

MOR IN MOTION

February 2018 · Special Accreditation Issue

Madera Community College Center · Oakhurst Community College Center · Reedley College

Message from the President: ACCJC is coming to RC-MOR! (Actually, they aren't. Peer Reviewers are coming)

As institutions of higher education, particularly as public institutions, we provide a critical component to America's community, social, and economic structures. The number one predictor of economic and social mobility is EDUCATION. We serve in the very specific role of providing workforce, transfer, and degree opportunities for our local community base through high quality programs and services with a commitment to continuous quality improvement. We ensure to our public, receiving institutions, and business and industry that our programs are of high quality and high academic excellence through the on-going and reflective process of accreditation.

Accreditation is a non-governmental process established by colleges and schools designed to meet a set of standards and requirements for federal funding. It is important to recognize that accreditation is a peer-review process. People often refer to site visitors as "accreditors" or "compliance evaluator," but this is not within the structure of the peer-review process. Regional accreditation is a VOLUNTARY process and is initiated by the institution that requires a rigorous self-evaluation and an independent objective appraisal of the overall educational quality that we have presented to the peer-reviewers. Accreditation standards present best practices in Higher Education in alignment with federal policy. Consequently, accreditation is not state specific, and, as such, does not have specific elements around CA Title 5 or CA Ed Code, nor does it deeply review state efforts or programs such as SSSP or EOPS. Rather, the institutions are measured against the peer developed standards and federal compliance ensuring quality and eligibility for participation in federal and state financial aid programs such as Title IV (PELL grants). Our accrediting body is the Accrediting Commission of Community and Junior Colleges, Western Association of Colleges and Schools or "ACCJC" or "the Commission" for short. ACCJC covers California, Hawaii, Guam, American Samoa, Republic of Palau, Micronesia, Marshall Islands, and Northern Marianas Islands. All six regional accrediting bodies, including ACCJC, are authorized by the U.S. Department of Education through the Higher Education Opportunity Act.

Please welcome our peer reviewers to our campuses. Hopefully our next big visit will be for Madera Community College!



L-R: VP of Student Services Renee Craig-Marius, Student Equity Coordinator Dr. Darlene Murray, Fresno State President Dr. Joseph Castro, Reedley College President Dr. Sandra Caldwell, and Clyde at the Parents as Partners Workshop February 3.

Understanding the Accreditation Process and Its Importance

At Reedley, we are committed to relentlessly and continuously improving our ability to serve students and promote their success and completion of their goals. In that context, accreditation is an opportunity to "tell our story" and convey to our peers what we think we do exceptionally well, while also gathering feedback from peers on best practices and continuous improvement.

For students, accreditation provides assurance that their education is valuable and recognized as such by peer institutions. Accreditation helps ensure that our completers are eligible for transfer and/or are employment ready. Accreditation assures the public and taxpayers that we meet standards and are using the resources we are allocated efficiently.

To facilitate the accreditation process ACCJC publishes a set of standards that have been developed according to applicable laws and regulations and evolved slightly over time as they have been applied to the process. On a continuous basis, Reedley consults these standards and aligns our policies and practices to comply with these standards.

On a regular cycle (every 7 years) Reedley conducts an assessment of and formally documents its performance compared to the standards and produces an Institutional Self-Evaluation Report (or ISER) and a Quality Focus Essay (QFE) to inform the accrediting entity of our practices and show how we comply with the standards. Then a peer visiting team, composed of

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Accreditation Visiting Dates and Schedule: March 5-8, 2018



A Reedley College Open Forum with the visiting team will be held on March 5 and March 7 in the Student Center.

The peer visiting team will be on campus (at Reedley, Madera, or Oakhurst) and/or the District Office between Monday, March 5th and Thursday, March 8th. Monday, Tuesday, and Wednesday will be very full days for team members with interviews, forums, travel and meetings. On Thursday morning, the team will be preparing for their campus Exit Report (to be held at the Student Center at Reedley and broadcast live to MCCC and OCCC), which is tentatively scheduled for around noon. By 1pm or so on Thursday, the team's visit will be completed and team members will have departed. Note that the team's itinerary is necessarily fluid and subject to change; we anticipate many changes will occur even while the team is on campus.

Classroom Visits

As part of getting to know Reedley (including Madera and Oakhurst), visiting team members may choose to visit any class at any of our locations while it is in session during their visit. Given all of the tasks they must accomplish in the 3 1/2 days they are with us, the team often finds there is very little time to randomly visit classrooms, but they do have that opportunity. If they are going to stop in, you'll have little or no advanced notice, but that's ok because they don't expect to see anything special; they just want to observe your class "in action."

If you and your students are fortunate enough to be visited by a team member, remember that they are not there to evaluate you personally; more likely they are getting a general sense of our students, our facilities, and our offerings. There won't be any student surveys of your teaching performance. Their expectation is that you do not do anything differently while they are in the classroom than you would if they were not present. Don't change your plan for the day, don't perform a special demonstration or an exercise that you would not have done in their absence. Please do not call attention to their presence; do not introduce them or announce to the class that a visiting team member is in the room. Just conduct your class as you had planned and allow them to slip in and out of the room as they would like — almost as if they were invisible.

Open Forum Dates and Times

Currently we are planning to hold three Open Forums while the visiting team is at MOR - two in Reedley and one at Madera. The

Forums are your opportunity to share directly with the visiting team Reedley's successes and any challenges you think we face as a campus community. You, your colleagues, and your students are welcome to attend any or all of the Forums. If you know community members that are interested in the college and this process, they are welcome to attend as well. To promote a free and open dialog, administrators will not be present at the Open Forums.

The tentative schedule for the Open Forums is as follows:

- Monday, March 5: Reedley College Student Center, 5-6 p.m.
- Tuesday, March 6: Madera Community College Center, AM 120, 12:15-1 p.m.
- Wednesday, March 7, Reedley College Student Center, 10-11 a.m.

Watch your email and the PIO Daily Announcements for modifications to the tentative schedule above. Please make plans to attend at least one of the Open Forums to ensure your direct participation in the peer visiting team process.

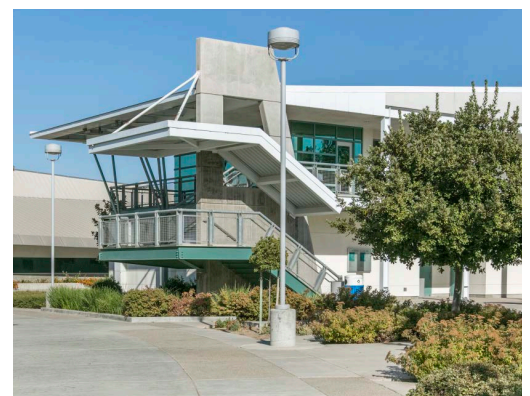
Timeline After Visit

The visiting team will debrief the campus community with regard to its observations and impressions during the Exit Report to be held in the Reedley College Student Center around noon (exact time TBA) on Thursday, March 8. Arrangements are being made to broadcast the Exit Report live to MCCC and OCCC. Note that the team's determinations conveyed at the Exit Report are still subject to review and modification by the ACCJC Commission, composed of 19 members representing our peer institutions (including both 2- and 4- year institutions also accredited by the ACCJC) and members of the general public; the team acts only in an advisory role to the Commission regarding a college's accreditation status.

A few weeks after the conclusion of their visit, the team makes their draft written report available to the campus for review. Reedley's Accreditation and Institutional Effectiveness Committee and Administrative team will have the opportunity to make factual cor-

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An Open Forum with the visiting team for MCCC and OCCC will be held on Tuesday, March 6.



Meet the Accreditation Visiting Team



Dr. Tim Karas

Chair: **Dr. Timothy Karas**

Dr. Tim Karas was appointed College of Alameda President in January 2017. Tim joined the College of Alameda (CoA) in July 2014 as Vice-President of Instruction. Prior to COA Tim was Dean of Liberal Studies and Language Arts (2009-2014) and Director of Library Services (2005-2009) at Mission

College. He has had the opportunity to serve on half dozen accreditation visiting teams. Tim was a tenured faculty member at the College of San Mateo. As a faculty member he participated on multiple committees including the Academic Senate, Curriculum Committee, Technology Advisory Committee and College Council. Previous to working in academia, he worked as a librarian for the City of Palo Alto and Redwood City.



Dr. Karen Engel

Assistant: **Dr. Karen Engel**

As Interim Dean of Research, Planning & Institutional Effectiveness at College of Alameda, Dr. Engel is responsible for all of the research and planning for college functions, programs, services and activities through the continuous assessment and analysis of student needs.

Previously, as the Director of Economic & Workforce Development for the Peralta Community College District, Dr. Engel provided leadership for the development and coordination of the District's career technical education (CTE) and workforce programs, overseeing \$35 million in state, federal and private workforce development resources and serving as the District lead on Career Pathways, the Adult Education Block Grant (AEBG), and other districtwide initiatives.

Academic Representatives:

Dr. Barry Abrams is Professor of English (Liberal Arts Division) at Sierra College since 1991. Dr. Abrams has also served as Lecturer in English, UC Davis, Visiting Lecturer, Summer Master's Program, UC Irvine (2009-2016), Accreditation Co-chair, Sierra College 2001, Accreditation committee member 2007, Accreditation committee member, Standard 1B, 2014, Distance learning instructor (TV and online) 1994-Present, Academic Senate president 1998-2001, Chair, Program Review Committee 2012-Present, Curriculum Committee member (current), Member, Faculty Prioritization Committee. He holds a PhD in English from the University of California, Los Angeles.



Ms. Kristina Allende

Ms. Kristina Allende is a Professor of English and Literature at Mt. San Antonio College in Walnut, CA. She also serves the College as its Faculty Accreditation Coordinator and as its Curriculum Liaison. Kristina is a trained distance education instructor, and she serves on a variety of campus-wide committees. In addition

to serving as the lead faculty member for Mt. SAC's 2010 and 2017 Self Evaluation preparations, Kristina's accreditation expertise includes having served on 7 visiting teams.

Dr. Patricia Lynn is a recently retired Professor from the Business and Computer Technology Division at Pasadena City College. She has taught accounting and business courses and has worked with the career pathways program. Patricia joined the College in 1989 and has served in various leadership capacities that include service as the accounting certificate program coordinator, and has held several offices for the Academic Senate. Dr. Lynn has received the PCC Risser Outstanding Faculty award and the Los Angeles Industrial Technology Education College Teacher of the Year award.

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rections and provide clarifications to this document. The campus team will not be able to change the visiting team's basic written conclusions.

The final version of the visiting team's written report will then be submitted to the ACCJC's Commission in time for review prior to their June meeting. The Commission will review the

visiting team's report and recommendations and may confirm or modify the visiting team's conclusions. Ultimately the Commission is the determining body regarding Reedley's accreditation status going forward. We should learn of the Commission's determination sometime in late June or early July.

Meet the Accreditation Visiting Team



Dr. Norman Lorenz

Dr. Norman Lorenz is a tenured Professor of early and elementary education at Sacramento City College where he teaches Human Development, and is faculty coordinator for Professional Development and the Staff Resource Center which works in collaboration with the overall institutional plan of Student Equity and Success as

it relates to professional development of higher education specialists. He possesses over 35 years of education and experience within school systems, including 26 in primary and elementary education and a combined part and full time faculty dedication of 20 years with the community college system.



Mr. Kenley Neufeld

Mr. Kenley Neufeld serves as the Dean, Educational Programs at Santa Barbara City College. As Dean, he is responsible for Physical Education and Health, the Library, and serves as the lead administrator for Faculty Professional Development, Distance Education, Scheduling Office, Admissions & Records, Financial

Aid, Curriculum and Student Learning Outcomes. He began his tenure at Santa Barbara City College as a faculty member in 2005 and subsequently served as the Library Director and President of the Academic Senate. He has been chair or member of most campus committees. Kenley transitioned to administrative leadership in 2014. Kenley holds a Master of Library Science degree from San Jose State University and a bachelor's degree in History from the University of California, San Diego. This will be Kenley's fourth time on the ACCJC external evaluation visiting team and has been on the coordinating committee for three self-evaluations.

Administrative Representatives

Dr. Valerie Barko's passion is building strong communities through education and data-informed decision making. She received her B.S. degree from the University of Louisiana (Biology), M.S. degree from Oklahoma State University (Wildlife and Fisheries Ecology), and Ph.D. from Southern

Illinois University (Zoology). Dr. Barko has been in her current position as Director of Institutional Effectiveness and University Center, at Kauai Community College, since August 2017. Previous positions include Systems Ecologist, Biology Instructor, Director of CTE, Associate Dean for Allied Health and Public Service, Dean



Dr. Valerie Barko

for Academic Affairs, and Dean for Institutional Effectiveness.

Mr. Yulian Ligioso has over three decades of business and finance experience, with 25 years in the California community colleges. Currently serving as Vice President of Finance & Business at Rio Hondo College, he



Mr. Yulian Ligioso

held cabinet positions at several institutions, including Solano, Chabot and Evergreen Valley Colleges, and also taught as an adjunct in the business/finance areas. Mr. Ligioso holds a Baccalaureate in Business Administration/Accounting from the University of Southern California, an MBA from the University of the Pacific, and is working on a doctorate in organizational leadership at Brandman University. Mr. Ligioso is a CPA, formerly with Ernst & Young.



Ms. Melissa Raby

Ms. Melissa Raby has over 20 years of administrative experience in student services at the community college level. She has been at Columbia College since 2009 as Dean of Student Services and Vice President of Student Services. Prior, she was the Dean of Counseling and Enrollment Services

at Canada College, Dean of Student Services at Mesalands Community College in New Mexico, DSPS Counselor at Shasta College, general adjunct counselor at Butte College. She started her professional career as a Vocational Rehabilitation Counselor for a private company in Sacramento. Ms. Raby has served on three external evaluation teams and five self-evaluation site visits.

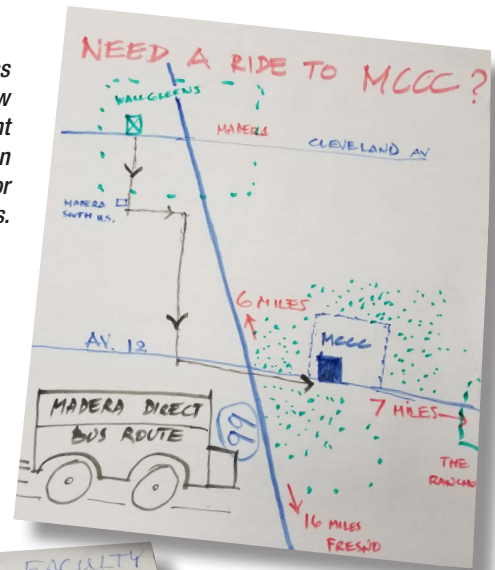
Accreditation Highlighted During Opening Day in January

The Opening Day focus was on celebrating our successes. Since the last accreditation visit, MOR has been innovative and focused on “Motivating and Inspiring Students to Succeed.” As part of accreditation preparations, faculty and staff were asked at Opening Day to take time to recognize and celebrate successes. Each group was asked to brainstorm program/college successes over the past five years. Each group then took one of those successes and mapped how they were achieved. The mapping showed how the colleges use processes and procedures to accomplish its work, and builds in continuous quality improvement, which is at the heart of the accreditation standards. The activity allowed us to gather some great examples of how the college is meeting the standards.

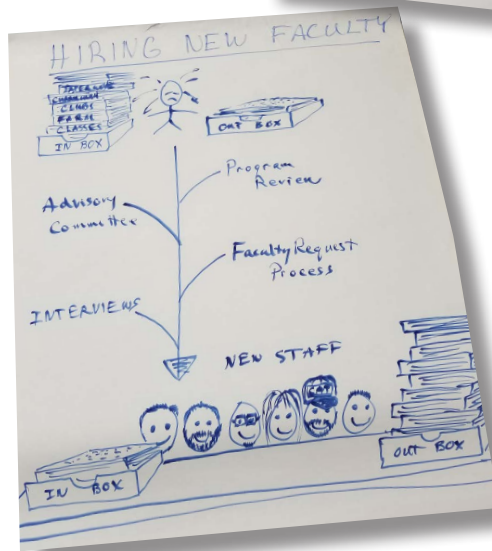
A couple of great examples of our exercise include the new bus route for Madera Community College Center students. This success story shows how listening to students’ needs creates an opportunity for others. The “New Faculty Hires” success story relied on Program Review, Advisory Committee feedback, and the Faculty Request process to set up interviews and eventually add to our awesome team!

On Opening Day, we also took the opportunity to thank all of the people who worked and led the completion of our ISER. A special shout-out went to Sarina Torres, who organized and put together all of the evidence and the final version of the ISER. Thank you, Sarina!

This success story shows how listening to student needs creates an opportunity for others.



New faculty hires rely on Program Review, Advisory Committee feedback, and the faculty request process.



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our colleagues from other ACCJC member institutions, visits the campus for 4 days to “field check” our report, speak with folks on campus, and ask any questions they may have after reading the ISER and QFE. The visiting team is composed of faculty and administrators from other California community colleges or from the Pacific Islands who are subject to the same standards as Reedley. Since we are a member of a multi-college district, our sister colleges (Fresno City College and Clovis Community College) and the District Office have visits from peer teams at the same time we do.

At the end of their visit, the visiting team creates a report of their findings and determines our status, which could be any of the following:

Re-affirmation of accreditation (best case, or the following list or options in order of increasing levels of concern): (1) Warning,

(2) Probation, and (3) Show cause.

Reedley has developed our organization and practices to comply with or exceed the accreditation standards. We believe our systems and practices align with best practices and comply with applicable standards, but if our peers believe there is a shortfall in some area, we want to know about it and take action to correct it. If our status is determined to be anything other than “re-affirmation of accreditation” there will be follow-up reports and perhaps follow-up visits to help ensure that necessary changes are implemented to help us better align with the standards.

Completed ACCJC “Accreditation 101” Certificates		
RC	MCCC	OCCC
171	22	5

Other Important Accreditation Information

Online Access

On February 12, ACCJC peer reviewers began their review of Reedley, Madera, and Oakhurst on-line and hybrid courses. The level of access does not allow the reviewer to add, edit, or modify the course in any way. They also do not have access to the gradebook. Access to online/hybrid courses allows our peer reviewers to verify the great work our on-line and hybrid instructors are doing. They are primarily checking to verify regular professor/student interaction is occurring within the on-line course and that we have authentication protocols in place to ensure those enrolled in the course are those providing feedback and taking assessments. They may also check to see that content uploaded for your courses is accessible.

If your on-line or hybrid course includes interaction with your students outside of the LMS (Canvas) environment, you might be asked to provide this evidence to the peer reviewers; please be prepared to do so. If you have any questions or concerns, please don't hesitate to contact Faculty Coordinator Instructional Design Amanda Taintor or Vice President of Instruction/Accreditation Liaison Officer Dale van Dam.



QFE

The Quality Focus Essay (QFE) is intended to identify areas that are vital to the long term improvement of student learning and achievement over a multi-year period. During the process of writing the Institutional Self Evaluation Report (ISER), the Accreditation & Institutional Effectiveness Committee at Reedley College engaged in a series of dialogues to identify topics of significant importance to long-term improvement of teaching and learning at Reedley College and its centers. As a result, the following topics were selected by the Accreditation & Institutional Effectiveness Committee:

1. Improved Accessibility
2. Data-informed Goals and Planning

While the college community believes we have met the accreditation standards for these topics, they are subjects where more attention may be spent and projects developed. The QFE provides descriptions of these two projects, background information, a list of desired goals and measurable outcomes and outlines a five-step plan for implementation.

Accreditation Tips

For more information on the accreditation process and our upcoming accreditation team visit, please see the "Accreditation Tips" appearing in the Daily Announcements. Here you will find answers to frequently asked questions regarding the importance of accreditation and what the process means to faculty, staff, and students. Please don't forget to take the Accreditation 101 course found on the ACCJC website, <https://accjc.org/>.

Vision 2025

Reedley College progressively plans for the future. The creation of Vision 2025 allowed the college to create long term goals in the pursuit of continuous quality improvement. Vision 2025 has served as a guide for strategic planning, and has engaged the integrated planning processes with a unified path for Reedley College, Madera Community College Center and Oakhurst Community College Center. The six themes allow flexibility in planning, but a firm commitment toward becoming a premier community college.

In 2025, Reedley College will be a premier community college by:

- Providing excellence in instruction
- Leading in student success and completion
- Working toward the accreditation of Madera Community College
- Building and maintaining modern facilities
- Engaging in collaborative and integrated planning
- Establishing environments for community engagement and cultural activities

