and vision on July 2, 2013 [1178].

Additionally, the new College budget development calendar aligns with the District budget development timeline. This calendar demonstrates how College integrated planning coordinates with District planning efforts and a budget that is driven by state deadlines. Alignment of the District and College strategic plans has served to help clarify the relationship of the planning processes within operations across Reedley College campuses and the District as a whole.

Self-Identified Improvement Plans

1.1 - Internal and external scans will be conducted in fall 2012 and spring 2013 to assess the 2008-2012 Reedley College Strategic Plan.

Response: As proposed in the "Next Steps" of the Reedley College October 2012 Follow Up letter, internal scans to complete the Strategic Plan were completed in the form of a strategic workshop and a survey. External scans were also completed in the forms of demographic research and two charrettes, meetings in which stakeholders were consulted [1163, 1173, 1172, 1156].

1.2 - The assessment of the 2008-2012 Reedley College Strategic Plan was finalized and made available to both internal and external constituencies in spring 2013.

Response: The 2008-2012 Strategic Plan was evaluated in preparation for revision [1246]. In the process, committees and department chairs completed progress reports indicating how they had addressed the strategic plan [1231]. The outcome of this internal scan informed the Strategic Planning Committee as they revised the strategic plan for years 2013-2017. A report on the 2008-2012 Strategic Plan progress was compiled by the Institutional Researcher and made available to constituency groups at College Council [1247, 1101].

1.3 - The new 2013-2017 Reedley College Strategic Plan will be developed.

Response: The 2013-2017 Strategic Plan is now complete, having been reviewed by all constituent groups in spring 2013 and the Board of Trustees in July 2013 [1178]. As proposed in the "Next Steps" of the Reedley College October 2012 Follow Up letter, internal scans to complete the Strategic Plan were completed in the forms of a strategic workshop and a survey. External scans were also completed in the form of demographic research and two charrettes, meetings in which stakeholders were consulted [1163, 1174, 1173, 1172, 1156].

Information on the completion of the new plan was provided to faculty and staff on Opening Day of fall 2013, and a new brochure was created and all external partners who participated in the charrette received a printed copy (e.g. advisory groups, K-12 superintendents from feeder high school Districts, board members of Unified School Districts and business partners [1153]. The plan was also posted to the Reedley College website for the public. In order to tie the budget allocation process to the new plan, the budget worksheet includes a column where requests for funds are linked to a strategic plan initiative/goal and a substantiated program review goal. Each September, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to the strategic plan. Items requested are reviewed for their linkages to the strategic plan and substantiated program review goals.

1.4 - The Reedley College Integrated Plan will be assessed and updated to be consistent with the 2013-2017 Reedley College Strategic Plan.

Response: As articulated in the Recommendation 1.4 response, in the last year an integrated planning taskforce created a new integrated planning graphic model that was presented to College Council [1199]. This model will be pursued again in fall 2014 to formally revise the description of the integrated planning process. With the efforts of the Integrated Planning Task Force complete, the college has worked diligently towards developing a cyclical progression

that integrates college planning as part of a functional system linked by a common set of assumptions and well-defined processes.

College Recommendation 2

College Recommendation 2: Student Learning Outcomes
In order to meet the Standard and the Commission's 2012 timeline to be at the proficiency level" in the identification, assessment and use for improvements of student learning outcomes, the team recommends that the college accelerate its activities to ensure that each course and program has measurable outcomes that are published widely, that those outcomes are regularly assessed, that the results of that assessment are clearly documented, widely discussed, and used in decision making aimed at aligning institution-wide practices to support and improve student learning.
(II.A.1.a, II.A.1.b, II.A.1.c, II.A.2, II.A.3)

Descriptive Narrative

Student learning outcomes are in place for all Reedley College courses, programs, degrees, and certificates. Course outcomes are posted on the college curriculum website (Curricunet) and the Blackboard SLO Assessment site. Program and degree outcomes are posted on the website and in the college catalog. Completion of course outcomes has increased from 13% during fall 2011 to 100% completion one year later. Similarly 7% of instructional programs and 43% of student services programs had completed an assessment cycle in fall 2011. This also increased to 100% as of fall 2012 [1143, 1129].

Evidence of this acceleration in outcomes assessment occurred during the spring 2014 Opening Day activity where the entire College participated in identifying established, systematic assessments of the College's Institutional Learning Outcomes. Also identified were gaps, or missed opportunities for ILO assessment. Results from Opening Day assessments of ILOs were published in the MOR Newsletter for the College community [1133]. As a result, a core set of identified assessments and plans to develop further assessments were determined and the Student Learning Outcome Committee was established to continue the efforts of assessing the ILOs. This newly formed committee replaced the previous SLO Assessment Advisory Committee, a sub-committee of Program Review. The Committee first determined a matrix and timeline for internal/external and direct/indirect assessments.

An example of effective decision making occurred during the creation of the Communication Lab. The lab, which aids students in their oral presentation success, was among the Communication Program's substantiated goals in their most recent program review reports. Full-time faculty offices were relocated to the lab which has served over 500 students since its opening in fall 2012. The creation of the lab was a concerted effort, including computer services, building services, administration, and faculty to help students succeed.

Another example of increased dialogue was instrumental in instructional/program/course outcome assessments and subsequent improvements. This occurred during the creation of the blended degree outcomes. Faculty teaching courses within these degrees determined that several of their degrees were being under awarded. This dialogue reached college wide (during Opening Day within Curriculum Committee and Academic Senate meetings, and through email exchanges within departments). Additionally, the SLO coordinator shared dialogue taken from the Curriculum Committee with College Council in fall 2012. It was determined within several program meetings that many certificates and courses were not being sought by students, spurring a clean-up of courses, certificates, and a discussion of the breadth and purpose of the particular programs. As a result, some blended degrees were deleted (e.g. Liberal Arts and Sciences, American Studies emphasis),one was modified to make it more desirable and achievable (Liberal Arts and Sciences, Arts and Humanities emphasis), and another, Fine Arts, was deleted and replaced with a more appropriate and more popular Fine Arts Transfer Model Curriculum. Blended degree assessments were synthesized in a Blended Degree Assessment Report highlighting the results and subsequent action plans as determined by the disciplines involved [1107].

In fall 2013 the College learned of their rankings in ACCJC's College Status Report on SLO Implementation. Reedley College received an overall average score of 3.92, which is above the overall average for reporting colleges (3.44). Strongest areas where the College received a score of 5 ("exceeds norm of effective practice") are quantitative evidence/data on the rate/percentage of SLOs being defined and assessed (courses, programs, student learning and support activities, and institutional learning outcomes). A score of 4 ("solidly meets expectations of effective practice") was received for widespread institutional dialogue about assessment results and identification of gaps, decision making on the results of assessments with purposefully directed alignment of institution-wide practices to support and improve student learning, comprehensive assessment reports that are completed and updated on a regular basis, and alignment of course student learning outcomes with degree learning outcomes. While pleased with the overall score, the College also saw areas for improvement, one area being the assessment of Institutional Learning Outcomes. Therefore, in fall 2013 the SLOAA (Student Learning Outcome Assessment Advisory) Committee met to examine the significance and quality of the Institutional Learning Outcomes. The Committee evaluated the data collected from College wide SLO Assessment Reports to determine whether programs were addressing the ILOs and whether there was student success in acquiring these skills. While all conclusions were favorable to continue to apply and assess these ILOs at Reedley College, the committee also recognized a gap in the assessment of these outcomes [1219]. During this same time, the ILO Task Force was formed to aid the SLO process at the Institutional level. The 2014 Opening Day focused on institutional assessments as administrators, faculty, and key student services staff collaborated on identifying the ILO assessments the College was conducting and the assessment possibilities that could be pursued [1100]. The ILO Task Force synthesized an exhaustive list to determine future ILO assessment strategies [1239]. These include, but are not limited to CCSSE analysis, employment rates, employer feedback, pre-requisite tracking, and utilizing swipe card readers at student events. At the end of the spring 2014 semester, with the ILO Task Force's goal of identifying assessment strategies, the task of continuing this work and incorporating these strategies was handed over to the newly formed SLO Committee. Within the SLOC's Committee Operating Agreement is the Committee's commitment to "Systematically oversee the

implementation of student learning outcomes at the course, program, degree, and institutional level, for the purpose of demonstrating, improving and communicating program effectiveness" [1260].

Self-Identified Improvement Plans

2.1 Reedley College will continue to regularly review and assess the alignment of the planning and resource allocation process to respond to student learning needs.

Response: The College continually reviews the planning and resource allocation process as it pertains to decision making. At the close of Cycle Three, the Program Review Committee revised the Program Review handbook for Cycle Four. Program goals sections were revised to include more direct alignment to budget allocations. For example, instead of a general goal statement, programs now are prompted to respond to eight critical elements that represent a comprehensive Program Review: Curriculum/Pedagogical, Facility, Assessment, Supplies, Technology, Staffing, Distance Education, Scheduling, and general "Additional" goals (such as the internal promotion of traditionally low-enrolled courses or program-driven community outreach) [1193, 1179]. These goals continue to be scored substantiated or not substantiated by the Program Review Committee based on support within the program's report, primarily quantitative data analysis and subsequent SLO assessment action plans. The Program Review Chair forwards all substantiated goals to the appropriate curriculum, budget, facilities, distance education, and technology committees and the administration. Programs are asked to prioritize these goals based on the Budget Allocation Prioritization Scale of 0-3 (0=required for the function of the program, 1=would help program function, 2=would enhance program, 3=desired, but not required for the function of the program), align the goals with the Strategic Plan, and identify the funding necessary to achieve the goals. Each September 1, programs are asked to complete a Program Goal Action Plan to be forwarded to the Budget Committee prior to their October allocation commitments. These action plans will be used by the Budget Committee to inform allocations each fall [1203]. Each May 1, programs will continue to submit their Program Review Goals Progress Report along with an additional Strategic Plan Annual Report document, highlighting the ways in which the program has supported the Strategic Plan during that year. The process will be facilitated using the SMART indicators (Specific activities, Measurable assessments, Actions needed to complete the goal, Results, and a Timeline). The Strategic Plan Annual Report form was created by the Strategic Planning Committee and was approved by the Senates and College Council within the Program Review Cycle Four Handbook [1193].

The Strategic Plan was evaluated in fall 2013 through cooperative efforts which included the President's Advisory Committee (PAC), the Strategic Planning Committee, and College Council [1101, 1257, 1168]. Together a Strategic Planning Implementation Plan was developed. With the plan to systematically address all 25 Strategic Planning objectives over the next four years, these Committees identified the top six focus areas. These were:
1. Increase student engagement to facilitate retention and completion rates (1.3);
2. Evaluate offerings to ensure sequencing that will allow completion in a timelier manner (2.1);
3. Align curriculum to increase certificate and degree completion (3.1),

4. Improve courses/programs through multiple measure analysis (3.2);
5. Ensure instruction and services are equitable and consistent across Reedley College locations (5.2); and
6. Human Resources Staffing Plan is aligned with the District (5.3).

Of these six, the first three points of focus were then identified: to improve courses/programs through multiple measure analysis (SP 3.2); ensure instruction and services are equitable and consistent across Reedley College locations (SP 5.2); and develop a human resources staffing plan in alignment with the District plan (SP 5.3). Significant progress has been made in 13-14 on all three of these goals.

The first objective to improve program review has two components, program review and institutional learning outcomes. The committee also analyzed and strengthened the program review process for the Cycle Four Program Review Handbook by conducting a College wide survey of the Program Review and SLO process. The survey is systematically sent to each group after concluding their program review cycle. Data from each semester will be merged thereby creating a stable report while allowing flexibility to still see the data by groups. Initial results of this survey were favorable and further informed the Committee [1192]. One area of improvement is the sufficient communication linking program review to the budget. The Committee believes this communication will improve with the Cycle Four Handbook and the implementation of yearly action plans due prior to budget requests. Another area of concern is the access to SLO data. The Program Review Committee has also purchased software that digitizes both Program Review and SLO reports. One facet of this software is to easily record and access program data. This data will be used as programs analyze this data to improve courses, prepare their program review reports and subsequently determine goals for their program. In addition, College Council approved the formation of an Institutional Learning Outcomes (ILO) Task Force to develop metrics and measures for assessing what students have learned in their experience at Reedley College. To facilitate dialogue across all areas of the College, the ILO Task Force led a discussion of current ILOs and opportunities for identifying assessments. The task force focused the entire College on ILOs by facilitating a strategic planning exercise at spring 2014 Opening Day to progress with quality improvements [1100]. Sessions were broken into eight groups of 20-25 faculty and staff with two facilitators per group. Two groups examined one of the four ILO areas of Communication Skills, Critical Thinking and Information Literacy, Global and Community Literacy, and Personal Development. Groups were charged with brainstorming measures that are currently used in which the College can measure student achievement of the ILOs as well as identifying ways to improve the effectiveness of the College's efforts to assess and improve student learning [1100]. Evidence included internal, external, direct, and indirect measures employed as individuals and within courses, programs, and working areas/groups. Each group voted on the three "wildly important" items from their collective list. These items were forwarded to the ILO Task Force. The Task Force used this information to create an ILO assessment matrix. At the end of the spring 2014 semester, with the ILO Task Force completing its intended goal of identifying assessment measurements, the Task Force disbanded and handed over the assessment matrix to the newly formed Student Learning Outcomes Committee to develop a plan for further ILO assessment and continuous quality improvement [1114]. Prior to this SLO projects, including ILO projects, were created and implemented by the Student Learning

Outcomes Assessment Advisory Committee, a subcommittee of Program Review Committee. With the ILO Task Force goal completion, it became evident that ILO work needed to be planned by a more formal Academic Senate committee. This became the SLO Committee in spring 2014 [1177].

The second objective regarding equitable programs and services was tasked to the Student Success Committee and Distance Education Committee. With SB 1456 recently renaming the Matriculation Program (enrollment of students) to the Student Success Support Programs and an examination of RC campus committees, it was found many committees unnecessarily doing much of the same work. Therefore, there is now a new structure in place with the Student Success Committee as the umbrella committee and the creation of the Enrollment Management subcommittee and a Basic Skills subcommittee. These changes were made to eliminate duplication of efforts, and to improve institutional effectiveness in the area of student success [1205].

One way the College identified student needs was by examining the student success rates of students taking DE courses compared to the more successful traditional face-to-face rates [1191, 1190]. In response to this student success gap, we focused our planning on distance education, including improving faculty knowledge of online teaching and hiring an instructional designer. A particular concern was the success rates in the Distance Education classes compared to the traditional face to face classroom. With the Distance Ed coordinator and department representatives problem areas were identified, namely concerns and discrepancies in English, Math, Art and Psychology. To address one of these concerns Dr. Barbara Illowsky was invited to present a workshop on campus, which was attended by 9 math faculty and 2 English faculty members. This guest expert in online education shared best practices for increased student success. Improvement in institutional effectiveness was also accomplished by providing a faculty member with 100% release time as the DE Coordinator to create a plan for how RC would move forward with a cohesive DE program. One of the activities he organized was a DE Summit which was held in January 2014 [1112]. We also hired an Instructional Designer on an hourly basis to help with development of web sites and course materials. A yearly continued DECT grant provides the disabled on line students with closed captioning. The DE Coordinator has also completed a Strategic Plan for distance education which links with the College's strategic plan and was accepted by all college constituencies [1128]. An Online Orientation Survey was conducted prior to the spring 2014 semester during an online orientation for students enrolled in online English courses. The purpose was to determine the students' success in prior online courses, their primary reason for taking an online composition course, and what method of instruction would have been the students' first choice. Student IDs were used to match the students back to their online and in-class grades and determine gaps in distance education. A main concern that prompted this study was that students were being forced into online English classes because sufficient face-to-face instruction was not offered. This survey at least partially alleviated that concern by showing that 55% reported preferring online instruction and that 84% reported needing or wanting online instruction due to life circumstances [1190].

The third objective was to develop a human resources staffing plan in alignment with the District plan. President's Cabinet along with District wide taskforce members, including

Academic Senate and CSEA representatives, began the process. They began with a framework for what needs to be included in a staffing plan, incorporating current efforts including substantiated Program Review requests, budget process allocation, and the faculty prioritization ratings. The College human resources staffing plan is operational in nature, and is aligned with the District's guiding philosophical staffing plan [1201]. In Cycle Four Program review goals are separated out by categories, including "staffing," to better help with identifying staffing needs across the College [1193]. This identification of staffing needs is incorporated into the implementation of the College Human Resources Staffing Plan and will continue to annually inform the College of staffing needs.

Additionally, in Program Review Cycle Four, there is strengthened connection between programs and their goal alignment to the Strategic Plan. The Strategic Planning Committee created the Strategic Plan Annual Report form where programs are asked to make SMART commitments by responding to questions concerning Specific activities, Measurable assessments, Actions needed to complete the goal, Results, and a Timeline [1204]. Additionally, as a part of the Strategic Plan assessment process, all College and Academic Senate Committees complete annual assessment of the strategic plan. Every committee was asked to update their Committee Operating Agreement to reflect the new strategic directions. In doing so committees were asked to narrow their focus to the directions in the strategic plan that their committee addressed best. Every May 1 committees, like programs, are asked to report on how they have addressed those specific strategic directions.

The Strategic Plan Annual Report, as a section in the Program Review Cycle Four Handbook was first approved by the Program Review Committee and then approved by constituency groups as a part of the Program Review Handbook. These commitments will be assessed in the aforementioned Strategic Plan annual report due each May 1 alongside the Program Review Annual Report, furthering the alignment of the planning and resource allocation process to respond to student learning needs.

The Strategic Plan, Program Review Cycle 4, Budget Requests, and Human Resources Staffing Plan are all integrated into a systematic cycle where each process informs the next and continues in a constant state of evaluation and continuous quality improvement.

2.2 Reedley College will assess the planning and allocation of funds to determine if student needs were met and students were successful as a result.

Response: One large allocation of funds in 2013-2014 was to address the identified student need of success in online courses. Using best practices research on tutorial effectiveness Reedley College contracted with Pearson Smarthinking to provide 24/7 online tutorial services. Tutorial/Writing/Math Center group will assess the use and effectiveness of this product. The purchase of the product was completed through the budget allocation process and linked to the strategic planning directions.

The DBRAAC (District Budget Resource Allocation Advisory Committee), responsible for the District Resource Allocation Model (DRAM) determined the formula for District allocations. The District wide resource allocation model is designed to be formula-driven, easily

understood, flexible and responsive, adequately documented and communicated, and equitable. The formula accommodates both growth and reduction in funds and allocation units. Reedley College uses internal planning processes to determine how the funding will be allocated based on the mission and strategic plan. Any request for funds from any program must demonstrate on the budget worksheet how the requested resources tie to program review. The Program Review Committee continuously updates the Budget Committee by forwarding substantiated goals to them. As depicted in the flowcharts, program review is a key element in the Budget Committee's deliberation when allocating funds to these units. This process illustrates that program review is fully integrated with resource allocation within both the instructional and student services divisions. The Budget Calendar describes when this process occurs in the annual planning and budget building process. These documents allow all constituent groups and the public to understand College planning processes and resource allocation.

As mentioned in 2.1, The Strategic Plan was evaluated in late fall 2013 through joint efforts which included the President's Advisory Committee (PAC), the Strategic Planning Committee, and College Council [1168, 1257, 1101, 1179]. The Strategic Planning Implementation Plan was developed by these committees. This plan will systematically address all 25 Strategic Planning objectives over the next four years. One of the objectives chosen to address firstly was the program review process. This coincided with the conclusion of the Cycle Three Program Review process and the revision of the process and handbook for implementation of Cycle Four. Some revisions to this new cycle include a more direct assessment of a program's alignment with the strategic plan, a more direct linkage between a program's goals and the new budget process, and more direct prompts for programs to analyze and discuss their program's response to DE, learning modalities, work with adjunct and on and off campus entities. All of these activities by committees and programs coalesce in heightened commitment, support, and analysis of student success.

Additional projects were also invested in. In fall 2013, the College furthered its commitment to distance education by increasing release time to 100% for a faculty assuming the DE coordinator position. Restoration funds were used to increase DE class offerings. Additionally, the DE coordinator was given the charge to work with an hourly paid Instructional Designer as consultant. He closely worked with the VP of Instruction to work on regular and effective contact, analysis of results in on line courses versus regular face-to-face courses, and training of faculty. The Instructional Designer developed and conducted a one day training for DE faculty, full-time and adjunct. While physical space is limited, online instruction is a viable avenue for many students. This investment in students' success was approached through a spring 2014 DE Summit where faculty and staff shared best practices and was followed with bi-weekly DE workshops lead by the DE Coordinator [1123].

Another project focused on student success was the Student Educations Plan (SEP) campaign. In fall 2013 and spring 2014, the College placed much effort and made great strides in having students complete their Student Educational Plans (SEP). This was a concerted effort demonstrated by student services staff and instructional faculty through extensive training for front line workers on the legislative changes and a multitude of student focused activities, funded through the Student Services Leadership Council (SSLC) and Student Services & Special Programs (SSSP) allocation process [1183, 1194]. Prior to this campaign, there were

2,800 students with no SEP. Activities included an Extreme SEP- Express Counseling Campaign, "No SEP" Rosters to faculty, Got SEP? Stamp Campaign, Student Driven Commercial Campaign, Sidewalk Chalk, Poster Campaign and Blackboard/WebAdvisor/Social Media awareness informing students on the registration changes and emphasis on overall completion. Reedley College successfully demonstrated this institutional effort through completing 1,755 additional SEP's during this campaign. This translates into 63% of students that completed their SEPs during this time, showing strides in advancing and promoting student success.

In spring 2014, Reedley College, knowledgeable of the correlation between student engagement and student success, conducted the Community College Student Survey of Engagement (CCSSE). Alignment of the survey questions with the ILOs provided the SLO Committee with data disaggregate by location in evaluating student success and needs. The College will use CCSSE data at program and institutional levels to analyze needs and develop action plans with the goal to improve effectiveness. In November a full day is planned to analyze and discuss data with faculty and people of the Center for Community College Student Engagement and on Opening Day spring 2015 this will be done district wide at a central location. In addition to the CCSSE, all student services faculty, staff, and a number of students held a Student Engagement Summit in fall 2013 with the purpose to increase College knowledge of the five elements of student engagement. Additionally, all student services faculty and staff along with student representatives participated in the Student Engagement Summit to better understand CCSSE assessment, the five elements of student engagement, and data interpretation [1181, 1180].

2.3 Reedley College will continue to review and share best practices in teaching and student support services to increase student success.

Response: In efforts to increase student success, the English program meets each semester with area feeder high school instructors and counselors through College Readiness Forums (CRF). High school faculty share assignments, local requirements, and challenges which better inform the College's faculty on the students who attend the College. In turn, the College faculty share program grading rubrics so high school faculty know the expectations of the College in order to better prepare their students for College academics. Recently, both English Reedley College faculty and feeder high school teachers took the Reedley College English placement test to get a better understanding of the standards for entering freshman composition. Feeder high school teachers have shared their experiences with Common Core standards and assignments therein. One Reedley College English instructor recently shared her sabbatical project on freshman composition programs across the country while another member shared her tenured evaluation project of renewing the annotated bibliography assignment, one of the student learning outcomes for freshman composition [1186].

As mentioned in 2.1, the Distance Education Coordinator collaborated with College wide faculty and staff during a lively January 2014 DE Summit. Instructional and support services staff shared best practices regarding DE instruction and student services [1112] with the goal of increasing student success. Some of the topics included increasing success and retention rates, 508 compliance, flipping the classroom, hybrid large group instruction, and new technologies.

This was followed by semi-weekly workshops led by the DE coordinator on further best practices topics, including effective communication and course design, building student engagement, and incorporating varying learning modalities [1123]. Guest expert speakers were also brought to the College to address the issues of DE and math basic skills and to initiate an eight-hour certification course held in fall 2014 [1198, 1197]. In preparation for this course, and to guide the DE Coordinator with supportive training subjects, an Online Faculty Response Survey was given to faculty in spring 2014 [1189].

FLEX Day activities are organized through the Academic Senate with the intention of bringing high quality professional development to instructors, by instructors. These activities included a DE certification course, guest speakers on basic skills instruction, best teaching practices, and the completion of the newly implemented Program Review Action Plan, to name a few. FLEX day evaluations were reinstated in fall 2014, informing the College of the effectiveness of this professional development activity in order to better prepare presentations of best practices while also informing future activities [1232].

The Program Review Cycle Four Handbook charges all programs, instructional and student support, to describe future trends or current best practices in teaching and learning unique to the program that are likely to influence the program and how students will be affected by these trends [1193]. To do this, programs respond to the PESTE's (political, economic, sociological, technological, and educational trends) within their discipline or service area. Housed in the qualitative analysis section of the program review report, these questions lead the program to make decisions for the next five years that will impact student engagement, preparation, and success. New to the Program Review Cycle Four Handbook are questions specifically asking programs to discuss the collaboration they have with other programs, instructional or student support services, and community or other institution partnerships with the goal being student success. Also new to the handbook are questions about reaching Reedley College's diverse student population. Programs are asked to analyze their quality of instruction of varying delivery modes and teaching methodologies. They are to also discuss course offerings, (i.e. times, location, delivery, etc.), identifying any needs that are not met along with the appropriate breadth, rigor, sequencing, and completion time. These questions are intended to edify the College programs' dedication to student success.

The College has committed to several dual enrollment programs which encourage best practices to foster student success. High School students are offered an opportunity to obtain college credit in a variety of programs. Research shows that students who achieve 12 units of college credit have higher completion rates. The goal is to collect 12 units, 3 per semester in their last 4 semesters of high school. High School superintendents, principals and counselors have identified the tremendous opportunities for their students. Expectations are that this will dramatically increase the number of college graduates in our area of service. The Madera Center College Advantage Program (MCCAP) allows juniors and seniors attending a high school in the Madera Unified School District to take college courses at the Madera Center. Students generally take a math or English class and one general education class each semester. Students also participate in orientation and support activities and receive individual counseling from a Madera Center counselor. About 40 students enroll in MCCAP each semester, and these students have significantly higher GPA and success rates when compared to the general

student population at the Madera Center [1202].   The majority of these students attend college after graduating from high school. On the Reedley campus, the Reedley College Middle High School (RCMHS) has seen increased enrollments. Now in its third year, RCMHS has undergone steady growth since August 2012. Enrollment began with twenty students in the first year and accepted forty students for the 2014-15 school year. RMCHS is a business school strongly connected to the service area, emphasizing Agricultural Business and Business Administration.   Students have the opportunity to choose the one of two pathways as they progress in the junior year. Each semester students will have one major class and will choose a general education transfer class. The purpose of the pathways is to encourage student completion at Reedley College with the transfer opportunity. Students are supported by the K12 partner, Kings Canyon Unified School District and Reedley College student/ instructional services. Similarly, the Paramount Agriculture Career Academy was established in fall 2014 on one feeder campus, Sanger High School. The Paramount Agriculture Career Academy is an early college model where students will complete college general education and agriculture classes at Sanger High. Students have the opportunity to choose a pathway in a Plant Science Associate of Science Transfer (AST) degree or an Agriculture Mechanics Associate of Science (AS) degree. Students will complete their coursework at Reedley College and are able to obtain these degrees one year earlier, in year 13 instead of year 14. The Paramount Agriculture Career Academy has strong industry support with mandatory student internships at Paramount Farms, Grimmway Farms or Olam International.

The Reedley College Hispanic Serving Institution Title V Grant (2010-2015) has provided counseling services for career, freshmen, and transfer students. The grant also funded a librarian who provides individual assistance with library research. Students have the opportunity visit University campuses and weekly student success workshops help students from career information to study skills to specialized topics such as avoiding plagiarism. The Grant also provided significant facility remodels and equipped the Career Resources Center, Transfer Center, and Student Success Center, enhancing services provided to students.

Another example is the creation of the Reedley College Food Bank established by the Classified Senate. This is designed to improve success by ensuring students do not come to school hungry.

Together, these programs and projects emphasize and encourage best practices to ensure student success.

2.4 Reedley College will continue to support adjunct faculty in the assessment process.

Response: The College continues to offer adjunct faculty stipends for their SLO and Program Review efforts. Adjunct faculty is invited to attend an Orientation Workshop at the start of the Academic Year. They will be invited to department meetings and on line training sessions, where student assessments are discussed. At the Adjunct Orientation Workshop a survey was conducted with questions on SLO understanding and implementation. Analysis of the results will be used towards an action plan to improve SLO implementation [1192].

The English department, for example, secured funds to pay adjunct faculty to participate in paper norming sessions. These funds were awarded through the Student Success Committee [1200]. Additionally, full- and part-time faculty members of Reedley College meet regularly at the beginning of each semester as part of their own Professional Learning Community. At the meetings, they share best practices, evaluate SLO assessment results, and plan for program improvements. As another example, the Child Development program has committed to meet with adjunct faculty at the adjunct faculty's convenience to map class activities to SLOs and determine appropriate and meaningful assessments and worked with their adjuncts to complete assessment reports. In the revised Program Review Cycle Four Handbook, the SLO analysis section asks programs to describe and provide examples of the ways in which the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty.

Additionally, the counseling staff created 12-Phase in-house professional training modules for all adjunct counselors. Topics included Assessment Interpretation & Multiple Criteria Counseling, Counseling Technology Programs, and Financial Aid Counseling among others. The College then invested SSSP funds to hire two new adjunct faculty. They were trained in these 14 modules. All adjunct across Reedley College, Madera Center and Oakhurst Site were trained in early August 2014 [1187, 1185].

Several CTE programs invite adjunct faculty to participate in their advisory board meetings where curriculum and student success measures are discussed. Two of these boards are for the Health Care Interpreter and Nursing Assistant Training programs which are both exclusively taught and coordinated by adjunct faculty. The advisory boards meet twice a year, fall and spring.

In spring 2014, the SLO Coordinator held focus study groups for student services programs, assessing their program learning outcomes. Part time and student staff were interviewed. Questions regarding communication, student acknowledgment of program learning outcomes, barriers, and means of continuous quality improvement were asked. Responses were compiled into action plan suggestions for each program. These activities show adjunct and part time faculty are fully invested in the assessment process.

2.5 Reedley College will continue to review its program review and SLO process on a regular basis as required for continuous quality improvement.

Response: The Program Review and SLO process was assessed in spring 2014. It is results such as these that are considered as the Program Review Committee continuously revises the Program Review Handbook, a living document, and is committed to continuous quality improvement of the process. The survey is systematically sent to each group after concluding their program review cycle. Data from each semester will be merged thereby creating a stable report while allowing flexibility to still see the data by groups. Initial results of this survey were favorable and further informed the Committee [1192]. One identified area of improvement is the sufficient communication linking program review to the budget. Some staff did not fully understand the impact their program review goals would have on their budget allocation requests. The Committee believes this communication will improve with the Cycle Four

Handbook and the implementation of yearly action plans due prior to budget requests. Another area of concern is the access to SLO data. The Program Review Committee has also purchased software that digitizes both Program Review and SLO reports. One facet of this software is to easily record and access program data which program members will more readily use to analyze their courses and/or programs.

As evidence of this goal toward continuous quality improvement and the strive for further student success, during the spring 2014 semester, the Program Review Committee revised the Program Review Handbook to reflect changes in Accreditation Standards and the new Strategic Plan and Budget Allocation processes. This revision was also in anticipation of the beginning of the Fourth Cycle of Program Review. SLO assessment evaluation and action plans are reported within the Program Review report, completed every five years, and the Annual Program Review report due every May 1. In preparation for annual budget requests, programs are to also prepare an annual Action Plan for their Program goals as indicated in their comprehensive reports. These reports are due each September 1 [1193].

College Recommendation 3

College Recommendation 3: Participatory Governance
In order to meet Standards, the team recommends that the college further clarify its participatory governance decision-making structures and processes to identify clearly the responsibilities of committees and individuals for decision-making. (Standard IV.A.2.a; VI.A.3; IV.A.5)

Descriptive Narrative

A number of significant advancements have been made to address College Recommendation 3 between the fall of 2011 and the February 11, 2013 Commission Action letter removing Reedley College from Warning status[1211]. In the spirit of continuous quality improvement, the College continues to clarify decision-making responsibilities for all individuals and groups across our three campuses.

First to clarify, ACCJC granted Candidacy status to the Willow International Community College Center (WICCC) effective March 6, 2013 [1218]. On April 4, 2013 ACCJC sent a follow-up letter requiring WICCC to "align the Governance Structure of the State Center Community College District to reflect the Center's status" [1216]. The WICCC organizational reporting structure was finalized on July 2, 2013, when the Board of Trustees aligned the governance structure of the State Center Community College District to reflect the reporting status of WICCC. The WICCC president will report directly to the chancellor and indirectly to the Reedley College president [1217]. The former Willow International Community College Center is now Clovis Community College Center and will be referred to as such.

The new Budget Allocation process and the Organizational Charts for the college and its centers clarify clearly the decision-making processes. There are no ambiguities since Clovis Community College Center is independent from Reedley College in budget and most

committees. Only two contractual committees still need to be addressed, Sabbatical and Salary Advancement.

The College's Participatory Governance Handbook includes the College mission, vision and values, an explanation of participatory governance at Reedley College, organizational charts, the integrated planning document, model and timeline, committee operating agreements for all Reedley College committees and the Clovis Community College Center Council Handbook. The handbook also includes a College Council flowchart that illustrates official participatory governance structure of Reedley College and reflects the relationships between the various entities. Included in the Reedley College Participatory Governance Handbook, a living document, are all committee operating agreements (COAs). These COAs were first linked were first linked to 2008-2012 and later amended to reflect the new 2013-2017 Reedley College Strategic Plan [1244].

The College has further clarified the responsibilities of committees and individuals for decision-making while prioritizing and implementing the 2013-2017 Strategic Plan. In 2013-2014 the Reedley College Council approved a recommendation from the College Strategic Planning Committee tasking various committees with the primary oversight of six selected strategic directions [1101]. Through an iterative and transparent process, the College prioritized these six directions for the 2013-2014 year: Increase student engagement to facilitate retention and completion rates (1.3); Evaluate offerings to ensure sequencing that will allow completion in a timelier manner (2.1); Align curriculum to increase certificate and degree completion (3.1); Improve courses/programs through multiple measure analysis (3.2); Ensure instruction and services are equitable and consistent across Reedley College locations (5.2); and Human Resources Staffing Plan is aligned with the District. Using Ishikawa's cause and effect analysis, of these six, the first three points of focus were then identified: To improve program review (SP 3.2); provide equitable programs and services across all locations (SP 5.2); and develop a human resources staffing plan in alignment with the District plan (SP 5.3). To communicate and highlight institutional progress towards prioritized strategic directions the College started a (Madera/Oakhurst/Reedley) MOR in Motion quarterly newsletter, which is distributed college-wide electronically and in hard-copy. In the October 2013 issue the president explains the process described above so that the College Community at large understands how PAC will work with Strategic Plan drivers and outcomes in the coming year. In another issue the president communicates the progress the task force is making with the Human Resources Staffing Plan or the most recent action coming from the Technology Plan, the implementation and campus wide installation of new Aerohive wireless devices to increase connectivity for faculty and students [1133]. Together with the inception of a VP Madera/ Oakhurst and the implementation of a Dean of Student Services, MOR in Motion helps with the integration of Madera and Oakhurst after these College Centers were separated from Clovis Community College Center (formerly Willow International Community College Center) in 2013. MOR in Motion is primarily a communication tool. For example, it explained how the Strategic Planning Implementation Plan was developed by the Strategic Planning Committee and College Council and how the focus on the six objectives and three drivers identified to increase student success in a goal-oriented and systematic fashion [1131].

Additionally, COAs now reflect Madera Center and Oakhurst Center constituent representation across our three sites as well as, for example, responsibility for the allocation of Basic Skills Initiative and other local funds [1205]. The Madera/Oakhurst Faculty Association, for instance, is now a subcommittee of the Reedley College Academic Senate [1210]. A College wide schedule of meetings was created in order to remove obstacles and time conflicts that might inhibit student, faculty, and staff opportunities from participating. Meetings were also held via Polycom for increased participation [1236].

As a result of an analysis of the calendar of committee meetings, College Council also decided to meet bi-monthly (it had been meeting monthly) beginning in fall 2012 in order to better facilitate decision making and to better coordinate with those committees that require two meetings to consider items [1225]. One example of improved communication is evidenced by the Reedley College Academic Senate and the Madera-Oakhurst Faculty Association (MOFA) subcommittee to the Academic Senate. The Reedley College Academic Senate requires two reads of an agenda item. For example, in the past, when College Council met the second Wednesday of each month, it was too late to put an item on the Academic Senate and Faculty Association agendas for the following Wednesday because the respective Executive Boards had met the day before to finalize the agenda; the item would not be heard until the first Tuesday of the next month. The second reading would be the third Tuesday of that month, but College Council would have already met for the month. This meant that an item sent to the constituent groups in April would not be returned to College Council until May and changes could not be addressed until the following fall. Now, with College Council meeting twice a month, that same item can be returned to College Council in time to be addressed before the end of the academic year. Madera and Oakhurst subcommittees also follow this new schedule.

In spring 2011, the Associated Student Body changed its name to Associated Student Government (ASG). This name change recognized students as essential participants in the College governance process. In fall 2011, the College student body approved a $1.00 student rep fee that support student advocacy and leadership training, strengthening student representation on campus committees and the College in general. The Madera Associated Student Body soon followed suit, making a similar transition to an Associated Student Government in fall 2012. College Council quorum now requires a student representative to be present for any action items [1235]. Additionally, effective fall 2011, the ASG is represented on selection committees. Examples of selection committees that included formal ASG representation are the Director of Student Success Selection Committee and the SSS Director Selection Committee [1238, 1233, 1253].

The anticipated transition of Clovis Community College Center from Center to College status in 2015 has provided several other opportunities to further clarify governance processes. Clovis Community College Center students have now formed their own stand-alone Associated Student Government [1256]. The Reedley College Academic Senate and Madera/Oakhurst Faculty Association worked to establish committees under the purview of Reedley College as prescribed by WI ACCJC Recommendation 1: The need for the "Center to develop its own processes related to the development and oversight of instructional programs….and must develop its own processes for support and institutional planning and governance." Accordingly, the Reedley College Academic Senate adopted a recommendation to the College Council establishing and recognizing the Clovis Community

College Center Academic Senate as a standing subcommittee, to "exist until the Center becomes an independent college" [1213, 1208].

At that time, the Reedley College Academic Senate, which included a sub-committee of the Madera/Oakhurst Faculty Association, approved an Executive Committee seat for the Clovis Community College Center Senate President [1240]. This appointment maintained open lines of communication for the Executive Committee and allowed for the continuation of participation and governance during the transition from Willow International Center to Clovis Community College Center [1206, 1221, 1220]. The Academic Senate for California Community Colleges has now recognized the Clovis Community College Center Academic body as the state's 113th Senate, further clarifying the separate relationship between the Reedley College and Clovis Community College Center Academic Senate. The Clovis Community College Academic Seat was phased out and assigned by the Senate to the Madera/Oakhurst Faculty Association president [1209]. Contractual obligations require two remaining Reedley College and Clovis Community College Center committees, Sabbatical Leave, and Salary Advancement [1248, 1249]. The Clovis Curriculum Committee is a sub-committee of Reedley College's Curriculum Committee [1237].

The Reedley College Classified Senate has filled committee vacancies and created a system for communicating with its membership. The communication system consists of a monthly bulletin with two sections: *An Action Item* and *For Your Information*. The action item section was designed to be conscious of the member's time and efforts, thereby identifying which communication items require a response, such as a review for changes or a vote. The information items section communicates important updates, changes, and events within the District [1234, 1226]. College managers have recently supported a request by the Reedley College Classified Senate to extend monthly meetings from one hour to two, further evidence of the value an active Senate brings to the College. The College Classified Senate has become a vibrant contributing body on campus, evidenced by several recent activities resulting in greater College dialogue and involvement. In spring 2014, the Classified Senate supported a College Food Bank at the Reedley, Madera, and Oakhurst campuses [1230]. The Classified Senate has also supported the College-wide Wildly Important Goal (WIG) with T-shirt sales as an outward expression of prioritized College goals. The Classified Senate also implemented Campus Kudos, a monthly College-wide recognition initiative celebrating teaching and learning excellence.

Recent administrative restructuring across the College's three sites provides evidence of participatory governance as a process and further clarifies administrative decision-making for the Centers as a product [1259]. The College president initiated the dialogue, first asking Madera/Oakhurst College Center Council members to deliberate and bring forward an initial Center administrative structure proposal. In summary, the Madera/Oakhurst College Center Council brought forward a recommendation for a center Vice President, the first of its kind for Madera/Oakhurst [1228]. This Vice President of the Madera/Oakhurst Centers, it was proposed, would provide executive-level administrative leadership for campus staff and students while strengthening community ties as the "face" of the Centers. President's Advisory Council heard and wholeheartedly supported the recommendation [1227]. Soon afterwards, the Reedley College Council made a final recommendation to the president, who approved this critical

leadership position [1214]. Relatedly, the Madera and Oakhurst College Center Council also approved a shared Dean of Student Services position across the three campuses. This position will provide an opportunity to assess and improve equitable student service delivery for the College [1228]. These processes are strong evidence of a transparent decision-making culture throughout the three-campuses comprising the College.

Self-Identified Improvement Plans

The three Self-Identified Improvement Plans were identified in the College's October 15, 2012 Follow-Up Report to the Commission. The subsequent February 11, 2013 ACCJC Action Letter reaffirming Reedley College's accreditation status affirmed that the College had met this recommendation [1211].

3.1 The Participatory Governance Handbook was last updated in 2012, and will be updated again in fall 2014. All committee operating agreements were completed in 2013-2014 and have the new Strategic Plan goals and directions in them, so that annual reporting to the Strategic Planning Committee will be done comprehensively. The new Participatory Governance Handbook will not include information on the Willow-International Center, which since August 2014 will be called Clovis Community College Center. Updated Organizational Charts for Reedley College and the District as well as the college wide and district wide adopted budget process and calendar will be included. The updated Participatory Governance Handbook will be posted on a RC web site in fall 2014.

Response: In an effort for continuous quality improvement the College systematically reviews the Participatory Governance Handbook, a living document. Updates include the Integrated Planning Taskforce findings and recommendations and updated COAs responding to the 2013-2017 Strategic Plan. This handbook also includes the college mission, vision and values, an explanation of participatory governance at Reedley College, organizational charts, the integrated planning document, model and timeline, committee operating agreements for all Reedley College committees and the Clovis College Center Council Handbook [1212]. The handbook also includes a College Council flowchart that illustrates official participatory governance structure of Reedley College and reflects the relationships between the various entities [1212].

3.2 The faculty prioritization process revision will be completed during the fall 2012 semester.

Response: As described in the descriptive narrative section of this report, the faculty prioritization process revision was completed during the fall 2012 semester after significant College-wide dialogue. Department chairs and Academic Senate clarified the faculty prioritization process, aligning it with established participatory governance practices and the College integrated planning model [1124]. A suggested revision to the 2011 process eliminated the recommendation from the deans and vice-president to the president, leaving only the recommendation from the department chairs to the president was reviewed by department chairs and forwarded to Academic Senate. The Academic Senate responded to department chairs with

a different revision that left in the dual recommendation to the president [1241]. Department chairs discussed the Academic Senate revisions and agreed that for the sake of transparency, it was more appropriate to leave the dual recommendations. The Academic Senate's suggested revisions were heard by College Council [1215].

3.3 A monthly bulletin of all committee actions will be created and sent electronically to all individuals at all Reedley College sites during the 2012-2013 academic year.

Response: A monthly College Committee Report was created and approved by College Council as a College-wide communication module for the 2012-2013 year. The first issue was distributed to all college employees by email in September [1250]. The monthly College Committee Report has since been replaced by a more comprehensive summary College-wide report. In the fall of 2013, the College Council elected to adopt a quarterly "MOR (Madera, Oakhurst, Reedley) in Motion" newsletter to communicate significant College-wide planning and governance activities. College-wide progress on Student Learning Outcomes and strategic planning, for example, are regular topics in the MOR in Motion newsletter. This newsletter is distributed across all three College sites and the community in hard-copy as well as electronically [1131, 1132, 1133, 1134, 1135].

In efforts to build consistencies within committee procedures and reporting across the College, in fall 2014 College Council began a Committee Chair Orientation. Topics included meeting management, parliamentary procedures, and note-taking [1223].

The 2013-2014 President's Advisory Cabinet's Year in Review was presented to College Council. This compilation of items that were accomplished by the College during the 2013-2014 year highlighted the year's accomplishments which included facility and technology project completions, the implementation of identified Strategic Plan priorities, enrollment and budget endeavors, safety training, instructional advances, staffing, as well as identifying continuing work and future opportunities for the College [1255].

Evidence for Response to ACCJC District Recommendation 1

850   ACCJC Warning Letter to Fresno City College – February 1, 2012
851   ACCJC Warning Letter to Reedley College - February 1, 2012
852   Fresno City College Follow-up Report – October 15, 2012
853   Reedley College Follow Up Report – October 15, 2012
854   ACCJC Reaffirm Letter to Fresno City College – February 11, 2013
855   ACCJC Reaffirm Letter to Reedley College – February 11, 2013
856   Fresno City College Follow-up Report – October 15, 2013
857   Reedley College Follow-up Report – October 15, 2013
858   Fresno City College Commission Action Letter – February 7, 2014
859   Reedley College Commission Action Letter – February 7, 2014
860   Assessment of District Planning Processes Retreat Agenda 06-16-14
861   SCCCD Strategic Plan 2012-2016
862   Fresno City College Strategic Plan 2013-2017
863   Reedley College Strategic Plan 2013-2017
864   Willow International CCC Strategic Plan 2013-2017
865   District Strategic Planning Committee Operating Agreement and Membership
866   District Strategic Planning Committee Minutes - Fall 2013
867   District Strategic Planning Committee Scorecard Assessment
868   District Strategic Planning Committee Planning Glossary
869   District Strategic Planning Committee Minutes - Spring 2014
870   SCCCD 2013-2016 Strategic Plan Annual Board Report
871   SCCCD Integrated Planning Model and Manual – October 10, 2013
872   SCCCD Strategic Plan Annual Assessment
873   Academic Senate Minutes for Technology Agreement from FCC, RC and WI
874   2013 Scorecard Presentation to Board of Trustees – February 4, 2014
875   Board of Trustees Minutes December 10, 2013
876   SCCCD Integrated Planning Model and Manual
877   SCUP Institute Participant List
878   Chancellor's Cabinet Summaries – August 5, 2013
879   Administrative Services Unit Review Presentation to Board of Trustees - November 7, 2013
880   Board of Trustees Minutes - November 7, 2013
881   Administrative Services Unit Review (ASUR) Minutes
882   Campus Presidents Selection of Committee Members and Minutes for Grant Process
883   Chancellor's Cabinet Summary - February 10, 2014
884   Grant Approval Process - Draft
885   Districtwide Enrollment Management Taskforce (EMT) Charge and Membership
886   District Decision Making Taskforce (DDMT) Charge and Membership
887   Chancellor's Cabinet Summaries - December 2013

888   Enrollment Priorities Draft

889   Decision Making Resource Manual

890   SCCCD Districtwide Facilities Master Plan

891   Districtwide Facilities Committee Meeting Minutes Fall 2013 and Spring 2014

892   Board of Trustees Minutes – July 2, 2013

893   Willow International Community College Center Needs Assessment Presentation – October 10, 2013

894   Willow International Community College Needs Assessment Board Items and Resolution

895   Willow International Community College Needs Assessment

896   Board of Trustees Minutes - October 10, 2013

897   CampusWorks Meeting Schedule - February 2014

898   Communications Council Summary - March 2014

899   SCCCD Technology Plan DRAFT

900   Technology Visioning Statement (Draft) to Board of Trustees – October 10, 2013

901   Board of Trustees Minutes – June 3, 2014

902   Candidacy Letter from ACCJC dated March 6, 2013

903   ACCJC Letter for Initial Candidacy Confirmation dated April 4, 2013

904   Willow International Community College Center Organizational Chart

905   Signature Program Definition and Application Template DRAFT

906   Signature Programs Taskforce Minutes - Fall 2013

907   Chancellor's Cabinet Summaries - September 2013

908   Communications Council Summaries - October 2013

909   District Budget and Resource Allocation Advisory Committee Minutes - Fall 2013

910   District Budget and Resource Allocation Model

911   Board of Trustees Minutes - January 14, 2014

912   District Budget and Resource Allocation Modified Model

913   District Budget and Resource Allocation Advisory Committee Minutes DRAFT - May 2014

914   Human Resources Staffing Plan Taskforce Minutes – Fall 2013

915   Chancellor's Cabinet Summaries - January 2014

916   Chancellor's Cabinet Summaries - March 2014

917   Human Resources Staffing Plan Draft

918   District Institutional Research Notes - Fall 2013-Spring 2014

919   Chancellor's Cabinet Summaries - May 2014

920   SCCCD Action Plan Report

921   Information Technology Assessment Review and Security Audit Crosswalk – October 10, 2013

922   SCCCD Five-Year Construction Plan

923   District Strategic Planning Committee Minutes – Fall 2014

924   Strategic Plan Assessment to Board of Trustees – October 7, 2014

925   Board of Trustees Meeting Notes – October 7, 2014
926   Board of Trustees Minutes - September 2, 2014

Evidence for Response to ACCJC District Recommendation 2

927   Reedley College Comprehensive Evaluation Report 12-04-11
928   Communications Council Summaries – Fall 2012
929   Board of Trustees Minutes – September 4, 2012
930   Board of Trustees Minutes – October 2, 2012
931   Chancellor's Cabinet Summary – November 5, 2012
932   Board of Trustees' Retreats – April 2012- 2014
933   Chancellor's Cabinet Summaries – Spring 2011
934   Communications Council Summaries – Spring 2011
935   Chancellor's Cabinet Summaries – Fall 2011
936   Communications Council Summary – September 27, 2011
937   Chancellor's Cabinet Summaries – Spring 2012
938   Communications Council Summary – March 27, 2012
939   Chancellor's Cabinet Summaries – Fall 2012
940   Chancellor's Cabinet Summary – April 24, 2013
941   Communications Council Summary – April 30, 2013
942   Communications Council Summary - December 3, 2013
943   BP/AR 2510 – Participation in Local Decision-making
944   Communications Council Summary – April 29, 2014
945   DBRAAC Minutes – April 4, 2014

Evidence for Response to ACCJC College Recommendation #1, #2 and #3

1100   01.09.14 Opening Day Summary
1101   09.18.13 Minutes of College Council
1107   Blended Degree Student Learning Outcomes Assessment Report
1110   03.20.13 College Council Minutes
1112   DE_Summit_Schedule_2014
1114   ILO Recommendation to College Council
1116   Program Review updating reporting process overall list
1117   Strategic Planning Conversion Workshops 2014
1123   Wednesday Workshops
1124   New Faculty Prioritization Process
1128   DEStrategicPlan--RC_Draft_031214
1129   Feedback Memo on College Status Report on SLO Implementation
1131   MOR Newsletter vol1
1132   MOR Newsletter vol2

1193	Program Review Cycle Four Handbook
1194	SEP Marketing Strategic Action Plan 01.17.14
1195	Spring 2014 Budget Survey
1196	Strategic Directions Mapping
1197	DE Certification Course 08.08.14
1198	DE Guest Speaker 04.24.14
1199	03.05.14 Minutes of College Council
1200	2014 English Proposal
1201	HR Staffing Plan Working Document
1202	MCCAP Stats 8.14
1203	Program Review Annual Action Plan
1204	Program Review_ Strategic Plan Annual Report Form
1205	Student Success Committee COA
1206	3.27.12 RCAS Minutes
1208	4.10.12 RCAS Minutes
1209	4.10.12 Resolution of RCAS
1210	4.24.12 RCAS Minutes
1211	ACCJC Response to Follow Up 02.11.13
1212	CCC Handbook 2012-2013
1213	COA Language Proposal to RCAS
1214	Vice President of Madera & Oakhurst Centers job posting
1215	02.06.13 College Council Minutes
1216	ACCJC Letter for Initial Candidacy Confirmation 04.04.13
1217	BOT Minutes 07.07.13
1218	Candidacy Letter from ACCJC 03.06.13
1219	2.6.13 SLOACC Agenda Notes
1220	2.14.12RCAS Minutes
1221	4.25.12 College Council Minutes
1223	08.20.14 College Council Minutes
1224	08.27.14 SSLC Agenda
1225	8.22.12 College Council Minutes
1226	8.27.12 Classified Senate Meeting Agenda
1227	09.24.13 Presidents Cabinet Agenda
1228	10.16.13 College Council Minutes
1230	12.16.13 Classified Senate Minutes
1231	2011-2012 Annual Report Grid 3.4.13
1232	ADJUNCT SURVEY results 2014
1233	Administrative selection committee
1234	Classified Senate Communication Bulletin
1235	College Council COA Updated 11.20.13
1236	Committee Meeting Calendar

1237   Curriculum COA
1238   Director of Student Success selection committee
1239   Matrix for Evaluating Institutional Learning Outcomes
1240   NC Faculty Association proposal
1241   New Faculty Prioritization Process A.S. response
1244   Participatory Governance Handbook Update 08.21.13
1245   Planning Process Assessment Chart Timeline Fall 2014
1246   Reedley College Strategic Plan Annual Update 2013
1247   Reedley College Strategic Plan Year End Summary 2012-13
1248   Sabbatical COA
1249   Salary Advancement COA
1250   September 2012 Committee Report
1251   SP Proposed Implementation and Reporting Form
1252   SP Reporting Form for Committees
1253   SSS Director selection committee
1254   Tutorial 221015
1255   Year in Review 2013-2014
1256   Clovis ASG Constitution
1257   09.09.13 Agenda Strategic Planning Committee
1259   Madera Oakhurst Organizational Chart Options 09.19.13
1260   SLO COA
1261   09.09.14 APPROVED RCAS Minutes
1262   Classified Senate Minutes 09.09.14
1263   ASG Endorsement
1264   BOT Meeting Notes 10.7.14
1265   09.17.14 Minutes of College Council