

**Reedley College
Follow-Up Report**



Submitted by

**Reedley College
955 N. Reed Avenue
Reedley, California 93654**

To:

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

October 15, 2012

Certification of the Institutional Follow-Up Report

DATE: October 2, 2012


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

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

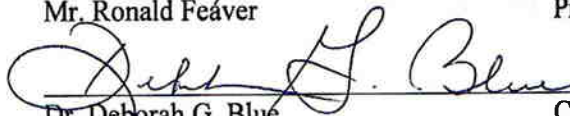
This institutional Follow-Up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed:



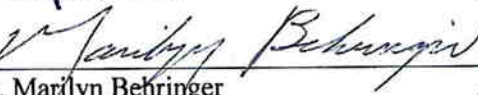
Mr. Ronald Feaver President, Board of Trustees



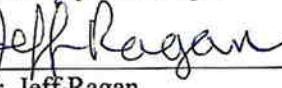
Dr. Deborah G. Blue Chancellor, State Center CCD




Mr. Michael White Interim President, Reedley College



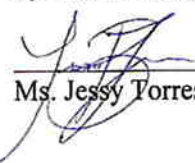
Dr. Marilyn Behringer Accreditation Liaison Officer



Mr. Jeff Ragan President, Academic Senate



Mr. Juan Tirado President, Classified Senate



Ms. Jessy Torres President, Associated Student Body

Table of Contents

Certification of the Institutional Follow-Up Report..... 2

Table of Contents 3

Report Preparation..... 4

Timeline for Preparation of the Response and Submittal of the Follow-up Report..... 6

Responses to Team and Commission Recommendations 11

District Recommendation 1 11

College Recommendation 1 28

College Recommendation 2.....38

College Recommendation 3 47

Report Preparation

Reedley College began its preparations for the Follow-Up Report in early February 2012 to respond to the recommendations cited in the letter reaffirming accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) dated February 1, 2012. The then vice-president of instruction led the conversation about the timeline, responsible parties, review process and adequate resource support, and then finalized the details of the preparation plan. The timeline for the response can be found on page 6 of this document.

Members of the Accreditation Steering Committee took the lead for the preparation of the progress report with assistance from the District Liaison for the District Recommendation, Dr. Shelly Conner, the Strategic Planning Committee for College Recommendation #1, the Program Review and SLO Coordinator, Eileen Apperson, for College Recommendation #2 and the College Council, for College Recommendation #3.

In May 2012 a draft outline of the report was emailed to the entire college community with a request for comments. A presentation of the accreditation recommendations and progress to date was made on August 9, 2012 to the certificated faculty at the college fall 2012 Duty Day (first day faculty are back for the semester) that included Reedley, Madera, and Oakhurst [255, 257]. A similar presentation was made on August 10, 2012 to the classified staff at their fall 2012 Classified Assembly [256].

Accreditation Self-Study Co-Chair, Anna Martinez, presented the accreditation response to the Associated Student Government (ASG) on August 16. ASG members broke into teams that each reviewed a portion of the response. At the ASG meeting, the groups reviewed their comments and all comments were compiled onto a copy of the draft [252, 253]. ASG comments were considered and incorporated into the draft. On September 25, ASG endorsed the accreditation response and the integrated planning model document [261, 429, 430].

On August 27, the Classified Senate heard a presentation from the accreditation co-chair on the accreditation response. Marilyn Behringer presented the integrated planning document and talked to Classified Senate when they considered the accreditation response for a second time on September 17. Due to the lack of a quorum, the response was submitted to members for an electronic vote. Classified Senate approved the accreditation response and integrated planning document on September 21 [258].

The Academic Senate heard a presentation from the accreditation liaison officer and the accreditation co-chair on the accreditation response and the integrated planning document on August 28. All constituency groups were asked to submit comments by September 11. At the September 11 meeting, the Academic Senate approved the responses to the district recommendation and college recommendations 2 and 3 [259]. A meeting was held on September 14 to discuss in more detail the Academic Senate concerns with the clarity of the response to college recommendation #1. As a result of that meeting, changes were made to the response to college recommendation #1. College recommendation 1 was endorsed by Academic Senate on September 25, 2012 completing the Academic Senate endorsement of the response [260].

Evidence for the Report Preparation

252	ASG Comments Part 1
253	ASG Comments Part 2
255	Duty Day Fall 2012 Presentation
256	Classified Assembly Fall 2012 Presentation
257	Opening Day Fall 2012 Agenda
258	Classified Endorsement Memo
259	RC AS Minutes 09.11.12
260	RC AS Minutes 9.25.12
261	Minutes October 4, 2012
429	ASG Integrated Plan Model endorsement
430	ASG Report Endorsement



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

Date	Activity
March 9, 2012	Strategic Planning Committee meets, considers integrated planning document
March 30, 2012	Accreditation Steering Committee meets to consider visiting team report and response
April 20, 2012	Strategic Planning Committee meets
April 27, 2012	Accreditation Steering Committee meets to consider response
May 1, 2012	College president presents progress on Follow-Up Report to the Board of Trustees at its monthly meeting.
May 15, 2012	Academic Senate endorses draft of integrated planning document
May 16, 2012	Draft outline of college response sent to college community
June 6, 2012	Strategic Plan assessment summary report draft is completed
June 2012	ALO and co-chair complete first draft of the response
August 9, 2012 and August 10, 2012	Campus "Accreditation Summit" (Duty Day) and Classified Assembly to inform all employees of progress to date.
August 13, 2012	Instruction begins.
August 24, 2012	Accreditation Steering Committee meets to review/provide input on the draft response
September 4, 2012	First reading, SCCC Board of Trustees
September 7, 2012	Accreditation Steering Committee meets to review/provide input on the draft response
September 5 - 17, 2012	Changes are made to response based on feedback from constituency groups and Board of Trustees
September 18-25, 2012	College constituency group review and approval of response
September 25 - 29	Response copies are prepared for Board of Trustees
October 2, 2012	Second reading, SCCC Board of Trustees
October 3-4, 2012	Final changes are made to response, copies of response are prepared for ACCJC and team and flash drives are created
October 5, 2012	College mails the report to the commission and visiting team in preparation for follow-up visit.

Participants in Preparation of Reedley College Follow Up Report

Accreditation Liaison Officer

Marilyn Behringer - Administration

Accreditation Follow Up Report Steering Committee

Marilyn Behringer (Co-chair) - Administration
Anna Martinez (Co-chair) - Faculty
Donna Berry - Administration
Shelly Connor - District Office Liaison
Jennifer Gray – Faculty (MC)
Melanie Highfill - Classified
Mario Gonzales– Faculty
Michelle Johnson - Classified
Debbie Ikeda – Administration (WI)
Cynthia MacDonald – Faculty (WI)
Thomas Mester – Administration (WI)
Linda Nies - Classified
Jeff Ragan - Faculty
Gary Sakaguchi– Administration
Jessy Torres - Associated Student Government
Sarina Torres - Classified
Kayla Urbano– Associated Student Government
Stephanie Vasquez - Associated Student Government
Michael White - Administration

College Council

Viviana Acevedo - Associated Student Government
Lacy Barnes - AFT
Donna Berry - Administration
David Clark - Administration
Cheryl Hesse - CSEA
Melanie Highfill - Classified Senate
Ryan LaSalle - Academic Senate
Stephen “Jay” Leech - Madera Center Faculty Association
Joseph Libby - Willow International Faculty Association
Lisa McAndrews - Administration
Brett Nelson - CSEA
Jeff Ragan - Faculty
Brian Shamp - Classified (WI)
Laurie Tidyman-Jones - Non-instructional Faculty
Jessy Torres - Associated Student Government

Juan Tirado - Classified Senate
Bill Turini - Academic Senate
Kayla Urbano - Associated Student Government
Michael White - Administration

District Recommendation

Marilyn Behringer – Administration (RC)
Jothany Blackwood – Administration (FCC)
Jim Chin – Administration (WI)
Diane Clerou- Administration (DO)
Shelly Conner (Chair) – Administration (DO)
Ed Eng – Administration (DO)
Kelly Fowler - Administration (FCC)
Robert Fox- Administration (DO)
Christopher Glaves – Faculty (WI)
Patricia Gonzalez –Classified (FCC)
Deborah Ikeda - Administration (WI)
Erica Johnson- Faculty (WI)
Michelle Johnson – Classified (RC/WI)
Veronica Jury – Classified (WI)
Claudia Habib – Faculty (FCC)
Cyndie Luna – Faculty (FCC)
Anna Martinez - Faculty (RC)
Thomas Mester - Administration (WI)
Julie Preston-Smith - Administration (WI)
Randy Rowe - Administration (DO)
Gary Sakaguchi – Administration (RC)
Lorraine Smith- – Faculty (FCC)
Brian Speece - Administration (DO)
Ray Tjahjadi - Faculty (WI)
Bill Turini – Faculty (RC)
Lijuan Zhai - Administration (FCC)

College Recommendation #1

Viviana Acevedo- Student
Susan Amador - Classified
Eileen Apperson - Faculty
Jeff Burdick – Faculty (MC)
Eric Carver- Student
Linda Cooley - Faculty
Stephanie Curry - Faculty
Jan Dekker – Administration
Mario Gonzales - Classified
Madelene Gutierrez- Student

Angelica Guzman- Student
Ryan Hirata - Classified
Tafarie Hodge- Associated Student Government
Ryan LaSalle - Faculty
Alyssa Najera- Associated Student Government
Jeff Ragan - Faculty
Kieysha Reedom- Associated Student Government t
Chase Schwarzwalter- Associated Student Government
Jessy Torres - Associated Student Government
Bill Turini - Faculty
Leah Unruh - Classified
Sandra Villa- Associated Student Government
Michael White - Administration
Melinda Yin- Associated Student Government

College Recommendation #2

Jamal Almoraisi - Associated Student Government
Christopher Anaya - Associated Student Government t
Eileen Apperson - Faculty
Sandra Barrera - Associated Student Government
Emily Berg - Faculty
Case Bos - Faculty
Gabriella Campos - Associated Student Government
Tracy Estrada - Associated Student Government
Mary Helen Garcia - Classified
Marissa Garcia - Associated Student Government
Jessica Garza - Associated Student Government
Rick Garza - Faculty
Pam Gilmore - Faculty
Cheryl Hesse - Classified
Deborah Ikeda - Administration (WI)
Michelle Johnson - Classified
Terry Kershaw - Administration (WI, MC)
Allison Mackie - Associated Student Government
Tom Mester - Administration (WI)
Kaylena Santos - Associated Student Government
Latisha Shaban - Associated Student Government
John Terrell - Faculty
Juan Tirado - Classified
Michael White - Administration

College Recommendation #3

Viviana Acevedo - Associated Student Government
Lacy Barnes - AFT
Donna Berry - Administration
David Clark - Administration
Tracy Estrada - Associated Student Government
Mario Gonzales - Classified
Cheryl Hesse - CSEA
Melanie Highfill - Classified Senate
Ryan LaSalle - Academic Senate
Stephen "Jay" Leech - Madera Center Faculty Association
Joseph Libby - Willow International Faculty Association
Lisa McAndrews - Administration
Brett Nelson - CSEA
Brian Champ - Classified (WI)
Laurie Tidyman-Jones - Non-instructional Faculty
Jessy Breanna Torres - Associated Student Government
Juan Tirado - Classified Senate
Jessy Torres Associated Student Government
Bill Turini - Academic Senate
Kayla Urbano - Associated Student Government
Michael White - Administration

Responses to Team and Commission Recommendations

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)

Descriptive Narrative

Introduction

Districtwide coordination is at the forefront of SCCCDC strategic planning efforts. Current planning strategies focus on aligning campus and district plans in each area of emphasis and establishing detailed processes and timelines to facilitate this shift [501].

Beginning in fall 2010, the districtwide stakeholders recognized the need to increase participation and create transparency in planning and decision-making processes. This movement toward coordinated planning has been critical as the district increases the number of colleges and centers. Particular focus must be paid to location of programs and services throughout the district. Inclusive dialogue has been instrumental in developing structures and systems to effectively support such planned growth. The dialogue among constituent groups has included the academic and classified senates, American Federation of Teachers (AFT), Classified School Employees Association (CSEA), administrators, the Board of Trustees, students, and community representatives.

Dialogue has been formalized through the development and expansion of several committees charged with specific roles and responsibilities related to strategic planning. These bodies include: the District Strategic Planning Work Group [502] which later became the District

Strategic Planning Committee [503, 504, 518, 545]; the District Budget and Resource Allocation Model Task Force [505], which is being vetted through constituency groups to become a standing District Budget and Resource Allocation Advisory Committee [506]; the Strategic Planning for Districtwide Facilities Committee, an existing standing committee [507, 508] and the District Decision Making Taskforce (DDMT) [538, 573, 600, 604, 609]. The DDMT operating agreement explains the committees charge to ensure that meaningful collaboration exists and the voices of governance constituent groups are heard in the decision making process [611]. In addition, plans are in place to establish districtwide working groups/task forces in the areas of enrollment management, identification and support of signature programs [586], human resources planning [601] and technology planning [571, 575-577]. The broad representation on these bodies facilitates communication with campus constituencies providing for feedback loops and continuous dialogue.

SCCCD's districtwide governance process provides the framework for the ongoing planning that has occurred and continues to address each of the areas listed in the commission's recommendation. Ultimately, this will support the alignment of districtwide planning efforts.

District Strategic Plan

In fall 2010, SCCC began the development of a comprehensive, integrated strategic planning process that includes districtwide coordinated planning and alignment of colleges, centers, and district office/districtwide plans for facilities, technology, organizational reporting, signature programs, funding allocation, human resources and research capacity. The stages of this process are detailed below.

The planning process began with the formation of the District Strategic Planning Workgroup (DSPW). The DSPW was operational spring 2011 through spring 2012 and included faculty, staff, and students from all colleges, centers and the district office [502]. With support from the College Brain Trust [511], the DSPW assessed and presented the accomplishments resulting from the 2008-2012 Strategic Plan [512], created a timeline for developing the 2012-2016 SCCC Strategic Plan [501], obtained approval in spring 2011 of the operating agreement that established the Districtwide Strategic Planning Committee (DSPC) [503], and aligned the colleges and centers strategic planning timelines to facilitate districtwide coordination and integration. As the colleges begin to update their strategic plans, the goals and objectives will align with the 2012-2016 State Center Community College District Strategic Plan [543]. The chair of the DSPW presented the integrated planning timeline and processes to the Board of Trustees (BOT) in June 2011 [574] and July 2011 [513 p. 10-11], and provided an update at a special BOT meeting in December 2011 [514].

To expand districtwide planning the DSPW transitioned into the District Strategic Planning Committee (DSPC) in January 2012. The DSPC draft operating agreement was discussed in Communications Council in April 2011, presented to Chancellors Cabinet in May 2011 [515]. After vetting the draft through constituency groups, Communications Council approved the operating agreement in January 2012 [518] and Chancellor's Cabinet approved it in February 2012 [545]. Membership on the DSPC includes faculty, classified staff, administrators and students from all colleges, centers and the district office [503]. The major tasks of the DSPC

include recommending goals and objectives that align with the district's strategic plan, recommending guidelines and measurements by which to monitor progress towards the completion of these goals and objectives, coordinating planning among the district offices and colleges and centers, and ensuring that the college and center strategic plans align with the district strategic plan [504]. In spring 2012, the DSPC began to draft the 2012-2016 SCCCD Strategic Plan [519, 605].

Dialogue framed the development of the 2012-2016 SCCCD Strategic Plan including the Board of Trustees' Visioning Session [520 p. 2-4], the district's first Strategic Conversation [521 p. 6-7, 613-615], and a communitywide charrette [510, 616]. In January 2012, the Board of Trustees conducted a Visioning Session that allowed the Board to review data and identify the future direction for the district. [520 p. 2-4]. The themes identified at the Visioning Session provided the structure for the February 2012 Strategic Conversation which facilitated discussion among the Board of Trustees and internal constituents [523 p. 6 and 17-35]. More than 160 individuals participated including trustees, faculty, classified staff, administrators, and students from all campuses and centers and the district office [524]. An evaluation of the Strategic Conversation indicated that it was an effective means of gathering input for planning purposes [525]. The recommendations that emerged were reviewed by DSPC and the College Brain Trust and helped to inform the development of the goals and objectives in the 2012-2016 SCCCD Strategic Plan [522, 543].

In March 2012, more than 100 community members and internal constituents gathered at the charrette to provide input [510]. The Charrette expanded upon the findings from the Strategic Conversation and the data gathered provided additional information for consideration in the development of the 2012-2016 Strategic Plan. The discussion focused on the following goals: 1) Access and Awareness; 2) Excellence in Teaching and Learning; 3) Workforce Readiness and Communication; 4) System Effectiveness; 5) Planning and Assessment; and 6) Resource Development[526]. The recommendations that emerged were reviewed by the DSPC and incorporated into the 2012-2016 SCCCD Strategic Plan as appropriate [543].

In March 2012, [529] the DSPC analyzed the qualitative data discussed above, and quantitative data gathered by the College Brain Trust [530] to begin drafting the 2012-2016 SCCCD Strategic Plan. In April 2012, the College Brain Trust conducted a districtwide integrated planning workshop attended by 56 representatives from constituent groups throughout the district [531, 532, 533, 604].

In April 2012, the DSPC appointed an Ad Hoc Workgroup on Integrated Planning [534] to work with the College Brain Trust to create the SCCCD 2012-2013 Integrated Planning Model and finalize the SCCCD 2012-2013 Integrated Planning Manual. In July 2012, drafts of the SCCCD 2012-2013 Integrated Planning Model and the SCCCD 2012-2013 Integrated Planning Manual were circulated to the constituent groups for feedback [535, 536, 537, 538, 606]. The integrated planning manual currently being vetted by constituency groups and is scheduled for Board of Trustees approval in November 2012. Once approved, the SCCCD 2012-2013 Integrated Planning Manual will guide districtwide integrated planning, allocation of resources for planning initiatives, and evaluation of planning processes. The manual will be reviewed annually by the DSPC and updated every four years in coordination with the district strategic planning cycle.

District office assessment has been implemented through the District Administrative Services Unit Review (ASUR) [598], an annual program review process for centralized services. The purpose of the ASUR process is to analyze and track District Office unit services to continually improve quality. The ASUR review of all District Office units is taking place between fall 2011, and fall 2014. The review includes analysis of strengths and weaknesses relative to meeting established standards, advancing the SCCCD mission, and supporting district goals and objectives. In addition, the ASUR reports on the previous year's progress and develops a plan for the coming year to sustain or improve the services provided and contribute to the achievement of the district strategic plan [597].

In May 2012, a draft of the Mission, Vision, and Values was presented to the Board of Trustees [539 p.6-7, 540]. The Mission, Vision, and Values were adopted by the Board in June 2012 [541 p.13] and the 2012-2016 SCCCD Strategic Plan was approved by the Board of Trustees in July 2012 [542 p.12, 543, 596]. In accordance with the SCCCD Strategic Plan Timeline [501], the colleges and centers will update their plans for a 2013-2017 cycle.

The implementation of the 2012-2016 SCCCD Strategic Plan is outlined in the 2012-2016 Strategic Plan Responsibility Matrix [544] developed by the DSPC, members of Chancellor's Cabinet, and reviewed and revised by the district institutional research coordinator and the colleges' institutional research offices [606]. Institutional research personnel collaborated to create baseline data to develop measurements of objectives in the matrix [546]. To ensure accountability, the matrix identifies action steps, baseline measures, success measures, timelines for implementation, and responsible parties for each strategic goal and objective.

A 2012-2013 Decision Package provides funding for the Society for College and University Planning (SCUP) to train and certify districtwide leaders in integrated planning [554]. The first SCUP institute will be held in spring 2013.

To communicate the above districtwide activities, SCCCD has published a monthly accreditation and integrated planning newsletter, The Linkage Report [547]. The report illustrates progress toward districtwide integrated planning. The Linkage Report also connects readers electronically to documents referenced in the report. The report also provides links to information in Chancellor's Cabinet, Communications Council, the Board of Trustees meetings and the district web site (www.scccd.edu).

Facilities

Established in 2005, the Strategic Planning for Districtwide Facilities Committee [507] has served as SCCCD's districtwide forum for facilities planning and prioritization of facilities projects and needs. The committee meets quarterly and reports back to the constituent groups. The committee has been instrumental in reviewing and providing input on each phase of developing the District Facilities Master Plan [549].

The Board of Trustees approved the Educational Master Plans for the colleges and centers in March 2010 [550 p. 11, 551]. Without input from the appropriate constituents, Maas and Associates summarized the college reports to develop a Districtwide Educational Master Plan

which included recommendations for facilities planning. As a result of the lack of input, the Districtwide Educational Master Plan report was submitted to constituent groups for feedback and revision and became a resource document for planning: The 2009-2010 Districtwide Summary of Priorities & Recommendations based on the College Educational Master Plans [552, 608-610]. The document, which provides guidance regarding growth in the colleges and centers and the location of signature programs, was discussed at the February 2012 Strategic Conversation [522].

In 2009-2010, SCCCD initiated a request for proposals to develop Facilities Master Plans for the colleges, centers, and district [607]. In June 2011, the Board of Trustees approved a contract with Darden Architects [553 p. 19-20], and the facilities master planning process began with site assessments and review of the Educational Master Plans.

Districtwide dialogue regarding facilities needs has occurred between the Board of Trustees, the community, the Districtwide Facilities Committee [507], and the campuses. Development of the Facilities Master Plan included project initiation, site assessments, demographic analysis, educational program needs and alternative analysis, prioritization and funding analysis, staff and community dialogue and Board of Trustees input and review. At the December 2011 Board of Trustees meeting, an update of the Districtwide Facilities Master Plan was presented [567 p. 4-6]. The report included the facilities master planning organizational structure, planned activities, progress to date, and a timeline for completion [555]. The facilities master planning process was reviewed by Chancellor's Cabinet to ensure integration of district, college, and center planning processes [538, 559, 560, 610, 614]. Additional updates were presented to the Board of Trustees in March 2012 [527 p. 6-7, 556] and at the Board of Trustees annual retreat in April 2012 [557, 558].

Town Hall meetings were held at Fresno City College, Reedley College, and the North Centers to discuss facility needs and inform community members and internal constituents about the Facilities Master Plan. More than 70 individuals attended Fresno City College's Town Hall on May 2, 2012 [561]; 58 attended Reedley College's on May 4, 2012 [562]; and 20 attended the North Centers' on May 8, 2012 [563].

The Facilities Master Plan includes proposed modifications to each campus, including site improvements, modernization projects and potential new buildings. Campus needs and projects were prioritized by importance as related to student success. In July 2012 Darden Associates presented the Facilities Master Plan to the Board of Trustees [542 p. 6-7, 564]. This presentation documented the extensive participation from internal and external constituents in the formulation of the plan. The plan received final approval at the September 2012 Board of Trustees meeting [612].

Technology

In June 2011, a districtwide Technology Summit was convened to engage districtwide technology staff in dialogue regarding increased coordination of technology planning and initiatives at the colleges, centers, and district [566]. Campus Works, Inc., a higher education technology consulting firm, was selected to conduct a districtwide technology assessment. Data

gathered in December 2011 included interviews with approximately 100 individuals at colleges, centers, and the district, facilities tours, districtwide interviews with technology staff and administrators, recommendations from open forums, and data from user-based focus groups [590].

The chancellor presented the SCCCD Information Technology Assessment Summary Points at the Special Board of Trustees Meeting in December 2011 [567 p. 3-4, 568, 590]. Campus Works presented a detailed report at a Special Board of Trustees meeting in January 2012 [569 p. 6-8] and at districtwide open forums. Based upon feedback from the open forums, Campus Works presented a follow up assessment to the Board of Trustees annual retreat in April 2012 [570].

To facilitate technology planning, the Districtwide Technology Task Force [571] will begin meeting in October 2012 [575] to develop and recommend the elements of a comprehensive technology plan for the district and to further recommend the composition of a standing District Technology Committee [577]. The proposed charge for the committee includes development and implementation of a district technology plan to assure that technology planning is integrated with institutional planning [573, 576].

Organizational Reporting Relationship of Centers

A title change from the vice chancellor of the North Centers to campus president, Willow International Community College Center was discussed at the December 2011 and February 2012 Board of Trustee meetings [567 p. 7, 523 p. 15]. Chancellor's Cabinet has also been reviewing the organizational reporting structure of the college and campus presidents [528, 573, 600, 610]. The change in title to campus president, Willow International Community College Center was approved at the March 2012 Board of Trustees meeting [527 p. 11, 579].

The Willow Transitional Staffing Plan was developed to address the reporting relationships between the Willow and Madera Centers, the site at Oakhurst, and Reedley College [572]. The plan includes a timeline with implementation of the first phase by July 1, 2012, and the second phase by July 1, 2013. The plan outlined a change in assignment and reporting between the campus president, Willow International Community College Center and the president of Reedley College. Prior to July 2012, the campus president, Willow International Community College reported directly to the chancellor. The campus president is now exclusively assigned to Willow and reports directly to the president of Reedley College, with an indirect reporting relationship to the chancellor [580, 612]. The plan has been discussed extensively at Chancellor's Cabinet, in weekly Willow Transitional Meetings, with Willow and Reedley College staff, and the Board of Trustees. The Willow Transitional Meeting occurs weekly after Chancellor's Cabinet to discuss the impact of changes in the district organizational structure [581, 610]. The updated plan was presented to the Board of Trustees at its annual retreat in April 2012, implemented July 1, 2012 and the official organizational chart was approved by the board September 4, 2012 [557, 578].

Faculty release time at Willow International was granted beginning spring 2012 to aid the transition from a Faculty Association to a Faculty Senate. A Memorandum of Understanding (MOU) and Agreement was signed which modifies Article XII, Section 12: Reassigned time for Academic Senate [602]. This MOU describes the agreement with State Center Federation of

Teachers to provide 1.5 FTE to Willow to conduct academic senate activities. In fall 2012, faculty will work collegially with Willow's College Center Council to modify the current joint Reedley College committees for program review and student learning outcomes to separate committees for the Willow campus [603 p.5].

Location of Signature Programs

As the role of the colleges and centers evolves, the definition and location of signature programs is critical, as well as, the establishment of criteria for identification as discussed at the February 2012 Strategic Conversation [522]. In order to maximize resources for signature programs and meet the needs of the local community, participants in the Strategic Conversation identified the need for advisory committees and community groups to provide input and data.

The acting vice chancellor for educational services and institutional effectiveness met with the college and campus presidents in August 2012, to begin a dialogue regarding signature programs. The discussion included the formation of a districtwide SCCCD Signature Programs Task Force including a draft composition and committee charge. Additionally, the importance of developing standard definitions was discussed [573, 586]. Chancellor's Cabinet reviewed the draft charge on October 1, 2012. The revised draft will be presented for approval on October 15, 2012.

Funding Allocation

Absent a formal resource allocation model, SCCCD was tasked to improve its resource allocation process and to tie resource allocation to planning priorities. In May 2011, the chancellor requested districtwide constituent groups appoint representatives to the Districtwide Resource Allocation Model Taskforce (DRAMT) [584, 585], charged with the development of a comprehensive resource allocation model to define the process for allocating fiscal resources to the colleges, centers, and district. With broad representation [505] the DRAMT met twice monthly throughout the 2011-2012 academic year [587, 588]. To ensure effective participation, members of the DRAMT were trained on finance and SCCCD budgeting procedures.

Phase I of the SCCCD's Resource Allocation Model was drafted in spring 2012 with Phase II scheduled to be completed fall 2012 [589]. In April 2012, the DRAMT finalized Phase I for presentation to the Chancellor's Cabinet for review and input [533, 604]. The second draft was presented to the Board of Trustees at its annual retreat in April 2012 [591]. Phase I focuses on fiscal resources, identified cost centers within the district, and funding allocations for each area. Long-term plans include a model for human, physical, and technology resource allocation. In spring 2012, the DRAMT established a framework for Phase II which will address miscellaneous funding streams, health fees, and lottery and will be vetted for review and feedback in November 2012.

The formula-driven allocation model addresses distribution of resources at a districtwide level and does not prescribe funds or expenses for each cost center [592, 593]. The colleges and centers have specific budget development processes unique to each site that tie into their

strategic planning models and reflect organizational cultures and priorities. The district model provides the flexibility for the colleges and centers to effectively support their strategic plans.

The vice chancellor, finance and administration, presented the model to the districtwide management team at its quarterly meeting in August 2012 [594]. The presentation included a simulation of the model using the district's 2011-2012 apportionment and FTES [595]. The model will continue to be vetted to college and center constituency groups throughout the fall semester with the final comprehensive model to be presented for review and approval in November 2012. The SCCCD Resource Allocation Model will be presented for open discussion at each campus and center. Once approved, the model will be recommended for implementation for the 2013-2014 fiscal year to ensure SCCCD establishes a fully integrated budget allocation process.

A draft operating agreement has been developed to establish the permanent District Budget and Resource Allocation Advisory Committee (DBRAAC) [506]. With districtwide representation, the DBRAAC is designed to serve as the district's highest level resource planning body. Upon approval, the DBRAAC will recommend fair and equitable distribution of district resources, cost savings, and revenue strategies to assist in the preparation of the annual budget, priority of proposed districtwide initiatives, ad hoc committees essential to district budget and resource planning, and implementation and evaluation of the current plan to address the dynamic allocation of funds as related to college, center, and district strategic plans. The DBRAAC operating agreement was submitted to Communications Council in July 2012 and will continue to be vetted to college and center constituency groups throughout the fall 2012 semester. Input from college and center constituency groups will be integrated into the final version of the operating agreement and once Communications Council makes a recommendation, the operating agreement will go to Chancellor's Cabinet for approval.

Human Resources

In order to support integrated districtwide human resources planning and align district and college planning processes, the district is creating a Human Resource Staffing Plan Task Force [537, 600, 601]. The committee task force charge will be developed using data from the College Brain Trust, the SCCCD 2012-2016 Strategic Plan, and the corresponding baseline data [530, 543, 546]. Possible areas of focus include creating an integrated districtwide human resource staffing plan that guides core restructuring in several auxiliary units, planned vacancies in classified and faculty positions due to budgetary issues, and reassignment of employees into vacant positions. In addition, the task force may examine ways to reflect the diversity of the SCCCD service area in its workforce and analyze human resource committee structures and decision making at each campus to facilitate integration of campus and district human resources planning. Ultimately, a recommendation will be made for a standing districtwide human resources planning committee.

Districtwide human resource planning is currently focused on ensuring that staffing levels will support the future structure of the colleges and centers and assessing the impact of the structure on the colleges and centers. The Willow Transitional Staffing Plan ensures adequate staffing as Willow pursues candidacy and initial accreditation. This plan details the addition of new positions, upgrading of existing positions, reassignment of existing positions, and the

transitioning of part-time positions to full-time. The staffing plan also includes positions that should be functional by fall 2016 if initial accreditation is granted [578].

Research Capacity

In 2011, the College Brain Trust recommended improved coordination of districtwide research efforts as a result of an organizational review of centralized functions [530]. In response to the recommendation, the district has changed the position of associate vice chancellor, workforce development and educational services to vice chancellor of educational services and institutional effectiveness [542 p. 8, 582] to coordinate districtwide institutional research.

As the colleges, centers, and district align districtwide planning, structures have been put in place to build research capacity across the district to support increased planning, resource allocation, and decision-making. The acting vice chancellor, workforce development and educational services has established a districtwide research group that includes district and campus institutional research staff. The research group is charged in part with developing a comprehensive plan to enhance research capacity utilizing current resources. The group is also charged with recommending a districtwide research agenda that aligns with district and college strategic planning goals. The chancellor has recommended formalizing the working group [573].

On September 24 2012, Chancellor's Cabinet approved the proposed SCCCD Research Group Charge, reporting structure and membership.

On the October 2, 2012 agenda of the Board of Trustees is a request for approval of a part-time district office institutional research coordinator who will work under the supervision of the vice chancellor, educational services and institutional effectiveness, to augment the districtwide institutional research group. While the position will be funded initially by an external grant, over time the district will consider expanding the position to full time, supplemented by additional grants and/or general fund dollars to assure sustainability.

To increase capacity for data-driven decision-making, a management information system (MIS) is in place for use by campus and district research offices and others to ensure the use of common data sets, resulting in improved efficiency and streamlined reporting districtwide. Utilizing standard query language (SQL) the MIS enables research staff at the colleges and district to employ common data sets for the development of reports to support districtwide decision-making [583].

Next Steps

Implementation of ongoing districtwide integrated planning linking plans to resource allocations includes finalization and/or creation of documents and committee structures that describe and support the processes, timelines for informing all employees of the district about the planning processes, and training on the use of the planning manuals at the campus level.

In the areas of technology planning, human resources planning, definition and location of signature programs, and expansion or research capacity, working groups are still in formational

stages. By the end of fall 2012, task forces or working groups will be formed and fully functioning to respond to the district's need for coordination and dialogue in those areas. As with other planning efforts, these districtwide groups will be representative of internal and external constituents, including faculty, classified staff, administrators, and students.

The following timeline that identifies tasks completed and future activity demonstrates the districtwide commitment to coordination and ongoing implementation of integrated planning:

State Center Community College District and Colleges/Centers Strategic Plan Timeline

District Only (Fall 2012-Fall 2016)

DATE	ACTIVITY	RESPONSIBLE PARTY
March 2011*	Survey for minor updates / Timeline Created	District
April 2011*	1 st Draft	District
May 2011*	Final Draft	District
June 2011*	Board approval of timeline And final draft which includes minor revisions	District
Aug.-January 2012*	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all area internal and external scans.	District
February 2012*	Charrette & all survey information gathered	District
April 2012*	1 st Draft	District
May 2012*	Final Draft	
June 2012*	Board approval of strategic plan for district	District/Board
July 2012*	Implementation of new district strategic plan	District
Aug.-January 2013	Annual scan for district (1 st year)	District
March 2013	Summary of results from annual scan, report of progress, if changes are pertinent minor revision made if not just report to Board	District
June 2013	Annual report to Board of Trustees on district strategic plan	District/Board
Aug.-January 2014	Annual scan for district (2 nd year)	District
March 2014	Summary of results from annual scan, review of results from 1 st year report, recommended changes made to the Board. (these are minor updates)	District
June 2014	Minor revisions/updates to the district strategic plan are presented to the Board of Trustees	District/Board
July 2014	Implementation of changes to district strategic plan	District
Aug.-January 2015	Annual scan for district (3 rd year)	District
March 2015	Summary of results from annual scan, review of results from 1 st year report, recommended changes made to the Board of Trustees. (these are minor updates)	District
June 2015	Minor revisions/updates to the district strategic plan are presented to the Board of Trustees	District/Board
July 2015	Implementation of changes to district strategic plan	District
Aug.-January 2016	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans. (4 th year)	District
February 2016	Charrette & all survey information gathered	District
April 2016	1 st Draft	District
May 2016	Final Draft	
June 2016	Board approval of district strategic plan	District/Board
July 2016	Implementation of new district strategic plan	District

*Completed Activities

Colleges/Center (Fall 2013-Fall 2017)

DATE	ACTIVITY	RESPONSIBLE PARTY
Aug.-January 2013	Colleges/centers prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/centers will develop college/center strategic plans that include the District Strategic Plan goals.	Colleges
February 2013	Charrette, all survey information gathered	Colleges
March 2013	1 st Draft	Colleges
May 2013	Final Draft Presentation to appropriate constituency groups	Colleges
June 2013	Board presentation of Strategic Plan for each college/center	College/Board
July 2013	Implementation of College/Center Strategic Plans	Colleges
Aug.-January 2014	Annual Scan for Colleges (1 st year)	
March 2014	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council	Colleges
May 2014	Reports to constituency groups and College Council	Colleges
Aug.-January 2015	Annual scan for Colleges/Centers (2 nd year)	Colleges
March 2015	Summary of results from annual scan, review of results from 1 st year report, recommend changes to the board. (minor revisions)	Colleges
May 2015	Changes given to constituency groups, College Council and the Board	Colleges/Board
June 2015	Board approval	Board
July 2015	Implementation of modified College/Center Strategic Plans	Colleges
August 2015 – January 2016	Annual scan for Colleges/Centers (3 rd year)	Colleges
March 2016	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council	Colleges
May 2016	Changes or report given to College Council and constituency groups	Colleges
June 2016	District Strategic Plan is approved	Board/District
August 2016 – January 2017	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans (4 th year). Colleges/Center prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/center will develop college/center strategic plans that include the District Strategic Plan goals	Colleges
February 2017	Charrette, all survey information gathered	Colleges
March 2017	1 st Draft	Colleges
May 2017	Final Draft / Presentation to appropriate constituency groups	Colleges
June 2017	Board presentation of Strategic Plan for each college/center	College/Board
July 2017	Implementation of College/Center Strategic Plans	Colleges

Approved by Strategic Planning Workgroup on April 15, 2011, Reviewed and approved by Integrated Planning Workgroup on April 29, 2011, Approved by Board of Trustees July 5, 2011

Campus Alignment, Coordination, and Dialogue for Districtwide Planning

Reedley College was represented on all of the taskforces and committees discussed in the response to the district recommendation.

Two members of the Reedley College Strategic Planning Committee were also members of the District Strategic Planning Workgroup, The Reedley College Strategic Planning Committee was regularly informed and consulted about the districtwide plan and the planning process [254]. The Reedley College Strategic Planning Committee agreed to modify the timeframe for the Reedley College Strategic Plan in order to align it with the SCCCDC Strategic Plan. Reedley College had intended to develop a 2012-2016 Strategic Plan, but will instead develop a 2013-2017 Strategic Plan. The Reedley College Strategic Planning Committee conducted a workshop on September 28, 2012 for Reedley College, Madera Center, and Oakhurst Campus staff and faculty to begin visioning for the new strategic plan. Outcomes for this planning workshop were: 1) addressed critical areas of concern for an internal survey, 2) established goals; 3) established preliminary objectives needed to address goals; 4) examined alignment of the district strategic plan and the relevance of the current strategic plan. Final outcomes of this September 28th workshop will drive a campuswide survey as the second internal scan to be administered before the end of November [126, 127]. Reedley College employees (including Madera and Oakhurst), along with community members, took part in the workshop to help determine the goals and objectives of the 2012-2016 SCCCDC Strategic Plan. Reedley College was also represented on the district ad hoc workgroup on integrated planning. Presentations about the SCCCDC strategic planning process, the 2012-2016 SCCCDC Strategic Plan and the SCCCDC Integrated Planning Model were made at Reedley College, the Madera Center, and the Willow International Center [512].

The Reedley College Facilities Committee contributed to the development of the SCCCDC Facilities Master Plan as it related to the Reedley College campus. Numerous presentations were made on campus so that all interested individuals could hear about, view, and react to the plans [527]. During the 2012-2013 the Facilities committee will review the district facilities plan and incorporate applicable aspects into the college's Facilities Master Plan [613].

Reedley College took a leadership role in the transitional planning for the Willow International Community College Center. As a result of the transition, there is a much closer relationship between Reedley College and its centers. The Willow International campus president now reports to, and meets regularly with, the Reedley College president. She also serves as a member of the Reedley College Full Cabinet. Additionally, Reedley College administrators are serving the Madera Center and outside community groups each week at the Madera Center [421]. Madera Center and Oakhurst personnel participated in the Reedley College opening day activities at the beginning of the fall 2012 semester which included a presentation and an opportunity for written feedback on the accreditation response [257].

Reedley College, the Madera Center, and Oakhurst are represented on the District Resource Allocation Model Task Force (DRAMT), and contributed to the development of the SCCCDC Resource Allocation Model [588]. Reedley College, the Madera Center, and Oakhurst will be represented on the District Budget and Resource Allocation Advisory Committee (DBRAAC) which is currently being vetted, when it becomes operational.

Evidence for Response to ACCJC District Recommendation #1

- 126 Strategic Planning Workshop 9.28.12
- 127 Strategic Planning Committee Notes 9.10.12
- 254 Campus Presentation on SCCCD Strategic Planning for RC Strategic Planning
- 257 Opening Day Fall 2012 Morning Agenda draft 8.2.12
- 501 Timeline for 2012-2016 SCCCD Strategic Plan
- 502 District Strategic Planning Workgroup Members
- 503 District Strategic Planning Committee (DSPC) Members
- 504 District Strategic Planning Committee Operating Agreement
- 505 District Budget and Resource Allocation Model Task Force
- 506 District Budget Resource Allocation Advisory Committee (DBRAAC) Operating Agreement (Draft)
- 507 District Facilities Planning Committee Members
- 508 District Facilities Planning Committee Operating Agreement
- 509 Communications Council Members
- 510 Board of Trustees Minutes 3-1-12
- 511 College Brain Trust Members
- 512 District Strategic Planning Workgroup Power Point 10-4-11
- 513 Board of Trustees Minutes 7-5-11
- 514 Board of Trustees Presentation 12-13-11
- 515 Communications Council Notes 4-26-2011 and Chancellor's Cabinet Meeting Notes 5-9-11
- 516 Communications Council Notes 10-25-11
- 517 Communications Council Notes 11-29-11
- 518 Communications Council Notes 1-31-12
- 519 District Strategic Planning Committee Meeting Notes 3-2-12
- 520 Board of Trustees Minutes 1-24-12
- 521 Board of Trustees Minutes 1-10-12
- 522 Summary of Strategic Conversation Themes
- 523 Board of Trustees Minutes 2-7-12
- 524 Strategic Conversation Participants
- 525 Strategic Conversation 2012 Evaluation
- 526 SCCCD Charette 3-1-12
- 527 Board of Trustees Minutes 3-6-12
- 528 Chancellor's Cabinet Meeting Notes 3-5-12
- 529 District Strategic Planning Committee Meeting Notes 3-9-12
- 530 College Brain Trust Report on 2008 Strategic Plan Update
- 531 Integrated Planning Workshop Participants 4-9-12
- 532 Integrated Planning Workshop PowerPoint

- 533 Chancellor's Cabinet Meeting Notes 4-18-12
- 534 Ad Hoc Integrated Planning Workgroup Members
- 535 SCCCD 2012-2013 Integrated Planning Model
- 536 SCCCD 2012-2013 Integrated Planning Manual (Draft)
- 537 Chancellor's Cabinet Meeting Notes 7-30-12
- 538 Communications Council Meeting Notes 7-31-12
- 539 Board of Trustees Minutes 5-1-12
- 540 Board of Trustees Presentation 5-1-12
- 541 Board of Trustees Minutes 6-5-12
- 542 Board of Trustees Minutes 7-3-12
- 543 2012-2016 SCCCD Strategic Plan
- 544 2012-2016 Strategic Plan Responsibility Matrix
- 545 Chancellor's Cabinet Meeting Notes 2-13-12
- 546 2012-2016 SCCCD Strategic Plan Baseline Data
- 547 The Linkage Reports
- 548 Chancellor's Cabinet Members
- 549 Districtwide Facilities Planning Committee Meeting Minutes
- 550 Board of Trustees Minutes 3-2-10
- 551 SCCCD Educational Master Plans
- 552 2009-2010 Districtwide Summary of Priorities and Recommendations Based on the
College Educational Master Plans
- 553 Board of Trustees Minutes 6-7-11
- 554 Decision Package for Society for College and University Planning (SCUP) Institute
- 555 Board of Trustees Facilities Master Plan Presentation 12-13-11
- 556 Board of Trustees Facilities Master Plan Presentation 3-6-12
- 557 Board of Trustees Minutes 4-21-12
- 558 Board of Trustees Retreat Facilities Master Plan Presentation 4-21-12
- 559 Chancellor's Cabinet Meeting Notes 3-21-12
- 560 Chancellor's Cabinet Meeting Notes 3-26-12
- 561 FCC Town Hall Meeting 5-2-12
- 562 RC Town Hall Meeting 5-4-12
- 563 NC Town Hall Meeting 5-8-12
- 564 Board of Trustees Districtwide Facilities Master Plan Presentation 7-3-12
- 565 2012-2025 Districtwide Facilities Master Plan - BOT Agenda 9-4-12
- 566 Technology Summit Agenda 6-1-11
- 567 Board of Trustees Minutes 12-13-11
- 568 SCCCD Information Technology Assessment PowerPoint
- 569 Board of Trustees Minutes 1-24-12
- 570 Board of Trustees Minutes 4-20-12
- 571 Districtwide Technology Taskforce Membership (Draft)

- 572 Willow Transitional Staffing Plan (Draft)
- 573 Chancellor's Cabinet Meeting Notes 9-11-12
- 574 Board of Trustees Presentation 6-7-11
- 575 Districtwide Technology Task Force Meeting Notes
- 576 District Technology Task Force Charge (Draft)
- 577 District Technology Committee Charge (Draft)
- 578 Updated Willow Transitional Staffing Plan
- 579 Campus President Willow Brochure Language
- 580 SCCCD Organizational Chart BOT Agenda 9-4-12
- 581 Willow Transitional Meeting Notes
- 582 Vice Chancellor, Educational Services and Institutional Effectiveness Job Description
- 583 District Institutional Research Website (<http://ir.scccd.com>), SCCCD Research Group 8-30-12 Minutes and SCCCD Research Group Charge
- 584 DRAMT Charge Memo from Chancellor Blue 5-13-11
- 585 Chancellor's Cabinet Meeting Notes 5-2-11
- 586 Signature Programs Agenda and Minutes 8-28-12 and SCCCD Academic Priorities Task Force Charge
- 587 DRAMT Agendas
- 588 DRAMT Minutes
- 589 RAMT Timeline and Planning Calendar
- 590 SCCCD Information Technology Assessment Summary Points
- 591 Board of Trustees Retreat (DRAMT) Presentation 4-20-12
- 592 RAMT Minutes 4-13-12
- 593 Resource Allocation Model Narrative
- 594 Resource Allocation Model Task Force PowerPoint
- 595 Resource Allocation Model Simulation
- 596 Board of Trustees Strategic Plan Presentation 7-3-12
- 597 ASUR PowerPoint
- 598 ASUR Resource Team Membership
- 599 BOT Strategic Conversation PowerPoint 1-10-12
- 600 Chancellor's Cabinet Meeting Notes 8-13-12
- 601 Human Resource Staff Plan Task Force (Draft)
- 602 Faculty Association Release Time MOU 3-30-12
- 603 Board of Trustees Minutes 4-3-12
- 604 Communications Council Meeting Notes 4-24-12
- 605 District Strategic Planning Workgroup Agendas and Minutes 2012
- 606 Chancellor's Cabinet Meeting Notes 5-29-12
- 607 Chancellor's Cabinet Meeting Notes 11-1-10
- 608 Communications Council Meeting Notes 10-26-10
- 609 Communications Council Meeting Notes 11-30-10

- 610 Chancellor's Cabinet Meeting Notes 2-27-12
- 611 District Decision Making Taskforce (DDMT) Operating Agreement
- 612 Board of Trustees Meeting Minutes 9-4-12 (Draft)
- 613 Chancellor's Cabinet Meeting Notes 1-9-12
- 614 Chancellor's Cabinet Meeting Notes 1-18-12
- 615 Chancellor's Cabinet Meeting Notes 1-23-12, 2-1-12, 2-6-12
- 616 Chancellor's Cabinet Meeting Notes 2-21-12

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 that 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, III.A, III.A.6, III.B, III.B.2, III.C, III.C.2, III.D, III.D.1, III.D.3, IV, IV.A, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g.)

Descriptive Narrative

Reedley College was in the process of developing an integrated planning model when the fall 2011 accreditation visit occurred. This document has been significantly improved since that time based on input from the college Strategic Planning Committee, College Council, Academic Senate, and Classified Senate representing the Reedley College, Madera Center, and Oakhurst campus communities [106, 107, 124]. The document was reviewed by the Academic Senate and College Council in spring 2012 [111, 121]. At the core of the Integrated Plan is Figure 1 of this document which shows the inter-relationship between all of the major college plans and the resource allocation process [124 p. 1]. This section of the follow-up report will demonstrate how Reedley College has satisfied College Recommendation 1 (CR1), items 1-6 above.

The Integrated Plan and the accompanying figures shown below as Figure 1 and Figure 2 show the interrelationship between all of the college constituency groups (item 5 in CR1) as well as the interrelationship between all of the planning documents, program review, annual reports, and resource allocation (item 3 in CR1) [124]. As well as showing the interrelationship of the college constituency groups, Figure 1 shows that all components of the cycle are developed, then implemented, then evaluated which leads to refinement (further development) and evidence of a cycle of continuous improvement (item 4 in CR1).

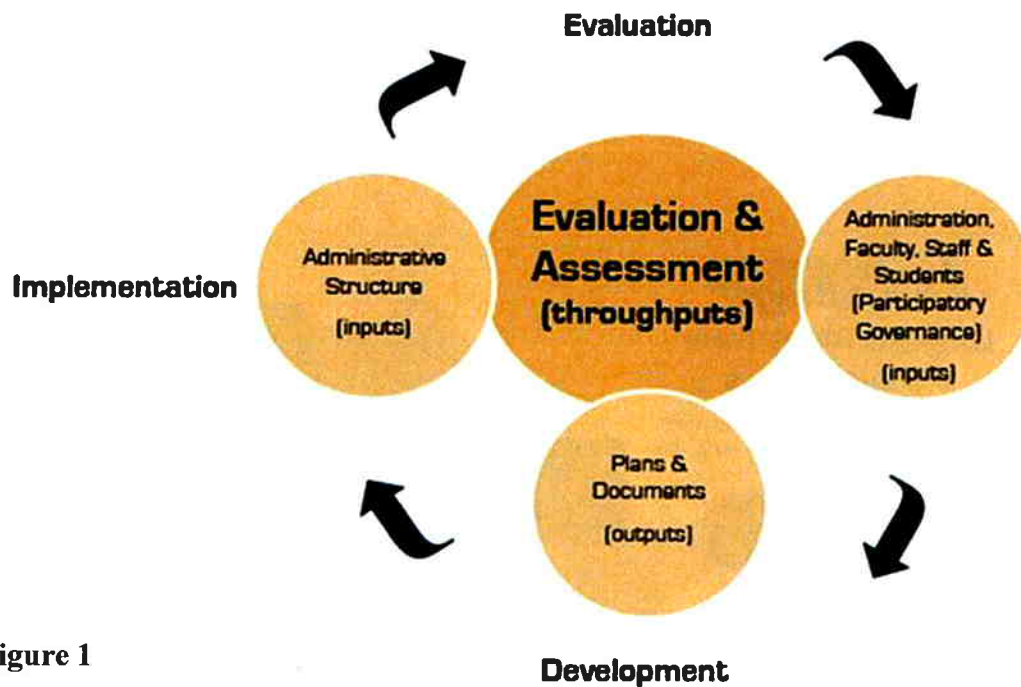


Figure 1

The following example illustrates how one item might move through the cycles shown in Figure 2. An example of how the integrated planning process is implemented is found in the new Reedley College Entrepreneurship Center (E-Center). Business faculty members first envisioned and described a new Reedley College E-Center (unit planning). Recognizing a need of program students and community members, the faculty requested funding to establish an E-Center as part of the comprehensive fall 2011 program review [112 p. 1]. The Program Review Committee endorsed this discipline goal. A request was sent by the faculty to the Strategic Planning Committee which found that the request was substantiated (linkage to Strategic Plan). College Council discussed and endorsed the project and recommended the project's completion to the president. The proposal was then forwarded to the Facilities Committee and the Budget Committee to both identify a location (linkage to Facilities Master Plan) and secure funding to create the E-Center (funds found within approved budget). A room with easy accessibility for the community and metered parking in a near-by parking lot was identified that could be rededicated as an E-Center. Faculty in the Communication Department agreed to relocate their classes. Two Business instructors and one Economics instructor agreed to relocate their offices to the E-Center and provide staffing (planning activities). A request for data lines and electrical outlets was submitted and completed as part of the infrastructure technology project. A small amount of college funds was allocated for touch-up painting (resource allocation). Additionally, a \$35,000 grant from the Coleman Foundation which was received as part of a joint project with the Lyles Center at California State University, Fresno was used to purchase furniture and computers for the new center. The Reedley College E-Center opened in fall 2012. The E-Center will be assessed on a regular basis as part of the department annual program review and unit

planning. The E-Center outcomes will be assessed as any other program, through annual program review and scheduled program evaluation. At each of these assessment points, the E-Center outcomes will be substantiated with the college goals, Strategic Plan, and Facilities Master Plan.

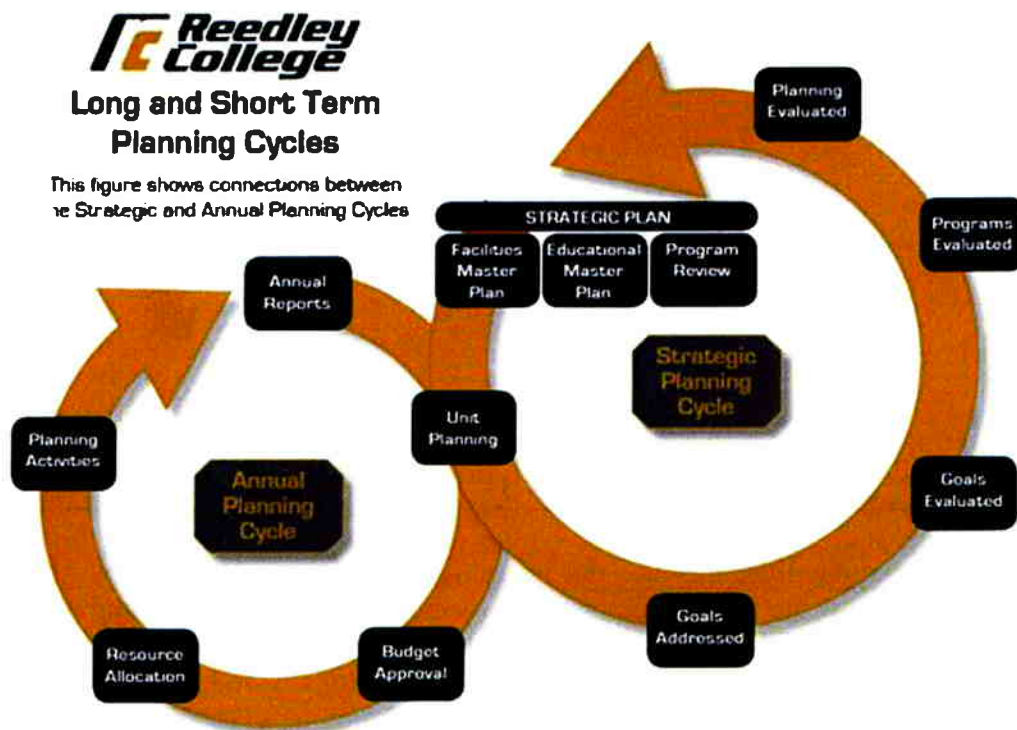


Figure 2

The Reedley College Integrated Plan is consistent with, and included in, the State Center Community College District (SCCCD) Integrated Planning Manual (item 6 in CR1) [536]. The Strategic Plan is a key part of the Integrated Planning model and contains concrete strategies and actions that are specific, measurable, attainable, results-oriented, and time based (item 2 in CR1). The Reedley College Strategic Plan is developed using a similar methodology and on a timeline that is coordinated with the District Strategic Plan. The current SCCC District Strategic Plan covers the time period 2012 – 2016; the timeline for the next Reedley College Strategic Plan follows the district Strategic Plan timeline. The next Reedley College Strategic Plan will be developed during the spring 2013 semester for 2013 – 2017 [123 p. 2-3]. The present 2008-2012 Reedley College Strategic Plan is currently being assessed by the Strategic Planning Committee. As part of the assessment, the individuals or groups responsible for the completion of the goals and objectives have submitted an annual report summarizing their contribution to the achievement of

the goal(s)/objective(s) that they are responsible for (item 2 in CR1). The goals and objectives of the SCCCD Strategic Plan have always been addressed and assessed by each of the colleges, centers, and sites. As a result of the integrated planning process, the interrelationship of the district and college strategic plans has been further clarified and standardized [104].

Reedley College has also been focused on a limited number of mid- to long-term initiatives to improve student learning and student support services (item 1 in CR1). The Reedley College 2008-2012 Strategic Plan contains specific goals and objectives that are measureable and that are assessed on a regular basis, and this plan is a critical part of Reedley College's integrated planning model [124 p. 7]. Goal 4 specifically addresses students learning and student support services:

Goal Statement:

Reedley College will support students' educational development and personal growth.

Objectives

- 4.1 Student Services provides an educational planning process that provides students with the necessary tools and skills to identify, plan, implement, and achieve their goals.
- 4.2 Provide services and activities that create opportunities for educational and personal growth.
- 4.3 Provide opportunities to interact with the community in order to foster an awareness of the interdependence of students with their community [105].

To address this goal, Reedley College has made a concerted effort to promote student success. During this time, in an effort to ensure growth in student success, Reedley College created and hired two new positions, a Student Success Director and an Outreach and Matriculation Coordinator, both of whom are responsible for implementing programming and services to address student success.

The Reedley College Matriculation Office has developed a plan to help address measurable, attainable, and time-based results for assisting students in response to the CCC Student Success Task Force Initiatives: Recommendation 2.2 that will require all incoming community college students to participate in assessment, orientation, and develop an education plan. The process is assessed annually.

The Reedley College Counseling Department has started a pilot program whereby all new students from local feeder high schools registering for courses during the Registration To Go (Reg to Go) process will complete a one-year "Smart Start" student education plan. The purpose of the education plan is to assist students in selecting a major and/or career goal, along with listing the appropriate courses required for the major selected. The Smart Start education plan gives students a visual "roadmap" with perspective on the educational planning process relative to time of completion. The goal is to encourage student use of counseling services each semester as they revisit their educational plan and identify the appropriate coursework needed that leads to a timely transfer or certificate/degree completion [120].

Also in response to CCC Student Success Taskforce Initiatives: Recommendation 2.3 requires community colleges to develop and use centralized and integrated technology to better guide students in their educational process. Reedley College participated in a districtwide effort with Fresno City College and Willow International counseling departments in developing and introducing a new online orientation in spring 2012. All new incoming students are now required to complete an online orientation that is designed to assist student with their transition into the college environment. The orientation provides students with information on academic regulations and procedures, academic resources and services, campus policies, and information on student conduct and campus life. The online orientation is interactive and has automatic prompts with quiz questions that need to be answered correctly in order to continue to move to the next orientation module. The primary objective of the orientation is to have students learn important and critical matriculation information that can ultimately contribute to their college success.

In summer 2012 and fall 2012, the Reedley College Financial Aid Office conducted a series of financial aid orientation workshops for all Pell Grant-eligible students. The workshops were designed to address the decrease in the maximum lifetime eligibility for a Pell Grant from nine full years to six full years. The workshops emphasize the need for students to understand the new time constraints and how they may impact their educational planning relative to completing their educational goals. Students who are interested in transferring to a four-year university are encouraged to work closely with a counselor developing their student educational plan (SEP). Inherent in the student education plan is mapping of the length of time to degree completion and/or transfer to ensure that their financial aid Pell eligibility does not lapse prior to completion of their educational goals. Other workshop topics included financial aid policies and procedures as they relate to academic and/or progress probation and their potential effect on student's financial aid status [116, 117, 118, 119]. At the end of the fall 2012 semester, withdrawals, repayments, and academic progress of the students who attended the workshops will be analyzed/evaluated, and it will be decided if the workshops should be mandatory.

The expansion of the Reedley College Career Resource Center was completed in fall 2012. This center provides career counseling, career workshops and career exploration resources. The career counselor also provides "Don't Cancel Class" opportunities for faculty who might otherwise have class conflicts. This service provides in-class or in-center career exploration lessons that enhance student self-awareness increase chances of student success [122].

The Reedley College Transfer Center is scheduled to open in the spring 2013 semester and the Reedley College Student Success Centers is scheduled to open in fall 2013 semester. The Student Services Leadership Council, Classified Assemblies, Student Success Committee, and Counseling Departments are contributing to the development of these centers and will present initial plans to the college facilities committee late fall 2012. Approved plans and cost projections will then move to the Budget Committee, Strategic Planning Committee for substantiation, and finally to College Council for recommendation to the president (following the integrated planning process). These centers, housed in a building adjacent to the Student Center, will serve as the central location for students to receive and access the services and information they need to become successful students.

Reedley College has also established a workgroup to address how to improve student success on campus and in the valley. This workgroup is called the College Readiness Forum. The College Readiness Forum (CRF) is a collaboration of administrators, faculty, and staff from Reedley College and high schools in the surrounding community focused on student success [109]. The CRF has three main objectives:

1. strengthen use of data,
2. establish college readiness dialogue between Reedley College (RC) and high schools (HS),
3. better align math and English curriculum between RC and HS.

Each of these objectives has detailed action steps, timelines, and key performance indicators identified on the CRF Objective document [110]. The CRF is actively making progress as demonstrated by the following accomplishments:

The CRF has made great strides in its first year of existence. Math and English faculty, staff, and administrators from Reedley College and high schools in the community meet at least once each semester in special workgroups (i.e., English, math, counseling/outreach) to address specific topics related to student success and CRF objectives. In addition to meeting two times per year, Reedley College created a CRF organization on Blackboard. The Blackboard site provides all acting CRF members and other interested visitors (open organization) the opportunity to view and access CRF objectives, workshop agendas/presentations, discussion board, English and math resources, representative information, and updates/announcements. The CRF has achieved several successes including modifying Math Placement Test cut scores and implementation of the Math Placement Pre-test [108] and making the CSU Expository Reading and Writing Course (ERWC) the required senior English curriculum within the Kings Canyon Unified School District to better align with Reedley College and California State University, Fresno's curriculum (and hosting ERWC training for high school and college faculty) [114]. Improvements in student readiness will be evidenced in student math and English assessment scores and first-semester student success in math and English courses.

To further refine its planning processes, Reedley College has established a timeline for the integrated planning, budget, and program review processes (Figure 3). This timeline illustrates that the plans are sequenced in order to work together. This timeline follows the Integrated Planning model of considering short-term and long-term planning activities, assessment, and refinement (continuous improvement) (items 1, 2, 3, 6 in CR1).

Reedley College Integrated Planning, Budget & Program Review Timeline, 2012

Short-term Planning	2012-2013		2013-2014		2014-2015		Summer
	Fall	Spring	Fall	Spring	Fall	Spring	
Program Review, SLO, PLO and GELO/ILO Assessment	Improvements Launched	Assessment Activities	Improvements Launched	Assessment Activities	Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, GELOs/ILOs)
Program Review	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)	
Resource Allocation & Priorities	Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)		Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)		Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)		
Annual Budget Cycle	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget

Long Range & Strategic Planning

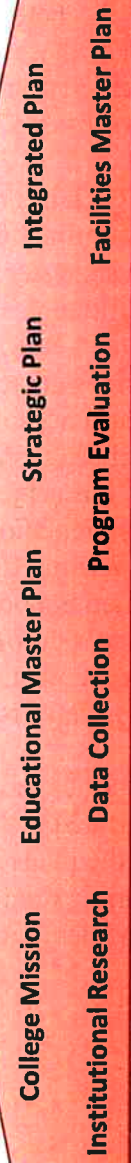


Figure 3

Figure 3 (cont.)

Short-term Planning	2015-2016		2016-2017		2017-2018		Summer	Spring	Summer	Fall	Spring	Summer
	Fall	Spring	Fall	Spring	Fall	Spring						
Program Review, SLO, PLO and GELO/ILO Assessment	Improvements Launched	Assessment Activities	Improvements Launched	Assessment Activities	Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, GELOs/ILOs)			Improvements Launched	Assessment Activities	Fall Flex Day (Report on SLOs, PLOs, GELOs/ILOs)
Program Review	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)	Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)				Program Reviews completed for scheduled units	Program Reviews completed for scheduled units, Annual Reports (all)	
Resource Allocation & Priorities	Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)		Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)		Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)					Resource Requests Submitted and Ranked (based on Program Reviews, FMP, Technology Plan, EMP and Strategic Plan)		
Annual Budget Cycle	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget		Board Approves Tentative Budget	Board Approves Annual Budget	Budget Assumptions and Preliminary Budget (based on State budget, EMP, FMP, Tech Plan, Faculty Obligation, Strategic Plan)	Board Approves Tentative Budget

Long Range & Strategic Planning



Next Steps

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

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

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

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

Evidence for Response to ACCJC College Recommendation #1

104	2008-2012 Strategic Plan Timeline
105	Strategic_Plan_2012
106	College Council Minutes 4-25-12
107	Reedley College Academic Senate Minutes 4-10-12
108	CRF PP Math 2012_2_2
109	CRF Invite Letter
110	CRF Objectives
111	College Council Minutes 1.25.12
112	Business Administration Program Review Summary Report
114	CRF PP English 2012-5-10_v2
116	Financial Aid Workshop Agenda v2
117	Financial Aid Workshop email correspondence 2012
118	Financial Aid Workshop Meeting minutes 08.02.12
119	Financial Aid Orientation Workshop 3.20.2012
120	Smart Start Checklist
121	RC AS Minutes 5.15.12
122	CRC Workshop Request
123	Department Chair Meeting 4.10.12
124	Integrated Planning Insert 9-18-12
536	SCCCD 2012-2013 Integrated Planning Manual (Draft)

College Recommendation 2

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

All course and program (academic and support services) student learning outcome assessment reports are posted on Blackboard within a program’s folder and a link to the Blackboard site is displayed on the college website. Evidence of assessments also located within each program’s folder include a three-year assessment timeline, mapping of course to program to institution (GELO/ILO) outcomes, proof of dialogue, and assessment tools. (Please note that Reedley College uses the terminology General Education Learning Outcomes (GELO) as the equivalent of Institutional Learning Outcomes (ILO)). These items of assessment evidence are updated on a continuous basis by each program. While budget has prohibited the purchase of reporting software, the current system is organized, accessible, and functional. Faculty and staff have taken advantage of these folders to store and share data, a variety of assessment tools, and assessment information with their adjunct faculty. Updated regularly by a designated recorder from each program, this system of posting and reporting allows all faculty and staff members to be fully invested in the outcomes assessment process.

The student learning outcomes (SLO) coordinators (one for the Reedley campus and one for the North Centers campuses) rely on these reports for yearly assessment summaries, collecting data on assessment types, results and action plans, and highlighting programs and courses which have been positively influenced by their assessments.

The SLO coordinators met with faculty and staff from units throughout the college (including Madera, Oakhurst and Willow International) who needed assistance in assessing their SLOs and program learning outcomes (PLOs) throughout the 2011-2012 academic year. The college also conducted an analysis of all classes that had not been offered in the last two years, and that would not be financially viable to offer for the foreseeable future (thus making SLO assessment impossible) and placed these courses on abeyance [304, 305, 306]. As a result, virtually all areas of the college were assessing SLOs by the time that the ACCJC report was received in February 2012 as shown by the following data from that report [303]:

Percent of all college courses with defined Student Learning Outcomes	100%
Percent of all college courses with on-going assessment of learning outcomes	96.4%
Percent of all college programs with defined Student Learning Outcomes	100%
Percent of all college programs with on-going assessment of learning outcomes	98.2%
Percent of all student and learning support activities with defined Student Learning Outcomes	100%
Percent of all student and learning support activities with on-going assessment of learning outcomes	92.1%

To further ensure fulfillment of SLO proficiency, an SLO liaison was appointed at Madera Center in fall 2012 [323].

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](#), and program outcomes are posted on the [website](#) and in the college catalog [315 p. 65-119].

During fall 2011, 13% of courses, 7% of instructional programs, and 43% of student services programs had completed an assessment cycle. Since then, substantial progress has been made in the completion of SLO assessments.

At present, 100% of all courses and programs (including academic degrees and certificates and support services) conduct ongoing assessments, with 79% of courses, 76% of instructional programs, and 100% of student services programs completing at least one assessment cycle to date. An estimated 10% more courses and instructional programs are completing their assessment cycle by the end of fall 2012. Any course that has not been previously assessed will be the next time that it is offered. If that course is being taught by a part-time faculty member that individual will receive a stipend and assistance to ensure that the assessment is completed.

While 66% of course assessments state that their results are positive, other responses such as “conduct further assessment” (22%), “use new or revised teaching methods” (22%), “develop new ways of evaluating student work” (13%), and “revise course syllabus or outline” (3%) illustrate how these assessments are influencing teaching and learning at the college. Action plans for support services show “results are positive” (32%), “conduct further assessment” (13%), “use new or revised resources or services” (19%), “develop new methods of evaluating student learning” (16%), “plan purchase of new equipment or supplies” (6%), “make changes in staffing plans” (3%), and/or “engage in professional development about best practices” (6%) [313, 314, 316, 330, 331].

Assessment types for courses include any variety of item analysis of exams (68%), assignments based on rubrics (37%), assessments based on checklists (8%), direct observation of performances (45%), student self-assessments (14%), CATs (1%), and/or capstone projects (16%). Instructional programs show similar assessment types. For student support programs, assessment types include direct observation of performances (6%), student self-assessments (29%), and/or external/internal data (32%). Before the end of the fall 2012 semester, all college courses not in abeyance, all college programs, and all student and learning support activities will have ongoing assessment of student learning outcomes [313, 314, 330, 331].

As of spring 2012 (process began in spring 2011), all college units complete annual update reports on progress towards completing their program review recommendations, any new program needs, and a summary of progress the program has made on SLO assessment [307, 308, 309, 310]. Additionally, all program review reports, GELOs/ILOs, PLOs, and SLOs are posted on [Blackboard](#).

Reedley College has also made progress in assessing GELO/ILOs, utilizing more than one mode of assessment. Assessments from courses and programs (instructional and non-instructional) are collected to summarize how students are meeting college GELO/ILOs [326, 327]. And now, a [graduate survey](#) is beginning in the fall 2012 semester where graduating students will rank the degree to which they feel they have achieved the college GELO/ILOs. This student-centered approach will prove valuable in determining any gaps in GELO/ILO outcomes.

Outcome data is routinely shared with the college during Opening Day (the college's first day that faculty return at the start of a semester), at various flex workshops, and within constituency group meetings [314, 320 p. 2, 321 p. 2]. Early in the process, faculty and staff shared their assessment and data-gathering techniques over a series of informational email postings [317].

The yearly Reedley College Student Learning Outcomes Assessment Summary provides the current data on completion of course, academic programs (including degree and certificate), and student support programs' SLOs. It also highlights assessment activities, results, and action plans of a variety of courses, academic programs, and support services [316]. This document was presented on the fall 2012 opening Duty Day to Reedley College, Madera Center, and Oakhurst site faculty, and all faculty/staff members got a hard copy in their mailboxes. It is also posted on both the [website](#) and the [Blackboard SLO Assessment](#) site under the Information tab. This information includes the institutional outcomes (GELOs/ILOs) assessments which are systematically summarized each semester and their results shared with the college.

Increased dialogue has been instrumental in instructional/program/course improvements. One example of 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 collegewide (during Duty Day, within Curriculum Committee and Academic Senate meetings, and through email exchanges within departments) [320 p. 2, 328]. Additionally, the SLO coordinator will be sharing dialogue taken from the Curriculum Committee with College Council at the end of September 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 [314 p. 9, 320 p. 2]. As a result, some blended degrees were deleted (e.g. Liberal Arts and Sciences, American Studies emphasis), one will be modified to make it more desirable and achievable (Liberal Arts and Sciences, Arts and Humanities emphasis), and others were kept until appropriate and more popular Transfer Model Curriculum (TMC) degrees could replace the under-awarded degree (e.g. Fine Arts) [328, 329].

Another example of the dialogue and identified gaps began within program meetings as it was determined that collection of assessment data among adjunct faculty was troublesome, especially in those cases where adjunct faculty were sole instructors for a course, and in a few cases sole instructors for a program. Again, the collegewide discussion of commitment to programs, student opportunities, and the direction of the college occurred within a variety of constituency groups, primarily in Department Chairs, Program Review, and Student Learning Outcomes Assessment Advisory Committee meetings [306, 319 p. 2, 325]. While it was determined some adjuncts would receive a stipend for their SLO work, the college has made a further commitment to work more specifically with adjunct instructors beginning in the spring 2013 semester to close the loop on these few remaining courses.

Perhaps the main gap that has been identified is the use of assessment results and subsequent action plans to influence collegewide planning, allocation of resources, and "improvement and further alignment of institutionwide practices to support and improve student learning." In response to this gap, the program review chair, working with the Program Review Committee and Student Learning Outcome Assessment Advisory Committee (a sub-committee of the Program Review Committee) is in the process of revising the Cycle Three Handbook to incorporate SLO assessment planning, mapping, and reporting of results and action plans exclusively within the program review report [311]. SLO mapping and assessment analysis was first placed into the Cycle Two handbook in its

2007 revision. The SLO section of the handbook was revised to more direct questions regarding results and action plans in the Cycle Three handbook (approved spring 2009) further reflecting the programs' assessment processes [312]. However, a separate SLO process worked alongside program review and not exclusively within the program review process. This mirrored, yet separate, SLO reporting process was necessary as the college worked its way toward the proficiency level. Now, with nearly every course, program, degree, and certificate assessed at least once, these before-mentioned committees believe full inclusion of SLO assessment is best placed within the program review cycle. This streamlining will address this gap as programs determine goals for their programs. These goals will be made known to the college and will assure movement through the Sustainable Continuous Quality Improvement stage for both SLOs and program review.

The current Cycle Three Program Review Handbook asks how SLO assessments are used for program improvement [312 p. 16]. Assessment results and action plans, along with other quantitative and qualitative data, influence the program's goals. These goals (termed "recommendations" in the Cycle Two Handbook) are responded to in the Annual Program Review Report. Summaries of the program review reports are presented to College Council (comprised of representatives of the collegewide constituency groups) [318]. These summaries include the programs' SLO assessment information. In addition, oral presentations of each program are open to the college and recorded, then posted on Blackboard along with the reports. Programs are encouraged to share their SLO assessment findings as a part of their oral presentations. Examples of course and program assessment activities, assessment results, and action plans are also provided within the annual SLO Assessment Summary [316 p. 3].

In addition, SLO assessment progress is one criterion addressed in the Annual Program Review Progress Report [307, 308, 309, 310]. As a part of the funding allocation process, those programs seeking additional funding are required to use SLO assessment data, results, and action plans within their Resource Action Plan Proposal (RAPP) [322]. The Program Review Committee is also discussing a change in committee membership to include a representative from the Budget Committee and a representative from College Council. The purpose for this proposed change is to solidify integrated planning based on program review and SLO needs. This will also aid in communication between and among these committees.

The following table outlines the progress of Reedley College with relation to program review and SLOs. The table clearly shows that the college has held numerous focused meetings on a continuous basis with results being shared at multiple open meetings for the various constituent groups.

<u>Characteristic of Institutional Effectiveness in Student Learning Outcomes</u>	<u>Activities leading to and surrounding implementation</u>	<u>Progress Indicators</u>	<u>Communication of Information</u>
<p>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</p> <p>2011 revision: Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates, and degrees.</p>	<p>Spring 2011: Physical Science and Social Science degree instructors write degree outcomes and determine assessment.</p> <p>Spring 2012: Liberal Arts, Fine Arts, Liberal Studies, and Liberal Arts and Sciences degree instructors write degree outcomes and determine assessment.</p>	<p>Fall 2010: Program review cycle two is complete along with all program learning outcomes in place.</p> <p>Spring 2011: Inventory taken on assessment timelines and mapping.</p> <p>Inventory on assessment reporting taken each semester.</p> <p>Materials posted to college web site.</p>	<p>Course outlines provided on Curricunet.</p> <p>Program review reports posted to Blackboard site by program.</p> <p>General Education (Institutional) Learning Outcomes (GELO/ILO) are posted online, on posters across campus sites, and presented to the college at numerous events.</p> <p>Course/Program Assessment Timelines posted on Student Learning and Assessment Blackboard site in program folders.</p> <p>Degree/certificate learning outcomes published in college catalog, spring 2012</p> <p>Fall 2011 Physical Science and Social Science blended degree learning outcomes established and mapped.</p> <p>Spring 2012 Physical Science and Social Science blended degree learning outcomes data results and action plans reported to college.</p> <p>Spring 2012 Liberal Arts, Fine Arts, Liberal Arts and Sciences, and Liberal Studies blended degree learning outcomes established and mapped.</p> <p>Fall 2012: Infrequently awarded blended degree programs reported to college. Curriculum Committee votes on the deletion of under-awarded degrees.</p>
<p>Results of assessment are being used for improvement and further alignment of institutionwide</p>	<p>Cycle Three Handbook requires programs to describe how assessments are</p>	<p>100 % of all courses that come through curriculum have addressed the</p>	<p>Assessment Reporting forms posted on Student Learning Outcomes and Assessment Blackboard site.</p> <p>Program review cycle three reports</p>

<u>Characteristic of Institutional Effectiveness in Student Learning Outcomes</u>	<u>Activities leading to and surrounding implementation</u>	<u>Progress Indicators</u>	<u>Communication of Information</u>
<p>practices.</p> <p>2011 Revision:</p> <p>Results of assessment are being used for improvement and further alignment of institutionwide practices .</p>	<p>used for improvement.</p>	<p>modification of their SLO's.</p> <p>Program review cycle 3 reports include responses to program learning outcomes assessments and program changes based on results.</p>	<p>posted on Program Review Blackboard site.</p> <p>Program Review Annual Reports contain SLO assessment progress.</p>
<p>There is widespread institutional dialogue about results.</p> <p>2011 revision: There is widespread institutional dialogue about the results of assessment and identification of gaps.</p>	<p>Messages regarding assessment and evaluation are shared through collegewide emails.</p> <p>Spring 2011 and consecutive semesters: SLO coordinator to highlight and report on one GELO/ILO area and the ways in which programs are addressing the GELO/ILO.</p>	<p>GELO/ILO summary reports completed each semester.</p>	<p>Revised program learning outcomes statements posted on college website and Blackboard.</p> <p>Collegewide email messages regarding assessment and evaluation are posted on SLO/Assessment Blackboard site.</p> <p>GELO/ILO reports compiled by SLO coordinator highlight assessment techniques used to measure GELO/ILO.</p> <p>Spring 2012 and fall 2012 assessment summary, including assessment result, action plan data, and summary of assessment activities, results, action plans, and gaps reported to the college.</p> <p>SLO coordinator speaks to adjunct faculty during adjunct orientations each semester.</p>
<p>Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</p>	<p>Ongoing: Departments, disciplines and programs meet to decide on SLO revision, assessment timelines, evaluation results, etc.</p> <p>Departments meet with SLO</p>	<p>RAPPs submitted and prioritized every semester</p> <p>GELO/ILO Assessment Summary compiled each semester and reported to College Council</p>	<p>Programs routinely update their SLO/Assessment Blackboard folders to include:</p> <ol style="list-style-type: none"> 1. assessment timelines 2. assessment reports/assessment tools 3. Communication/meetings/agendas 4. SLO mapping

<u>Characteristic of Institutional Effectiveness in Student Learning Outcomes</u>	<u>Activities leading to and surrounding implementation</u>	<u>Progress Indicators</u>	<u>Communication of Information</u>
2011 revision: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institutionwide practices to support and improve student learning.	coordinator to discuss “closing the loop” strategies and importance.	and collegewide.	
Appropriate resources continue to be allocated and fine tuned.	Ongoing: College Council hears and prioritizes Resource Action Plan Proposals (RAPPs).	Resource Action Plan Proposals include SLO references.	Resource Action Plan Proposals posted to Blackboard Strategic Planning site.
Comprehensive assessment reports exist and are completed on a regular basis. 2011 revision: Comprehensive assessment reports exist and are completed and updated on a regular basis.		Courses and programs begin “closing-the-loop” on assessment evaluation and reporting their findings as determined by their assessment timelines.	Course and Program Assessment Reporting Forms are posted on college website and Blackboard. Fall 2012: Assessment completion data shared with the college.
Course student learning outcomes are aligned with degree student learning outcomes.		All Program Learning Outcomes mapped to GELOs/ILOs.	All mapping posted on SLO/Assessment Blackboard site within programs’ folders. Inventory taken on completed mapping and posted on Blackboard, each semester.
Students demonstrate awareness of goals and purposes of courses and programs in which they are	The Assessment Advisory Committee, with the assistance of the Counseling Dept. and an Academic	The Student Graduate Survey is approved by Academic Senate.	The Student Graduate Survey data will be posted on the SLO/Assessment Blackboard site (in progress).

<u>Characteristic of Institutional Effectiveness in Student Learning Outcomes</u>	<u>Activities leading to and surrounding implementation</u>	<u>Progress Indicators</u>	<u>Communication of Information</u>
enrolled.	Senate ad-hoc committee, draft the Student Graduate Survey.	Fall 2012: Students to begin taking the graduation survey, to determine the degree by which GELOs /ILOs have been met.	Assessment of graduation survey and improvements based on results (in progress).

Next Steps

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

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

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

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

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

Evidence for Response to ACCJC College Recommendation #2

- 303 2012 Annual Report
- 304 Courses Not Taught – SLO Assessment not complete
- 305 DC Meeting 3.6.12
- 306 DC Meeting 2.14.12
- 307 Communication 2011-12 Reedley College Program Review Progress Report
- 308 DSPS Program Recommendations Annual Report Spring 2012
- 309 LIBRARY 2012 Reedley College Program Recommendations Annual Report
- 310 Mech Ag Reedley College Program Recommendations Annual Report 2011-2012
- 311 Program Review 5.7.12 agenda. Notes
- 312 Program Review Cycle 3 Handbook
- 313 SLO proficiency report
- 314 Eileen's Duty Day PowerPoint
- 315 Reedley College catalog 12-14
- 316 Reedley College Student Outcomes Assessment Report
- 317 SLO Email Communication
- 318 College Council Minutes 1.25.12
- 319 Program Review 12 2 10 agenda notes
- 320 RC AS Minutes 2.14.12
- 321 DC Meeting 4.10.12
- 322 2011-2012 Resource Action Plan Proposal Form
- 323 SLO Liaison Email
- 325 SLOAC agenda 1 27 11
- 326 SLO-PLO-GELO Mapping Grid Template
- 327 GELO Assessment Summary
- 328 Blended Degree email exchanges
- 329 Curriculum Minutes 9-13-2012
- 330 Course SLO inventory Spring 2012
- 331 Program SLO inventory Fall 12 instructional

College Recommendation 3

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; IV.A.3; IV.A.5)

Descriptive Narrative

Since fall 2011, a number of changes have been made to address this recommendation. The Reedley College Participatory Governance Handbook is being modified to include the Integrated Planning document and model [417]. The graphic of this model (Figure 1 of this report) was developed by the College Council and the Strategic Planning Committee and approved by all constituency groups [418, 419, 428, 429, 430]. Committee operating agreements (COAs) are also being updated to show linkages with updated 2008-2012 strategic goals for inclusion in the Participatory Governance Handbook in fall 2012 [404, 414 p. 3]. Additionally, constituent representation from the Madera Center and Oakhurst campus is now codified in COAs as part of the committee compositions as shown in the COA for the Student Success Committee [420 p. 2]. This ensures participation across the three Reedley College center/campus sites.

The handbook will also include a timeline of integrated planning, budget and program review, and a schedule of all participatory governance committee meetings [416]. Creation of this schedule revealed times that more than one committee would meet, creating conflicts and restricting the ability of individuals to fully participate in the participatory governance process. Committees with conflicting schedules met, revised their meeting times, and eliminated all conflicts thus removing the obstacle to student, faculty, and staff participation. The Madera Center and Oakhurst campus have established subcommittees to a number of Reedley College committees such as the Madera Faculty Association which is a subcommittee of the Reedley College Academic Senate [405].

Department chairs and Academic Senate are discussing revising the new faculty prioritization process in order to better align the process with participatory governance practices and the integrated planning model.

In spring 2011, the Associated Student Body changed its name to Associated Student Government (ASG). This name change focused attention on students as an essential contributor to college governance. The Associated Student Government title aligns with the fall 2011 implementation of a \$1.00 student rep fee approved by the student body. These fees are restricted to activities that support student advocacy and leadership training, strengthening student representation on campus committees and the college in general. 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 [423, 424, 425].

As part of the academic participatory governance process, the Reedley College Academic Senate and Madera Faculty Association worked on several pertinent issues as it relates to the Willow International Community College Center (WI) transition and the establishment of WI committees under the purview of Reedley College. As per the WI ACCJC Recommendation 1 regarding 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,” the Academic Senate adopted language to be added into the Reedley College committee operating agreements, along with a resolution and recommendation to the College Council establishing and recognizing the Willow International Community College Center Academic Senate as a standing subcommittee, to “exist until the Center becomes an independent college” [408, 419 p. 2]. The WI Academic Senate subcommittee will function under the purview of the Reedley College Academic Senate.

In addition, the Reedley College Academic Senate approved that the Willow International Community College Center Senate President would have a seat as a member of the Reedley College Senate Executive Committee. This appointment maintains open lines of communication for the Executive Committee and allows for the continuation of participation and governance during the Willow transition [412 p. 3, 418 p. 1, 419 p. 3, 422 p. 2]. Willow International Community College Center has also established a Curriculum Committee, an Academic Standards Committee, an Equivalency Committee, and a Program Review/ SLO Committee, all of which function as subcommittees of the respective Reedley College committees. In light of the dissolution of the North Centers Faculty Association due to Willow International transition, a group of faculty from Madera and Oakhurst has assembled to form a Madera and Oakhurst-based constituency that operates under the oversight of the Reedley College Academic Senate [407].

The Reedley College Classified Senate, in an accelerated effort to fulfill its responsibility in the participatory governance structure and clearly identify vital information, has actively worked to fill every committee vacancy 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 [409, 410].

College Council approved in spring 2012 (began in fall 2012) a process to include reports from representatives on all participatory governance committees on each agenda in order to close the loop on reporting to/from each of those committees. This change assures that College Council is aware of all items being considered by the participatory governance groups [411 p. 1]. Additionally, beginning in fall 2012, an end of the month report of participatory governance committee actions will be collected and distributed across all three Reedley College campuses at the beginning of each month.

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 [406]. One example of improved communication is evidenced by the Reedley College Academic Senate and the Madera Faculty Association subcommittee to the Academic Senate which both require a minimum of two readings of all items. 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; so, 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 will also follow this new schedule.

To better integrate decision-making with the Willow International Community College Center, the Madera Center, and the Oakhurst campus, the Willow International campus president and the interim vice president of academic and student services of the Willow International Community College Center along with the dean of instruction and dean of student services of the Madera Center and the director of the Oakhurst campus have joined the Full Cabinet of Reedley College. Additionally, effective during the spring 2012 semester, the dean of instruction of the Madera Center started attending the weekly instructional deans meeting. In summer 2012, the dean of student services at the Madera Center also started attending the weekly instructional deans meeting [413, 426, 427]. Also, beginning with the 2012 Opening Day session, the dean of Madera's student services attends the Reedley College Student Services Leadership Council via poly-com.

Next Steps

The comprehensive update of all committee operating agreements for the Participatory Governance Handbook will be completed and a new Participatory Governance Handbook that includes the Integrated Planning document and model will be produced during the fall 2012 semester.

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

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.

Evidence for Response to ACCJC College Recommendation #3

- 404 Committee Operating Agreement Matrix
- 405 RS AS Minutes 4.24.12
- 406 College Council Minutes 8-22-12 draft
- 407 NC Faculty Association proposal
- 408 COA language proposal to Reedley College Academic Senate
- 409 Classified Senate Communication Bulletin
- 410 Classified Senate Meeting Agenda 2012-08-27
- 411 College Council Minutes 05.09.12 Draft
- 412 RC AS Minutes 3.27.12
- 413 Deans Meeting 8-16-12
- 414 TAC Minutes 9.7.12
- 416 Committee Meeting Calendar
- 417 Integrated Planning Insert 9-18-12
- 418 College Council Minutes 4.25.12
- 419 RC AS Minutes 4.10.12
- 420 COA Student Success Committee Draft 08-20-12
- 422 RC AS Minutes 2.14.12
- 423 Admin Selection Committees
- 424 Director of Student Success Selection Committee
- 425 SSS Director Selection Committee
- 426 Dean's Meeting notes 6-28-12
- 427 Dean's Meeting notes 7-26-12
- 428 Classified Endorsement Memo
- 429 ASG Integrated Plan Model endorse
- 430 ASG Report Endorse

Addendum to the Reedley College Accreditation Follow-up Report November 9, 2012

In the month since the Reedley College Accreditation Follow-up Report was completed, there has been considerable work done on the items identified in the "Next Steps" sections of that report. Following is a brief overview of some of the accomplishments. (Please note that "Next Steps" items from the Follow-up Report that have been addressed are underlined below.)

Recommendation 1

Reedley College has been revising the budget and resource allocation process since 2011. Most recently, the Budget Committee has developed a zero-based college allocation model that directly ties expenditures to the college Strategic Plan and Program Review. A document outlining the principles, guidelines and priorities of the Budget Committee has been drafted and is being reviewed by the committee. After the committee has finalized the draft, it will be vetted throughout the campus constituency groups and governance committees. The process outlined in this document is a bottom-up process that is designed to ensure that student needs are met [726]. Budget requests will be prioritized based on Program Review, the Strategic Plan and college goals [725]. A budget development planning calendar to align with the district budget calendar is also being finalized [712].

Internal and external scans will be conducted in fall 2012 and spring 2013 to assess the 2008-2012 Reedley College Strategic Plan. The Reedley College Strategic Planning Committee (SPC) hosted a 2013-2017 Strategic Planning Workshop on September 28 [735]. Constituency group members from Reedley, Madera and Oakhurst were invited to contribute to this important planning meeting. Outcomes included the basis for a campuswide survey that is currently being administered [702]. External charrettes in both Reedley and Madera will be held during the months of January and February, 2013.

The assessment of the 2008-2012 Reedley College Strategic Plan will be finalized and made available to both internal and external constituencies in spring 2013. Considerable progress has been made in assessing the 2008-2012 Reedley College Strategic Plan as can be seen in the Research Agenda [704].

Recommendation 2

In fall 2011, when the Self-Study was completed, all courses, instructional programs and non-instructional programs at Reedley College had Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs), some of which had been assessed. Since that time, Reedley College has significantly accelerated the identification, assessment and use of student learning outcomes at the course, program and institutional levels to achieve "proficiency" as is shown in the listing and analysis of PLOs [719], instructional SLOs [713] and non-instructional SLOs [721]. The assessment of GELOs/ILOs (General Education Learning Outcomes/ Institutional Learning Outcomes) has been placed on a schedule so that all will be assessed by the end of the spring 2013 semester. The exceptional progress to date can be seen in the following table:

	Fall 2011	September 2012	November 2012
Courses that have assessed SLOs	13%	79%	98.4%
Instructional programs that have assessed PLOs	7%	76%	100%
Non-instructional programs that have assessed SLOs and PLOs	43%	100%	100%
GELOs/ILOs that have been assessed	All indirectly	50%	75%

Eight of 501 active Reedley College courses represent the 1.6% of courses with SLOs that have not yet been assessed. Of these courses, three are part of the Wastewater Treatment program at Willow International. This grant-funded program was offered in spring 2012 for the first time. The grant funding was anticipated to be for 2012 only, but it has been extended to 2013. The SLOs for all three courses will be assessed when the courses are offered again in spring 2013 [717]. The remaining five classes at Willow International College Center will also have their SLOs assessed no later than spring 2013.

Reedley College will continue to regularly review and assess the alignment of the planning and resource allocation process to respond to student learning needs. This item is being addressed through the revised resource allocation process that is discussed under Recommendation 1 of this document.

Reedley College will assess the planning and allocation of funds to determine if student needs were met and students were successful as a result. This item is being addressed through the revised resource allocation process that is discussed under Recommendation 1 of this document.

Reedley College will continue to review and share best practices in teaching and student support services to increase student success. Reedley College instruction and support services have been working collaboratively for two years with feeder high schools to align high school curriculum with that of higher education, and help high school students better prepare for college level English and math and to take appropriate placement tests. The most recent College Readiness Forum (CRF) for feeder high school math instructors was held on November 5, 2012 [734]. A similar English College Readiness Forum was held in May 2012 [114]. Additionally, monthly workshops focused on student success have been offered in an effort to help students succeed [728].

Reedley College will continue to support adjunct faculty in the assessment process. During the 2011-2012 academic year, part-time faculty members received stipends to develop and conduct SLO assessment when no full-time faculty members taught the same class and assessments had not previously been developed. In fall 2012, four part-time faculty members will receive stipends for assessment of SLOs in courses that are not being taught by full-time faculty. These part-time faculty members, who are being assisted by full-time faculty, teach American Sign Language, Education, Geology, and Journalism. Part-time faculty teaching courses that are also taught by full-time faculty are assisted by, and work with, their full-time colleagues without receiving any stipend.

Reedley College will continue to review its program review and SLO process on a regular basis as required for continuous quality improvement. A revised manual for the third cycle of Program Review is in draft form [722] and is currently being vetted through the appropriate committees. All areas must complete an annual update.

Reedley College Academic Senate recently modified the procedure governing program revitalization, consolidation and suspension to also include program discontinuance [706 pg. 2, 729].

Recommendation 3

Reedley College has worked diligently to develop and implement a transition plan for the Madera Center and Oakhurst Campus in preparation of Willow International successfully attaining college status [700]. Reedley College is now providing administrative leadership at the Madera Center. Reedley College is also preparing to recruit to permanently fill current interim leadership positions [701].

The comprehensive update of all committee operating agreements for the Participatory Governance Handbook will be completed and a new Participatory Governance Handbook that includes the Integrated Planning document and model will be produced during the fall 2012 semester. A draft of the updated Participatory Governance Handbook has been reviewed by College Council and is included in the evidence [716]. This 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 Willow International College Center Council Handbook [703]. 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 [703 p. 10].

The faculty prioritization process revision will be completed during the fall 2012 semester. The department chairs and Academic Senate began discussing possible revisions to the faculty prioritization process in late September 2012. A suggested revision to the 2011 process that 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 [714]. The Academic Senate responded to department chairs with a different revision that left in the dual recommendation to the president [715]. 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 are currently under discussion by department chairs [727, 733].

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. The interim president of the college sends a weekly email to all college employees describing campus issues and activities [730, 731, 732]. A monthly College Committee Report was created and approved by College Council as a collegewide communication module. The first issue was distributed to all college employees by email in September [720].

Evidence for the Addendum to the Reedley College Accreditation Follow-up Report

114 - CRF PP English 2012-5-10_v2.ppt
700 - Madera Center Transition Matrix Update -10.16.12.docx
701 - Town Hall November 2012.pptx
702 - Strategic Planning Survey.pdf
703 - CCC Handbook 2012-2013.pdf
704 - RC Research Agenda 10.8.12.doc
706 - College Council Minutes 09.26.12.doc
712 - 2013-14 Budget Planning Calendar.docx
713 - Course SLO inventory fall 2012.xlsx
714 - New Faculty Prioritization Process with proposed revisions.docx
715 - New Faculty Prioritization Process (A.S. response).docx
716 - Participatory Governance Handbook Draft 11.01.12.docx
717 - WTD-107 Departmental Assessment Report for Instruction Fall 2012.docx
719 - Program SLO inventory FALL 12 Instructional.xlsx
720 - September 2012 Committee Report.docx
721 - Program SLO inventory FALL 12 Non-Instructional.xlsx
722 - Program Review Cycle 3 Handbook Revision.doc
725 - 2013-2014 Budget Worksheet.xlsx
726 - Reedley College Budget Guidelines 10-2012.docx
727 - New Faculty Prioritization Process (A S response).docx
728 - Student Success Workshops Calendar .November 2012.pdf
729 - Program Discontinuance (Draft For Submission) (2).docx
730 - President Weekly Email, 1.docx
731 - President Weekly Email, 2.docx
732 - President Weekly Email, 3.docx
733 - DC Meeting Notes 11.6.12.docx
734 - Math College Readiness Forum 10.17.12.pptx
735 - Strategic Planning Workshop Agenda and Details.docx