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Reedley College

Certification of the Institutional Self-Study Report

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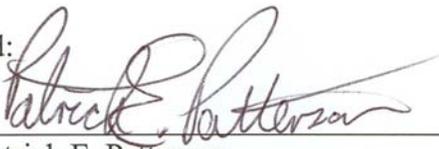
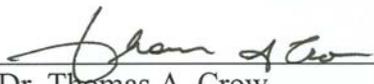
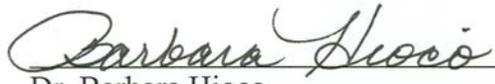
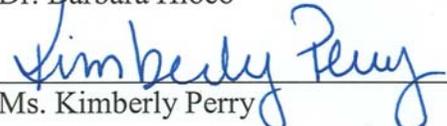
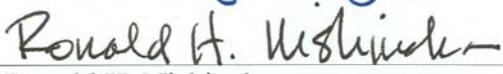
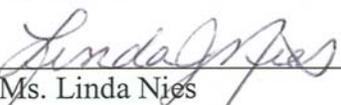
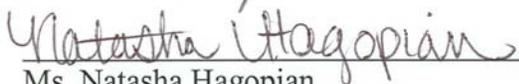
TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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

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

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

Signed:

 Mr. Patrick E. Patterson	President, Board of Trustees
 Dr. Thomas A. Crow	Chancellor, State Center CCD
 Dr. Barbara Hioco	President, Reedley College
 Ms. Kimberly Perry	Accreditation Liaison Officer
 Mr. Ronald H. Nishinaka	President, Academic Senate
 Ms. Linda Nies	President, Classified Senate
 Ms. Natasha Hagopian	President, Associate Student Body

Reedley College History Off Campus Centers and Sites

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

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

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

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

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

As evidenced by the growth of the North Centers campuses, Kings River Community College achieved the implicit goal of the college's 1980 renaming by expanding its services and influence to communities in both the southern and northern San Joaquin Valley. Even still, in 1998 the designation "Reedley College" was restored as a result of long standing community wishes to return the name of the institution to the city where the main campus resides.

As the 20th century came to a close and the 21st century began, Reedley College continued to grow to respond to the needs of its community. In July 2000, a plan was formulated to open a vocational training center and, on January 12, 2004, the Dinuba Vocational Center officially opened, offering courses in five different disciplines and providing increased occupational educational opportunities to the southern San Joaquin Valley. The programs that will ultimately be offered at the Dinuba Vocational Center will enable local residents to gain the necessary academic, technical and work skills to be employable while remaining in the community.

In its 80 years, Reedley College has developed into a crucial component of higher education in the central San Joaquin Valley, offering over 67 areas of study taught by approximately 156 full-time faculty and 400 part-time faculty. Since fall 2000, the combined sites under the Reedley College umbrella have provided services to over 102,000 individuals, amounting to an average of over 11,000 students per semester.

REEDLEY COLLEGE HISTORY -- SUMMARY	
DATE	ACTION
May 1926	Reedley Joint Union High School District voted to add junior college classes on the Reedley High School campus
September 1926	Reedley Junior College first classes held
1946	Name changed to Reedley College
1956	Reedley College moved to present location
1963	Voters passed proposal to form one junior college district with Reedley College and Fresno City College
1964	District named State Center Junior College District
1980	Reedley College name changed to Kings River Community College
1988	First classes offered in Madera
1990	First classes offered in Oakhurst
1992	Clovis Center established
1996	Madera Community College Center established at its current location
1996	Oakhurst Center established at its current location
1998	Kings River Community College named restored to Reedley College

REEDLEY CAMPUS

Reedley College provides comprehensive curriculum offerings, lifelong learning opportunities, counseling, and educational services. The campus serves approximately 5,500 students each semester and offers instructional opportunities that range from traditional classrooms and science laboratories to state-of-the-art occupational training facilities in day, evening, early morning, Saturday, online and interactive distance education formats. The college's location near mountains and farmland permits the natural surroundings to become part of the learning environment. Forestry students manage an 800-acre forest at Sequoia Lake, near Kings Canyon National Park, one hour from Reedley. Agriculture students gain experience on the campus' 300-acre farm, the largest on-campus community college farm in the state. In addition, Reedley College is one of only ten community colleges in California to provide on-campus housing. Reedley College is located in Reedley, California (approximately 25 miles southeast of Fresno). It is surrounded by grape vineyards, fruit and nut orchards, and fertile farms and ranches which stretch to the snow-capped Sierra Nevada mountains east of the San Joaquin Valley. The Kings River borders the west side of the campus. Reedley is a south Fresno County community which enjoys an ethnically diverse population, currently at approximately 20,000 people. Reedley contributes a wide variety of agricultural products to the county's economy. The area's rich, fertile soil produces fruit, nut, vegetable, grain and cotton varieties of the highest quality. Reedley leads the nation as a supplier of fresh fruit, a distinction which earned the title "The Fruit Basket of the World".

The Reedley campus offers over 1,500 class sections each year in 67 areas of study and gives students a choice of transfer, Associate Degree, Certificates of Achievement, and Certificates of Completion. The campus offers occupational programs in agriculture business, animal science, grape and tree management, mechanized agriculture, computer digital imaging, automotive technology, aviation maintenance technology, accounting, business administration, general business, general office, information systems, management, office assistant, small business management, web design, child development, criminal justice, dental assisting, environmental horticulture, health care interpreter, machine tool, metal working, welding and forest/park technology.

South Centers/Community Campus Program

The Community Campus program was developed to provide opportunities for college education in surrounding rural communities. Classes are offered primarily in the evenings. Beginning in the fall 2004, a marketing campaign, "RC at Night" was launched to inform the community that at several of the community campuses, as well as at Reedley College, students can earn an Associates Degree and/or units towards transfer. The Community Campus locations are Dinuba Vocational Center (both day and evening), Fowler High School (day only), Kingsburg High School (evening only), Parlier High School (evening only), Sanger High School (evening only) and Selma High School (evening only).

NORTH CENTERS

In an effort to increase the educational and student support services offered to the residents of the northern portion of the State Center Community College District, the Board of Trustees

assigned Reedley College to assume the lead role in the development of the Madera, Oakhurst and Clovis Centers. Twelve college classes were initially offered at Madera High School beginning in 1988, with the site moving to Madison Elementary School in 1989. Yosemite High School was the site for the first course offerings in Oakhurst beginning in 1990, while the Clovis Center was established in 1992 when the district purchased the Herndon Avenue site that was previously owned by a private college. The North Centers assumed the oversight of the Kerman satellite center in 2001, offering 12 courses per year at the Kerman Unified School District sites. Since these initial efforts, the North Centers continue to develop into comprehensive college centers collectively serving 6,700 students with 1,087 classes yearly and a budget of \$10,201,886.

Madera Center

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

The Madera Center serves 2,205 students a semester, generating a full-time equivalency of approximately 588 students. The Center offers a wide variety of academic and occupational programs and opportunities for students. Utilizing services and course catalogs from its parent institution, Reedley College, the Madera Community College Center offers over 360 class sections each year in 38 areas of study and gives students a choice of transfer, associate degree, certificates of achievement, and certificates of completion. The Madera Center offers occupational programs in business, Cisco CCNA certification, criminal justice, customer service, child development, information systems, office technology, graphic arts, and licensed vocational nursing. The first cohort of the licensed vocational nursing program completed the 18-month certificate program in May 2004. In addition, a maintenance mechanic/welding program is being planned for the Madera Center when funds for Phase III become available. The Madera area is one of the fastest growing population centers in the Central Valley, and the center will continue with its facilities expansion to keep pace with student population growth.

Oakhurst Center

The Oakhurst Center, serving over 488 students a semester and generating a full-time equivalency of approximately 132 students, was established as a result of Legislative Mandate (Senate Bill 1607). In fall 1996, the campus relocated from Yosemite High School to its current location in the central business district of Oakhurst. The 2004-05 programs operated in nine relocatable classrooms, including a science lab and a computer lab, arranged into a small campus setting. One of the classrooms is part of a collaborative project serving both Oakhurst Center classes and Madera County governmental events and was funded through a San Joaquin Valley Unified Air Pollution Control District grant to Madera County.

Included within the center are two distance learning classrooms, allowing audio visual connectivity to the centers at Clovis, Madera, Reedley, and Fresno City College. Students can complete an associate degree and transfer courses at the Oakhurst Center. Additionally, as of fall 1997, the center provides upper division courses through California State University Fresno in its Distance Learning Center.

Over 60 class sections are available to students for general education and transfer programs each semester. Occupational programs offered at Oakhurst include criminal justice, child development, office technology, and business via two-way, interactive videoconferencing. Also, the hospitality management program, unique within the SCCC, is maintained at the Oakhurst Center. Eastern Madera County is a rapidly expanding area with a current population of approximately 30,000. It is anticipated the center will continue to grow to meet the needs of this ever-expanding community.

Clovis Center

The Clovis Center offers over 575 class sections annually in 39 areas of study and gives students a choice of transfer, associate degrees, certificates of achievement, and certificates of completion. The Clovis Center currently offers a variety of occupational programs including business, criminal justice, education, child development, information systems, office technology, and graphic arts.

Clovis is a suburb of Fresno and is home to approximately 80,000 people. The community is characterized by rapid growth and has a well-defined community spirit. The Clovis Center provides students many of the opportunities available at any college campus in the District at one convenient location--a place of opportunity and education with an eye toward future expansion and growth to meet the needs of the ever-expanding Clovis and north Fresno communities.

CAMPUS AND CENTER CHARACTERISTICS

Administration and Governance

Reedley College is lead by a president who reports to the chancellor of the State Center Community College District. The Reedley College administrative team is comprised of a dean of instruction, dean of students, business a manager, three associate deans of instruction, EOP&S director, food service manager, admissions and records manager, director of financial aid, director of DSP&S and a police lieutenant.

The North Centers of Reedley College are located at three different sites in the northern part of the district service area. They each were developed to meet the unique needs of the communities they serve. The administration of the North Centers is lead by a vice chancellor who reports to the chancellor of the State Center Community College District with the same level of authority and responsibility as a college president. The North Centers administrative team is comprised of a dean of instruction and student services, associate dean of instruction,

associate dean of students, associate business manager, financial aid manager, and a director of DSP&S.

Reedley College has nine department chairs elected by the faculty and appointed by the president. Eight of these departments are organized under three instructional divisions each of which is guided by an associate dean. The counseling department chair reports to the dean of students. The North Centers have four divisions and elect a division representative to serve in a role similar to a department chair at Reedley College. The department chairs/division representatives assist in the development and continuing evaluation of department curricula and programs; promote departmental review and discussion of course texts and other materials and coordinate the selection of those materials; assist in the recruitment, selection, daily activities and evaluation of certificated, classified staff and student assistants according to policy and district evaluation procedures; assist with orientation of new faculty and staff; assist the division associate dean in the development of the department's class schedule and instructor loads; make recommendations to the division associate dean regarding facilities and equipment maintenance and improvement; make budget recommendations; and conduct departmental meetings and prepare and distribute minutes of department chair meetings to all department members.

The Reedley College strategic plan was developed over a two-year period of time and included extensive dialogue among faculty, students, staff, administrators, and business/community members. In addition to many campus meetings, a community charrette was held at the college on April 11, 2002. Participation was broad and active, allowing for significant input from all stakeholders. These sessions allowed the college to identify the current needs of the student population, to plan for future needs, and to better align student learning programs and services with the college's purpose, character, and student needs. The result of this extensive process is the *Strategic Plan, 2002-2005*, which is based on the mission statement and the core values and purposes identified within it.

The North Centers have developed a strategic plan for 2003-06 that is aligned with the district's strategic plan and Reedley College's strategic plan and is specific to planning for eventual transition to college status, as well as to improvement of programs and services at the North Centers. All faculty and staff were involved in the strategic transition planning process for the North Centers and all review the plan annually to update the achievement of goals and objectives. The strategic plan is driven by the mission, vision, and values statement of the North Centers. This strategic plan provides the foundation for decision-making processes regarding personnel, budget, facilities, development, and action plans for the North Centers.

The Academic Senate represents all college faculty on issues affecting academic and professional matters. Reedley College's instructional departments, as well as student services faculty (counselors) and auxiliary faculty (campus nurse, librarians), elect a predetermined number of representatives to this body based on the size of the department. In addition, part-time faculty members have the opportunity to elect one member to this organization. Academic Senate meetings are open for all faculty, students, classified staff,

and administrators to attend, however, only designated faculty members (“senators”) may vote on issues before the body.

The faculty of the North Centers, under the auspices of the Reedley College Academic Senate, formed a Faculty Association whose president is a standing member of the Reedley College Academic Senate Executive Committee. The North Centers’ Faculty Association represents North Center faculty in collegial shared governance. All North Centers faculty may stand for election on the Reedley College Academic Senate.

Through the Classified Senate, classified professionals serve in an advisory role in college/district planning, college/district policy, and all other college/district decision-making processes. Beyond this, this organization exists to promote communication among classified members, planning staff development and promoting social affiliation between all college employees.

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

The Reedley College Associated Student Body is active in the college community, sponsoring several events including Club Rush, the Reedley Fiesta, various homecoming activities, the annual Latino dance contest, Spring Week, Kaleidoscope (an open campus day), Tiger Scholarship Awards & Reception, and Commencement. The ASB is also active with the community at large, participating in the various annual events such as the Boys & Girls Clubs Annual Bowl-A-Thon and the Children’s Hospital’s “Kids’ Day” fundraiser.

The State Center College District Board of Trustees authorized a second Associated Student Government body at the North Centers on November 7, 2000, pursuant to Ed Code 76060 because of geographical distance from Reedley College. The North Centers Associated Student Government is comprised of duly elected student senators and officers by all ASG members from North Centers sites.

Athletics is also an important aspect of student life. In 2003, the Reedley College Tiger Football team won the California Community College championship, and was ranked the top community college football team in the country. In 2004, the Women’s Basketball team earned a place in the “final four” of the California Community College Women’s Basketball Tournament for the second consecutive year.

Student Learning Programs and Services

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

In January 2004, the Program Review Committee began a discussion as to how to assess the value of the process for purposes of planning for the second cycle. The committee, with the support of the president and the academic senate, developed a two-semester timeline for the evaluation and subsequent revision of the program review process. The evaluation process included conducting a survey developed by the college researcher that was disseminated to the entire staff; review of the program review reports from the first cycle; focus group discussions at Reedley, Clovis, and Madera; and input from the Academic Senate, Classified Senate and Associated Student Body as well as from other college committees. The revised Program Review Handbook, Cycle 2005-2010 was approved by the Strategic Planning Council in January 2005. One of the key aspects of program review is the unit self assessment which contains both qualitative and quantitative analysis. This self assessment requires both short- and long-term goal development to include how program/certificate/degree student learning outcomes are/will be identified and the assessment process by which student achievement of those outcomes is/will be measured. Trends in the discipline, instructional methodology, and instructional technology, as well as the professional development needs of both existing and future faculty and staff are also part of this process. The data for the program review process is disaggregated between the North Centers and Reedley College to allow for site specific improvements.

All instructional programs at Reedley College and the North Centers adhere to curriculum approved by the Reedley College Curriculum Committee. The Curriculum Committee is comprised of Academic Senate Vice President for curriculum, a representative from each of the nine instructional departments, academic senate auxiliary representative, two academic senate representatives, two representatives from the North Centers, two students appointed by the Associate Student Body, the dean of instruction, the dean of students, and three associate deans of instruction. Whenever curriculum changes are made to course outlines, all faculty in the discipline at all sites are consulted.

Reedley College was awarded a Title 5 grant which began on October 1, 2001 and will conclude on September 30, 2006. The grant has two activities. The goal of Activity One is to improve the success of low income and Hispanic students through the coordinated development of a Summer Bridge Program, a First-year Experience Program, a Learning Community program and a Transfer Olympics Program. Activity One activities are being conducted on the Reedley campus. The goal of Activity 2 is to improve the success of students in science and mathematics at the Madera Center through the implementation of Learning Communities and by providing additional tutorial support for academic courses. In addition, Reedley College and the North Centers were awarded a Title 5 Cooperative Grant with Fresno City College to develop Extended Learning Centers which provide writing and reading assistance to students across the curriculum. This grant will also help the North Centers and Reedley College develop, enhance, and expand online degree programs and services.

Resources

Reedley College prioritizes the hiring of certificated and classified staff based on the college mission and student-centered needs. Reedley College has developed a faculty handbook,

updated annually, which details campus and district policies and procedures affecting faculty and students as well as provides general information about the college, academic calendars, hours of service, and sample forms. In 2004-05, Reedley College had 104 full-time faculty, 254 adjunct faculty, and 130 classified professionals.

The North Centers has developed a comprehensive staffing plan that will be used as the centers develop and become accredited colleges. The North Centers have developed a faculty handbook outlining procedures and policies specific to faculty who work at the Madera, Clovis, or Oakhurst site. This handbook is particularly helpful for adjunct faculty and is combined with an adjunct orientation held annually. The North Centers have 52 full-time faculty, 35 full-time classified professionals, and approximately 150 adjunct faculty.

Distance Learning

Reedley College is committed to offering an accessible, comprehensive educational environment that will foster a desire for lifelong learning in all students. Objectives included in the Teaching and Learning Goal of the 2002-05 Reedley College Strategic Plan state that the college seeks to increase the number and variety of enrollment opportunities and to upgrade, revise and expand instructional offerings to respond to community needs. Distance learning courses provide additional opportunities for students to participate in the educational system especially for those living in rural areas as is the case of the Reedley College service area. [*Reedley College Mission Statement, 2002-2005 Reedley College Strategic Plan*]

Reedley College has two different types of distance education—online courses and videoconference courses. Online courses are distributed through the Internet utilizing the BlackBoard system. Students must have access to a computer and the internet to participate in an online class. Course offerings, particularly in online courses have been steadily increasing over the past few years as have enrollments. Courses are offered in 18 week, short-term and delayed start formats. The 2005 Spring Schedule lists 44 online and 14 interactive video conference course sections. The 2005 Fall Class Schedule lists 50 online and 18 interactive video conference course sections. Fresno City College online course sections are also listed in Reedley College Class Schedules.

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

All distance learning courses are approved by the Reedley College Curriculum Committee in accordance with Title 5 Regulation and the Reedley College Distance Education Policy which was updated May 1, 2003 by the Reedley College Curriculum Committee.

Distance Education Policy, Reedley College Curriculum Handbook, Revised July 2004

- I. Instruction
 - A. Training: It is the responsibility of the department, instructor, and associate dean to ensure that an instructor shall be proficient in use of appropriate technology prior to the first class meeting.
 - B. Assignment and Load
 1. Assignment to teach a distance education class shall be voluntary and a mutual agreement between the instructor and his/her department, and associate dean.

2. Instructors shall receive release time to develop curriculum and shall receive additional LHE compensation per contract agreement.
 3. Associate deans, working with departments, shall monitor the number of students at all sites to ensure that the combined total of students at all sites not exceed the established cap and that the criteria for need are being met.
- C. Classroom Support: An instructor shall have a technical aide to set up and power up the equipment for each class period. Beyond that, the instructor shall have latitude to operate as much or as little equipment as he/she is comfortable with, having the option of a technical aide for the duration of the semester for delivery as well.
- D. Technical Support: The district should provide every technical support possible as requested by a distance education instructor. Such support includes, but is not limited to, a telephone, a FAX machine and e-mail.
- E. Equipment: Functioning equipment is absolutely essential for effective delivery of a distance education class. The District shall make every possible effort to service and maintain the equipment at all sites in a timely manner.
- F. Student Support: The District shall provide for the prompt delivery, in both directions, of all relevant instructional materials to ensure timely communication between teacher and students.
- II. Facilities and Scheduling
- A. Every effort should be made to ensure that Reedley College, including its centers, is able to schedule the distance learning classroom to best serve its student population in coordination with other sites.
- B. Decisions about which courses will be offered via distance education should be made by the time the schedule is proofed for printing so that they can be identified as such in the schedule.
- III. Communication:
All instructors who will teach in the distance mode shall be provided with a statement of procedures and a flow chart delineating line of authority and responsibility for all distance learning equipment.
- IV. Evaluation and Review
- A. Each course offered for the first time in a distance education mode, shall undergo a student evaluation in its first semester. An evaluation form approved by the curriculum committee shall be administered by the appropriate associate dean in the thirteenth week of the semester. A report of results shall be made at the first meeting of the subsequent semester.
- B. A distance-education course shall be reviewed by its department when triggered by instructor concern or student concern.
- C. A distance-education course shall be brought before the Curriculum Committee for review each time a substantive change occurs to the course outline, outcomes, or objectives to ensure that the distance delivery mode is still appropriate to the course.
- D. The Curriculum Committee may review a distance learning course any time that courses in the same area are reviewed for other purposes; e.g., Title 5 and program review.

Area Demographics Student Achievement Data

ENROLLMENT TRENDS—FTES

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

The FTES enrollment growth rates from fall 2000 through spring 2004 for Reedley College and North Centers ranged from a 1% to 22% (see Table 1). Overall, the combined Reedley and North Centers demonstrated a 12% increase in FTES enrollment from fall 2000 to spring 2004. Among these locations, the Clovis and Madera Centers generated the largest increases in FTES enrollment (22% and 19%); whereas, Oakhurst Center produced the least amount of growth (1%).

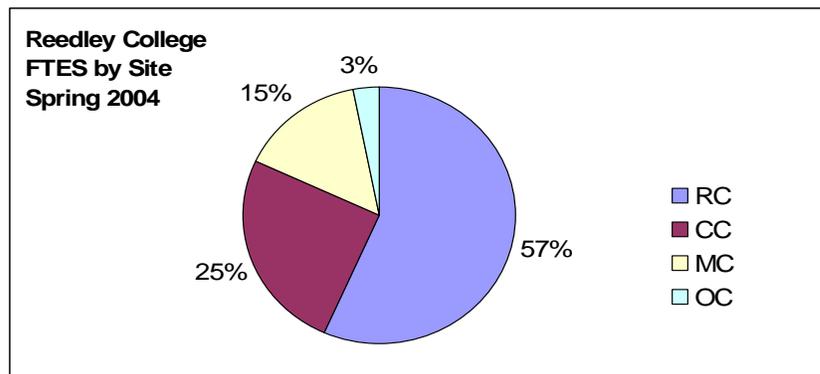
Table 1: FTES by Site, Fall 2000–Spring 2004

Campus	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Growth
Reedley College	2011	1901	2108	2000	2305	2185	2294	2146	7%
Clovis Center	782	804	914	902	1040	971	1033	954	22%
Madera Center	474	459	530	494	602	569	588	563	19%
Oakhurst Center	114	124	121	125	137	136	132	115	1%
<i>Total</i>	<i>3,381</i>	<i>3,288</i>	<i>3,674</i>	<i>3,520</i>	<i>4,084</i>	<i>3,861</i>	<i>4,047</i>	<i>3,778</i>	<i>12%</i>

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

The percentage of FTES enrollment generated by Reedley locations for Spring 2004 is reported in Figure 1. During Spring 2004 Reedley College enrollment generated the highest percentage of FTES (57%) and Clovis Center enrollment produced the second highest percentage of FTES (25%).

Figure 1: FTES by Site, Spring 2004



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

ENROLLMENT TRENDS—GENDER

Fall-to-fall student enrollment by gender for Reedley College, and North Centers is reported for 1999 to 2004. Student enrollment across all locations revealed that male and female students enrolled at disproportionately different rates whereby female enrollment is higher than male enrollment.

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

Table 2: Students by Gender, Fall 1999–2004

Campus Locations	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Reedley College						
▪ Male	40%	39%	40%	39%	41%	39%
▪ Female	59%	60%	60%	61%	59%	61%
▪ Unreported	1%	1%	0%	0%	0%	0%
Clovis Center						
▪ Male	41%	41%	41%	40%	41%	41%
▪ Female	59%	59%	59%	60%	59%	59%
▪ Unreported	0%	0%	0%	0%	0%	0%
Madera Center						
▪ Male	27%	30%	32%	32%	33%	32%
▪ Female	73%	70%	68%	68%	67%	68%
▪ Unreported	0%	0%	0%	0%	0%	0%
Oakhurst Center						
▪ Male	28%	27%	34%	32%	29%	36%
▪ Female	72%	72%	66%	68%	71%	64%
▪ Unreported	0%	1%	0%	0%	0%	0%

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

Females tended to enroll at higher rates than males at Reedley College and Clovis Center and the difference between male and female enrollment percentages is very similar (i.e., 19% and 18%, respectively). Reedley College has experienced a small increase in male enrollment from fall 1999 to fall 2004; whereas, Clovis Center male enrollment has remained the same with the exception of slight increase in fall 2002.

The same enrollment trend is also observed at the Madera Center and Oakhurst Center locations where females enrolled at a higher rate than males. It is also observed that Madera Center and Oakhurst Center have the largest gap between female and male enrollment in the District ranging from a high of 46% to a low of 34% and a high of 44% to a low of 42%, respectively.

While the five-year enrollment-by-gender data trends of Reedley College and Clovis Center has been relatively stable, Madera and Oakhurst Centers' enrollment trends reveal a steady shift in male-to-female enrollments. Specifically, female enrollment has been slowly declining and male enrollment has been increasing and the size of the gender gap has been decreasing over the past five years.

ENROLLMENT TRENDS—AGE CATEGORY

A summary of the fall-to-fall Reedley College and North Centers student enrollment by age category from 1999 to 2004 is presented in Tables 3, 4, 5 and 6. The data revealed that during this period the majority of Reedley College students were concentrated within the age categories of 20-to-24 followed by the 19-or-less age category. These data trends were also consistent with those found at Fresno City College and State Center Community College District (see District Fact Sheets, <http://ir.scccd.com>).

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

Typically student enrollment peaked among the 20-24 age category followed by a noticeable decline in enrollment among students 25-29. This decline in enrollment averaged 20% at the district level (see District Fact Sheets, <http://ir.scccd.com>) and 14-27% at Reedley College and North Center locations.

This decreasing enrollment trend is reversed for students age 40-49 and a small increase in student enrollment is observed among this age cohort. The decreasing student enrollment trend, however, resumes among students age 50 and older.

Table 3: Students by Age: Reedley College, Fall 1999–2004

Age Group	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
▪ 19 or less	31%	32%	29%	29%	30%	31%
▪ 20-24	32%	29%	31%	32%	33%	32%
▪ 25-29	9%	9%	10%	10%	10%	11%
▪ 30-34	6%	6%	7%	7%	6%	7%
▪ 35-39	6%	7%	6%	6%	5%	5%
▪ 40-49	9%	10%	9%	10%	9%	8%
▪ 50 +	6%	6%	6%	6%	6%	6%
▪ NA	1%	1%	2%	0%	1%	1%
Total	100%	100%	100%	100%	100%	100%

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

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

Table 4: Students by Age: Clovis Center, Fall 1999–2004

Age Group	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
▪ 19 or less	29%	30%	27%	27%	31%	30%
▪ 20-24	39%	36%	38%	38%	38%	39%
▪ 25-29	10%	10%	11%	12%	11%	11%
▪ 30-34	7%	7%	8%	6%	7%	5%
▪ 35-39	6%	6%	5%	5%	4%	4%
▪ 40-49	8%	8%	8%	8%	7%	7%
▪ 50 +	3%	3%	3%	3%	2%	3%
▪ NA	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%

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

A summary of Madera Center student enrollment by age category is presented in Table 5. The data revealed that the majority of students are concentrated within the age categories of 20-to-24 (31-35%) followed by 19 or less age category (21-28%).

Table 5: Students by Age: Madera Center, Fall 1999–2004

Age Group	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
▪ 19 or less	21%	24%	29%	29%	31%	28%
▪ 20-24	31%	30%	29%	31%	32%	35%
▪ 25-29	13%	12%	12%	11%	11%	11%
▪ 30-34	11%	8%	7%	7%	7%	8%
▪ 35-39	7%	8%	6%	6%	6%	6%
▪ 40-49	12%	12%	12%	11%	9%	9%
▪ 50 +	5%	4%	5%	5%	3%	3%
▪ NA	0%	1%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%

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

A summary of Oakhurst Center student enrollment by age category is presented in Table 6. The data revealed that the majority of student enrollments are found among the age categories of 20-24 (21-31%) and 19 or less (23-27%). It was also observed that there has been a large older student population (40-49 and 50+); however, the enrollment of these age categories has been declining.

Table 6: Students by Age: Oakhurst Center, Fall 1999–2004

Age Group	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
▪ 19 or less	23%	23%	20%	22%	29%	27%
▪ 20-24	21%	19%	28%	26%	23%	31%
▪ 25-29	5%	6%	9%	10%	10%	10%
▪ 30-34	7%	7%	6%	5%	7%	8%
▪ 35-39	9%	8%	8%	8%	5%	5%
▪ 40-49	19%	18%	18%	18%	15%	11%
▪ 50 +	15%	17%	10%	11%	11%	7%
▪ NA	0%	2%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%

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

ENROLLMENT TRENDS—ETHNICITY

A summary of Reedley College student enrollment by ethnic group for fall 1999 to fall 2004 is reported in Table 7. During this period Hispanics made up the largest percentage of enrollments, increasing from 54% to 60%, and White/Non-Hispanics represented the second largest group, decreasing from 27% to 23%.

Table 7: Students by Ethnic Group: Reedley College, Fall 1999–2004

Ethnic Group	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
▪ American Indian	1%	1%	1%	1%	1%	1%
▪ African-American	2%	2%	2%	3%	3%	3%
▪ Asian	4%	4%	4%	3%	4%	4%
▪ Hispanic	54%	56%	57%	58%	58%	60%
▪ White	27%	27%	26%	24%	24%	23%
▪ Unknown/Other	12%	10%	10%	11%	10%	10%
Total	100%	100%	100%	100%	100%	100%

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

Clovis Center student enrollment by ethnic group for fall 1999 to fall 2004 is reported in Table 8. During this period White/Non-Hispanics represented the largest percentage of enrollments, decreasing from 61% to 54%, and Hispanics represented the second largest percentage of students, increasing from 18% to 21%.

Table 8: Students by Ethnic Group: Clovis Center, Fall 1999–2004

Ethnic Group	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
▪ American Indian	2%	2%	2%	2%	1%	1%
▪ African-American	2%	3%	2%	2%	3%	3%
▪ Asian	3%	5%	6%	6%	6%	6%
▪ Hispanic	18%	18%	19%	21%	20%	21%
▪ White	61%	60%	59%	54%	54%	54%
▪ Unknown/Other	14%	12%	12%	15%	16%	14%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

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

Madera Center student enrollment by ethnic group for fall 1999 to fall 2004 is reported in Table 9. During this period student enrollment trends were similar to those observed at Reedley College where Hispanics and Whites made up the largest and second largest ethnic groups, respectively. Hispanic enrollment increased from 49% to 50% and White/Non-Hispanic enrollment decreased from 34% to 29%.

Table 9: Students by Ethnic Group: Madera Center, Fall 1999–2004

Ethnic Group	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
▪ American Indian	2%	2%	1%	1%	1%	1%
▪ African-American	4%	5%	4%	4%	3%	4%
▪ Asian	2%	3%	.04	4%	5%	4%
▪ Hispanic	49%	47%	49%	49%	50%	50%
▪ White	34%	35%	34%	31%	29%	29%
▪ Unknown/Other	9%	8%	12%	11%	12%	12%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

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

Oakhurst Center student enrollment by ethnic group for fall 1999 to fall 2004 is reported in Table 10. During this period White/Non-Hispanics made up the largest ethnic group, ranging from 69% to 71%, and Unknown/Other made up the second largest group, ranging from 17% to 12%. Another significant data trend is that Oakhurst Center has the highest percentage of American Indian/Alaskan Native student enrollment compared to all college locations at State Center Community College District.

Table 10: Students by Ethnic Group: Oakhurst Center, Fall 1999–2004

Ethnic Group	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
▪ American Indian	5%	6%	6%	4%	4%	4%
▪ African-American	0%	0%	1%	0%	0%	1%
▪ Asian	1%	2%	2%	1%	1%	2%
▪ Hispanic	8%	6%	5%	6%	8%	9%
▪ White	69%	66%	74%	75%	74%	71%
▪ Unknown/Other	17%	20%	12%	14%	13%	12%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

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

ENROLLMENT TRENDS—Enrollment Status

Student enrollment status designates “the student’s current standing with respect to attendance at the reporting college” (2000, CCCCO Management Information System, p. 3.019), and a summary of students by enrollment status at Reedley College from fall 1999 to fall 2003 is presented in Table 11. Continuing students represent the largest enrollment category and has increased from 61% to 66%; whereas, first time students compose the second largest enrollment category and have increased from 20% to 21%.

Table 11: Students by Enrollment Status: Reedley College, Fall 1999–2003

Enrollment Status	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
▪ First Time Student	20%	23%	22%	22%	21%
▪ First Time Transfer	3%	2%	2%	1%	0%
▪ Continuing Student	61%	59%	61%	64%	66%
▪ Returning Transfer	1%	1%	1%	1%	1%
▪ Returning Former	11%	12%	12%	11%	11%
▪ High School Student	2%	2%	2%	2%	1%
▪ Unreported	2%	0%	0%	0%	0%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Data Source: California Community Colleges Chancellor’s Office, Office Data Mart, <http://www.cccco.edu/divisions/tris/mis/reports.htm>

A summary of student by enrollment status at North Center for fall 1999 to fall 2003 is presented in Table 12. The composition of North Center students by enrollment status reveals the same data trends as those observed at Reedley College. Continuing students make up the largest group of students (63%), and first time students make up the second largest group, ranging from 17% to 21%.

Table 12: Students by Enrollment Status: North Center, Fall 1999–2003

Enrollment Status	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
▪ First Time Student	17%	18%	17%	19%	21%
▪ First Time Transfer	6%	6%	5%	3%	2%
▪ Continuing Student	63%	62%	61%	62%	63%
▪ Returning Transfer	2%	2%	2%	2%	2%
▪ Returning Former	12%	12%	12%	12%	11%
▪ High School Student	1%	1%	3%	2%	2%
▪ Unreported	0%	0%	0%	0%	0%
<i>Total</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Data Source: California Community Colleges Chancellor’s Office, Office Data Mart, <http://www.cccco.edu/divisions/tris/mis/reports.htm>

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

The Student Accountability Model (S.A.M.) code is used to indicate the degree to which a course is occupational and to assist in identifying course sequence in occupational programs. For instance, S.A.M. Code B is used to label courses taken by students in the advanced stages of their occupational programs; whereas, S.A.M. Code C is used to label courses taken by students in the middle stages of their programs (CCCCO Information Management Systems Manual).

Enrollment trends for Reedley College and North Centers combined are reported for 1999-00 through 2002-03 (see Table 13). During this period total number of successful vocational enrollments increased from 8,709 to 10,691, and the total number of completed vocational enrollments increased from 10,867 to 13,337.

Table 13: Enrollments in Vocational Courses by S.A.M. Code: Reedley College 1999-00, 2000-01, 2001-02 and 2002-03

Year	S.A.M. Code "B"			S.A.M. Code "C"			Total Vocational		
	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
1999-00	2844	3597	4133	5865	7270	8405	8709	10867	12518
2000-01	3965	4834	5375	7198	8799	9841	11163	13633	15216
2001-02	3756	4651	5150	7351	9113	10217	11107	13764	15367
2002-03	3646	4529	5000	7045	8808	9761	10691	13337	14761

Data Source: California Community Colleges Chancellor's Office System Performance on Partnership for Excellence Goals (April 2002 & May 2004)

ENROLLMENT TRENDS—English and Math Basic Skills Improvement

The number of students enrolled in Basic English and Math courses who progressed to complete a higher level course is reported for Reedley College and North Centers combined for 2000-01 through 2002-03 (see Table 14). During this period a 33.49% and 31.28% improvement in students English and Math levels were observed, respectively.

Table 14: Enrolled in a Basic Skills Course and then Completed a Higher Level Course in the Same Area of Study Reedley College, 2000-01 to 2002-03

Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Improved	Total	Total Improved	Percent Improved	Total Students
3718	1245	33.49%	5480	1714	31.28%	9198	2959	32.17%	14,857

Data Source: California Community Colleges Chancellor's Office System Performance on Partnership for Excellence Goals (May 2004)

ENROLLMENT TRENDS—Enrollment by Academic Level

Student enrollment status for Reedley College and North Centers combined is reported from fall 2000 through fall 2004 (see Table 15). This five-year fall-to-fall data trend reveals that non-high school graduate, freshman and sophomore enrollment is increasing faster than high school graduate, freshman and sophomore enrollment. In fall 2004, non-high school graduate, freshman and sophomores represented the largest number of student enrollments by academic level, 6630 and 1576, respectively. Another noteworthy trend during this period is that enrollment of special admit students currently enrolled in K-12 declined from 237 in fall 2000 to 36 in fall 2004.

Table 15: Students by Academic Level: Reedley College, Fall 2000–2004

Enrollment Status	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Freshman, HS Graduate Without a College Degree	3966	2656	1706	1376	1233
Freshman, Not a HS Graduate	2477	4567	5114	5166	6630
Other Undergraduate, HS Graduate Without a College Degree	419	707	1277	1179	792
Other Undergraduate, Not a HS Graduate	360	388	1887	2124	636
Sophomore, HS Graduate Without a College Degree	541	1243	1055	824	816
Sophomore, Not a HS Graduate	928	855	937	1159	1576
Special Admit Student Currently Enrolled in K-12	237	389	60	20	36
Unknown	649	363	329	207	136

Data Source: California Community Colleges Chancellor's Office Data Mart, <http://www.cccco.edu/divisions/tris/mis/reports.htm>

ENROLLMENT TRENDS—Day and Evening Enrollment

A summary of day and evening enrollments for Reedley College and North Centers combined is reported in Table 16. The number of students enrolled in day classes demonstrates an annual increase of 2% from fall 2000 to fall 2003. Conversely, the number of students enrolled in evening classes declined at a rate of 2% from fall 2000 to fall 2003.

Table 16: Students by Day/Evening: Reedley College and North Centers Combined, Fall 2000–2003

	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Day	6247 (60%)	7143 (62%)	6314 (64%)	6255 (66%)
Evening	4204 (40%)	4416 (38%)	3518 (36%)	3243 (34%)
<i>Total</i>	<i>10451 (100%)</i>	<i>11559 (100%)</i>	<i>9832 (100%)</i>	<i>9498 (100%)</i>

Data Source: Office of Institutional Research, Reedley College

ENROLLMENT TRENDS—Headcounts

Students unit load for Reedley College and North Centers combined is reported for fall 2000 through fall 2004 (see Table 17). The fall-to-fall data trend for this five-year period revealed that percent headcount across all unit categories remained relatively stable. The category of

12.00-14.9 units had the highest percentage of student headcounts (i.e., 35%) followed by the category of 3.0-5.9 units (i.e., 18%).

Table 17: Students by Unit Load: Reedley College and North Centers Combined, Fall 2000–2004

Headcount	Non-Credit	0.1-2.9	3.0-5.9	6.0-8.9	9.0-11.9	12.00-14.9	15+	All Students
Year								
Fall 2000	1%	6%	21%	17%	13%	28%	13%	100%
Fall 2001	1%	6%	22%	17%	13%	28%	13%	100%
Fall 2002	1%	6%	20%	18%	15%	29%	12%	100%
Fall 2003	1%	4%	20%	17%	15%	30%	13%	100%
Fall 2004	1%	3%	18%	17%	15%	32%	13%	100%

Data Source: Office of Institutional Research, Reedley College

OVERALL STUDENT PERFORMANCE—Student Success Indicators

Reedley College student grade data for fall 1999 through fall 2004 is summarized in Table 18. The following data trends were observed for student success indicators:

- GPA decreased slightly from 2.39 to 2.34.
- The percentage of students who successfully completed their courses with a grade of A, B, C or CR (success rate) increased from 64% to 65%.
- The percentage of students retained in courses until the end of the term and who received a grade of A, B, C, D, F, CR, NC or I (retention rate) increased from 84% to 87%.
- The percentage of students who were not retained in courses until the end of the term and who received a grade of W (attrition rate) decreased from 16% to 13%

Table 18: Mark Analysis/GPA/Retention/Completion: Reedley College, Fall 1999–2004

	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
A	24%	3791	26%	4449	25%	4587	24%	4763	24%	4536	22%	4136
B	18%	2851	20%	3413	18%	3321	18%	3526	18%	3402	19%	3502
C	16%	2456	15%	2586	15%	2759	15%	2984	16%	3065	16%	2915
CR	5%	826	6%	1078	7%	1325	7%	1412	6%	1187	7%	1256
D	6%	1011	6%	1016	6%	1034	6%	1153	7%	1324	6%	1181
F	11%	1783	11%	1992	12%	2254	12%	2395	12%	2335	13%	2466
NC	2%	236	1%	251	2%	314	2%	400	2%	467	2%	417
W	16%	2455	13%	2269	15%	2739	13%	2491	12%	2299	12%	2299
GPA	2.39		2.44		2.46		2.39		2.38		2.34	
Retention	84%		87%		85%		87%		88%		87%	
Attrition	16%		13%		15%		13%		12%		13%	
Success	64%		67%		65%		66%		65%		65%	

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

Clovis Center student grade data for fall 1999 through fall 2004 is summarized in Table 19. The following data trends were observed for student success indicators:

- GPA decreased from 2.56 to 2.31.
- The percentage of students who successfully completed their courses with a grade of A, B, C or CR (success rate) decreased from 67% to 64%.
- The percentage of students retained in courses until the end of the term and who received a grade of A, B, C, D, F, CR, NC or I (retention rate) increased from 86% to 88%.
- The percentage of students who were not retained in courses until the end of the term and who received a grade of W (attrition rate) decreased from 14% to 12%.

Table 19: Mark Analysis/GPA/Retention/Completion: Clovis Center, Fall 1999–2004

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
A	28% 1843	29% 1989	27% 2103	25% 2247	23% 1995	22% 2049
B	22% 1472	23% 1540	22% 1676	22% 1917	21% 1867	22% 2014
C	16% 1059	16% 1092	17% 1295	16% 1453	18% 1534	19% 1698
CR	1% 64	1% 66	1% 65	1% 81	1% 81	1% 77
D	6% 363	6% 380	6% 474	7% 597	7% 631	7% 685
F	12% 815	11% 762	13% 1031	15% 1330	17% 1492	16% 1478
NC	0% 32	0% 33	0% 31	0% 15	0% 31	0% 31
W	14% 901	14% 947	14% 1093	13% 1182	12% 1031	12% 1122
GPA	2.56	2.61	2.49	2.41	2.30	2.31
Retention	86%	86%	86%	87%	88%	88%
Attrition	14%	14%	14%	13%	12%	12%
Success	67%	69%	66%	64%	63%	64%

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

Madera Center student grade data for fall 1999 through fall 2004 is summarized in Table 20. The following data trends were observed for student success indicators:

- GPA decreased from 2.48 to 2.35.
- The percentage of students who successfully completed their courses with a grade of A, B, C or CR (success rate) increased from 63% to 64%.
- The percentage of students retained in courses until the end of the term and who received a grade of A, B, C, D, F, CR, NC or I (retention rate) increased from 83% to 88%.
- The percentage of students who were not retained in courses until the end of the term and who received a grade of W (attrition rate) decreased from 17% to 12%.

Table 20: Mark Analysis/GPA/Retention/Completion: Madera Center, Fall 1999–2004

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
A	25% 970	25% 1046	22% 1059	28% 1468	24% 1185	25% 1225
B	20% 769	20% 846	21% 1022	20% 1061	20% 1009	20% 980
C	14% 534	17% 719	16% 765	16% 826	17% 847	16% 803
CR	4% 137	3% 104	7% 329	2% 116	3% 170	2% 116
D	4% 158	5% 212	7% 329	6% 298	7% 350	6% 304
F	14% 540	14% 561	13% 624	16% 832	15% 767	16% 780
NC	1% 52	1% 31	1% 40	1% 45	1% 53	1% 67
W	17% 650	14% 578	14% 692	13% 666	11% 554	12% 594
GPA	2.48	2.46	2.40	2.42	2.33	2.35
Retention	83%	86%	86%	88%	89%	88%
Attrition	17%	14%	14%	12%	11%	12%
Success	63%	66%	65%	65%	65%	64%

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

Oakhurst Center student grade data for fall 1999 through fall 2004 is summarized in Table 21. The following data trends were observed for student success indicators:

- GPA decreased from 2.82 to 2.71.
- The percentage of students who successfully completed their courses with a grade of A, B, C or CR (success rate) increased from 65% to 69%.
- The percentage of students retained in courses until the end of the term and who received a grade of A, B, C, D, F, CR, NC or I (retention rate) increased from 80% to 86%.
- The percentage of students who were not retained in courses until the end of the term and who received a grade of W (attrition rate) decreased from 20% to 14%.

Table 21: Mark Analysis/GPA/Retention/Completion: Oakhurst Center, Fall 1999–2004

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
A	35% 328	33% 372	33% 372	36% 431	33% 355	33% 325
B	18% 172	17% 186	19% 213	22% 260	17% 183	20% 192
C	10% 89	14% 160	11% 123	14% 172	14% 146	10% 102
CR	2% 19	4% 46	3% 35	0% 2	4% 45	6% 56
D	3% 26	4% 48	4% 42	4% 43	5% 50	5% 48
F	9% 87	9% 101	11% 126	10% 115	12% 125	11% 104
NC	1% 6	1% 8	1% 8	0% 4	0% 0	0% 2
W	20% 184	17% 191	17% 194	13% 162	15% 157	14% 138
GPA	2.82	2.73	2.70	2.80	2.66	2.71
Retention	80%	83%	83%	87%	85%	86%
Attrition	20%	17%	17%	13%	15%	14%
Success	65%	68%	66%	72%	68%	69%

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

OVERALL STUDENT PERFORMANCE—Degrees and Certificates

The number of awards for Reedley College and North Centers combined for 1999-00 through 2002-04 are summarized in Table 22. The student data trend revealed that the total number of awards increased from 601 in 1999-00 to 780 in 2003-04.

Table 22: Degrees and Certificates Awarded: Reedley College and North Centers Combined, 1999-00 to 2002-04

Year	Total Awards	AA/AS	Certificates 18 to < 30 units	Certificates 6 to <18 units
1999-2000	601	489	55	57
2000-2001	730	644	83	0
2001-2002	597	632	113	90
2002-2003	750	597	128	25
2003-2004	780	536	123	121

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

OVERALL STUDENT PERFORMANCE—Transfer Rates

Transfer rates for Reedley College and North Centers combined from 1999-00 to 2003-04 are reported in Table 23. The following data trends were observed for students:

- The total number of students who transferred to a four-year college increased from 449 to 486.
- The number of students who transferred to the UC system increased from 13 to 26.
- The number of students who transferred to the CSU system increased from 436 to 460.
- The number of transfer-ready students increased from 913 to 1291.

Table 23: Transfer Rates: Reedley College and North Centers Combined, 1999-00 to 2003-04

Year	Total Transfers ¹	UC Transfers ¹	CSU Transfers ¹	Transfer Ready ²
1999-00	449	13	436	913
2000-01	461	22	439	1065
2001-02	441	20	421	1101
2002-03	458	17	441	1246
2003-04	486	26	460	1291

Data Sources: ¹California Postsecondary Education Commission Transfer Pathways; ²California Community Colleges Chancellor’s Office System Performance on Partnership for Excellence Goals.

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

The number of certificated and classified staff by full-time and part-time status and gender is summarized in Table 24. The following staff data trends were observed for 2000-2003:

- More males than females were employed as certificated full-time and part-time staff.
- More females than males were employed as classified full-time and part-time staff.
- The total number of staff increased from 1570 to 1656 in 2000-2002 and then decreased to 1525 in 2003. This same trend was observed for all categories with the exception of classified full-time male employees which increased in 2003.

Table 24: Staff by Full- & Part-time, Classification and Gender: Reedley College and North Centers Combined, 2000–2003

Classification	2000	2001	2002	2003
Certificated				
▪ Full-time Male	92	90	104	93
▪ Full-time Female	58	59	69	65
▪ Part-time Male	305	280	302	282
▪ Part-time Female	258	276	282	262
Classified				
▪ Full-time Male	40	40	38	41
▪ Full-time Female	73	74	80	71
▪ Part-time Male	293	307	308	281
▪ Part-time Female	451	472	473	430
<i>Total</i>	<i>1570</i>	<i>1598</i>	<i>1656</i>	<i>1525</i>

Data Source: SCCCD Office of Human Resources

The number of certificated staff by full-time and part-time status and ethnicity is summarized in Table 25. The following staff data trends (excluding decline to state) were observed for 2000-2003:

- Whites were the largest ethnic group across all staff categories.
- Hispanics were the second-largest ethnic group across all staff categories.
- Asians were the third-largest ethnic group among full-time and part-time certificated staff.
- African-American were the third largest ethnic group among full-time and part-time classified staff.

**Table 25: Staff by Full- & Part-time, Classification and Ethnicity:
Reedley College and North Centers Combined 2000–2003**

	2000	2001	2002	2003
Full-time Certificated				
▪ Native American	4	4	3	5
▪ African American	2	3	3	3
▪ Asian	5	7	8	6
▪ Pacific Islander	1	1	1	0
▪ Hispanic	27	25	29	20
▪ White	96	95	110	103
▪ Decline to State	15	14	19	21
<i>Total</i>	150	149	173	158
Part-time Certificated				
▪ Native American	5	4	3	4
▪ African American	8	14	13	8
▪ Asian	25	20	28	24
▪ Filipino	5	3	5	5
▪ Pacific Islander	2	2	0	1
▪ Hispanic	83	82	92	89
▪ White	395	394	401	368
▪ Other	1	2	2	3
▪ Decline to State	39	35	40	42
<i>Total</i>	563	556	584	544
Full-time Classified				
▪ Native American	1	0	0	1
▪ African American	6	4	4	6
▪ Asian	2	4	4	4
▪ Filipino	2	3	2	2
▪ Hispanic	30	28	38	27
▪ White	59	63	60	62
▪ Other	1	0	1	1
▪ Decline to State	12	12	9	9
<i>Total</i>	113	114	118	112
Part-time Classified				
▪ Native American	3	3	4	3
▪ African American	109	104	112	99
▪ Asian	16	19	17	17
▪ Filipino	6	8	8	7
▪ Pacific Islander	1	3	2	0
▪ Hispanic	285	295	301	281
▪ White	279	308	301	270
▪ Other	4	4	6	3
▪ Decline to State	41	35	30	31
<i>Total</i>	744	779	781	711

Data Source: SCCC Office of Human Resources; Note: 10 p/t classified staff miscoded as “M” were added to the category, Other.

Response to June 2000 Recommendations March 28 – 30, 2000 Site Visit

Recommendation One (From the previous team)

Recommendation 2.1: The previous team recommended that the college should intensify its efforts to infuse cultural diversity perspectives in the curriculum as appropriate (Standard 4C.3).

Response:

In their spring 2000 report, the visiting team indicated that the college should continue its efforts to infuse diversity into the curriculum generally, by incorporating diversity materials into course outlines across the curriculum. The team had pointed out that a "dedicated course" approach would inevitably serve a limited number of students. In response to this recommendation, the college has continued efforts on both fronts. In addition to the "dedicated" courses mentioned in the team's report (Chicano history, African American history and American minority groups), the college has offered the following: Criminal Justice 14, Multicultural Issues Within Public Safety; Philosophy 1D, World Religions; English 49, Latino and Chicano Literature; Child Development 36, Cultural Studies for Children; Child Development 38, Life Span and Health 14, 15, 16, Health Care Interpreting. Thus, although part of a "dedicated course" approach, these additions to the curriculum do have the merit of introducing cultural diversity to a broader set of majors and certificate programs. In addition, it is noteworthy that since spring 2001, the college has new offerings in developmental services, targeted at the needs of students with disabilities. These offerings have raised disability awareness across the institution.

To incorporate diversity materials and topics into as many individual courses as possible across the curriculum, the college has continued to address multicultural inclusion through the course approval and course change process in the curriculum committee. As courses are reviewed by the Curriculum Committee the format for approving courses includes a section concerning multicultural content and global or international concepts, where the originator is asked to explain how the content is integrated into the subject matter and course objectives. The following course outlines have been recently updated and are available on the college intranet: Child Development 38 – Life Span Development, Speech 2 – Interpersonal Communications, Political Science 5 – Comparative Government, and English 126 – Introduction to College Reading. [*Course Outline Web Site*]

The college has a comprehensive program of staff development for all employees. These programs and activities include on-campus workshops, training sessions, new employee orientations, conference travel budgets and faculty sabbaticals. One of the responsibilities of the Academic Senate Vice President of Business is, in collaboration with management, to survey faculty to determine professional development needs; develop flex day activities at Reedley College; coordinate flex day workshop facilities, speakers, equipment, etc.; provide each flex workshop with evaluation forms and attendance rosters; collect and summarize evaluation forms; and provide information to faculty regarding appropriate flex activities, including activities that are 'in lieu of' flex day activities. Over the past few years, the

following topics have been offered during flex day: internationalizing the curriculum, infusing east-Asian culture into the curriculum, adaptive computer uses for literacy, understanding second language acquisition, and identifying and assisting students with learning disabilities

The Reedley College Student Equity Plan, approved on April 5, 2005 by the SCCC Board of Trustees includes as one of its goals to advance faculty understanding and cultural awareness in teaching methodologies. *Cultural awareness* includes the use of daily instructional practices that are inclusive to students from ethnically and linguistically diverse backgrounds. Full- and part-time faculty will receive additional training based on the specific objectives included in the Student Equity Plan to include approaches to enhance classroom presentations to best meet the needs of culturally and linguistically diverse students, including students who are English language learners.

Recommendation Two (From the previous team)

Recommendation 2.2: The previous team recommended that both instruction and student services should consider when and how to coordinate multicultural activities to improve campus wide participation (Standard 4C.3).

Response:

The college continues to make cultural diversity a focus of campus events, and has intensified its efforts to coordinate the planning of these events, as well as the integration of these events into instruction. “Enhancing the College Climate and Integrating with the Community” is Goal #2 of the 2002-05 Reedley College Strategic Plan and includes the following two objectives: (1) Reedley College strives to promote the value of diversity both in and outside the classroom and within the larger community, and (2) Reedley College will continue to celebrate diversity and its diverse communities through the arts—theatre, music and graphic arts—and through public events and festivals. Students, faculty, counselors, managers, and staff, including the Public Information Officer (PIO) are among those responsible for the planning, implementation, and evaluation of the activities described in these two strategic plan objectives.

The Strategic Plan Progress Report, April 2005 indicates that there were approximately 21 cultural diversity events held in 2004-05. These events were promoted through the college marquee, electronic signboards, media releases, flyers, web calendar and the electronic weekly calendar.

Through their efforts, instructors continue to be made aware of campus activities focusing on diversity through flyers and announcements in department chairs meetings and department meetings. Instructors assign students to attend these events as a basis for assignments. Previously, diversity-oriented events were limited to Black History Month and Hispanic Heritage Month. The range of such events has increased to include Asian American Week, Native American dancing, and Oktoberfest. The ASB sponsors activities during these diversity-oriented events in a variety of formats such as cultural performances, speaker forums and films.

The Reedley College Associated Student Body (ASB) community involvement is largely multicultural. Reedley Fiesta, the Boys & Girls Clubs Annual Bowl-A-Thon, various Homecoming activities like the French Club crepes and fromage, the annual Latino Dance contest, and ethnic food served at Spring Week and Kaleidoscope all celebrate the diversity of the students and the community. Tiger Scholarship Awards & Reception and Commencement are as multicultural as the honorees.

Student publications provide students with writing skills, journalism instruction and practical publishing experience. The campus newspaper *The Chant* provides news, feature articles, opinion pieces and community information. Student literary journals includes the main campus' *Symmetry*, and the North Centers' *The Review* and *Mind's Eye* provide creative outlets for students. The selections represent a diversity that reflects the student writers and artists.

A number of cultural activities are suggested and sponsored by instructional departments (e.g., the Spanish program sponsors Dia de Los Muertos exhibits and other Hispanic cultural activities, the French program has sponsored field trips to Arte Americas in conjunction with art classes, as well as a variety of French Club activities, the ESL program sponsors a Latin American film series, English faculty sponsor Veterans' Day and Women's History activities involving cultural perspectives, etc.), and based on input from the instructional departments, student clubs and others, the student activities office coordinates the development of an annual schedule of activities. These activities are then advertised aggressively in the community as well as on campus.

Recommendation Three (from previous team)

Recommendation 4.1: The previous accreditation team recommended that the college should update its affirmative action plan.

Response:

As reported in the November 2002 Midterm Report, Reedley College and the State Center Community College District provided an updated comprehensive affirmative action plan in the 2000-2001 academic year. Annual updates and reports to the Chancellor's Office of the California Community Colleges have not been done since that time based on the October 2001 advisory to community colleges on Proposition 209 and Connerly v. State Personnel Board. The advisory lists specific actions to be taken by the State Chancellor's Office and also lists recommendations of steps community college districts should take. The Connerly decision affects the statutes that require affirmative action hiring and related regulations.

In its advisory, the State Chancellor's Office notified districts that a plan for promoting diversity in the community college system would be forthcoming, but until that time colleges and districts should follow the recommendations contained in the advisory. The plan has not yet been released from the State Chancellor's Office, although a projected timeline indicates that the model plan was to be distributed to districts by January 1, 2005. Indications from the State are that the model plan will be read by the Board of Governors in the near future. If the projected timelines then are implemented, a Board adopted plan will be due in the State Chancellor's Office by January 23, 2006.

In the meantime, Reedley College and the State Center Community College District have taken steps to ensure that diversity issues are appropriately and fairly addressed. The district follows Equal Employment Opportunity Commission guidelines, and all participants in the hiring process receive training in Equal Employment Opportunity Commission guidelines and procedures. In addition, the Associate Vice Chancellor of Human Resources is a member of the California State Equity and Diversity Advisory Committee.

At this time, the college and the district have responded to the previous team's recommendation by updating its comprehensive affirmative action plan in 2000-2001 and are currently following the recommendations from the State Chancellor's Office and from legal counsel. Once the model EEO Plan is approved by the Board of Governors and distributed to the local colleges and districts, Reedley College and the State Center Community College District will proceed with developing a new EEO plan and will follow any prescribed annual reporting on progress. (2000 – 2001 Affirmative Action Plan, Legal Counsel Newsletter re Prop 209, State Chancellor's Office Advisory, Board Policy 4100(a) and Administrative Regulations 4100(a), Projected Timelines for State Model EEO Plan, sample Equal Opportunities Advisory Committee minutes)

Recommendation Four (From the previous team)

Recommendation 8.1: The previous team recommended that the Board of Trustees develop a process by which its own performance can be assessed regularly (Standard 10A.5).

Response:

California Education Code Section 70902 authorizes and defines local governing boards. In addition to the powers and duties prescribed by law, the State Center Community College District Board of Trustees has policy detailing 14 additional responsibilities. BP 2012 was adopted on October 10, 1978 and revised on November 4, 2003.

In July 2000, the State Center Community College District Board of Trustees conducted a board retreat for the purpose of board self-evaluation. The retreat was facilitated by a professional consultant. A trustee evaluation instrument was completed to assess all aspects of trustee performance and direction of the State Center Community College District.

During spring 2004, Tom Crow, SCCCDC Chancellor and Willie Smith, Board President drafted a Board of Trustees Self Evaluation form using the Community College League of California's *Board Self Evaluation Guide* (2001). The resulting form contains the following categories: institutional mission and educational policy, institutional planning, instructional/student services programs, facilities, financial resources, board operations, board – chancellor relations, faculty/student/classified relationships, community relations, and governmental relationships. Each of the categories has three to eight statements that the board rates strongly agree, agree, disagree, strongly disagree or no opinion. There is also a comment section for each of the 10 categories. In addition, the self-evaluation includes a section whereby the three greatest strengths and the three areas needing improvement are described.

The self evaluations are mailed to each board member who completes and submits them to the chancellor's executive secretary who compiles and summarizes them into a single summary document. The chancellor's evaluation includes a discussion of the board's self evaluation. This process has been used the past two years – at the July 13, 2004 and February 1, 2005 Board of Trustees meetings. Prior to the 2005 process, the chancellor and the board president met and reviewed the self evaluation document to ensure that the categories and statements included with each category were appropriate and relevant to board duties and responsibilities.

To further address the need for a board policy that includes the board self-evaluation, a new board policy, BP 2745, was written. This new policy was approved by the Board on November 4, 2003 and is awaiting the development of the administrative regulations before full adoption.

BP 2745 - Board Self-Evaluation The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning. To that end, the Board has established the following processes:

1. A committee of the Board shall be appointed in June to determine the instrument or process to be used in board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field.
2. The process for evaluation shall be recommended to and approved by the Board.
3. If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the Executive Secretary to the Chancellor.

Recommendation Five

The team recommends that the college develop and implement a college-wide process to assess how well and in what ways it is achieving its purposes as an institution and communicates evidence of quality to the public. The college must specify its intended institutional outcomes and clearly document those achievements (Standards 3A.3, 3B.1, 3C.1, 3C.2, and 4B.3).

Response:

In 2000, the college hired an institutional research coordinator whose duties include reporting on institutional outcomes under the direction of the college president. To date the focus of the position has been to provide quantitative data for program reviews, prepare required PFE (Partnership for Excellence) data reports to the California Community College Chancellor's Office and to prepare the federal Integrated Postsecondary Education Data System (IPEDS) report. The State Center Community College District created an institutional research web site in 2000-2001.

In April 2000, the college initiated a two-year strategic planning effort. The effort began with a college-wide meeting to develop a SWOT (strengths, weaknesses, opportunities and threats) analysis. This exercise, facilitated by Dr. Max Tadlock, helped to develop a common

vision of the college. In May 2001, Burt Peachy Consulting conducted a second college-wide orientation on integrated strategic planning. Over the next ten months, action teams were formed to review external trends, internal planning documents, and data from which draft planning statements were developed. Students and community members participated in a collective critique of the draft strategic plan in a community charrette at the college in April 2002. The State Center Community College District Board of Trustees unanimously accepted the resulting plan in June 2002.

This process culminated in August 2002 with the publication of the *Reedley College Strategic Plan 2002-2005*. The plan identifies seven strategic directions as follows: public and private partnerships; college climate and integrating with the community; teaching and learning; student services; planning and assessment; information technology; and infrastructure. Specific objectives are included in the plan, and beginning in August 2002 staff members engaged in a process of identifying measurable performance indicators by which progress on these objectives can be assessed annually by the Strategic Planning Council. There have been two comprehensive progress reports approved by the Council, May 2004 and May 2005 which were posted on the college website. A summary of progress on these objectives is published in the college president's annual report to the community, the first in August 2002.

The *Reedley College 2003-04 Annual Report* begins by describing the four elements of the college's mission – commitment, philosophy, vision, and planning and accountability. The report provides student demographic information including enrollment trends; gender; age; ethnic distribution; financial aid recipients and student loans; lists degrees and certificates; highlights academic programs and services; showcases key community partnerships; and describes student activities. The report also lists the 2003-04 goals. The 2004-2005 annual report reports progress made by the college in achieving the goals and objectives of the strategic master plan.

Beginning in fall 2000, the college's curriculum committee established a requirement that as new courses or changes to academic courses and programs are proposed, the proposing department must generate an outcomes statement for each program as well as student learning outcomes for each course. As of fall 2005, approximately 50 percent of course outlines have been converted to the new format.

The first cycle of program review ended in May 2004. Prior to that in January 2004, the Program Review Committee began a discussion as to how to assess the value of the process for purposes of planning for the second cycle. The committee, with the support of the president and the academic senate, developed a two semester timeline for the evaluation and subsequent revision of the program review process. The evaluation process included conducting a survey developed by the college researcher that was disseminated to the entire staff; review of the program review reports from the first cycle; focus group discussions at Reedley, Clovis, and Madera; and input and approval from the Academic Senate, Classified Senate and Associated Student Body as well as from other college committees. The revised Program Review Handbook, Cycle 2005-2010 was approved by the Strategic Planning Council in January 2005. The handbook includes the college mission, the purposes of

program review and details the review process. One of the key aspects to the review is the self study which contains both qualitative and quantitative analysis. This self study requires both short- and long-term goal development to include how program/certificate/degree student learning outcomes are/will be identified and the assessment process by which student achievement of those outcomes is/will be measured, trends in the discipline, instructional methodology, and instructional technology, as well as the professional development needs of both existing and future faculty and staff.

Recommendation Six

The team recommends that the college develop and implement an integrated strategic planning process, which incorporates information from consultation with the various segments of the community in order to identify the most appropriate ways for the college to meet community needs. Special attention should be paid to developing a student services facilities plan for the campus (Standards 3B.3 and 5.6).

Response:

The response to Recommendation Five details the process of developing the strategic plan. The college has published the *Reedley College Strategic Plan 2002-2005* that was adopted by the Board of Trustees. The plan identifies seven strategic directions as follows: public and private partnerships, college climate and integrating with the community, teaching and learning, student services, planning and assessment, information technology, and infrastructure. It includes systematic assessment of facilities as related to student programs and services. The strategic plan will allow the college to develop a student services facilities plan for the campus. The planning process and participating constituencies are referenced in the *Reedley College Strategic Plan 2002-2005*.

The State Center Community College District passed a bond issue on the November 2002 ballot to generate revenues for construction and renovation of new facilities campuswide. At Reedley College, \$28 million from the bond measure will provide new classrooms, repairs and renovations to existing classrooms, a new bookstore, a new residence hall and a remodeled student center, plus secondary effects money to possibly remodel or retrofit the current bookstore and current residence hall for other functions. Plans for remodeling and/or expanding student services facilities are secondary effects resulting from building a new bookstore and residence hall. Construction started on the new classroom building in February 2005 with an anticipated completion date in summer 2006, and the other projects are moving forward. In order to coordinate the bond construction as well as other facility planning needs, a Facilities Committee was created in fall 2004. It is chaired by the president and is comprised of all the representative groups on the campus as well as district office personnel who have responsibility for facilities.

Recommendation Seven

The team recommends that the college develop intended student learning outcomes for courses and programs and promote teaching and learning strategies that improve the successful accomplishment of them (Standards 3C.1 and 4B.3).

Response:

The response to Recommendation Five details the process of evaluating and revising the program review process. The revised Program Review Handbook, 2005-2010 was approved by the appropriate constituent groups and directed to the Strategic Planning Council in January 2005. The second cycle of program review commenced in February 2005. One of the key aspects to the review is the qualitative self study which includes a description on how program/certificate/degree student learning outcomes are/will be identified, the assessment process by which student achievement of those outcomes is/will be measured and any necessary staff development.

Teaching and learning is one of the seven directions of the *Reedley College Strategic Plan 2002-2005*, prepared in response to Recommendation Five. The goal for this direction is, "to be recognized as a progressive student-centered teaching and learning institution." The strategic objectives include improving student retention, persistence and performance in basic skills; developing and implementing new and/or improved teaching methodologies; offering instructional programs in response to new and/or changed community needs; and providing incoming freshmen with an enhanced program to encourage greater success.

The detailed description as to the status of creating and assessing student learning outcomes at the course, program and degree level is contained in the Introduction section titled "Creation and Assessment of Student Learning Outcomes."

Recommendation Eight

The team recommends that Reedley College and the Centers initiate and execute a plan to address and systematically evaluate the adequacy of and access to library and learning resource collections in all relevant formats, including sufficient print and non-print materials, and to further ensure that professionally qualified library and learning resource staff provide support at all locations where these services are offered (Standards 4A.4, 6.1, 6.2, 6, 3, 6.4, and 6.7).

Response:

Reedley College Library and the North Centers evaluated the adequacy of and access to library and learning resources through the program review process. In spring 2004 the library and learning resources program review was presented and was accepted by the Program Review Committee. In this report the faculty and staff of the library reviewed several areas including the number and depth of online and print materials and access to resources by students regardless of location. The program review also made recommendations regarding staff and support for all locations. To help systematically evaluate the adequacy of library resources at the North Centers, a library committee was created in spring 2005.

Print and Online Resources

In 2003 the Reedley College library completed its automation and conversion project. All circulating material is bar-coded and classified in the Library of Congress Classification System. The Reedley College Library has also begun issuing library cards that students can use to request materials using the online library catalog. Students will also use their library cards to access online databases. The North Center resource centers initiated this automation

and conversion process in 2004 with a scheduled fall 2005 completion. Fresno City College and Reedley College (including the North Centers) have converted their separate library databases into one online library database catalog. This created a comprehensive web catalog that can be searched at all locations as well as remotely. As part of the program review process, students and staff at Reedley, Madera and Clovis were asked to evaluate library and learning resources at each location. A survey was developed in conjunction with the college institutional researcher and the results were evaluated and incorporated into the library program review. This information was used to formulate the 14 recommendations in the library program review. Included in these recommendations was the need to increase funding for print and non-print resources specifically at the North Centers. Despite the recent budget constraints, since FY 2002 over \$132,000 was spent on increasing the library collections at the Clovis and Madera Centers and nearly \$100,000 was spent at the Reedley campus.

Professionally Qualified Library and Learning Staff

Another issue that the library program review addressed was the lack of a professional librarian at the North Centers. The program review made the need for a librarian at the north centers its priority recommendation. This recommendation was forwarded to the North Centers administration and the Strategic Planning Council. A review and increase of staffing at all locations was also recommended in the Library and Learning Resources Program Review. This recommendation is being acted upon with two new library instructional aides being added to Clovis and Madera to ensure that normal operating hours are maintained. The North Centers staff plan includes a faculty librarian position. Librarians from both Fresno City College and the Reedley campus periodically travel to the North Centers to provide professional expertise. The funding of the librarian position is dependent upon available budget and faculty position prioritizations in the near future.

Recommendation Nine

The team recommends that the college recognize and address the need for an institutional commitment focused on students with disabilities. The commitment should permeate all aspects of the campus, including web site delivery of programs and services (Standards 5.6 and 8.3).

Response:

The college has increased the institutional commitment to students with disabilities by providing more leadership opportunities in student government dean's student advisory council, students with disabilities club, and many college-wide committees such as the health and safety committee and the Reedley College DSP&S Advisory committee. The health and safety advisory committee is instrumental in identifying campus needs for the disabled. The DSP&S committee has developed an academic accommodations policy for adoption districtwide.

The staff of the Disabled Students Program and Services (DSPS) developed an Instructor's Manual, revised in July 2001, to facilitate the faculty's understanding of the educational needs of students with disabilities. The Manual includes understanding the student with a disability, types of disabilities, and the services provided by the DPSP staff. One of the most

interesting aspects of the manual is a section on addressing the common myths about students with disabilities.

New support programs have been added such as Student Support Services (TRIO grant), and the Reedley College's Access to Vocational Education (RAVE) program. The Student Support Services (SSS) Trio grant provides enrichment services to 112 students with disabilities. RAVE is a Workability III program designed to assist students with disabilities in developing employability skills. Eleven developmental services classes have been added to the college curriculum. With college and outside funds, more staff has been added (SSS counselor, learning disabilities specialist, alternate media specialist, and job developer).

Utilizing matching funds from the state's architectural barrier removal grant program, Reedley College has increased its commitment to campus accessibility including building a new elevator adjoined to the student services building and purchasing a wheelchair-accessible bus (district), adaptive computers and a new tram for transporting students around campus. More restrooms and parking stalls have been made handicapped accessible. The new Technology Director, in collaboration with the district web master, will prioritize disabled student accessibility when redesigning or updating the college websites.

Additionally, the Reedley College strategic plan includes commitments to making the campus accessible to persons with disabilities in all future construction, to making computing accessible to students with disabilities, and to recognizing the characteristics of its students and responding to their special needs.

The college has made financial commitments for adaptive equipment and furniture with funding through lottery and partnership for excellence, and has been awarded a workability grant and student support services grant providing additional opportunities to make equipment and classrooms accessible for the disabled student population. The DSPS program has been awarded a grant from the State Chancellor's Office to be the host screeners for Region V to do high speed scanning. The architectural barrier removal plan continues to be used in completing the identified list of capital outlay proposals.

In June 2005, the State Center Community College District received a Live Caption grant from the California Community College Chancellor's Office. Reedley College The grant has four priorities: 1) captioning of real-time, synchronous distance education telecourses, 2) live video-streaming and live webcasts, 3) rapid text captioning equipment, and 4) off-Line, asynchronous captioning of DE courses. The total grant is \$188,860 and will provide much-needed equipment to provide additional access at all district campuses and centers.

Recommendation Ten

The team recommends that the college take immediate action to ensure that evaluations for part-time faculty are implemented on a regular and systematic basis (Standard 7B.1).

Response:

The bargaining agreement between the State Center Community College District and the Part-Time Faculty Bargaining Unit State Center Federation of Teachers provides for the regular and systematic evaluation of adjunct faculty. Article XII, Section E states:

E. Unit members will be evaluated (at least) as follows:

- 1) Their performance during their first semester of teaching or service.
- 2) Their performance during their second and/or third semesters of teaching or service.
- 3) Their performance over every six (6) semesters of teaching or service thereafter.

The administration at Reedley College and the North Centers have devised spreadsheets to monitor this process, and with the assistance of full-time discipline faculty, have managed to evaluate most of their adjunct faculty in a timely manner. This tracking mechanism has helped Reedley College evaluate 91 percent and the North Centers 93 percent of their current part-time faculty within contract parameters. Of those current part-time faculty members not yet evaluated, the tracking mechanism further identifies, or “flags,” them for immediate evaluation; following this process then, “flagged” faculty members will be notified and scheduled for an evaluation as soon as possible. Continued use of this newly created systematic monitoring system will allow for immediate action to achieve our evaluation requirements.

Creation and Assessment of Student Learning Outcomes

General Statement

Teaching and learning is one of the seven directions of the *Reedley College Strategic Plan 2002-2005*. The goal for this direction is “... to be recognized as a progressive student-centered teaching and learning institution.” The strategic objectives include improving student retention, persistence and performance in basic skills; developing and implementing new and/or improved teaching methodologies; offering instructional programs in response to new and/or changed community needs; developing and implementing institutional expectations; and providing incoming freshmen with an enhanced program to encourage greater success.

Reedley College was awarded a Title 5 grant in 2001-2002. As a result of the grant, the college has established objectives to improve student success through promotion of teaching formats designed to improve student learning outcomes (learning communities, service learning, technology-assisted instruction, etc.) and through programmatic retention strategies (summer bridge, first-year experience seminars and transfer olympics).

Reedley College has sent teams to various workshops on learning assessment, learning community development and implementation, and learning outcomes. Beginning in the 2002-03 academic year, a series of workshops were sponsored by the Research and Planning Group (RP Group) of California Community Colleges in collaboration with a number of other statewide community college organizations including the Chief Executive Officers of the California Community Colleges (CEOCCC), the Community College League of

California (CCLC) and the Association of Instructional Administrators (AIA). The workshops included the following topics:

- Beginning Steps: Building a Learning Outcomes Assessment Framework for Your College.
- Identifying and Assessing Learning Outcomes at the College, Program and Course Level.
- Practitioner Insights: CCC Assessment Models in Action

Reedley College faculty and staff participated in additional regional, state and national workshops in the area of learning assessment, community development and outcomes, including Student Learning Outcomes Workshop Central Region Consortia Meetings, Monterey, June 2003 and June 2004; SLO Workshop, Fresno City College, December 2003; Assessing Student Learning, ASCCC 2004 Plenary Session; Assuring Improvement in Student Learning, WASC-sponsored, Glendale, September 2004; ASCCC Curriculum Institute, July 2004; and From Compliance to Improvement: Accountability and Assessment for California's Community Colleges, Norena Badway Workshop, Bass Lake, January 2005.

Reedley College has conducted on-site staff development workshops on teaching and learning strategies. On the August 14, 2003 Opening Day Session, the college hosted a Learning Outcomes and Assessment session conducted by Dr. Mary Allen from CSU Long Beach. The following day all faculty were invited to participate in a focused, hands-on workshop by Dr. Allen. Faculty in three departments, Business; Reading, Speech and Foreign Language; and Math, Science and Engineering were specifically targeted to participate. In January 2004 the college devoted Duty Day to an on-campus SLO workshop given by Brad Phillips of Grossmont College and Scott Corbet from Oxnard College. In addition since 2001-02, there have been flex day workshops on revising course outlines to include learning outcomes, service learning, learning communities, monitoring student learning in the classroom, and identifying and assessing composition student learning outcomes.

Course-Level Student Learning Outcomes

Reedley College's *Curriculum Handbook*, revised in July 2004, includes an overview of the Curriculum Committee membership and duties, curriculum development and approval procedures, descriptions and definitions of terms used in course outlines, committee's role in the program review process, distance education policy, associate degree requirements, articulation agreements, district curriculum, transfer issues, credit course outline – general description, non-credit course outline and course modification procedures. The *Curriculum Handbook* Appendix includes all of the forms.

The Handbook states that the “course outline should delineate an agreed upon set of learning objectives which are central to the course in that they (1) determine the desired student learning outcomes of the course and (2) establish a basis for evaluating and assessing student performance.” The *Credit Course Outline of Record* is used for all degree-applicable courses and includes the following sections: Basic Information (course title, catalog description, lecture/lab hours, number of units, advisories, prerequisites, degree applicable, etc.), course outcomes, course objectives, course content outline, readings, methods to measure student achievement and determine grades, and educational materials.

The *Curriculum Guide*, adopted in August 2000, is a step-by-step description on how to complete the forms for new credit courses. Included in the guide is the following definition of course outcomes: “an outcome is a ‘result, a consequence, an aftermath.’ These give a picture of the total product desirable after the end of the course. The outcomes section tends to reflect higher level critical thinking skills. A course outcome may bring together a number of objectives in stating how the student draws together what has been learned (synthesis). These outcomes should also be validated by assignments and methods of evaluation (Section V). Outcomes may also state how the student uses what has been learned in new situations (application) and in forming judgments and decisions in the future (evaluation). These outcomes are more likely to be validated through the program review process.”

Beginning in fall 2000, as departments completed the program review process, all existing course outlines were converted to the new format and submitted to the curriculum committee in the semester following the completion of program review. Since the program review cycle began in 1999, there are several departments who have not yet converted all of their course outlines to the new format which includes the identification of learning outcomes (one department is completely converted with two others nearing completion). The current program review process commenced in spring 2005 to conclude in spring 2010. It is therefore expected that by the end of the fall 2010 semester, all existing course outlines will have been converted or be in the process of converting to the new format.

In addition to writing individual course learning outcomes, faculty teaching in learning communities are developing student learning outcomes for the learning community as a whole. Instructors teaching in learning communities have developed their own web sites for sharing documents and discussion.

Program/Degree Student Learning Outcomes

In January 2004, the Program Review Committee began a discussion as to how to assess the value of the program review process for purposes of planning for the second cycle. The committee, with the support of the president and the academic senate, developed a two-semester timeline for the evaluation and subsequent revision of the program review process. The evaluation process included conducting a survey developed by the college researcher that was disseminated to the entire staff; review of the program review reports from the first cycle; focus group discussions at Reedley, Clovis, and Madera; and input from the Academic Senate, Classified Senate and Associated Student Body as well as from other college committees. The Program Review Handbook, Cycle 2005 includes the college mission, the purposes of program review and details the review process and implementation. One of the key aspects to the review is the self study which contains both qualitative and quantitative analysis. This self study requires both short- and long-term goal development to include how program/ certificate/degree student learning outcomes are/will be identified and the assessment process by which student achievement of those outcomes is/will be measured, trends in the discipline, instructional methodology, and instructional technology, as well as the professional development needs of both existing and future faculty and staff.

Reedley College has begun the process of establishing, implementing, and evaluating student learning outcomes at the institutional level. The college’s mission statement addresses six

institutional-level student learning outcomes: diversity in a global economy, critical thinking, cultural literacy, interdependence, respect for self and others, and life-long learning. Each of these student learning outcomes were addressed in the college outcomes section of the student survey conducted in spring 2004. Following are several examples:

- Students were asked to rank the importance of and progress toward attaining the following outcomes (percentage is responses indicating of great importance): learning to think and reason (81 percent), developing problem solving skills (78 percent), listening to and understanding what others say (78 percent), and learning principles for conserving and improving the global environment (47 percent).
- Students were asked how courses required outside of the area of specialization helped in achieving learning outcomes (percentage is responses indicating agreement with statement). The broad areas surveyed included (1) becoming an independent and self-directed learner (61 percent), (2) awareness of diversity (61 percent), and (3) increased knowledge of the earth (50 percent).
- Students were asked to assess their personal growth while at Reedley College and the college's contribution toward that growth (percentage is responses indicating moderate to very great contribution). Growth areas included setting life goals (70 percent), increasing intellectual curiosity (79 percent), interacting with people from culture's other than his/her own (75 percent), developing self confidence (67 percent), intellectual growth (93 percent), preparation for further study (81 percent), career preparation (85 percent), personal growth (86 percent), and social growth (84 percent).

External Independent Audit/Federal Grant Funds

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

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

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

basis, many times before the audit is finalized and presented to the Board of Trustees for acceptance.

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

Abstract

Beginning in spring 2004, Reedley College staff and students and State Center Community College District staff participated in preparing this comprehensive self study, which was approved by the Board of Trustees on June 7, 2005. The college conducted an in-depth examination of institutional policies and procedures as related to the Commission Standards and, as a result, strengths and areas needing improvement were identified. Two surveys were conducted that provided vital data crucial to the assessment of college policies and practices. The first study conducted in spring 2004 asked students to rate aspects of their educational experience. The second study conducted in fall 2005 was developed specifically to ascertain how staff rated the college on specific aspects of the Standards. The results of the surveys are weaved throughout the self-evaluation sections. This Self Study in conjunction with the resulting report from the site visit will be the basis for the assessment of the current strategic plan as part of the systematic process in developing the next strategic plan beginning in fall 2005.

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

- 1.1 Increase and improve communication and interaction between Reedley College and the North Centers with particular emphasis on the program review process.
- 1.2 The institution will increase communication among the faculty and staff relative to duties and responsibilities of the institutional research coordinator, as well as the methods used in the collection, analysis and use of data used in assessing the college's effectiveness.
- 1.3 The college will evaluate the procedures used to solicit participation by faculty and staff in planning activities. Increased participation in planning processes and activities will result in greater understanding of the integrated planning processes throughout the college.
- 2A.1 Reedley College will continue to develop student learning outcomes and will identify appropriate means to measure the assessment of those outcomes. The existing curriculum development, program review, and strategic planning processes will be utilized to frame the dialogue.
- 2A.2 Reedley College will diversify class offerings with particular attention to short-term, evening, and web-based classes. This will be reflected in the schedule of classes.
- 2A.3 Reedley College will provide additional resources to support faculty in order to more effectively deliver distance education courses.
- 2B.1 The college will develop and implement a plan to extend student services using traditional and technology-based resources, both on-campus and at off-campus sites, including evening and weekend hours.
- 2C.1 The ad-hoc information competency committee will continue to meet to access the information competency needs of students and faculty.
- 3A.1 Reedley College will seek ways to more effectively evaluate faculty and others responsible for student progress toward achieving stated student learning outcomes.

- The evaluation processes will be developed in collaboration with union and senate representatives to ensure compliance with appropriate contracts.
- 3A.2 Reedley College will assess its current human resource allocation to develop and implement a classified position transition plan that will meet the current and future needs of the college. This transition plan will be fully integrated with the institutional planning process that begins with the development of the next strategic plan in winter 2006.
- 3B.1 The college will finalize the three-year equipment replacement plan and incorporate it into the budget planning process.
- 3C.1 Reedley College will complete and begin implementation of a technology plan to be fully integrated with institutional strategic planning processes.
- 3C.2 The college, under the direction of the director of technology (hiring process underway) will develop plans with faculty and staff to further integrate technology across the curriculum to include strengthening of the infrastructure, training of faculty and staff, and enhancing student learning outcomes.
- 3D.1 The business manager will work with the Budget Advisory Committee and budget area managers to increase college constituent participation in the budget development process and to improve communication within the college regarding financial and budget information.
- 4.1 The Board Code of Ethics will include a clearly defined policy for dealing with behavior that violates its code.

Institutional Commitment

The Reedley College Mission Statement approved by the State Center Community College District Board of Trustees on December 7, 1999 consists of three components-Commitment, Philosophy and Vision-which reflect the college's commitment to student learning:

Commitment

The mission of Reedley College is to offer an accessible, student-centered educational environment which provides high quality, learning opportunities essential in meeting the challenges of a diverse, global community.

Philosophy

At Reedley College, we believe that people's lives are enriched in an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment. The college furnishes experiences designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment.

Reedley College is committed to maintaining a highly qualified staff of educators and support personnel who reflect the diversity of our unique community. We embrace a flexible attitude toward change and encourage the spirit of innovation.

The goal of the college is to develop each student's full potential as well as respect for self and others. To this end, the college provides comprehensive curriculum offerings, lifelong learning opportunities, counseling, and educational services.

Vision

Reedley College strives to be a leading educational institution in California's Central Valley.

The Reedley College statement of commitment, philosophy and vision defines the college's broad educational principles and is the basis for establishing learning programs and services that are aligned with the mission. The student populations served by Reedley College are diverse and reflect the community that the college serves. The mission statement is broad enough to include both the current student population reflective of the geographic area served by the college and anticipated future students such as a growing global and online community

To ensure that the mission statement is a current and accurate reflection of Reedley College's dedication to providing high quality student learning opportunities to a diverse student population, the mission statement is reviewed annually. Prior to 2004-2005, the mission statement was reviewed at the annual Leadership Retreat. Reviews of the mission statement occurred in May of 2001, 2002, and 2003. Beginning in 2004-2005, the Strategic Planning Council assumed this responsibility as part of the on-going assessment of progress toward achieving the Strategic plan goals. The Strategic Planning Council is comprised of representatives of all college constituencies who communicate with their respective groups and bring discussion back to the Council. In fall 2005, as the college begins the formal process of reviewing and revising the Strategic Plan, the mission statement will again be reviewed.

A college strategic plan was developed over a two-year period of time beginning in 2000 and included extensive dialogue among faculty, students, staff, administrators, and business/community members. In addition to many campus meetings, a community charrette was held at the college on April 11, 2002. Participation was broad and active, allowing for significant input from all stake holders. These sessions allowed the college to identify the current needs of the student population and communities, to plan for future needs, and to better align student learning programs and services with the college's purpose, character, and student needs. The result of this extensive process is the three-year Strategic Plan, 2002 – 2005, which is based on the mission statement and the core values and purposes identified within it. The seven strategic directions of the plan are: public and private partnerships, enhancing the college climate and integrating with the community, teaching and learning, student services, planning and assessment, information technology and infrastructure.

The importance of the college's mission in planning and decision-making is evidenced by the following examples:

- The college's comprehensive planning integrates the strategic plan goals into a multi-level process and guides both long-term and short-term decision making. The process begins with program review which requires each unit to show how its programs and services directly relate to the Strategic Plan goals, and thus to the mission statement.

The program review process is assessed and evaluated at the end of each six-year cycle.

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

Additional evidence that Reedley College establishes programs and services aligned with its purposes, character, and student population can be found in the development and expansion of programs and services at the rapidly growing North Centers at Madera, Clovis, and Oakhurst. The planning and prioritization of new facilities and the remodeling of existing facilities are consistent with the goals and objectives of the district and college strategic master plans and are based on the educational master plan. The five-year construction plan, developed by the associate vice chancellor of business & planning in collaboration with the college, is based on the educational master plan. Thus, physical resources planning is integrated with institutional planning. Facilities usage and adequacy are determined through the program review and strategic planning processes which ensure that safe and sufficient physical resources are available to support college programs and services.

According to the fall 2004 accreditation self study survey of faculty, staff, and administrators, 88 percent of respondents strongly agree or agree that the college programs, services, and planning are consistent with the mission of the college. The results of the survey also show that 31 percent of respondents strongly agree and 57 percent agree that the mission statement defines the college's broad educational purposes, its intended student population, and commitment to achieving student learning.

Evaluation, Planning and Improvement

Reedley College is committed to utilizing a comprehensive planning model which encompasses short and long-range planning in a committee structure that embraces shared governance. The planning cycle is comprised of evaluation, goal setting, resource distribution, implementation and assessment.

The *Reedley College Strategic Plan 2002-2005* as described above identifies seven strategic directions each with four to nine specific objectives. There have been two comprehensive progress reports approved by the Strategic Planning Council, May 2004 and May 2005 which were posted on the college website. A summary of progress on these objectives is published in the college president's annual report to the community, the first in August 2002. This Self Study in conjunction with the resulting report from the site visit will be the basis for the

assessment of the current strategic plan as part of the systematic process in developing the next strategic plan beginning in fall 2005.

The Strategic Planning Council and the Strategic Plan Direction Co-Chairs Committee are charged with facilitating the implementation of the strategic plan and evaluating progress made toward achieving the goals and objectives set therein. Representatives from the faculty, professional support staff, and administration work collaboratively in this process. The Strategic Planning Council reviews recommendations from the major policy committees on campus, including the Program Review Committee, Budget Advisory Committee, Curriculum Committee, Technology Advisory Committee, Facilities Advisory Committee, Health and Safety Advisory Committee, and based upon the Council's assessment of these various reports, submits ideas for integrated planning to the president.

The Strategic Plan Direction Co-Chairs is comprised of seven direction teams, each corresponding to one of the seven strategic directions. Each direction team has developed a series of action steps for each of the objectives in the respective strategic area. For each action step a key contact person was identified, implementation timelines were set, key performance indicators (KPIs) as a tool for assessing progress in measurable terms were developed, and a progress log was maintained.

In addition to the Strategic Plan, the college develops annual goals. This goal development process begins with departments and service areas, moves through the administrative levels, and is presented to the Chancellor's Cabinet and the Board of Trustees at their spring retreat. These goals take into account the Strategic Plan, the Mission Statement, and the needs of the college. Each of the 2004-2005 annual goals has been aligned with specific objectives of the Reedley College Strategic Plan and most also correspond to the district Strategic Plan.

In 1999, Reedley College initiated the process by which all programs and services would be reviewed on a regular basis. This process was codified in September 2001 with the publication of the *Reedley College Program Review Handbook*. The handbook includes the college mission, the purposes of program review and details the review process and implementation. The first cycle of program review ended in May 2004. In January 2004, the Program Review Committee began a discussion as to how to assess the value of the process for purposes of planning for the second cycle. The committee developed a two-semester timeline for the evaluation and subsequent revision of the program review process. The evaluation process included conducting a survey developed by the college researcher that was disseminated to the entire staff; review of the program review reports from the first cycle; focus group discussions at Reedley, Clovis, and Madera; and input from the Academic Senate, Classified Senate and Associated Student Body as well as from other college committees. The Program Review Handbook, Cycle 2005-2010 was approved by the Strategic Planning Council in January 2005.

The Program Review Handbook, Cycle 2005-2010 includes the college mission, the purposes of program review and details the review process and implementation. One of the key aspects of the review is the self study which contains both qualitative and quantitative analysis and requires both short- and long-term goal development to include how

program/certificate/ degree student learning outcomes are/will be identified and the assessment process by which student achievement of those outcomes is/will be measured, trends in the discipline, instructional methodology, and instructional technology, as well as the professional development needs of both existing and future faculty and staff.

A comprehensive review of committee structure and governance was undertaken in spring 2005 to ensure that governance, planning, and decision-making processes are effective, efficient, and congruent with the college mission and with the Strategic plan goals. A “Committee on Committees” group that included representatives from all of the college stakeholder groups convened to identify and review the college’s committee structure, review the roles and purposes of the committees, and provide recommendations to the President regarding modifications and changes that would streamline and more clearly identify the college’s committee structure and functions related to the institutional decision-making and shared governance processes.

Student Learning Outcomes

Teaching and learning is one of the seven directions of the *Reedley College Strategic Plan 2002-2005*. The goal for this direction is “... to be recognized as a progressive student-centered teaching and learning institution.” The strategic objectives include improving student retention, persistence and performance in basic skills; developing and implementing new and/or improved teaching methodologies; offering instructional programs in response to new and/or changed community needs; developing and implementing institutional expectations; and providing incoming freshmen with an enhanced program to encourage greater success.

The college’s curriculum committee, in response to the first cycle of the program review process, established a requirement that, beginning in fall 2000, all new or changes to academic courses and programs must include an outcomes statement for each program as well as student learning outcomes for each course. These student learning outcome statements are included in course outlines. In addition, the faculty handbook includes student learning outcomes as an essential component of a course syllabus.

The college has completed the first cycle of program review, and the process has been evaluated and revised. As noted in the amended Program Review Handbook (2005-2010), “[t]he purposes of program review are to:

- Systematically assess instructional programs, student support services and administrative services using quantitative and qualitative data for the purpose of demonstrating, improving and communicating effectiveness, validating program strengths and facilitating improvements;
- Assess the degree to which programs and services effectively implement the Reedley College Mission and Philosophy, and Strategic Plan;
- Focus on evidence of student learning and program performance; and
- Inform integrated planning, resource allocation and decision-making processes.”

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

To achieve these goals, the college's institutional researcher works collaboratively with her district counterpart to collect and provide data on issues such as enrollment trends, retention, persistence, successful completion of courses, transfers to the UC and CSU systems, and numbers of degrees and certificates awarded. It is through this process that the institution works toward ensuring that all course offerings fit the stated mission of the college and that its programs and services are high quality and appropriate to an institution of higher education.

The first program reviews completed under the revised handbook will be completed in spring 2006. At that time, the Program Review Committee will assess the effectiveness of the changes from cycle one, and recommend any necessary adjustments.

Organization and Dialogue

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

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

Through a participatory governance model which includes the Academic Senate, the Classified Senate, the President's Cabinet, and other campus groups and processes, standing committees and ad hoc committees are formed. Broad-based standing committees that provide a forum for ongoing dialogue regarding student learning and institutional processes include the following: Academic Standards Committee, Budget Committee, Committee for Student Conduct, Facilities Committee, Technology Advisory Committee, Curriculum Committee, Enrollment Management Committee, Faculty and Staff Diversity Committee, Health Advisory and Safety Committee, Matriculation Committee, Partnership for Excellence Committee (1999/2000 – 2004/2004), President's Cabinet and Augmented Cabinet, Program Review Committee, Sabbatical Leave Committee, Salary Advancement Committee, Scholarship and Financial Aid Advisory Committee, Staff Development Committee, and the Strategic Planning Council.

Current discussions are underway to review the committee structure and evaluate the effectiveness of the current model. The Committee on Committees (COC) was formed in spring 2005 to review the College's committee structure, review the role and purpose of each committee, and propose modifications to streamline and more clearly identify committee structure and functions related to the decision-making and shared governance processes.

Regular, ongoing dialogue takes place at bimonthly meetings of the Academic Senate, the Classified Senate, the Department Chairs at Reedley College and the Division Representatives at the North Centers. In addition, the Faculty Association of the North Centers, a sub-unit of the Reedley College Academic Senate and representative body of North Centers faculty that deals with issues specific to the North Centers, meets several times each semester. In these aforementioned organizational bodies, issues regarding the day-to-day operations of the college as well as those of mid-range and longer range impact are discussed. The Dean's Student Advisory Council (D-SAC) comprised of students from campus clubs and organizations including ASB, meets monthly with the dean of students and provides valuable feedback regarding how the college can better serve its student population.

The college leadership conducts an annual Leadership Retreat during which strategic plan goals and progress are discussed, annual goals are set, and other planning issues are discussed. In April 2005, the retreat format and participants were changed. The retreat was conducted as an all-day, all-campus meeting at which input was solicited from the entire college community on two topics: (1) facilities remodeling and capital projects and (2) class schedule, outreach, and recruitment. Focus groups representing students, counselors/advisors, admissions and records, and school relations were included in the process. The purpose of the retreat was to provide a forum for discussion, dialogue and generation of ideas on two topics of significant importance to the college and its students.

A clear example of the opportunities for input into and analysis of the college's progress toward its primary mission would be the efforts that went into the production of this self-study report. To develop this document, individuals from all of the various campus constituencies were invited to select an area of interest, investigate that area, and then contribute to the crafting of this evaluative tool. Each of the nine committees that were formed to produce this report was co-chaired by a member of the certificated staff, the

classified staff, and the administrative staff. All members of the Reedley College community, including students, were encouraged to participate in the process.

Institutional Integrity

Reedley College adheres to board policies regarding academic freedom, staff duties and responsibilities, and student conduct designed to create a collegial work environment for employees and a positive learning environment for students. All public information and publications are reviewed by the president/vice chancellor, dean of instruction, dean of students and public information officer to insure the information is accurate.

Reedley College is identified in its catalog as a public two-year community college accredited by the Western Association of Schools and Colleges. The catalog is reviewed and updated every two years with a calendar outlining the academic year and length of semesters (with annual addendums). It includes descriptions of the educational mission, course offerings, admissions and records procedures (including acceptance of transfer credits, programs, certificate, transfer, and degree requirements), services to students, and the names of the faculty, administration, and Board of Trustees. Student fees, financial obligations, and available financial aid services are outlined along with the procedures for refund of fees.

The college publishes in the catalog the Academic Freedom Statement based on Board Policy. The college policy of nondiscrimination is printed in both English and Spanish. Also, the catalog informs students of their rights and responsibilities and the academic regulations of the college, including its policy of academic honesty. Grievance and complaint procedures, including a defined sexual harassment grievance procedure, are clearly outlined. The catalog is available to all students in the college bookstores on all campuses. The catalog is also available free of charge online. A two-year catalog was published in 2004-2006.

Reedley College has an academic dishonesty policy that clearly defines cheating and plagiarism as a student discipline issue. This description is in the college catalog and also in the schedule of classes every semester. Many faculty include information about this policy in the class syllabus and review it with students during the first class session. Students are warned that academic dishonesty is a very serious offense and will result in serious consequences.

Reedley College provides students and prospective students with clear and accurate information about courses, programs, transfer policies, degrees and certificates in a variety of ways. The college provides a description of each major offered and the courses required to complete the degree in the catalog and on the website. Each degree listed in the catalog is accompanied by a description of the purpose of the degree, potential career opportunities, and possibilities for transfer if appropriate.

The schedule of classes is reviewed every semester by appropriate offices to insure that the information is accurate and current. All publications about college programs are initiated by programs and services and go through a formal review process for accuracy.

Reedley College and the State Center Community College District uphold written codes of professional ethics for all of its personnel—faculty, classified professionals, and administrators—and for those working on behalf of the district—the Board of Trustees and the Personnel Commission. The Academic Senate has endorsed the statement of faculty responsibilities adopted by the American Association of University Professors in its “Statement of Professional Ethics.” The Classified Senate is currently developing a Classified Professionals Handbook. The development of a classified professionals’ code of ethics is being considered by the Classified Senate for inclusion in the handbook. The Administrator Code of Ethics statement was adopted by the Board of Trustees on October 5, 2004. The Board of Trustees Codes of Ethics/Standards of Practice statement was adopted on June 22, 1993. The Personnel Commission Code of Ethics was adopted by the SCCCD Board of Trustees on October 10, 1979.

State Center Community College District is an equal opportunity employer and all job announcements contain a statement to that effect. The district has structured its employment procedures to ensure fairness at each stage of the hiring process. The process advocates equal employment opportunities for under represented groups. The policies of the district are clear and Reedley College adheres to them. All personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review. The policies and procedures are developed or revised through the shared governance process and/or the collective bargaining process for faculty and classified staff.

Reedley College has a standing Faculty and Staff Diversity Committee composed of representatives from teaching faculty, counseling, classified staff, academic management and classified management. The purpose of the committee is to ensure hiring compliance in the areas of employment practices, training, in-service programs, and outreach and recruitment activities. A representative from this committee participates in the hiring process.

Self Study Organization

The organization of the Accreditation Self Study was planned during the spring of 2004 under the direction of Interim President Tony Cantú and Shirley Bruegman, Interim Vice Chancellor, North Centers. At that time three co-chairs for the Accreditation Steering Committee were identified—Tony Cantú, Shirley Bruegman, and Richmond Garrigus, Accreditation Liaison Officer. The Steering Committee consisted of representatives from Administration (4), Academic Senate (4), Classified Senate (4), Associated Student Body (3) and a liaison from Fresno City College.

Nine committees were formed with representatives from key constituencies as well as with representatives from the Reedley campus, Clovis Center, Madera Center and Oakhurst Center. Each committee had an administrative, faculty, classified and student co-chair and, as necessary, a North Centers representative. An invitation was sent to employees encouraging participation on one of the standard committees. Over 100 employees indicated an interest in serving on at least one of the standard committees. A master list of all those indicating an interest was compiled. It was from these lists that the standard committees were constituted. These committees were meeting by mid-spring 2004.

By the fall of 2004, the interim appointments were replaced by permanent replacements. The composition of the Accreditation Steering Committee was revised. Included in this revision was the determination of the need to provide a faculty member release time to serve as the Self Study Coordinator. Through an application process, William Turini, political science instructor was identified as the Self Study Coordinator. Other changes included naming Dean of Instruction Kimberly Perry as the Steering Committee Chair, the identification of President Barbara Hioco and Vice Chancellor Terry Kershaw as ex-officio members of the committee and adding Vice Chancellor Educational Services and Planning Felix Aquino as the State Center District Office liaison.

During the fall of 2004, the Steering Committee and the Standard Co-chairs Committee met separately. The Co-chairs of each standard provided progress reports that were discussed at the Steering Committee Meeting. Any action taken by the Steering Committee was discussed at the Standard Co-chairs Committee meeting which met two days later. Beginning in the spring of 2005, the committees met jointly.

In addition, accreditation updates were provided at appropriate campus committee meetings—Strategic Planning Council, Budget Advisory, Technology Advisory, President's Cabinet and Augmented Cabinet, Department Chairs, Division Chairs, and Program Review. Updates were also included at each of the President's forums held during 2004-05 and each of the four opening day sessions (spring 2004, fall 2004, spring 2005, fall 2005). Finally, the president's monthly written report to the Board of Trustees included an accreditation self study status report; and the Reedley College president and Fresno City College president made a joint report to the Board of Trustees on December 7, 2004.

Accreditation Self Study Timeline

February 25, 2004	First meeting of the Accreditation Steering Committee
March 1	Memo to all faculty and staff at all locations requesting their participation on the Self Study Standard Committees
March 17	Steering Committee Meeting – Standard Committee Co-Chairs identified
March 17 – April 21	Standard Committee membership identified by Co-Chairs
April 21	Steering Committee Meeting
April – May	ACT College Outcomes Survey Administered by Campus Researcher
	Standard Committees began to identify evidence inventory
May 5	Joint Steering Committee and Standard Co-Chairs Meeting
August 3	ACT College Outcomes Survey Results arrive
August 25	Steering Committee Meeting
August 27	Standard Co-Chair Committee Meeting
September 22	Steering Committee Meeting
September 24	Standard Co-Chair Committee Meeting
October 22	Joint Steering and Standard Co-Chair Committee Meeting Joseph Moreau Workshop “Adventures in Accreditation”
November 10	Steering Committee Meeting
November 12	Standard Co-Chair Committee Meeting
November 22	Online Staff Survey available
December 10	Joint Steering and Standard Co-Chair Meeting
December 17	First Draft due to include mainly the Descriptive Summary
January 10, 2005	Online Staff Survey concludes

January 21	Joint Steering and Standard Co-Chair Meeting
January 28	Comments on first drafts of each team's self study report due
February 4	Steering Committee Meeting
February 25	Second Draft due
March 4	Joint Steering and Standard Co-Chair Meeting Comments on second drafts of each team's self study report
March 17	Third Draft due
March 18	Joint Steering and Standard Co-Chair Meeting
March 17 – April 22	Editing of Final Draft
April 25	Final Draft Available for Review
April – May	Final drafts routed for approval to: Academic Senate Classified Senate Associated Student Body President's Cabinet Vice Chancellor's Cabinet Strategic Planning Council
May 6	Joint Steering and Standard Co-Chair Final Meeting
June 7	SCCCD Board of Trustees Approval
September	Accreditation Self Study sent to AACJC
October 25-27	Accreditation site visit

Accreditation Steering Committee Fall 2004 – Fall 2005

Chairs

Kimberly Perry (Lead), Dean of Instruction
Richmond Garrigus, Accreditation Liaison Officer
Bill Turini, Self Study Coordinator (ex-officio)
Barbara Hioco, Reedley College President (ex-officio)
Terry Kershaw, North Centers Vice Chancellor (ex-officio)

Representatives

Administration

1. Gene Blackwelder
2. Ruben Fernandez
3. Richard Hoffman, North Centers (Fall 2004)
Deborah Ikeda, North Centers (Spring 2005 – Fall 2005)

Academic Senate

1. Gene Evans
2. Chris Glaves, North Centers
3. Deborah Lencioni
4. Mario Gonzales

Classified Senate

1. Lori Bonilla
2. Linda Nies
3. Tanya Pryor
4. Allisha Ross, North Centers

Associated Student Body

1. Rosemary Ambriz
2. Ron Rivera, North Centers

Fresno City College Liaison

Cynthia Luna

District Office Liaison

Felix Aquino

Accreditation Standard Co Chairs Committees

Standard I: Institutional Mission & Effectiveness

Administration Co-chair: Barbara Hioco
Administration Co-chair: Terry Kershaw (NC)
Faculty Co-chair: Karen Hammer (NC)
Classified Co-Chair: Sandra Rodriguez
Steering Committee Rep.: Lori Bonilla

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

Administration Co-chair: Michael Quinn
Faculty Co-chair: Mike van Wyhe
Classified Co-Chair: Shannon McKibben
North Centers Rep.: Richard Hoffman/Deborah Ikeda
Steering Committee Reps.: Gene Evans,
Rich Garrigus, Chris Glaves

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

Administration Co-chair: Ruben Fernandez
Administration Co-chair: Tina Masterson (NC)
Faculty Co-chair: Lore Dobusch
Classified Co-Chair: Kathy Duerksen
Steering Committee Reps.: Mario Gonzales,
Alisha Ross

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

Administration Co-Chair: Kimberly Perry
Faculty Co-chair: Stephanie Curry
Classified Co-Chair: Susan Hansen (NC)
Student Co-chair: Barbara Beauchamp
Steering Committee Rep.: Tanya Pryor

Standard III: Resources

Subcommittee A - Human Resources

Administration Co-chair: Eluterio Escamilla
Faculty Co-chair: Lesa Schwartz
Classified Co-Chair: Leslie Rata (NC)

Standard III: Resources

Subcommittee B - Physical Resources

Administration Co-chair: Jim Chin (NC)
Management Co-Chair: Jim Burgess
Faculty Co-chair: Marilyn Frisch
Classified Co-Chair: Jennifer DeAlba (NC)

Standard III: Resources

Subcommittee C - Technological Resources

Administration Co-chair: Al Foletta
Faculty Co-chair: John Heathcote
Classified Co-Chair: Anthony Celaya
North Centers Rep.: Ray Tjahjadi, Kirtley King

Standard III: Resources

Subcommittee D - Financial Resources

Administration Co-chair: Gene Blackwelder
Faculty Co-chair: Carol McCain
Classified Co-Chair: Janell Mendoza (NC)
Steering Committee Rep.: Linda Nies

Standard IV Leadership & Governance

Administration Co-chair: Robert Cannell
Faculty Co-chair: Ron Nishinaka
Classified Co-Chair: Lisa Maciel
Student Co-chair: Rosemary Ambriz
North Centers Rep.: Lynn Samuelian
Steering Committee Rep.: Terry Kershaw (NC)

Accreditation Standard Committees Membership

C = Classified
F = Faculty
M = Management
S = Student

RC = Reedley College
CC = Clovis Center
MC = Madera Center
FCC = Fresno City College

Standard 1 Committee: Institutional Mission

Co-Chairs: Barbara Hioco, Terry Kershaw, Karen Hammer, Sandra Rodriguez*

Steering Committee Representative: Lori Bonilla

*Sandra Rodriguez replaced Rhea Riegel

Banuelos, Diana (C, RC)	Bjerke, Joy (F, CC)
Elliott, Cynthia (F, CC)	Fonseca, Brian (F, RC)
Gonzales, Mario (M, RC)	Haller, Robert (F, MC)
Kastanes, Bill (F, MC)	King, Kirtley (F, CC)
Monahan-Bremer, Cris (C, FCC)	Mousseau, Dede (F, CC)
Romero, Anthony (C, CC)	Ugwu-Oju, Dympna (F, MC)
Waring, David (F, RC)	Waterman, Jan (F, RC)
Whiting, Julie (C, CC)	

Standard 2A Committee: Instructional Programs

Co-Chairs: Michael Quinn, Mike van Wyhe, Shannon McKibben,

North Center Representative: Deborah Ikeda

Steering Committee Representatives: Gene Evans, Rich Garrigus, Chris Glaves

Apperson, Eileen (F, RC)	Cremarosa, Anne (F, RC)
DePriest, Gary (C, RC)	Genera, Randy (F, RC)
Hesse, Cheryl (C, RC)	Martinez, Anna (F, RC)
Mester, Tom (F, CC)	Millar, Brad (F, MC)
Mousseau, Dede (F, CC)	Nelson, Brett (C, RC)
Novatne, Lauren (F, RC)	Parento, Lois (F, RC)
Scheidt, Judi (F, MC)	Spittle, Reg (F, MC)
Ugwu-Oju, Dympna (F, MC)	Vagim, Nancy (F, CC)
Wenter, Gary (F, RC)	Yarbrough, Ewa (F, CC)

Standard 2B Committee: Student Support Services

Co-Chairs: Ruben Fernandez, Lore Dobusch, Kathy Duerksen, Tina Masterson

Steering Committee Representatives: Javier Renteria, Allisha Ross

Hacker, Jack (F, RC)	Jackson, Pat (F, RC)
Kaser, Norma (F, NC)	Lopes, David (F, RC)
Montgomery, Cindy (F, RC)	Munoz, Ralph, (F, NC)
Richardson, David (F, NC)	Silva, Leslie (F, RC)
Sorensen, Shelly (F, RC)	Tessler, Brian (F, RC)
Verduzco, Ishmael (C, NC)	Young, Susan (F, RC)

Standard 2C Committee: Library and Learning Support Services

Co-Chairs: Kimberly Perry, Stephanie Curry, Susan Hansen, Barbara Beauchamp,

Steering Committee Representative: Tanya Pryor

Bowie, Sydney (F, RC)	Hoffman, Richard (M, OC)
Kellam, Becky (F, MC)	Libby, Joseph (F, CC)
Martinez, Anna (F, RC)	Zigler, Jan (F, RC)
Spittle, Reg (F, MC)	

Standard 3A Committee: Human Resources

Co-Chairs: Eluterio Escamilla, Lesa Schwartz, Leslie Rata

Bartram, Shana (F, RC)	Blackwelder, Gene (A, RC)
Cannon, Candy (M, CC)	Castaneda, Jose (F, CC)
Durham, Karen (C, RC)	Gilmore, Jim (F, RC)
Kaser, Paul (F, RC)	Krueger, Jan (C, RC)
Mascola, Frank (C, RC)	Rodriguez, Fatima (F, RC)
Whisenhunt, Lydia (C, NC)	Young-Manning, Sheryl (F, NC)

Standard 3B Committee: Physical Resources

Co-Chairs: Jim Chin, Jim Burgess, Marilyn Frisch, Jennifer DeAlba

Burgess, Jim (M, RC)	Guevara Rios, Sara (S, NC)
Harvey, Suzanne (C, OC)	Jones, Steven (F, RC)
Marchbanks, Clara (C, MC)	Mester, Tom (F, CC)
Turpen, Sallie (F, RC)	Welk, David (F, CC)
Wells, Barbara (C, CC)	

Standard 3C Committee: Technological Resources

Co-Chairs: Al Foletta, John Heathcote, Anthony Celaya

North Centers Representative: Ray Tjahjadi, Kirtley King

Cremaresa, Anne (F, RC)	Devoe-Peterson, Robert (F, RC)
Hickey, Russell (F, RC)	Kim, Robert (C, RC)
King, Kirtley (F, CC)	Lopez, Don (F, CC)
Martinez, Anna (F, RC)	Novatne, Lauren (F, RC)
Ross, Janet (F, MC)	Schofield, Wil (M, RC)
Smith, Tim (F, RC)	Tjahjadi, Ray (F, NC)
Underwood, Francine (F, NC)	Wu, Sharon (F, RC)

Standard 3D Committee: Financial Resources

Co-Chairs: Gene Blackwelder, Carol McCain, Janell Mendoza

Steering Committee Representative: Linda Nies

Abbott, Tony (F, NC)	Ali, Emad (S, RC)
Baker, Bill (M, DO)	Brinkley, Doug (M, DO)
Casarez, Jennifer (F, RC)	Cortes, Chris (M, RC)
Eng, Ed (M, DO)	Johnson, Erica (F, NC)
Marquez, BJ (F, RC)	Martinez, Alice (C, RC)
Mills, Susan, (C, RC)	Sandoval, Everett (F, RC)
Schofield, Wil (M, RC)	

Standard 4 Committee: Leadership and Governance

Co-Chairs: Robert Cannell, Ron Nishinaka, Lisa Maciel, Rosemary Ambriz

North Center Representative: Lynn Samuelian; Steering Committee Rep.: Terry Kershaw

Barnes-Mileham, Lacy (F, RC)	Elizondo, Rose (F, RC)
Granado, Fernando (C, MC)	Khoury, Alexis (F, RC)
Lorenzano, Adelfa (C, RC)	Samuelian, Lynn (M, MC)
Oliver, Kasey (C, RC)	Perez, Conrad (F, RC)
Prosperi, Nancy (C, MC)	Turini, Bill (F, RC)

Self Study Proofing Team

Lacy Barnes-Mileham, Faculty, Reedley College
Barbara Hioco, President, Reedley College
Deborah Ikeda, Dean of Instruction and Student Services, North Centers
Terry Kershaw, Vice Chancellor, North Centers
Deborah Lencioni, Faculty, Reedley College
Shannon McKibben, Administrative Assistant, Reedley College
Ron Nishinaka, Academic Senate President
Kimberly Perry, Dean of Instruction, Reedley College
William Turini, Self Study Coordinator, Faculty, Reedley College
Sheryl Young-Manning, Faculty, North Centers

Honors Colloquium

Students from the Honors Colloquium volunteered to read sections of the draft Accreditation Report. A week later the class met to discuss their reactions. The students specifically discussed technology, recruitment and publicity and multicultural awareness. The follow excerpts are representative of the discussion:

- The tech people and programs may be good and comprehensive, but the students don't know about them. Our teachers who need to be up to speed are; some of the others could incorporate more.
- I love BlackBoard (general concurrence—19 of 22 students present use it).
- The document touts the recruitment programs but are they strong enough?
- I read about committees. It says students are involved in committees, but I don't hear about it. I'm on one. Okay, but we should know about the decisions made about our school, and we should have some input.

The following students from the Honors Colloquium read and discussed the Accreditation Self Study in early May 2005:

Devon Scarber	Jessica Fern	Fida Taha
Sean Prettyman	Robin Rodriguez	Gilbert Aguirre
Samantha Ponce	Liz Garcia	Rachel Fonseca
Daniel Reimer	Jennifer Mizuno	Jenn Leal
Lindsay Anderson	Jon Lepp	Stephanie Lepp
Brooke Clark	Lynnae Clark	Bobbie Dildine
Celina Loera	Amy Avedikian	

The Functional Lines of Responsibility that Guide the Operation of Reedley College with the State Center Community College District

District mapping is a new requirement in the accreditation self-study process for multi-college districts. Designed to move away from organizational charts to represent how colleges in multi-college districts operate, the mapping process is an effort to actually define the functional lines of responsibility. What follows provides a brief discussion of the functional lines of responsibility across broad operational areas. Starting on page 88 is a graphic representation of the district map.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The primary mission of the colleges is to offer academic and credit/non-credit vocational instruction at the lower division level, with the provision of remedial instruction and support services for those in need of it. Several important functional areas support this primary mission.

Overall district effectiveness is reviewed by the Board of Trustees in its annual review of the colleges' achievement of Partnership for Excellence goals: transfers to four year colleges and universities, degree and certificate completion, successful course completion, workforce development, and basic skills improvement. This report is a district responsibility. Program effectiveness is established through a program review process. The individual colleges maintain the program review schedule. The district office of institutional research cooperates with college research coordinators to provide data related to those reviews. The district office of institutional research publishes a fact book and maintains the district's institutional research website. The former is distributed widely across the district and both are used by the district and the colleges for planning.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

This standard is addressed by the educational programs and student services.

Educational Programs

Although there is joint planning between the district and both colleges, each college develops educational programs. College faculty, deans, and the president analyze environmental scan data, input from the local business community, evaluations/surveys conducted on campus, and other relevant district and college strategic planning resources to develop the college's strategic plan. SCCCD board policy provides for curricula to be established at each college and that the curriculum committees will meet regularly. After approval at the college level by the respective curriculum committee, academic senate, dean of instruction, and president, curriculum items are presented to the districtwide Educational Coordination and Planning Committee (ECPC) for approval. Membership on this committee consists of: the vice chancellor, educational services and planning, the two college presidents; the vice chancellor, North Centers; deans of instruction; deans of students; academic senate presidents; curriculum committee chairs; and curriculum assistants. Upon approval by the ECPC, curricula are sent to the board of trustees for

approval and then to the State Chancellor's Office for final approval as required by Education Code and Title 5. The district Office of Educational Services and Planning coordinates the maintenance of 2+2 articulation agreements between the colleges and local high schools.

The Curriculum Committee of the Academic Senate has primary responsibility for making recommendations in the area of curriculum and program development. Under the existing organizational structure, the dean of instruction is the chief instructional officer for the campus and serves on the curriculum committee. Actual course and program development is typically a campus function of the faculty with support from their associate deans.

The district vice chancellor, educational services and serves in a coordinative function among the chief instructional officers of the colleges. These individuals meet periodically to provide districtwide coordination of educational programs and services. Educational leadership is therefore a shared responsibility between the district and the colleges.

The six major areas of educational programming are almost exclusively a college responsibility. These include the library, learning resources (tutoring and lab support), delivery of classroom instruction, distance education delivery, delivery of community services, and economic/workforce development program delivery. The colleges develop their own approach to the delivery of these services to best meet students' needs. The district provides the infrastructure necessary to provide instructional support for both student and administrative computing needs and provides data and MIS reports which campuses use to make decisions. As a result of a Title 5 Cooperative grant which Fresno City and Reedley Colleges have recently received, a district wide online education initiative will be coordinated between the colleges and the district to create an online degree and a complete suite of online student services.

Contract education is primarily a function of the Training Institute, which is embedded in the administrative structure of Fresno City College. Reedley College may choose to conduct contract education independently; however, this is not a prime focus.

Student Services

Most of the student service and support programs are the functional responsibility of the colleges, either exclusively or with coordination from the district. Student activities, counseling, financial aid, and academic support programs (programs such as college orientation and other programs designed to improve student performance) are almost exclusively college responsibilities. The district office works with the college financial aid offices to coordinate policy and report data. Each college determines the organizational structure for the provision of these services and allocates staff and fiscal resources accordingly.

Providing for student admissions, student enrollment/registration, and student records are shared responsibilities between the colleges and the district, as is the integrated student data management system. The district dean of admissions and records coordinates with

admissions and records staff at the colleges and the centers. This individual reports to the president of Fresno City College but has district wide responsibilities. Furthermore, the colleges coordinate with each other and the district for Reg-to-Go, a program whereby the colleges send registration staff to area high schools in the spring semester to register graduating seniors for the next fall's classes. The academic calendar is drafted by the district office of admissions and records with the advice and consent of the colleges. The production of the schedules of classes is a college responsibility.

Student refunds, financial aid transmittals, and cash draws for the federal government are shared responsibilities between the colleges and the district. College financial aid staff process financial aid applications, verify student eligibility, and package financial aid awards. Information Systems (IS) provides support for financial aid reporting issues checks.

CalWORKS is primarily a college responsibility with modest support from the district. CalWORKS staff members provide counseling and other support services to CalWORKS students on each campus. In addition, the district helps issue districtwide reports to the State Chancellor's Office.

DSPS is primarily a district wide function that reports to the colleges. Disabled Students Programs and Services (DSPS) staff members provide counseling, alternative media, and other support services to students with disabilities on each campus. The Director of DSPS' office is at Fresno City College and reports to the FCC president. She is responsible for coordinating all DSPS activities across the district.

Health Services provides confidential health counseling, health education, screening tests, emergency first aid, assistance in obtaining medical care, limited immunizations and HIV and TB skin testing exclusively as a college responsibility. Crisis and disaster emergency response (e.g., earthquake) are coordinated through district police.

Each college is responsible for developing a counseling program that supports students in their efforts to transfer as well as for developing articulation agreements with transfer universities for lower division courses. Districts are currently required to submit a transfer center plan with annual reports to the State Chancellor's Office describing the district's efforts and achievements in meeting the plan's targets.

Enrollment management is currently the responsibility of the colleges, with modest coordination from the district. The district allocates enrollment growth dollars to the colleges to add new courses to the schedule when growth funding is available to the district and assists in providing data for enrollment management. The district provides some marketing support to the college. The colleges build the schedules and handle local community and high school recruitment efforts.

The district office of admissions and records and college counseling departments jointly coordinate the development of the Datatel degree audit functions in non-transfer and

transfer degrees. The district admissions and records office also coordinates the district wide prerequisite checking system.

STANDARD III: RESOURCES

This standard is addressed by planning and research activities, facilities planning, building administration and ground maintenance, safety and security, personnel, MIS, finance and administration, grants/foundation management, communication, the bookstores, food service, and other miscellaneous activities. This is the longest section of this map and covers the widest range of activities.

Planning and Research Activities

The district office has an office of educational services and planning [that] coordinates the district strategic planning process. The district strategic planning process is primarily a district responsibility with significant involvement of college personnel through their participation on the strategic planning task forces.

Institutional research is a joint responsibility between the district and colleges. The district office of institutional research cooperates with college research coordinators to provide data for strategic planning and program review purposes. The district office of institutional research publishes a fact book and maintains the district's institutional research website. The former is distributed widely across the district and both are used by the district and colleges for planning. The colleges have their own institutional research offices that work on college-specific research projects.

State and federal reporting is also primarily a district responsibility. The district and colleges cooperate on all required state reports related to matriculation and student equity; combines colleges' individual reports into one final district report. District office information systems (IS) and human resources (HR) staff are jointly responsible for building the staff-related tables that are sent to the State Chancellor's Management Information System each semester. From these tables Integrated Postsecondary Education Data System (IPEDS) surveys are generated on an annual basis and sent to the US Department of Education to meet federal reporting requirements. The district finance department and/or district IS do the attendance reporting, 311, 311-Q, and 323 financial reports. District IS creates the MIS files that go to the state (both student and staff data files). The district dean of admissions and records completes and submits all 320 reports to the State Chancellor's Office. Various offices in the district contribute to the IPEDS reporting, which is coordinated by the district dean of admissions and records. The district dean of admissions and records also coordinates the completion of the annual surveys that are submitted to the US Department of Education.

Facilities Planning

The primary responsibility for facilities planning lies with the department of administration and finance at the district office with input from the colleges at several points in the process. Facilities planning begins with the State Chancellor's Office 5-Year Facilities Construction Plan and Space Inventory using state guidelines and requirements to prioritize a broad range of projects and needs. The passage of Measure E building plan,

the result of a voter-approved bond issue, significantly improves existing campuses (Fresno City and Reedley Colleges, the Madera Center) and creates new ones (Willow/International Center, Southeast Fresno Center). This effort requires a projection of educational program needs into the future, so significant college input has been required. Committees at the colleges identify priorities for the campus and are active in the development of these plans which is used to update the five-year plan, taking into consideration both the recommendations from the college as well as knowledge about which projects would be eligible for state funding and which would be funded by Measure E.

Once the district and colleges determine that new buildings are needed, and state approval has been granted, new building design plans are developed. The district office hires an architect who works with end-users at the college to create a functional design for college educational programs and/or program support offices. Modernization also follows requirements developed by the State Chancellor's Office. Buildings are evaluated and, according to the need follow the same design process used for new buildings.

Once facilities move to the construction phase, building construction management, the building planning costs, and the construction costs are the primary responsibility of the district office, with some college involvement. The district operations office oversees the activities of the contractor responsible for construction, assuring that the guidelines mandated by the state are followed. These guidelines are required for Measure E funded construction as well.

Building Administration and Grounds Maintenance

The primary responsibility for building and grounds maintenance rests with the district operations office. There is dedicated space for maintenance staff at all campuses, but all work scheduling at the campus and district office sites is coordinated through the office of the associate vice chancellor, business and operations. Custodial services are a campus responsibility, under the responsibility of the campus business managers. Facilities staff at the district office handles all other building and grounds maintenance activities.

Funding for maintenance and repairs is similar to the funding of new facilities for community colleges in California. A five-year scheduled maintenance and special repairs (SMSR) plan is updated annually and submitted to the State Chancellor's Office. District office staff prepare a facilities analysis for the plan and the district must provide a dollar-to-dollar match for funds that are requested. As with new facilities, the state evaluates plans on a priority needs basis.

The district energy management system is coordinated almost exclusively by the district.

Qualified personnel work for the district operations department at the district office and campuses and are assigned to specific facilities maintenance jobs as requests are made through the maintenance office at each campus. In addition, a team of employees responsible for maintaining the grounds, athletic facilities/fields, the parking lots and roadways reports to a grounds services manager at the district office, but these teams

remain at each college. Both facilities and grounds maintenance are operations that are primarily district responsibilities, with some input from the colleges.

Classroom assignments and facility space allocation are almost exclusively college responsibilities. Facilities space rental is coordinated by the campus office of business services, while classroom assignments are coordinated by the office of instruction at each college.

The need for off-campus facility lease agreements is determined at the college level; however, the actual decision to lease, the negotiation process, and the legal counsel and insurance reviews occur at the district level. District office staff work closely with staff at the colleges to assure that needs are being met through the negotiation processes. The responsibility for off-campus facility lease agreements is a district responsibility with significant college input.

Safety and Security

Infrastructure support related to safety and security such as lighting, intrusion alarms, fire alarms, and ADA accessibility are the responsibility of the district operations department at the district office. Monitoring day-to-day safety of facilities on college campuses is handled by college staff. There are campuswide safety committees that meet regularly to discuss safety issues and possible solutions common to both the colleges and the centers.

The district office is responsible for both oversight and the financial responsibility for workers' compensation, but when accidents occur, forms are completed on location. The college administrator for the area reviews these reports to determine whether immediate maintenance is needed to correct new identified structural problems related to the accident. Human resources at the district office is charged with oversight of worker's compensation.

Police operations are almost exclusively a district responsibility. SCCC police personnel report to a chief of police, who in turn reports to the associate vice chancellor, business and operations. There is a police presence on each campus, but the function is centralized.

Personnel

The functional responsibilities of academic personnel are handled by the office of human resources (HR) at the district office. This office is responsible for informing employees about the policies and procedures related to all personnel transactions including hiring, evaluating, promoting, and terminating employees, and maintaining official personnel files. The official files for adjunct and full-time faculty are housed and maintained at the district office, except files containing official evaluations, job performance-related data, directives, complaints, and other personal communications will be located in the college president's office, or vice chancellor at the North Centers. District HR maintains all official files of classified professionals and is responsible for serving as a day-to-day resource to managers regarding employees under their supervision and seeing that personnel-related policies and regulations established by the board of trustees are

followed. HR is also responsible for ensuring compliance of labor laws, the education code, and other related legal issues that mandate specific practices related to personnel. The colleges have primary responsibility for overseeing the tenure process at their campuses. Furthermore, the colleges are responsible for the application and the entire employment package for adjunct faculty, but after the hiring packet is complete, along with appropriate forms, it is sent to district HR for data entry.

The State Center Community College District is one of six California Community College District Merit System employers. The Merit System is a system of personnel administration that provides for the selection, promotion, and retention of classified professional employees and supports employment, continuance in employment, in-service promotional opportunities, and other related matters on the basis of merit and fitness. A Personnel Commission of three members--one appointed by CSEA (the classified bargaining unit); one appointed by the Board of Trustees and the third appointed by these two members--administers the Merit System. If the two appointed Commissioners cannot agree on a third member, the State of California Community College Chancellor's office will appoint this third member. Personnel Commissioners serve three-year terms. In order to assure ensure its independence in discharging its responsibilities, the Personnel Commission is constituted as an independent legal body within the College governance structure with its own budget and staff. The Personnel Commission is responsible for writing personnel rules, classifying all employees and positions which are part of the classified service, overseeing the selection process for classified positions, recommending salaries of new positions to the Board of Trustees, hearing appeals of disciplinary action or results from protests to examination processes. The California State Education Code provides authority for Personnel Commission functions.

The department or office that seeks a position initiates the development of job descriptions with input from HR regarding required content and wording. This is a joint district/college responsibility. Academic employee recruitment is handled by HR, while classified employee recruitment is handled by both the district and the Personnel Commission. Employee recruitment is primarily the district's responsibility, with college input. Once recruited, HR conducts an initial screening of academic applications to evaluate whether the minimum qualifications for a position are met. Once minimum qualifications have been reviewed, the college screening committee takes over and screens candidates for positions--primarily a college responsibility. Classified applications are screened by the Personnel Commission staff, who administer written tests and oral interviews to applicants meeting minimum qualifications and give a numerical score to each applicant based on the test and interview. The top three ranks are given to the hiring manager, who then makes the final hiring determination. Therefore, hiring of classified staff is a joint district/college responsibility. The HR and Benefits offices process all new employees.

Equal Employment Opportunity is coordinated jointly between the colleges and the district office. The chancellor and the presidents of the colleges are responsible for taking remedial action in the event of discrimination against applicants, staff, or students, based

on race, color, gender, sexual orientation, religion, age (over 40), national origin, ancestry, disability, political affiliation or belief, or marital status. Each campus has several compliance officers who sit on all selection committees to ensure that the correct hiring process is followed. These individuals ultimately report to the president.

The development of employee contracts and related negotiations are coordinated by the human resources with college input. Negotiating teams for both faculty contracts and classified professional contracts include district managers at the college level who are responsible for supervising constituency members and the constituency representatives for the respective union whose contract is under negotiation. Once negotiations are complete, the administration of employee contracts is a district function, with HR involving local administrators as appropriate. Sometimes issues are first initiated at the college level but are then referred to HR for administration.

Staff development takes many forms throughout the district. Flex day workshops are organized and held at the start of each semester and several other staff development activities are coordinated by the colleges throughout the academic year. These serve as activities developed primarily for college faculty and staff. HR coordinates staff development activities specifically designed for managers in the district.

Management Information/Information Technology Systems

Information Systems (IS) at the district office serves as the central support for managing computer-related operations and services for the district. This includes district wide systems and their administration; application services and programming (the Datatel application software that runs on the district's operational database); technical services (in support of the district cable plant and the network and its related servers throughout the district which support e-mail and internet access); and telecommunications (telephone services, including voicemail). IS also supports synchronous distance learning.

Tactical operational IS priorities are set by the IS priority committee. This group is co-chaired by the vice chancellor, educational services and planning and the vice chancellor, finance and administration and has broad district wide representation. It generally operates on a ninety day time horizon. More strategic considerations are undertaken by the district wide Technology Coordinating Committee. This group addresses issues that have longer-term implications, making recommendations to the Chancellor's Cabinet.

Both the administration of the Datatel human resources system and administration of the Datatel financial system are handled almost exclusively at the district office with modest campus coordination. The HR department at the district office defines the system requirements for HR; finance and administration at the district office and the business offices at the campuses define the requirements for the financial system. Both sets of requirements are established to comply with Education Code and other state requirements for community colleges, as well as to meet operational requirements defined by the board of trustees through district policy. When problems arise, the district's help desk is the point of contact for resolution.

The administration of the Datatel student system is a district function. The colleges state requirements for the student system, while IS administers the system to meet those requirements, taking both the technical limitations of the software and the practicality of implementation into consideration.

Support to students for the use of the system is a campus responsibility. Students currently seek support through various student support offices at the colleges, particularly the admissions and records offices. Students can access registration and grades through the web or telephone, in addition to on-campus service.

District IS has support responsibility for all cabling and the voice and layer 3 data networks across the district. Campus staff provide the first level problem resolution support related to the networks and report unresolved problems to district IS. District IS supports the district and Fresno City College websites, with college help. Reedley College's websites are maintained locally.

District IS has technical support responsibility for e-mail servers and Internet access across the district. Campus staff provide the first level of support for e-mail services and request technical support for unsolved problems from district IS. The functional responsibility for e-mail is coordinated jointly. Problem resolution for Internet access is the responsibility of district IS, with direct client service the responsibility of the campus.

District IS has support responsibility for all phone services, including voicemail, throughout the district. Problems that arise while using these systems are called in to the district help desk for resolution. District contacts coordinate new service request as well as change requests for phone services, with district staff performing the services. The provision of phone and voicemail service is a district responsibility.

Faculty members who utilize technical resources to teach online or enhance their courses with web components rely on expertise at the campus level for assistance. The colleges then enroll users and support those users, both faculty and students, alike. However, because the district provides servers, application software, and the necessary support for both, technical support to faculty for online and web-enhanced courses is primarily a college responsibility, with some district involvement.

The colleges are responsible for system support for students, faculty, and staff. This includes processing of all new technology equipment, including servers, computers, AV, projectors, etc. This also includes installing all software, maintenance of all equipment, and providing to the district a current inventory of all equipment.

Finance and administration

The district office of finance and administration consists of, among other things, the finance and purchasing departments, under the direction of the vice chancellor, finance and administration. On behalf of the chancellor, it is the responsibility of finance and administration to ensure that funds received from the state for operation of the district and its colleges/centers are managed in compliance with existing laws and regulations defined

by the Education Code, Title 5, and the Budget and Accounting Manual issued by the State Chancellor's Office. Likewise, finance and administration departments ensure that funds received from federal government sources and from private sources are managed according to the fiscal requirements set by the respective funding agency. The finance and administration office prepares the tentative annual budget and estimated expenditures for submission to the board of trustees. Some months later, the final budget is submitted to the board for its approval. In addition, finance and administration is responsible for attendance reporting to the state, which is the basis for the primary source of annual revenues for the district.

The actual distribution of funding each fiscal year is almost exclusively a district function. The district complies with state law in the distribution of restricted funds and allocates unrestricted funds based on a number of factors and formulas developed and agreed upon by the chancellor, college presidents, and the chancellor's executive staff. Once funds are allocated, those not earmarked for salaries and benefits become the discretionary funds available to the colleges. Although formulas are used to determine the proportion of discretionary funds each college receives, the colleges manage a budget process to determine how these funds will be allocated locally. College budget development is almost exclusively a college function. The colleges also have processes for determining faculty and classified staffing priorities.

Because finance and administration serves as the fiscal agent for the district, audit compliance is almost exclusively a district function. Budget compliance, on the other hand, is jointly coordinated; the college business managers and their staffs manage the process at the campus level, while finance and administration provides overarching management across the district. Likewise, spending control and oversight is jointly coordinated through management by the college and district business office staff.

Accounting oversight is a joint district/college responsibility. The college oversees paperwork at the campus level, while the district deals with accounts receivable, delinquent student debt collection, 1099s to IRS, cash control and bank reconciliation, fixed asset tracking, GASB reporting, general obligation bond oversight, and lease revenue bond accounting and reporting. Although accounts payable is primarily a district function, the colleges have significant involvement in this activity through their collection of most student payments.

Staff at the colleges are responsible for preparing required documents for payroll but the district office manages the actual payroll process, including the technical infrastructure handled by the IS department as well as the business requirements (issuing paychecks, W-2s, federal and state taxes, STRS, PERS, Social Security, Unemployment Insurance, and Workers' Compensation reporting), monitored by finance and administration. This is primarily a district function, with some coordination from the colleges.

Warehouse receiving, inventory, recycling, surplus equipment, and records retention is primarily a district function.

Long-range financial planning is guided by district policy and by guidelines and policy recommendations established by the State Chancellor's Office. There are components of long-range financial planning implemented by each college as it makes decisions about allocation of fiscal resources campuswide, but it is the responsibility of finance and administration, along with the colleges to ensure that district policy, state guidelines, and policy recommendations established by the State Chancellor's Office are followed. This is primarily a district responsibility with some college involvement.

Grant/Foundation Management

Grant writing and management are coordinated jointly between the colleges and the district office. There exists the district position of director of grants and external funding. Support that this individual provides the colleges includes the identification of potential funding sources, liaison work with external funding agencies, assistance with grant budget preparation, consultation and workshops related to proposal design, assistance in proposal writing, and post grant acceptance troubleshooting. The district serves as the legal entity to request and receive all grant funds on behalf of the colleges. The colleges manage the grant activities and funds, and the district's finance department provides fiscal oversight and the human resources department provides personnel-related support when staff are hired with grant funds.

The State Center Community College Foundation is a non-profit public benefit corporation established as an auxiliary organization of the district, designated as a charitable organization. Its purpose is to raise private funds for the district and the colleges. As an auxiliary organization of the district, a volunteer board of directors, including two current trustees, manages the Foundation, jointly with the chancellor. All funds flow through the SCCC Foundation and are pooled for investment purposes. Reedley College, in addition, has its own foundation, which also accepts monies and keeps them in a separate account. The SCCC Foundation has a master agreement with the district that outlines the administrative functions and activities of the foundation.

Communication

Communication of information takes two forms, internal and external. External communications are guided by board policy, which outlines the college and district roles. The colleges are responsible for releasing news of events, accomplishments of students and staff, and other matters of interest on their campuses. In contrast, the district releases information on district policies, board actions, and other matters involving the district as a whole. College and district offices provide copies of all news releases to one another, to insure that all offices are aware of news sent to the media.

Internal communication within the colleges is almost exclusively a college responsibility. Internal communication across the district, however, occurs between one or more college/center locations and others about program and support service development or management, as well as communications that are initiated by the district office. Internal communications across the district is a joint responsibility.

Publication development includes college or district wide brochures, annual reports, and other publications designed to provide information about education programs, admissions and registration, or student support services. This responsibility is shared jointly between the colleges and the district. Likewise, public information/public relations are a shared responsibility between the offices of chancellor and presidents.

Government relations most often involves the district as a whole, although there are circumstances where one college alone might be in a position to interact with the government about a specific program, project, or grant that is exclusive to its campus. Government relations are primarily a district responsibility with some college involvement.

Bookstores

The four bookstores (Clovis Center, Fresno City College, Madera Center, and Reedley College) are under the overall responsibility of the Fresno City College business manager. The day-to-day functioning of the bookstores is the responsibility of the assistant bookstore manager, who is based at Fresno City College but has districtwide responsibilities. For accounting purposes, the Clovis and Madera Center bookstores are subsumed under the Reedley College bookstore.

Food Service

Food service operations, districtwide, are under the overall responsibility of the Reedley College business manager. Food services at Fresno City College and the Clovis and Madera Centers are contracted out to a private vendor. For this function, the Reedley College business manager reports to the vice chancellor, finance and administration. Food services at Reedley College are a self-operation. In all cases, the day-to-day functioning of the food service operations is overseen by the respective college/center business managers.

Other Miscellaneous Activities

Miscellaneous activities such as transportation and mail distribution are almost exclusively district responsibilities. Responsibility for the child care centers rests exclusively with the campuses.

STANDARD IV: LEADERSHIP AND GOVERNANCE

The Board of Trustees serves as the legislative and policy-making body charged with oversight and control of the district, adopting policies to guide the operation. The Board delegates the responsibility of specifying actions and arrangements under which the district operates to the chancellor, who serves as the chief executive officer. Both the board's and the chancellor's authority are derived from the Education Code of California. Relations with the Board of Trustees are primarily the responsibility of the district with some involvement from the colleges, the latter especially at board meetings.

The associate vice chancellor, human resources is responsible for providing or securing legal support or services to the district or its constituent parts, which include the board,

administration, faculty, staff, and students. Legal support services are exclusively a district responsibility.

District general counsel is responsible for drafting policies and regulations that operationally guide the organization, many of which are mandated by the Education Code or state law. Policy and regulation development/review is primarily a district responsibility with some college input.

Strategic directions for change at the district level are identified in the form of goals developed as a result of a broad-based, triennial planning process. The resultant document is approved by the Board of Trustees. The document is used by the colleges in the campus's strategic planning. College level plans provide much more specificity and detail, reaching down to the unit level of review. As a practical matter, the presidents are in charge of campus planning processes. College strategic planning is primarily a college responsibility, with modest coordination from the district, in that the district goals serve as its broad framework.

Local community and business partnerships are a joint responsibility. Several partnerships (e.g. the State Center Consortium) have been created at the district level to address issues that affect the entire district. Academic departments, student support offices and the president's office develop college level business and community partnerships in response to more local issues.

The administration of off-campus centers is almost exclusively a college responsibility, once leases are negotiated and signed.

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	Primarily District	Primarily College	Shared
Standard I: Institutional Mission and Effectiveness			
A. Mission: The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.			
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.			X
2. The mission statement is approved by the governing board and published.			X
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.			X
4. The institution’s mission is central to institutional planning and decision making.		X	
B. Improving Institutional Effectiveness The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.			
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.		X	
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.		X	
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.		X	
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.		X	
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.		X	

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	Primarily District	Primarily College	Shared
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.		X	
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.		X	
Standard II: Student Learning Programs and Services			
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.			
A. Instructional Programs			
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.			
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.			X
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.			X
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.		X	
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.		X	
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.			X
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.		X	

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	Primarily District	Primarily College	Shared
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.			X
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.		X	
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.		X	
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.		X	
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.		X	
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.		X	
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.			X
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.			X
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:		X	
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.		X	
b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.		X	

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	Primarily District	Primarily College	Shared
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.		X	
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.		X	
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.		X	
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.		X	
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.		X	
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.		X	
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.			X
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.			X
a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.		X	

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	Primarily District	Primarily College	Shared
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.			X
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.			X
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	Not Applicable		
B. Student Support Services The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.			
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.			X
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:			X
a. General Information <ul style="list-style-type: none"> • Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution • Educational Mission • Course, Program, and Degree Offerings • Academic Calendar and Program Length • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members 			X
b. Requirements <ul style="list-style-type: none"> • Admissions • Student Fees and Other Financial Obligations • Degree, Certificates, Graduation and Transfer 			X
c. Major Policies Affecting Students <ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty 			X

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	Primarily District	Primarily College	Shared
<ul style="list-style-type: none"> • Nondiscrimination • Acceptance of Transfer Credits • Grievance and Complaint Procedures • Sexual Harassment • Refund of Fees 			
<p>d. Locations or publications where other policies may be found</p>			X
<p>3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>			X
<p>a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</p>		X	
<p>b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.</p>		X	
<p>c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</p>		X	
<p>d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</p>		X	
<p>e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>			X
<p>f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>			X
<p>4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>		X	
<p>C. Library and Learning Support Services</p> <p>Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</p>			

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	Primarily District	Primarily College	Shared
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.		X	
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.		X	
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.		X	
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.		X	
d. The institution provides effective maintenance and security for its library and other learning support services.			X
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.		X	
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.		X	
Standard III: Resources			
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.			
A. Human Resources			
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.			
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.			X

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	Primarily District	Primarily College	Shared
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.			X
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.			X
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.			X
d. The institution upholds a written code of professional ethics for all of its personnel.			X
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.			X
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.			X
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	X		
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.			X
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.			X
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.			X
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.			X

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	Primarily District	Primarily College	Shared
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.			X
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. The institution plans professional development activities to meet the needs of its personnel. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.			X
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.			X
B. Physical Resources			
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.			
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.			X
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.			X
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.			X
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.			X
C. Technology Resources			
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.			
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.			X
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.			X

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

Standard and Statement	Primarily District	Primarily College	Shared
b. The institution provides quality training in the effective application of its information technology to students and personnel.			X
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.			X
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.			X
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.			X
<p>D. Financial Resources Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.</p>			
1. The institution relies upon its mission and goals as the foundation for financial planning.			X
a. Financial planning is integrated with and supports all institutional planning.			X
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.			X
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.			X
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.			X
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.			X
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	X		
b. Appropriate financial information is provided throughout the institution.			X
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.			X

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

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

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

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

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

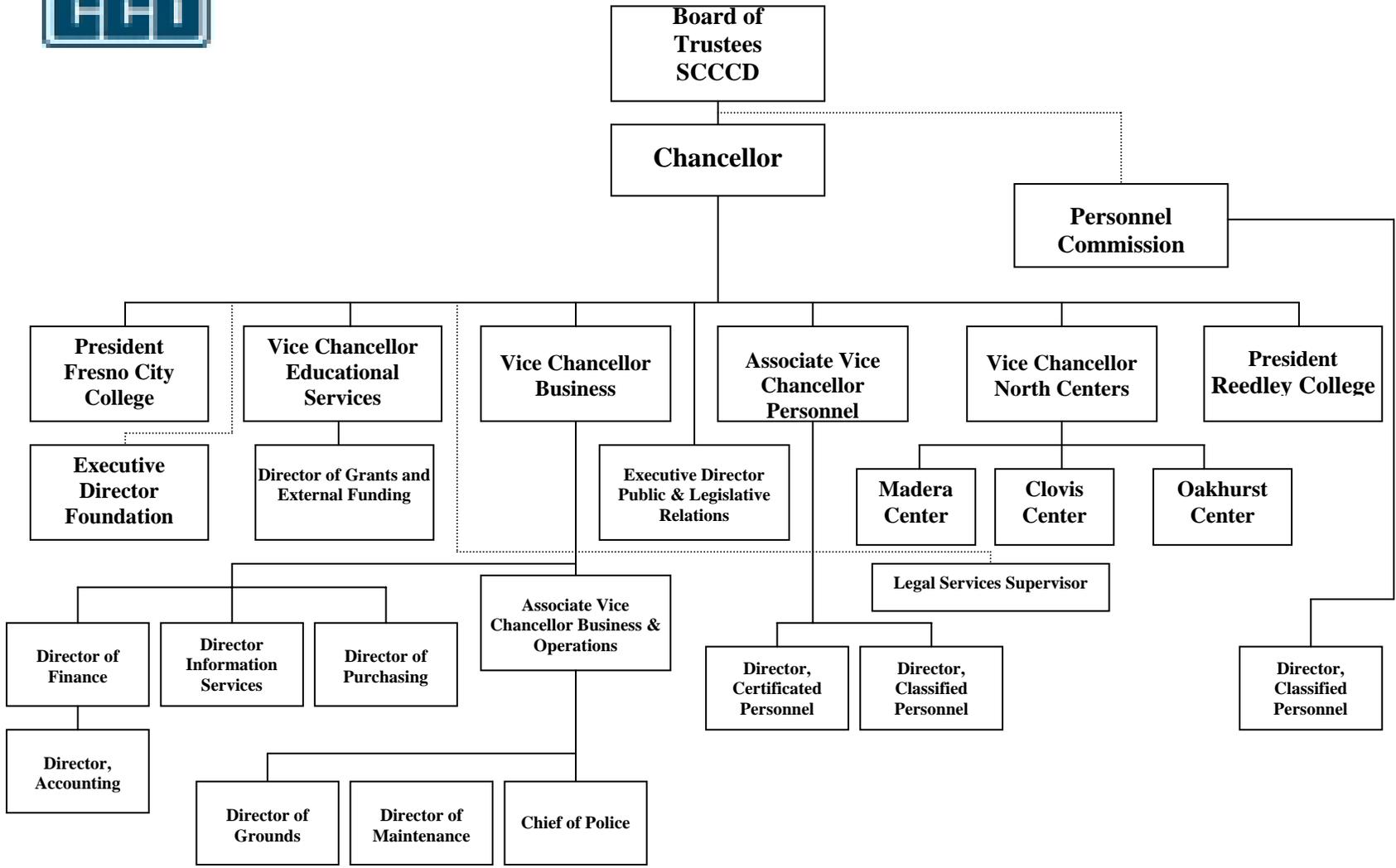
Standard and Statement	Primarily District	Primarily College	Shared
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	X		
i. The governing board is informed about and involved in the accreditation process.	X		
j. The governing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

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP

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

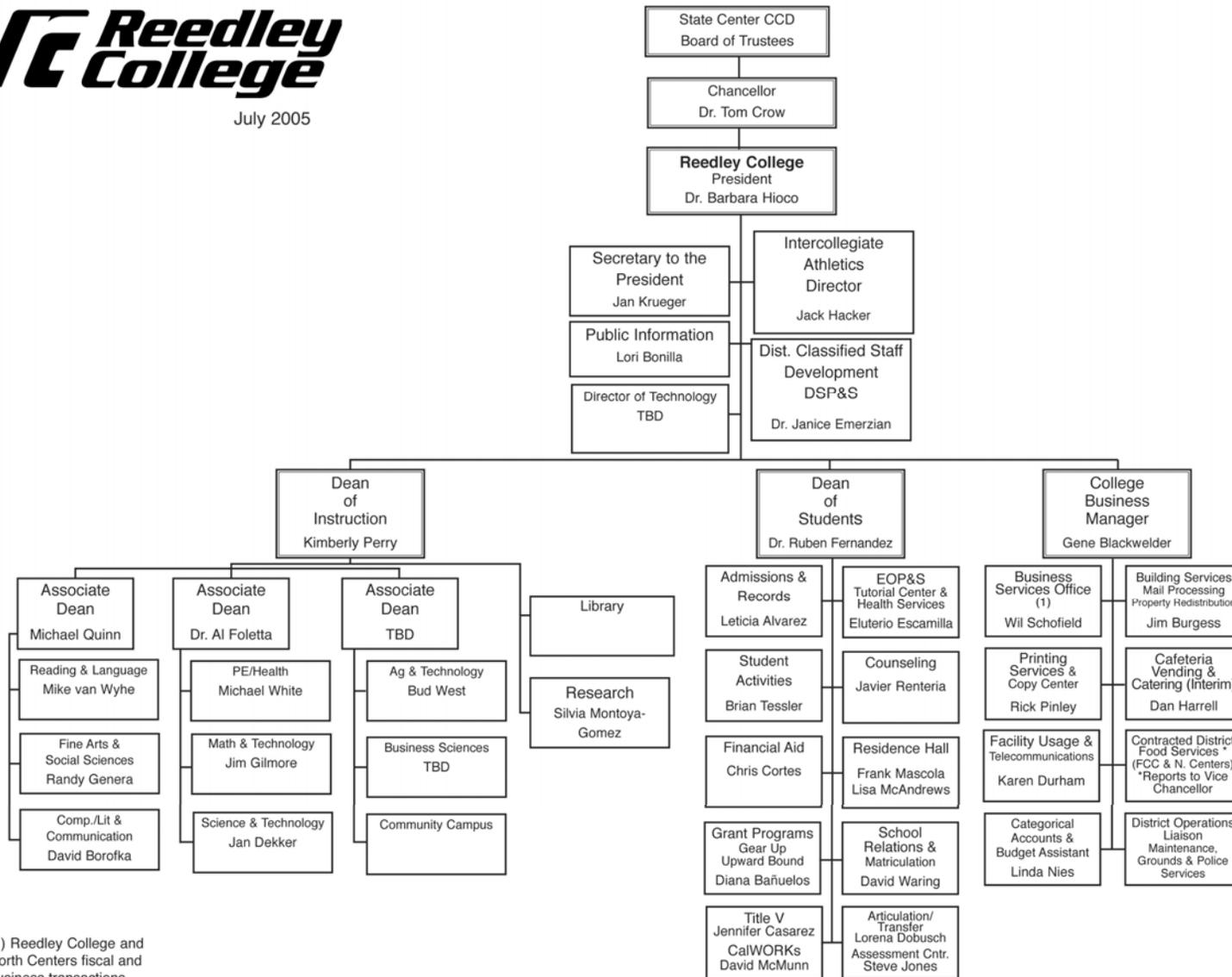


**State Center Community College District
Administrative Organization**
July 2005



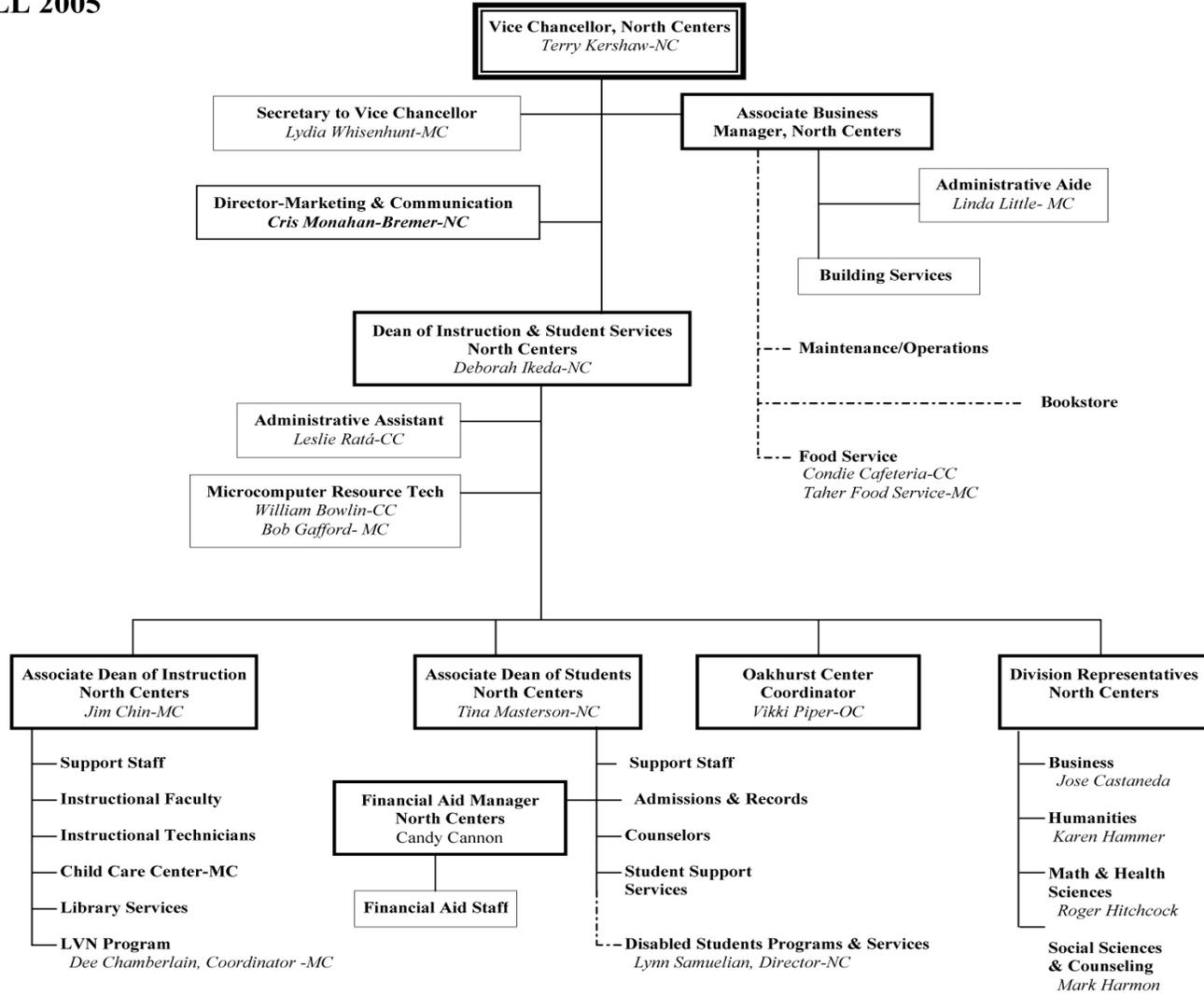


July 2005



(1) Reedley College and North Centers fiscal and business transactions

**NORTH CENTERS
ORGANIZATION CHART
FALL 2005**



OFFICE LOCATION/ASSIGNMENT:
 CC = Clovis Center
 MC = Madera Center
 NC = Clovis and Madera Centers
 OC = Oakhurst Center

Certification of Continued Compliance with Eligibility Requirements

1. *Authority*

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

2. *Mission*

Reedley College's mission statement is clearly defined and identifies the educational purposes of the college as defined by the established mission of the California Community Colleges. The SCCC Board of Trustees adopted the Reedley College mission statement in June 1999. It was reviewed at the 2001, 2002 and 2003 Reedley College Leadership Retreat. A subcommittee of the Strategic Planning Council is currently reviewing the mission statement. The mission statement is published in the Reedley College catalog and on the college web site.

3. *Governing Board*

The SCCC Board of Trustees is composed of seven public members elected by trustee area on alternating years for a term of four years. The Board is responsible for the quality of the college's educational programs and services. The Board is responsible for decisions pertaining to educational programs, financial health and stability and the college's integrity. The Board is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. Board members submit conflict of interest forms annually.

4. *Chief Executive Officer*

The SCCC Board of Trustees selects and appoints the college president. The president provides leadership in planning, establishes priorities for the college, manages resources, determines the process for budget priorities and ensures the implementation of statutes, regulations and board policies.

5. *Administrative Capacity*

Reedley College has an administrative structure established to meet the institution's purpose, size and complexity. Administrative officers are qualified by training and experience to perform their administrative duties.

6. ***Operational Status***

Reedley College is operational with students actively pursuing its degree programs.

7. ***Degrees***

In compliance with Title 5 and the Course and Program Approval Handbook published by the California Community Colleges Chancellor's Office, educational programs by definition are an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

8. ***Educational Programs***

Reedley College's degree programs are congruent with our mission and the mission of the California community colleges. All of the degree and certificate programs meet the state guidelines. All AA/AS degree programs are of two academic years in length.

9. ***Academic Credit***

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

10. ***Student Learning Achievement***

Reedley College is in the process of defining and /or refining each program's expected student learning and achievement outcomes. Once these are determined and/or revised, they will be published in the course catalog and other informational materials.

11. ***General Education***

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

12. ***Academic Freedom***

Reedley College is committed to free discussion and open inquiry in the pursuit of truth. It is recognized that freedom to think, to read, to speak and to question is necessary to the development of an informed citizenry. This freedom shall be integral to the philosophy of this district and is guaranteed to all staff and students. [Board Policy, 4118,3]

13. ***Faculty***

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

14. ***Student Services***

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

15. ***Admissions***

Admission policies are reflective of the open access policy for California community colleges and are in accordance with the Reedley College's mission.

16. ***Information and Learning Resources***

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

17. ***Financial Resources***

Allocations to support Reedley College programs and services are in accordance with the mission and reflect institutional planning efforts. Efforts include development of institutional goals and objectives and identification of annual priority objectives.

18. ***Financial Accountability***

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

19. ***Institutional Planning and Evaluation***

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

20. ***Public Information***

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

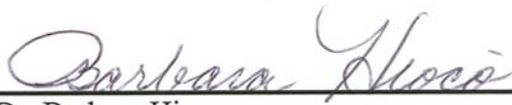
21. ***Relations with the Accrediting Commission***

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

Statement of Assurance

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

Signed:



Dr. Barbara Hioco
President, Reedley College



Mr. Patrick E. Patterson
President, Board of Trustees

Standard I: Institutional Mission and Effectiveness

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

I.A. Mission

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

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

Descriptive Summary

Reedley College's mission statement is as follows:

The mission of Reedley College is to offer an accessible, student-centered educational environment which provides high quality learning opportunities essential in meeting challenges of a diverse, global community.

The Reedley College statement of commitment, philosophy and vision defines the college's broad educational principles and is the basis for establishing learning programs and services that are aligned with the mission. The student populations served by Reedley College are diverse and reflect the community that the college serves. The mission statement is broad enough to include both the current student population reflective of the geographic area served by the college and anticipated future students such as a growing global and online community. [40 p. 4]

In order to best serve current and future students, Reedley College regularly reviews curriculum, student services, support programs, and student activities through the program review process. This process includes an environmental scan of college and area demographics, as well as analysis and assessment of transfer rates, degree and certificate completions, successful course completion, retention and persistence rates, and other data identified by each program. Input from advisory committees in occupational programs ensures that student learning programs align with the purposes, character, and needs of both the student population and of the communities the college serves. [168, 228, 20]

Reedley College develops and provides programs and services responsive to the needs of its diverse student body. Student organizations, events, and activities reflect the students and the

character of the college and its surrounding communities. An aggressive and successful student support program, partially supported by grants, such as Upward Bound, Gear Up, and Student Support Services, allows the college to support low-income and first-generation college students and to make a direct impact on the quality and nature of its student learning programs as they relate to the diversity and needs of the students. [252, 247, 265, 123, 272]

Reedley College recognizes the importance of maintaining and emphasizing its rich history while reflecting the current and future needs of the service area. The college maintains a strong basic skills, general education and transfer program as well as delivering comprehensive training in agriculture, aircraft maintenance, natural resources & forestry, automotive, child development, and other vocational programs important to the economic well-being and development of the region.

Self Evaluation

Reedley College meets this standard element. A college strategic plan was developed over a two-year period of time beginning in 2000 and included extensive dialogue among faculty, students, staff, administrators, and business/community members. In addition to many campus meetings, a community charrette was held at the college on April 11, 2002. Participation was broad and active, allowing for significant input from all stake holders. These sessions allowed the college to identify the current needs of the student population and communities, to plan for future needs, and to better align student learning programs and services with the college's purpose, character, and student needs. The result of this extensive process is the three-year Strategic plan, 2002 – 2005, which is based on the mission statement and the core values and purposes identified within it. The educational master plan is now being revised to reflect the findings and recommendations of the Strategic plan. [208, 101]

Evidence that Reedley College establishes programs and services aligned with its purposes, character, and student population can be found in the development and expansion of programs and services at the rapidly growing North Centers at Madera, Clovis, and Oakhurst. The Madera Center is 43 miles from Reedley; the Clovis Center is 36 miles from Reedley, and the Oakhurst Center is 70 miles from Reedley. The student populations at the Clovis and Oakhurst centers differ from Reedley in demographics, educational preparation, and needs. With the understanding that the North Centers at Clovis and Madera will soon be eligible to apply for college status, Reedley College has begun to prepare the Centers for eventual independent operation. The first step was to assess and evaluate the needs of the student population and then develop an unofficial strategic plan and mission statement that are directly related to and based on the Reedley College board-approved strategic plan and mission statement. Educational program offerings and support services offered at the North Centers are based on its strategic plan and mission statement. [186, 185, 192, 228]

Reedley College is committed to providing state-of-the-art vocational education programs, transfer education, general education, basic skills education, and comprehensive student support services. In addition, broad-based education programs are implemented as a result of specific needs of the community-based organizations and agencies. Comprehensive processes and procedures such as program review and strategic planning shall continue to provide a

basis for Reedley College in assessing its progress and in making key decisions regarding institutional effectiveness. Emphasis on student learning outcomes guides Reedley College to focus on determining the needs of students and ultimately aids in the implementation of effective student learning techniques and strategies.

According to the fall 2004 accreditation self study survey of faculty, staff, and administrators, 88 percent of respondents strongly agree or agree that the college programs, services, and planning are consistent with the mission of the college. The results of the survey also show that 31 percent of respondents strongly agree and 57 percent agree that the mission statement defines the college's broad educational purposes, its intended student population, and commitment to achieving student learning. [103]

Reedley College matches its programs and services to the needs of students and of the community. Up to 58 percent of incoming Reedley College students test into at least one area of non-degree and non-transfer courses which drives the number of basic skills English, reading, math and English As a Second Language class sections scheduled each semester. [14]

Community needs in terms of job training are an important part of fulfilling the college's stated mission. The college recently entered into a partnership with the city of Dinuba which allows the college to offer classes at the newly completed Dinuba Vocational Center with a focus on job training. As a result, basic skills English, math and ESL classes are offered at the center, along with vocational classes/programs identified as needing a trained work force. These programs include a maintenance mechanic program which began training spring 2005 as a collaborative effort with the Fresno City College Training Institute. The college is in the approval process to start a Certified Nursing Assistant program in Reedley and a Licensed Vocation Nursing program at the Dinuba Center—another employment area identified as needing skilled workers.

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

- Students were asked to rank the importance of and progress toward attaining the following outcomes (percentage is responses indicating of great importance): learning to think and reason (81 percent), developing problem solving skills (78 percent), listening to and understanding what others say (78 percent), and learning principles for conserving and improving the global environment (47 percent).
- Students were asked how courses required outside of the area of specialization helped in achieving learning outcomes (percentage is responses indicating agreement with statement). The broad areas surveyed included (1) becoming an independent and self-directed learner (61 percent), (2) awareness of diversity (61 percent), and (3) increased knowledge of the earth (50 percent).

- Students were asked to assess their personal growth while at Reedley College and the college's contribution toward that growth (percentage is responses indicating moderate to very great contribution). Growth areas included setting life goals (70 percent), increasing intellectual curiosity (79 percent), interacting with people from culture's other than his/her own (75 percent), developing self confidence (67 percent), intellectual growth (93 percent), preparation for further study (81 percent), career preparation (85 percent), personal growth (86 percent), and social growth (84 percent). [15]

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

Descriptive Summary

The Board of Trustees approved the mission statement on December 7, 1999. In April 2000, the college embarked on a strategic planning effort, resulting in a three-year Strategic plan, 2002-2005. Prior to this process beginning and again during the process, a great deal of dialogue occurred on the campus and within the community regarding the mission of the college. The mission statement evolved through the efforts of a task force which was specifically formed for this purpose. The mission statement is published in the college catalog, on the college website, and in other college print materials including brochures. [40 p.4, 154, 220, 40, 274]

Self Evaluation

Reedley College meets this standard element. The mission statement is approved by the Board of Trustees and is published in a variety of locations including the college catalog and on the college website.

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

Descriptive Summary

To ensure that the mission statement is a current and accurate reflection of Reedley College's dedication to providing high quality student learning opportunities to a diverse student population, the mission statement is reviewed annually. Prior to 2004-2005, the mission statement was reviewed at the annual Leadership Retreat. Reviews of the mission statement occurred in May of 2001, 2002, and 2003. Beginning in 2004-2005, the Strategic Planning Council assumed this responsibility as part of the on-going assessment of progress toward achieving the Strategic plan goals. The Strategic Planning Council is comprised of representatives of all college constituencies who communicate with their respective groups and bring discussion back to the Council. Opportunities for participation and input also occur through monthly President's Forums and regular meetings of the Academic Senate, the Classified Senate, the Student Government Association, and the President's Cabinet. In fall 2005, as the college begins the formal process of reviewing and revising the Strategic Plan, the mission statement will again be reviewed. Any forthcoming recommendations for revisions will be submitted to the Board of Trustees for approval. [211, 154, 202]

Self Evaluation

The college meets this standard element. The mission statement was reviewed on an annual basis at the Leadership Retreats and is now reviewed regularly by the Strategic Planning Council as well as other decision-making bodies.

In November 2004, the Strategic Planning Council formed a subcommittee with the express purpose to review the college mission statement. The subcommittee was directed to submit a recommendation to the entire Strategic Planning Council at the conclusion of their review.

The subcommittee review included:

- review of mission statement development process and timeline
- discussion of incorporating the North Centers unofficial mission statement into the Reedley College statement, with the potential for site specific visions and values
- review of student and staff surveys
- review of other colleges' mission statements
- focus on student learning

The subcommittee developed a matrix that includes 24 aspects of the college's mission. Each aspect was identified as either an outcome or a service and then compared to Reedley College's current mission statement and with the North Centers' mission statement to determine if the current statements included each aspect. The subcommittee is continuing its work on the review of the mission statement in May 2005. [211, 154]

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

Descriptive Summary

The institution's mission is central to the development of the college's Strategic Plan and all institutional planning and decision-making. It provides clear guidance to college constituencies in all phases of planning and decision-making processes. It guides the activities of the Strategic Planning Council, the development of the Strategic Plan, the Educational Master Plan, and other major documents and actions of planning and governance councils and committees. [40 p. 4, 208, 101, 60]

In 2002 a strategic planning process was launched, and a 12-member steering committee was formed which provided broad-based representation of the college constituencies. After nearly two years of dialogue, in-service, and working meetings, the 2002-2005 strategic plan was finalized and implemented. Its goals grew out of the mission statement's primary elements of (1) service to community, (2) access to programs and services, (3) student centered philosophy, (4) high quality learning opportunities, and (5) meeting the needs of a global and diverse community. The strategic plan's seven goals are based upon these elements. The importance of the college's mission in planning and decision-making is evidenced by the following examples: [208]

- The college's comprehensive planning integrates the strategic plan goals into a multi-level process and guides both long-term and short-term decision making. The process begins with program review which requires each unit to show how its programs and

services directly relate to the Strategic plan goals, and thus to the mission statement. The program review process is assessed and evaluated at the end of each six-year cycle. [168, 171]

- The Strategic plan goals are also integrated into the college's budget development process and allocation of funds. The process used to determine new classified and faculty positions begins with each department preparing a staffing request packet. The requesting department is required to relate the request to a need expressed in a recognized college planning document such as the Strategic plan. [36, 115, 52]
- A similar process of requiring a direct relation to a Strategic Plan goal is being used in the development of the college's technology plan, educational master plan, and all other planning documents. [212]
- The Strategic plan goals are incorporated in the Vocational and Technical Education Act (VTEA) Application and Planning process. [273]

Self Evaluation

Reedley College meets this standard element. The college continues to evaluate its effectiveness in meeting the college mission statement, philosophy statement, and vision statement as evidenced by the mission statement review undertaken currently underway. A comprehensive review of committee structure and governance was also undertaken in spring 2005 to ensure that governance, planning, and decision-making processes are effective, efficient, and congruent with the college mission and with the Strategic plan goals. [211, 59]

Through the regular meeting activities of the President's Cabinet, the Strategic Planning Council, the Curriculum Committee, the Facilities Committee, the Enrollment Management Committee, the Technology Advisory Committee, and the program review process, Reedley College is able to evaluate efforts and progress toward improving the student learning process.

I.B. Improving Institutional Effectiveness

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

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

Descriptive Summary

The overarching structure serving to guide discussion and decisions about the direction of the college is the Reedley College Strategic Plan 2002-2005. Each of the seven strategic directions points to the improvement of student learning and institutional processes; most specifically (3) Teaching and Learning, (4) Student Services, and (5) Planning and Assessment. The Strategic Planning Council and the Strategic Plan Direction Co-Chairs meet each semester to assess progress toward achieving the goals of the plan by reviewing action plans and checking key performance indicators to monitor progress. [208, 210]

Through a participatory governance model which includes the Academic Senate, the Classified Senate, the President's Cabinet, and other campus groups and processes, standing committees and ad hoc committees are formed. Broad-based standing committees that provide a forum for ongoing dialogue regarding student learning and institutional processes include the following: Academic Standards Committee, Budget Committee, Committee for Student Conduct, Facilities Committee, Technology Advisory Committee, Curriculum Committee, Enrollment Management Committee, Faculty and Staff Diversity Committee, Health Advisory and Safety Committee, Matriculation Committee, Partnership for Excellence Committee (1999/2000 – 2004/2004), President's Cabinet and Augmented Cabinet, Program Review Committee, Sabbatical Leave Committee, Salary Advancement Committee, Scholarship and Financial Aid Advisory Committee, Staff Development Committee, and the Strategic Planning Council. Current discussions are underway to review the committee structure and evaluate the effectiveness of the current model. The Committee on Committees (COC) was formed in spring 2005 to review the College's committee structure, review the role and purpose of each committee, and propose modifications to streamline and more clearly identify committee structure and functions related to the decision-making and shared governance processes. Committee members also gathered data regarding committee structures at similar size community colleges before sending their recommendations to the college president in spring 2005. [60, 34, 85, 104, 150, 165, 59]

Regular, ongoing dialogue takes place at bimonthly meetings of the Academic Senate, the Classified Senate, the Department Chairs at Reedley College and the Division Representatives at the North Centers. In addition, the Faculty Association of the North Centers, a sub-unit of the Reedley College Academic Senate and representative body of North Centers faculty that deals with issues specific to the North Centers, meets several times each semester. In these aforementioned organizational bodies, issues regarding the day-to-day operations of the college as well as those of mid-range and longer range impact are discussed. The Dean's Student Advisory Council (D-SAC) comprised of students from campus clubs and organizations including ASB, meets monthly with the dean of students and provides valuable feedback regarding how the college can better serve its student population. [8, 9, 50, 51, 181, 182, 91, 88]

On a cyclical basis, each department of the college produces its own self-study through the program review process. Data regarding student success and persistence are evaluated, course curriculums are updated or modified, and recommendations are made for program improvement. These recommendations help guide decisions about planning and resource allocation within the larger framework of the Strategic Plan. Self-reflective dialogue among

all faculty members also takes place at the beginning of each semester during duty day and flex day activities and throughout the year within various ad hoc committees, such as search committees that are formed as hiring needs arise. [168, 171, 100, 122]

The college leadership conducts an annual Leadership Retreat during which strategic plan goals and progress are discussed, annual goals are set, and other planning issues are discussed. In April 2005, the retreat format and participants were changed. The retreat was conducted as an all-day, all-campus meeting at which input was solicited from the entire college community on two topics: (1) facilities remodeling and capital projects and (2) class schedule, outreach, and recruitment. Focus groups representing students, counselors/advisors, admissions and records, and school relations were included in the process. The purpose of the retreat was to provide a forum for discussion, dialogue and generation of ideas on two topics of significant importance to the college and its students. [262, 202]

Self Evaluation

The college meets this standard element as evidenced by institutional structures and processes cited above that are in place and provide a multiplicity of forums for regular, ongoing, broad-based discussion about matters pertinent to student learning and institutional processes. Seventy-seven percent of the faculty and staff strongly agree or agree that the college facilitates an ongoing dialogue about improving student learning and institutional processes. [103]

Clearly the above processes and committees are formalized structures that allow for dialogue to take place, but both formal and informal dialogue can and often do work together synergistically to lead to change and improvement. This is evident in the development of writing centers at the North Centers campuses modeled after the Reedley College Writing Center. Dialogue among North Centers faculty members regarding the poor quality of many students' writing began as informal and recurrent conversations among faculty members in faculty offices or during encounters in the staff lounge or hallway. Once it became known that grant money was available, conversations became more formalized. After much brainstorming a grant proposal, bearing the fingerprints of many people, was written and funded in partnership with Reedley College and Fresno City College using Institutional Research data, both quantitative and qualitative, program review findings, and Strategic Plan goals and objectives to support the need for new and/or improved writing centers. Once writing center coordinators were selected for the North Centers, much dialogue, both formal and informal, went into the planning for the centers. Formal dialogue included meetings of the ad hoc Writing Center Committee as well as a Humanities meeting held on flex day, spring 2005. Informal dialogue included hallway encounters that sometimes turned into long, informal chats and at which some important ideas were generated. Formal meetings among committee members, English faculty, deans and the vice chancellor of the North Centers included the open exchange of ideas with each idea entertained and weighed carefully, and with each decision made leading to action. The new writing centers will be open in fall 2005.

Progress has been made toward developing student learning outcomes, and a decision was made to use the Program Review process as a vehicle for effecting this change. While a number of faculty members have attended student learning outcomes workshops held over

the past few years at Bakersfield College and Fresno City College, in January 2004 the college devoted duty day to an on-campus SLO workshop given by Brad Phillips of Grossmont College and Scott Corbet from Oxnard College. Student learning outcomes have been developed at the course level in most disciplines and continuing work is occurring at the program and institutional levels as previously discussed in item 1 of this standard.

Discussions, both formal and informal, can lead to change when existing institutional processes are utilized as in the example of the writing centers cited above. Another example is the dialogue that led to curriculum changes in Reedley College's ESL program through the program review process. Data from a student survey, a Partnership for Excellence (PFE) funded focus group, assessment cut-off scores (used for student placement) and other institutional research indicated a need for full-time, expanded course offerings, including entry-level and bridge courses. The ESL curriculum has been revised to reflect these programmatic needs in response to identified student needs. In this example collegial dialogue and the utilization of institutional processes led to change directed at the improvement of student learning.

The Leadership Retreat is also evidence of ongoing, collegial, self-reflective dialogue about improvement of student learning and institutional processes. The all-day session resulted in priorities being developed for completion of facilities improvement projects. The afternoon session resulted in two important accomplishments: (1) Discussion of current scheduling, outreach, and recruitment practices was informative and self-reflective. The focus groups further identified practices that work well and those that do not work well. (2) After a review of student/community demographics, enrollment patterns, FTES trends, and other data, many ideas and recommendations were generated for change in the college's class schedule and outreach processes.

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

Descriptive Summary

The Reedley College 2002-2005 Strategic Plan established institutional goals and objectives congruent with the mission, vision and values of the college. This plan was the result of a campus and community-wide effort involving all segments of the college and the communities it serves. It is a living document that provides the college direction and a means to evaluate its effectiveness with regard to the students and community. The plan consists of seven strategic directions and their corresponding objectives. Consistency between the college's purpose and its goals is evidenced by the following example: According to the Reedley College Mission Statement, the college offers an "accessible, student-centered learning environment." Consistent with this purpose, the third strategic direction of the Strategic Plan sets as a goal "to be recognized as a progressive student-centered teaching and learning institution." [40 p. 4, 208]

While the Strategic Plan clearly articulates the college's goals and objectives, the Strategic Planning Council and the Strategic Plan Direction Co-Chairs Committee are charged with facilitating the implementation of the plan and evaluating progress made toward achieving the goals and objectives set therein. Representatives from the faculty, professional support staff, and administration work collaboratively in this process. The Strategic Plan Direction Co-Chairs is comprised of seven direction teams, each corresponding to one of the seven Strategic Directions: Public and Private Partnerships, Enhancing the College Climate and Integrating with the Community, Teaching and Learning, Student Services, Planning and Assessment, Information Technology, and Infrastructure. The manner in which the plan is implemented and progress evaluated is illustrated in the following example: Direction Team 1 has developed a series of action steps for each of the four objectives of Strategic Direction 1. For each action step they identified a key contact person, set a timeline, developed key performance indicators (KPIs) as a tool for assessing progress in measurable terms, and maintained a progress log. This is the model employed by all direction teams. [209, 210, 211]

In addition to the Strategic Plan, the college develops annual goals. This goal development process begins with departments and service areas, moves through the administrative levels, and is presented to the Chancellor's Cabinet and the Board of Trustees at their spring retreat. These goals take into account the Strategic Plan, the Mission Statement, and the needs of the college. Each of the 2004-2005 annual goals has been aligned with specific objectives of the Reedley College Strategic Plan, and most also correspond to the District Strategic Plan. For example, the first goal, "Analyze and evaluate the first cycle of the Program Review Process with respect to overall effectiveness and subsequent implementation," corresponds to Strategic Plan objectives 3.5, 3.6, 5.3 and 5.5. [23, 208, 237]

Self Evaluation

The college meets this standard element. The college's three year strategic plan clearly articulates goals and objectives that are consistent with the college's mission. The college's annual goals are aligned with specific objectives of the Strategic Plan and ensure that progress is made towards those longer term goals and that priorities are established each year. People work collaboratively toward the achievement of these goals, and action plans and key performance indicators allow progress to be assessed in clearly measurable terms. The VTEA application and planning process incorporates the strategic plan goals and objectives. According to the staff survey, 72 percent of the respondents strongly agreed or agreed that the college's planning process is broad-based, offering opportunities for input by appropriate individuals and groups. [273, 103]

It is evident in the shared governance actions of the college that goals are widely communicated and that people work together collaboratively to achieve them. For example, departments seeking funding in the decision package process and foundation grant process always reference goals of the strategic plan to support and justify requests for resources. This is also true in seeking human resources. The departments reference the plan when seeking new positions or to fill vacated positions. The strategic plan, annual goals, and findings from the program review self-studies guide decisions and lead to assessment and change. A look at the English department provides the following examples: Strategic Direction 3, Teaching and Learning, Objective 3.1 states "The college will identify ways to improve student retention,

student persistence, and improved performance in basic skills.” A 3.1 KPI states, “Faculty syllabi reflect a coherent sequence of learning outcomes.” This KPI has already been achieved by the English department which has developed learning outcomes in a logical sequence beginning with basic skill classes and moving up through the sequence of collegiate level English courses. Another 3.1 KPI states, “Data will be used to develop strategies, as necessary, to increase the number of students moving to collegiate-level courses.” Data regarding student performance in basic skills, retention and persistence was used by the English Department in the development of a Title 5 cooperative grant in partnership with Fresno City College to expand Reedley College’s Writing Center and to open basic writing centers at the Madera and Clovis Centers. The writing of the grant and now its implementation is the result of the cooperative efforts of a broad base of individuals throughout the district and across disciplines.

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

Descriptive Summary

There are several key processes that involve a continuous cycle of evaluation and integrated planning. First, a strategic plan is in place at Reedley College, along with a preliminary North Centers plan as previously described, under the umbrella of a comprehensive State Center Community College District (SCCCD) plan. The Reedley College Strategic Plan runs from 2002 to 2005 and the SCCCDC Strategic Plan will be in place until 2007. The development of these strategic planning processes was in response to a recommendation from the last accreditation report that “the college develop and implement a college wide process to assess how well and in what ways it is achieving its purposes.” Reedley College implements and evaluates the planning process in the following way: The Strategic Planning Council and Strategic Plan Direction Co-Chairs are charged with overseeing and facilitating the implementation of the plan. Implementation of each component of the plan involves a series of “action steps,” timelines, and primary contact people, and progress is measured by checking key performance indicators (KPIs). [208, 237, 186]

Secondly, as indicated earlier, program review is another key component of the cyclical evaluation process at Reedley College. Each department at the college is required to complete a rigorous analysis of its instructional effectiveness at six year intervals using quantitative and qualitative data to evaluate and improve programs. See the “self evaluation” section below for examples of changes implemented as a result of this process. [168, 171]

Thirdly, Reedley College continues to collect data relative to the PFE initiative, including annual performance goals, the number of transfer students, degrees and certificates awarded, successful course completion rates, and improvements in workforce development and basic skills course completion rates. [159]

In addition, regular Academic Senate and Curriculum meetings ensure that important issues regarding course content and instruction are addressed in a timely matter. The Academic

Senate and the Curriculum Committee include representatives from the North Centers. The Reedley College Classified Senate meets monthly in order to provide a means of promoting communication among staff members and to make recommendations to college administration for the welfare of the entire institution. Furthermore, the Enrollment Management Committee works to coordinate, communicate, and develop enrollment management procedures, processes and strategies in order to increase enrollment at the college, and the Matriculation Committee assists in the planning and implementation of the Matriculation Plan and transmits relevant information to various campus and district constituency groups. [9, 51, 104, 150]

In regard to resource allocation and implementation, the Budget Committee assists in reviewing the development of the college's annual budget and meets once or twice per term, scheduled accordingly by the business manager of the college. Regular department chair meetings at Reedley College and divisional representative meetings at the North Centers ensure that resources are readily available for instruction on an ongoing basis. [34]

Reedley College employs a full-time institutional researcher on site whose duties include the management of data and information, much of it campus specific. Additional statistical support used in evaluation at Reedley College is provided by the SCCCDC Department of Institutional Research. Qualitative analyses of both instructional and non-instructional areas are used to develop plans that address the following:

- (a) the examination of trends that may influence a particular discipline or service;
- (b) the evaluation of the implementation of technology in order to enhance instruction and student learning;
- (c) the cataloging of available equipment and the identification of anticipated needs for new equipment;
- (d) the identification of both certificated and classified staffing requirements in the future; and
- (e) relevant information that describes, explains, clarifies, and justifies program or departmental needs and changes over a five-year period.

The quantitative analyses of instructional and non-instructional areas is supported by data and information on the following:

- (a) number of students served by the institution;
- (b) student GPA, retention, and successful completion rates;
- (c) program enrollment trends and WSCH/FTES statistics;
- (d) degrees awarded and demographics;
- (e) VTEA Core Indicators, Occupational Programs and Services.

The Department of Institutional Research website (www.ir.sccd.com) provides the college and the community with easily accessible information about Reedley College and the District. Relevant summary information such as "Fact Sheets" listed by institution is readily available as well as more detailed information on demographic characteristics and program reviews. Much of this information has also been published in the "SCCCDC Fact Book." [228]

Self Evaluation

The college meets this standard element. Reedley College assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness through key processes involving the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The evaluation process is based on the analysis of both quantitative and qualitative data. In August 2004 the college's institutional researcher transferred jobs, leaving the position vacant for most of the academic year while a search was conducted for a suitable replacement. This position was filled in May 2005, in time for the next program review cycle which began in spring 2005.

One of the ways in which the analysis of quantitative and qualitative data has led to change can be seen in the following example: During the last program review cycle data pertinent to history and political science courses at the Reedley campus revealed unacceptably low rates of student success. A brainstorming session was held involving instructors, deans and counselors, and eventually a decision was made to create one-half unit tutorial seminars to accompany Political Science 2, History 11 and History 12. The effectiveness of this change will be assessed in future program reviews with the support of data on student success rates. Meanwhile at the North Centers, institutional data revealed rapid increases in enrollment in History and Political Science courses over several years, and fiscal realities precluded the hiring of additional instructors to keep pace with increasing enrollments. A decision was made to implement large group instruction (LGI) classes. Currently North Centers instructors in these disciplines are seeking to develop methodologies for LGI classes that would help restore some of the critical thinking advantages that smaller classes provide. This example illustrates how the analysis of quantitative and qualitative data leads to change, and how the results of change in turn lead to reevaluation and reassessment in a continuous cycle to improve institutional effectiveness.

Due to the geographic separation between Reedley College and the North Centers, each has a site-specific plan and agendas that address the unique needs of each respective campus, as evidenced in the example above from the program review process. Extensive dialogue and effective communication between the Reedley College campus and the North Centers is a challenge. The physical distance between the sites can affect the efficiency of comprehensive procedures and processes, especially program review. A greater effort could be made to encourage more dialogue and communication between campuses. In terms of the staff survey, 76 percent of the respondents strongly agreed or agreed that the review of programs and services is integrated into the college planning process. Therefore, although communication may be a challenge in terms of the Program Review process, a majority of college stakeholders believe the review processes are taken seriously in terms of the college planning process. [103]

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

Descriptive Summary

Multiple mechanisms allowing for participation from all key stakeholders have been institutionalized as part of the college planning process at Reedley College. The primary vehicle for the overall planning is the strategic planning process. This inclusive process involved both internal and external participants ranging from faculty, classified staff, students, administrators and community members. Continual assessment, feedback and input of the planning process is accomplished through the Strategic Planning Council, consisting of members representing faculty, classified staff, administration, students and the institutional researcher. This group meets regularly to assess the current status of the goals and objectives of the strategic plan, and identify future strategies based upon the assessment process.

[208, 211]

The classified employees elect individuals to represent them through the Classified Senate, with certificated staff being represented through the Academic Senate. The district provides Academic Senate officers release time to perform their duties. The student body elects individuals to represent them through the Associated Student Body (ASB) organization. Representatives from these three groups serve on all planning and budgeting committees.

[50, 8 30]

In addition to the Strategic Planning Council, the following committees function to ensure that broad involvement in college planning is present: budget, curriculum, enrollment management, faculty and staff diversity, health and safety, matriculation, president's cabinet and augmented cabinet, scholarship and financial aid, staff development, and technology.

[60]

In terms of college allocation of resources, the budgeting and allocation process for the college revolves around the strategic plan's goals and objectives. When determining the annual budget, one key criterion for determining the allocation of resources is the degree to which the ongoing or new allocation will move the goals and objectives of the college forward. The college utilizes a variety of strategies to supplement the normal resource allocation and has been especially active in this arena since the State of California budget restraints the past few years. One of the most successful external resource funding sources has been in the area of grants. A full-time director of grant funded programs has been employed since 2002, along with a full-time institutional researcher. The college has successfully applied for and received over \$5 million in federal grants during the past five years. [126]

In addition to the external funding from grants, the college also has established the Reedley College Foundation that focuses on providing scholarship monies for deserving students. Also, the State Center Community College Foundation provides funding for a series of mini-grants and scholarships on an annual basis. [214]

An example of a comprehensive planning process that includes opportunities for input by the appropriate constituencies is the development of the annual "decision packages." Supported by State lottery funds, the allocation for the decision package funds is distributed to the

respective colleges and centers in January of each year, with the proposals reviewed and approved by the Board of Trustees at their annual workshop in March. All faculty, staff and administrators at the college have an opportunity to submit a proposal for funding one-time only projects and needs through an application that is available via the intranet. Decision package funds cannot be spent on ongoing operational costs. The proposals are then submitted to the appropriate associate deans and departments for prioritization, followed by the president's approval for submission to the chancellor and Board of Trustees for final approval. In terms of the improvement of institutional effectiveness, the lottery decision packages have allowed the college to support additional staff development and training for staff, college marketing and cultural enrichment, technology upgrades and additions, instructional supplies and equipment, and campus safety and repair projects.

Self Evaluation

The college meets this standard element. The planning process is broad-based and offers opportunities for input by the appropriate groups as evidenced by a continual process that involves planning, assessment and dialogue. Resources are allocated based upon the college's strategic plan and goals using a collaborative process as well. Of the employees surveyed, 72 percent strongly agreed or agreed that the planning process is broad-based and offers input by the appropriate constituencies. [103]

Another example of a broad-based planning process that has recently occurred at the college is the review of the governance structure, committees and their responsibilities through the "Committee on Committees" group that includes representatives from all of the college stakeholder groups. The primary objectives of the process are to identify and review the college's committee structure, review the roles and purposes of the committees, and provide recommendations to the President regarding modifications and changes that would streamline and more clearly identify the college's committee structure and functions related to the institutional decision-making and shared governance processes.

In terms of the improvement of institutional effectiveness, the comprehensive planning processes conducted by the college, coupled with the allocation of resources to the strategic plan objectives, has resulted in an increase in the understanding, participation and commitment to the college's vision by the stakeholders. As a result, the overall effectiveness of the institution has been improved.

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

Descriptive Summary

The college employs an institutional research coordinator whose duties include reporting on institutional outcomes. The purpose of the position is to provide quantitative data and analysis for a variety of institutional planning and assessment activities including program review, PFE (Partnership for Excellence), federal IPEDS report, Student Equity Plan, Matriculation Plan, categorical program reports, DSPS services, Enrollment Management Plan, athletic programs, and divisional and departmental needs as requested. Relevant information is included in the college president's annual report to the community, in the

annual report to the State Chancellor's Office in Sacramento, and in reports to the Board of Trustees. Institutional research data are also available to the general public at the Institutional Research website: www.ir.scccd.com and in the Fact Book. In addition, the PIO office generates information to the public through various press releases as well as other types of media outreach to communicate student awards and achievement. [132, 228, 171, 133, 249, 151, 125, 105, 32]

Every year the SCCCD Board of Trustees receives a progress report from the college relative to the Partnership for Excellence goals. The areas reviewed include transfer, occupational degrees and certificates, successful basic skills course completion rates and workforce development progress. The qualitative and quantitative data presented is developed through the college and district institutional research units, and is used in developing the annual goals of the college. In addition, occupational education updates and reports given to the Board of Trustees include labor market information data such as salaries, future trends, occupational training needs, and program statistics. [160, 157]

Self Evaluation

Reedley College meets this standard element. Due to the efforts of the institutional researcher, the college and centers have been able to receive the appropriate qualitative and quantitative data used in the ongoing cycle of evaluation, planning, implementation and re-evaluation. Furthermore, the information collected from the institutional research office at the college, along with the data generated from the district office (e.g., enrollment trends, grade analysis data, transfer rates, etc.), has been accurate and formatted in a manner that is easily understood for analysis by the individuals and groups as they perform their respective evaluative and planning tasks. In spring 2005, reports were generated for each of the main feeder high schools for the Reedley campus that provided information on the number of their high school graduates who attend Reedley College, the amount of financial aid that students from their high school received during their freshman and sophomore years and the placement testing results. [128]

Although there was a period of time during the 2004-2005 year in which the institutional researcher position was vacant, the position is now fully staffed and operational. The fact that this position is equally split between the Reedley College and North Centers allows all interested parties from all of the colleges and centers access to data in a timely manner. However, there may be a need to better communicate the duties, roles and responsibilities of the position to the college and North Centers staff.

The staff survey results indicated that 55 percent of the respondents strongly agreed or agreed that "The college uses qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes." However, 17 percent responded to the question with a "Neutral/No Opinion," with 15 percent indicating that they did not know if this was function was being performed. The institutional research coordinator will have an office at the North Centers, although the home base will be on the Reedley College Campus. With the researcher physically being present at the North Centers on a regular basis, communication is expected to improve significantly. [103]

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

Descriptive Summary

The Strategic Plan provides a planning process that assists in identifying priorities related to allocation of resources including staffing, facilities, equipment and supplies. The Strategic Planning Council provides oversight on campuswide planning and evaluation efforts for the Strategic Plan and Program Review. The Strategic Planning Council meets regularly each semester to review all planning activities on campus, to ensure coordination and integrated planning of resource allocation processes, and to ensure that decision-making is predicated on meeting the Strategic plan goals and objectives. [208, 211]

Under the direction of Reedley College's new president, a comprehensive review of all planning and governance processes and structure is underway. Based on this review, the Strategic Planning Council will assume broader institutional responsibilities that include assessment and evaluation of college planning processes; development of the Reedley College goals; prioritization and allocation of resources, both fiscal and personnel; and establishing the college's research agenda, along with evaluation of research priorities and results. [59]

The Strategic Planning Council has assigned implementation teams to assess progress toward achieving the Strategic plan. Baseline data, along with key performance indicators (KPI's) have been identified, and action plans developed by which the progress will be measured and reviewed regularly by the Strategic Planning Council. These self-review processes are fluid and involve integrated planning with participation of faculty, staff, students, and administrators. [210]

Self Evaluation

The college meets this standard element. The planning process provides multiple opportunities for dialogue among college constituencies at various levels, as well as dialogue within the community through a charrette as described in Standard I, A.1. With the broad representation on the Strategic Planning Council, an effective feedback loop exists with other governance committees and groups. The result is a formal mechanism for reviewing and modifying all parts of the planning process through use of measurable data which ensures an effective planning and resource allocation process.

Reedley College values the continuous and systematic process of evaluating its planning and resource allocation processes. The college also values campuswide participation through its shared governance committees and structure. Reedley College has numerous committees composed of administration, faculty, classified staff, students, and other affected constituent groups that meet regularly. These committees are part of the "shared governance" model that allows all parties with a stake to provide input and feedback into planning and resource allocation processes. These committees participate in campuswide dialogue with administration to ensure that decisions made are consistent with Strategic plan objectives. Examples include:

- The Budget Committee reviews the development of Reedley College's annual budgets. The intra-college allocation development process involves several advisory committees that include the Budget Advisory Committee, President's cabinet and Augmented Cabinet. These advisory groups' input and participation in reviewing priorities that are consistent with the Strategic plan are considered in resource allocation decisions made by the college deans and president. [37]
- The Faculty Prioritization process for hiring new faculty and/or replacing retirements involves prioritizing college needs in relation to other staffing needs. Again, requests must be directly related to Strategic plan goals. [115]
- College faculty are provided the opportunity to submit "Decision Packages" to request needed resources to address their specific one-time only program needs. The rationale given for such requests is in direct relation to the Reedley College Strategic Plan and Reedley College Goals. Research data presented includes information developed through the Program Review cycle along with data on student performance and program needs. [89]

The Committee on Committees is a recently constituted ad hoc committee whose charge is to review Reedley College's current governance and committee structure and effectiveness. The Committee on Committees is reviewing the organization and operation of all standing and special committees and their role in the planning process. Recommendations with respect to improvements and changes in committee structure and operation will be made to the president in order to define their role in the planning processes.

The fall 2004 accreditation self study survey of faculty, staff, and administrators showed that 77 percent of respondents strongly agreed or agreed that the college facilitates an ongoing dialogue about improving student learning and institutional processes. However, when asked if a review of programs and services is integrated into the college planning process, 48 percent agreed. Additionally, 49 percent agreed when asked if they believed the college's planning process is broad-based, offering opportunities for input by appropriate constituencies. While the established processes provide many opportunities for involvement and input, a high percentage of college personnel do not take advantage of these opportunities. [103]

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

Descriptive Summary

Each Reedley College program and service, instructional and support departments, participates in a six-year program review process. A function of program review is to assess programs and services and how they relate to and affect student learning outcomes. This assessment results in validation of effective programs and services or changes leading to increased effectiveness, as documented in each program review report.

Each discipline within the academic, occupational and student services departments conducts a program review. The entire process lasts three semesters. During the first two semesters, qualitative and quantitative data are collected, scrutinized, and summarized, in order to comprehensively evaluate, plan, and improve upon existing programs. Data are collected from the institutional research coordinator. Departments may conduct surveys or develop other assessment instruments to acquire additional specific information. The culmination of the process is for departments to analyze, document, evaluate and prioritize program recommendations; recommendations include such items as faculty hiring, curriculum changes, instructional methodology, linking of courses and how to improve upon student learning outcomes. [168, 171]

This six-year program review process is the foundation of the college's evaluation and assessment mechanism. The mechanism itself undergoes a complete review at the end of each program review cycle, most recently completed spring 2005. Under the direction of the program review coordinator and the dean of instruction, a complete review of the program review process and procedures was conducted, with broad participation from the college community. Changes to improve effectiveness were identified and incorporated in a newly revised program review handbook. [165, 166, 168]

Self Evaluation

The college meets this standard element. The program review process is effective and on-going and results in improving instructional programs, student support services, library, and other learning support services. The process undergoes comprehensive evaluation at the end of each cycle, and changes are incorporated in the next program review cycle. In the spring 2004 Program Review Survey, 65 percent of respondents were satisfied that program review helped improve respective departments, while 67 percent were satisfied program review helped with program planning. [176]

Additional evidence of the college's commitment to assessment of effectiveness in improving instructional programs, student support services, and library and other learning support services is the Committee on Committees review of the efficiency and effectiveness of all college committees and the governance structure. Included in this process is a review of role, purpose, and membership of each committee.

Standard I: Institutional Mission and Effectiveness Planning Agendas

- 1.1 Increase and improve communication and interaction between Reedley College and the North Centers with particular emphasis on the program review process. [I.B.3.]
- 1.2 The institution will increase communication among the faculty and staff relative to duties and responsibilities of the institutional research coordinator, as well as the methods used in the collection, analysis and use of data in assessing the college's effectiveness. [I.B.5.]

- 1.3 The college will evaluate the procedures used to solicit participation by faculty and staff in planning activities. Increased participation in planning processes and activities will result in greater understanding of the integrated planning processes throughout the college. [I.B.6.]

Standard I: Institutional Mission and Effectiveness Evidence

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

- 8: Academic Senate Constitution and By-laws
- 9: Academic Senate Membership and Meeting Agendas/Minutes
- 14: Accuplacer Placement Test Frequencies
- 15: ACT College Student Outcomes Survey, Spring 2004
- 20: Advisory Committee Membership and Meeting Agendas/Minutes
- 23: Annual Goals and Progress Reports
- 30: Associated Student Body (ASB) Constitution and By-laws
- 32: Athletic Program Report to Board of Trustees
- 34: Budget Advisory Committee Membership and Meeting Agendas/Minutes
- 36: Budget Development Calendar
- 37: Budget Development Process
- 40: Catalog 2004-2006
- 50: Classified Senate Constitution & Bylaws
- 51: Classified Senate Membership and Minutes/Agendas
- 52: Classified Staffing Justification/Request
- 59: Committee on Committees Membership and Meeting Agendas/Minutes
- 60: Committee Responsibilities and Composition
- 85: Curriculum Committee Membership and Meeting Agendas/Minutes
- 88: Dean's Student Advisory Council Membership and Meeting Agendas/Minutes
- 89: Decision/LTO Budgeting Process
- 91: Department and Division Membership and Meeting Minutes/Agendas
- 100: Duty Day (Opening Session) Agendas
- 101: Educational Master Plan, Facilities, Spring 2005
- 103: Employee Survey, Fall 2004
- 104: Enrollment Management Committee Membership and Meeting Agendas/Minutes
- 105: Enrollment Management Plan
- 115: Faculty Staffing Request
- 122: Flex day Workshop Memos, Schedules and Evaluation Records
- 123: Gear Up Grant and Annual Report
- 125: Grant Annual Reports
- 126: Grants Overview (List of Grants, Funding Source and Amount)
- 128: High School Graduate Reports
- 132: Institutional Researcher Job Description
- 133: IPEDS Report
- 150: Matriculation Committee Membership and Meeting Agendas/Minutes
- 151: Matriculation Plan

- 154: Mission Statement Task Force Membership and Meeting Minutes
- 157: Occupational Education Report to Board Of Trustees
- 159: Partnership for Excellence Goals and Annual Reports
- 160: Partnership for Excellence Report to the Board of Trustees
- 165: Program Review Committee Membership and Meeting Agenda/Minutes
- 168: Program Review Handbook, 2005 - 2010
- 171: Program Review Report -- English
- 176: Program Review Survey (Spring 2004)
- 181: RC (NC) Faculty Association Constitution and Bylaws
- 182: RC (NC) Faculty Association Membership and Meeting Agendas/Minutes
- 185: RC (NC) Mission Statement
- 186: RC (NC) Strategic Plan
- 192: RC (NC) Web Site
- 202: RC Leadership Retreat Agendas/Notes
- 207: RC President's Forum Agendas/PowerPoints
- 208: RC Strategic Plan 2002-2005
- 209: RC Strategic Plan Co-Chairs Membership and Meeting Agenda/Minutes
- 210: RC Strategic Plan Progress Reports
- 211: RC Strategic Planning Council Membership and Meeting Agendas/Minutes
- 212: RC Technology Plan (Draft)
- 214: SCCC Foundation Annual Report
- 215: SCCC Foundation Mini Grant Proposal Packet
- 220: SCCC Board of Trustees Meeting Agendas/Minutes & Materials
- 228: SCCC Fact Book
- 237: SCCC Strategic Plan 2004-07, "A Vision for Success"
- 247: Student Activities & Events List/Sample Flyers
- 249: Student Equity Plan
- 252: Student Organizations List
- 262: Title 5 Grant
- 265: Title 5 SSS grant
- 272: Upward Bound Grant and Annual Report
- 273: VTEA Planning Document
- 274: Web Site

Standard II: Student Learning Programs and Services

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

II.A. Instructional Programs

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

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

a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

As stated in the college's mission statement, the faculty, administration, and staff of Reedley College are committed "to offer an accessible, student-centered educational environment which provides high quality, learning opportunities essential in meeting the challenges of a diverse, global community" to students in the college service area. The college educational programs, as listed in the Reedley College catalog, clearly relate to the objectives of the institution's mission and goals. The courses and programs intend to meet the varied educational needs of the district's community. Reedley College offers organized learning in general education, transfer, occupational education, basic skills, adult education (non-credit) and economic development. [40, pgs. 4, 46]

In response to the prior accreditation visit, Reedley College initiated a strategic planning effort. Members of the community, students, faculty, and staff participated in the planning effort. The plan seeks to articulate the educational needs of our students as well as describe a process that allows the college to respond to the identified needs. Regarding the college's

commitment to its students, Strategic Direction 3 is devoted to a discussion of “teaching and learning.” In this aspect of the plan, it is noted that “Reedley College’s students of all ages come through the college’s open door with a wide range of preparedness—from those not yet ready for college work to those who could be admitted into the university system.”

Accepting this, the plan then expresses “[t]he college’s commitment is to assist and to challenge all these students to achieve their academic goals,” and “sets as a goal [for the college] to be recognized as a progressive student-centered teaching and learning institution.” [208]

To provide assistance in moving toward this goal, the institution has expressed its commitment to be a data-driven institution. As articulated in Strategic Direction 5, “Reedley College recognizes that systematically gathered and analyzed information is an important tool for improvement of the college over time, and commits to collecting and managing data in a way that will support the goals and objectives of this [strategic] plan.” In acknowledgment of this, the college “seeks to increasingly base strategic decisions on the analysis of systematically collected data, and to integrate resource allocation with planning,” and has established six strategic objectives to assist in the implementation and evaluation of this aspect of the overall plan. [208 p. 7]

The college has completed the first cycle of program review, and the process has been evaluated and revised. As noted in the amended Program Review Handbook (2005-2010), “the purposes of program review are to:

- Systematically assess instructional programs, student support services and administrative services using quantitative and qualitative data for the purpose of demonstrating, improving and communicating effectiveness, validating program strengths and facilitating improvements;
- Assess the degree to which programs and services effectively implement the Reedley College Mission and Philosophy, and Strategic Plan;
- Focus on evidence of student learning and program performance; and
- Inform integrated planning, resource allocation and decision-making processes.”

To achieve these goals, the college’s institutional researcher works collaboratively with her district counterpart to collect and provide data on issues such as enrollment trends, retention, persistence, successful completion of courses, transfers to the UC and CSU systems, and numbers of degrees and certificates awarded. It is through this process that the institution works toward ensuring that all course offerings fit the stated mission of the college, and that its programs and services are high quality and appropriate to an institution of higher education. [168]

The college also maintains involvement the state wide Intersegmental Major Preparation Articulated Curriculum (IMPAC). The IMPAC project is an intersegmental, faculty-designed and faculty-run project intended to ensure that students transferring from the community colleges to UC and CSU are prepared for work in their chosen major and can avoid having to repeat coursework. It is an initiative of the Intersegmental Committee of Academic Senates (ICAS) representing the faculty of the University of California, California State University, and California Community Colleges, through their respective Academic Senates, and expresses as its goal the improvement of student transfer through increased awareness and

involvement of faculty and seeks to ensure that all students are well prepared for upper division work.

Since the last accreditation, Reading, Math, English, and ESL programs have added many levels to the course bank in response to data gathered in program review. As an example, the ESL program in response to student requests and surveys, has added courses that are directed at pronunciation and oral presentation skills. Several programs have been developed and others have changed the nature and the pattern of their offerings in response to students' needs and the needs of the surrounding communities. Data driven analysis has motivated the English department to articulate student learning outcomes (SLOs) in each of their levels of the Language Arts program. The Composition Department conducted holistic reading sessions to clearly describe the learning outcomes. Teachers evaluate student achievement of these outcomes to determine whether students are ready for the next level of instruction. The Social Science Department, in an effort to improve student success, has instituted subject specific seminars. Data on student achievement of stated SLOs is being used to analyze student needs. [72, 76, 73, 107, 62]

State Center publishes a fact book that includes information about students, enrollment trends, educational goals, enrollment status, and demographics of the communities, fulltime equivalent students/faculty, and service area demographics. The process employed by the college to craft this self-study document afforded the opportunity to review and analyze data relative to our instructional programs and services. [228 Ch. 1, 2, 3]

In addition, the district now maintains an Institutional Research web site easily accessible for those engaged in planning and program review activities. The "Fact Book" is available at this web site in PDF format. The site also provides data specifically for the program review process. [230]

Self Evaluation

The college meets this standard element. Through the collection of qualitative and quantitative data, Reedley College relies upon research in its endeavor to meet the varied educational needs of its students. The college relies on data collection and analysis in its curriculum development, program review, and strategic planning processes. The college has hired an institutional researcher who conducts studies in support of college planning and assessment processes.

During the spring 2004 semester, the college conducted a student outcomes/satisfaction survey. As indicated below, several statements in this survey provide information regarding the success of the college in meeting student educational needs.

- 85% - College contributed greatly to preparation for career [15 section 4(a)]
- 91% - College contributed greatly to preparation for further study [15 section 4(a)]
- 92% - Goals I came here to achieve [15 section 2(c)]
- 92% - Overall satisfaction with the quality of instruction [15 section 3(2)]
- 93% - Acquiring knowledge, skills, concepts, and analytical thinking [15 section 4(a)]

Results of the college employee survey reiterate the student survey. Eighty-eight percent agree that the college's programs, services, and planning are consistent with the mission. Fifty-five percent agreed that the college uses qualitative and quantitative data to identify and assess student learning needs. Thirty-three percent of respondents indicated neutral/no opinion, or "don't know." This percentage reflects the number of faculty versus non-faculty who responded to the survey. Among those who offered narrative responses a common theme emerged, suggesting that while data was collected, the linkage to SLOs could be improved. [103 # 11]

All programs in the college have completed the first cycle of program review. As the first cycle progressed, there has been considerable refinement on the quantity and the quality of data needed to make good decisions. The second cycle of Program Review commenced in spring 2005, and as a result of the revision of the process, it now includes a stipulation that all instructional areas are to describe how program/certificate/degree SLOs are/will be identified, and the assessment process by which student achievement of those outcomes is/will be measured. [171, 168]

In the coming accreditation period, Reedley College will again engage in the strategic planning process. The college will examine the needs of our students and the surrounding communities and will continue to respond and plan for the changes that will be revealed.

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

Descriptive Summary

Reedley College delivers instruction in a variety of modes including traditional classes that meet face to face, some in large group instruction setting; and distance-learning classes which include two-way interactive voice and video, and online Internet presentations. Within the broad concept of "traditional" classes, the college offers a majority of its classes in an 18 week format; however, some are offered in a short-term format (nine weeks or less), a delayed start format (a course may start in the fourth week of the semester and run through the eighteenth week), and six, eight, and ten week formats, evening classes, Saturday classes. Within each of these varieties, classes have been offered at various locations throughout the service area, some classes are offered in a learning community mode, and some have included service learning components. Many of the online classes require face-to-face meetings, but several online courses meet only on the Internet. The college Curriculum Committee reviews all courses in a systematic manner to ensure that delivery of instruction fits the objectives and the contents of the course. Credit course outlines include information about lecture/lab hours, evaluation, prerequisites, catalog description, course objectives, and content, appropriate readings, methods of measuring student achievement, course outcomes and educational materials. The Curriculum Committee is comprised of Academic Senate Vice President for Curriculum, representative from each of the nine instructional departments, academic senate auxiliary representative, two academic senate representatives, two representatives from the North Centers, two students appointed by the Associate Student

Body, dean of instruction, dean of students, and three associate deans of instruction. Instructors wishing to present a class in distance learning mode must present the course to the Curriculum Committee to inform them of the justification for the presentation and to explain any modifications in the course delivery. The committee approves the course for distance learning only if the instructor can show that no objectives of the curriculum are compromised and the course is appropriate for students' current and future needs. [44, 86, 71]

Self Evaluation

The college meets this standard element. Courses are offered in a variety of formats, and the curriculum, program review, and enrollment management committees assist in the evaluation of the appropriateness of courses and course offerings. Sixty-five percent of respondents to the college staff survey indicated that instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students. [103 #10]

As evidenced by the schedule of classes, Reedley College offers classes in a variety of formats and modalities, including a variety of combinations of days of the week and times of the day so as to accommodate student need. Of particular note, courses in the South Centers are scheduled with the needs of our working student in mind. The results of the student survey indicate that 74 per cent of the respondents were satisfied with the variety of course offered at the college [15 section 3; 193]

In spring 2005, the Reedley campus offered 643 total class sections. Of these, 84 percent (543) were day, 16 percent (100) evening, 21 percent (136) short-term, and 2.3 percent (15) web-based. As a comparison, in spring 2004 there were 615 total sections, 85 percent (525) day, 15 percent (90) evening, 16 percent (101) short-term, and 1.8 percent (11) web-based. As the college continues to grow, it is imperative that the delivery of instruction keeps pace with student needs particularly in the areas of evening, short-term, and web-based classes.

Included in the Curriculum Handbook is a section that speaks to the distance education policy. The policy speaks to training, assignment and load, classroom support, technical support equipment, facilities and scheduling, communication, evaluation and review. There has been a great deal of dialogue in the Curriculum Committee and in departments about delivery methods. As an example, a Speech 2 online offering occasioned a vigorous dialogue. How do you teach Interpersonal Communication online? The course was eventually approved as the instructor demonstrated how theory was offered online, and guided practice was provided in face-to-face meetings. Student enrollments verify that there is a great demand for more online offerings. The college is collecting data on student retention and student success. All indications are that the college needs to provide more opportunities in this mode. There is also an increasing need for the college to support more curricula in the two-way interactive mode of delivery. The availability of this mode has been a great assistance to programs that have suffered from low enrollment. Higher level engineering courses needed by students seeking a major in engineering have been preserved by offering the required courses at two or more locations. [86 p. 13]

The district is coordinating the work of Fresno City College and Reedley College in the development of district wide distance education practices. The schools have recently been

awarded a Title 5 cooperative grant that will help the colleges develop these learning opportunities and the student support services essential for students to successfully complete the SLOs in distance learning courses. One of the main activities of the grant is to further develop online courses that will lead to an associate degree. [261]

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

Descriptive Summary

The college's curriculum committee, in response to the program review process, established a requirement that, beginning in fall 2000, all new or changes to academic courses and programs must include an outcomes statement for each program as well as SLOs for each course. These SLO statements are included in course outlines. Faculty are including SLOs in their course syllabi. [79, 81]

The first cycle of program review ended in May 2004. Prior to that, in January 2004, the Program Review Committee began a discussion as to how to assess the value of the process for purposes of planning for the second cycle. The committee, with the support of the president and the academic senate, developed a two-semester timeline for the evaluation and subsequent revision of the program review process. The evaluation process included conducting a survey developed by the college researcher that was disseminated to the entire staff; review of the program review reports from the first cycle; focus group discussions at Reedley, Clovis, and Madera; and input from the Academic Senate, Classified Senate and Associated Student Body as well as from other college committees. The Program Review Handbook, Cycle 2005-2010, includes the college mission, the purposes of program review and details the review process. One of the key aspects to the program review is the self study, which contains both qualitative and quantitative analysis. This program review self study requires both short- and long-term goal development to include how program/certificate/degree SLOs are/will be identified and the assessment process by which student achievement of those outcomes is/will be measured, trends in the discipline, instructional methodology, and instructional technology, as well as the professional development needs of both existing and future faculty and staff. [176, 166, 9, 51, 31, 165, 209]

In addition to the conversations that have occurred in the Curriculum and Program Review Committees, there has been extensive college-wide dialogue concerning SLOs. Workshops were conducted on each of the college flex days beginning in the fall of 2001. Records of attendance at these dialogues are kept by Office of Instruction. [122]

Self Evaluation

Reedley College has begun the process of establishing, implementing, and evaluating SLOs at the institutional, program, and course levels. Significant progress has been made in identifying SLOs at the course level. All course outlines include SLOs as they progress through the review process. There has been extensive discussion on campus about course level SLOs. This dialogue has been beneficial as the faculty examine the progress in courses in a sequence. For example, English instructors now delineate SLOs in all course syllabi.

Students know that their writing must measure up to a scoring rubric that reflects the course learning outcomes before they are promoted to the next level. In reading, English, and math, instructors are very interested in monitoring that students leaving one level are prepared to be successful at the next. [81, 251]

The first program reviews completed under the revised handbook will be completed in spring 2006. The revised handbook requires that the program self study include both short-and long-term goal development based, in part, on how program/certificate/degree SLOs are/will be identified and the assessment process by which student achievement of those outcomes is/will be measured. At that time, the Program Review Committee will assess the effectiveness of the changes from cycle one and recommend any necessary adjustments to the handbook. [168]

The college's mission statement addresses six institutional-level SLOs: diversity in a global economy, critical thinking, cultural literacy, interdependence, respect for self and others, and life-long learning. Each of these SLOs was addressed in the college outcomes section of the student survey. Following are several examples:

- Students were asked to rank the importance of and progress toward attaining the following outcomes (percentage is responses indicating of great importance): learning to think and reason (81 percent), developing problem solving skills (78 percent), listening to and understanding what others say (78 percent), and learning principles for conserving and improving the global environment (47 percent).
- Students were asked how courses required outside of the area of specialization helped in achieving learning outcomes (percentage is responses indicating agreement with statement). The broad areas surveyed included (1) becoming an independent and self-directed learner (61 percent), (2) awareness of diversity (61 percent), and (3) increased knowledge of the earth (50 percent).
- Students were asked to assess their personal growth while at Reedley College and the college's contribution toward that growth (percentage is responses indicating moderate to very great contribution). Growth areas included setting life goals (70 percent), increasing intellectual curiosity (79 percent), interacting with people from culture's other than his/her own (75 percent), developing self confidence (67 percent), intellectual growth (93 percent), preparation for further study (81 percent), career preparation (85 percent), personal growth (86 percent), and social growth (84 percent).

A Flex Day workshop on August 13, 2004 initiated the discussion at the degree level and further at the institutional level. The Strategic Plan Mission Statement workgroup is reviewing the college mission statement relative to the identification and assessment of institutional learning outcomes. [154]

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and

contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

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

Descriptive Summary

Reedley College assures the quality and improvement of its many instructional courses and programs regardless of type of credit awarded, delivery mode, or location. The decision process and criteria to offer these programs is prompted by student needs as based on student entry placement exams, community needs, and study abroad interests. The college offers general education and transfer courses, developmental and pre-collegiate courses (some short-term), online courses, vocational training, study abroad programs, and study for international students. The college assures high quality instruction through student and faculty evaluation of its instructors. Courses, once approved by the Curriculum Committee and Board of Trustees, are offered based on student demands and needs. The quality of course outlines is scrutinized by the Curriculum Committee prior to their adoption into the College course offerings. The evaluation of quality and improvement of these courses are examined during the program review process. Quality of courses and programs is analyzed in relationship to the College's Mission Statement.

The policies established by the State Center Community College District Board of Trustees establish the duties and responsibilities of the faculty, staff, administrators, and students in the shared governance of the district. Specifically, Board Policy 9311.1 sets forth the primary responsibilities of the Academic Senate, including providing recommendations in the areas of

- academic and professional matters (including curriculum)
- program development and review
- degree and certificate requirements

The Reedley College Curriculum Handbook cites statute establishing the Curriculum Committee as an arm of the Academic Senate "to assume primary responsibilities in the areas of curriculum and academic standards." [86, p.4]

Self Evaluation

The college meets this standard element. Courses and programs are developed by faculty. The draft is then reviewed by department members and the appropriate associate dean, and then forwarded to the Curriculum Committee. The Curriculum Committee reviews the course in one hearing and decides upon it in a second hearing. Once the Curriculum Committee approves the course/program, it is signed by both the Curriculum Committee chair and the dean of instruction. The campus Curriculum Committee then forwards the course the district Educational Coordinating and Planning Council (ECPC). The membership of ECPC consists of the two college presidents, North Centers vice chancellor, deans of instruction, Curriculum Committee chairs and the curriculum assistants. ECPC monitors all curricula at district campuses and forwards a recommendation to the State Center Community College Board of Trustees who grant ultimate approval. Programs that offer Certificates of Achievement (18 or

more units of coursework required) and vocational associated degrees are forwarded to the Central Region Consortium for review. Reviewed programs are sent to the California Community College Chancellor's Office for state approval. All new non-vocational associate degrees or those that are revised significantly are sent to the Chancellor's office for approval.

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

Descriptive Summary

Reedley College relies on the expertise found in the faculty and in the advisory committees to identify competency levels and measurable SLOs. Processes are in place to ensure faculty expertise in their disciplines. Job announcements for faculty positions include a detailed job description listing minimum qualifications, desirable qualifications, and essential functions of the position. Selection committees are comprised of individuals with the necessary expertise to select knowledgeable faculty. The college is committed to offering professional development activities to faculty through the funding of travel and conference, flexible schedule day activities (typically the Friday prior to the first day of instruction), and additional campus workshops. The faculty evaluation process includes review of the creation and assessment of course-level SLOs. [1, 164, 122]

Within the college, both the curriculum development and program review processes are driven by faculty. It is faculty who author and introduce proposed courses to the college's Curriculum Committee. As noted in the college's Curriculum Handbook, this committee is a subcommittee of the Academic Senate, which is the primary campus committee for representing faculty in the area of academic and professional matters. A faculty member, who serves concurrently as the Academic Senate Vice President for Curriculum, chairs the Curriculum Committee. Over 70 percent of the seats on this committee are reserved for faculty members, thus the responsibility of identifying competency levels and measurable SLOs for courses, certificates, programs including general and vocational education, and degrees belongs primarily to the faculty. Assessment of established SLOs is performed through the combined efforts of the discipline faculty, the Program Review Committee (a committee which is, again, chaired by a faculty member), and the Curriculum Committee. [86, 168]

The college has advisory committees in Business, Aeronautics, Automotive, Environmental Horticulture, Forestry/Natural Resources, Agriculture, Animal Science, Mechanized Agriculture, Art, Child Development, Dental Assisting, Manufacturing and Welding. These committees meet on a regular basis and recommend revisions to the curriculum. They are particularly helpful to the vocational programs as they are able to delineate the skills and knowledge that are needed for students to be successful in the work force. [20]

The Dental Assisting program is guided by California Committee on Dental Auxiliaries (COMDA). Licensed Vocational Nursing program is accredited by the California Board of

Vocational Nursing and Psychiatric Technicians (BVNPT). The Aeronautics program is guided by Federal Aviation Administration (FAA) regulations and requirements. The Forestry Program is recognized by the Society of American Foresters. This is the only recognized technician program in California.

Self Evaluation

The college meets this standard element. The faculty hiring, growth, and evaluation processes are designed to promote the continued development of faculty within their areas of expertise.

Advisory committees and outside accrediting agencies serve to review the curriculum in the appropriate areas, and make recommendations for improvement. As an example, the Graphic Arts certificate program was recently approved by the Board of Trustees. The Art Advisory Committee recommended students be given an opportunity to learn a page layout program, and also advised on the software that should be used in the course. As a result, the college revised its offerings in this certificate program. [26]

In April 2005, the COMDA accrediting team visited the college, and their recommendations included the revision of course outlines, creation of student competency checklists, and modernization of operatory equipment. As a result of these recommendations, adjunct faculty were hired over the summer to update the outlines and checklists, and funds were allocated to purchase the necessary equipment to meet industry standards. [57, 3, 260]

Reedley College has begun the process of establishing, implementing, and evaluating SLOs at the institutional, program, and course levels. The faculty are in the process of writing SLOs for all courses, the measurement of which is happening at the course level. Significant progress has been made in identifying these course level outcomes. All course outlines include SLOs as they progress through the review process. The first program reviews completed under the revised handbook will be completed in spring 2006. At that time, the Program Review Committee will assess the effectiveness of the changes from cycle one, and recommend any necessary adjustments. The 2005-2010 program review cycle includes as part of the process the development of program level outcomes and the process for assessment.

There is information on retention and successful completion as well as persistence (Tables 14 and 18 through 21 in Self Study Introduction). The college has collected data on successful completion of certificates and degrees (Table 22). The college also has data on the number of students who transfer (Table 23). Students transferring to the University of California are doing well overall. They have a little difficulty in the first quarter, but in the subsequent quarters they perform as well or better than the native students. [271]

The ACT College Outcomes student survey, conducted in spring 2004 to measure the intended outcomes of the institution, reveals that our college is close to the national norms in areas such as taking personal responsibility, acquiring a well-rounded General Education, setting long-term or life goals, developing a sense of purpose/value/meaning for life, and

learning how to become a more responsible family member. There is an ongoing discussion on SLOs and the ways in which they are measured. [15]

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

Descriptive Summary

The institution as a whole, as well as its individual programs and departments, conducts a continuous and systematic evaluation of its instructional courses to ensure that the courses have sufficient content, breadth, and duration, and that students can gain required knowledge and develop expected skills and abilities. To accomplish that goal the institution has several established processes that assess the quality of all courses.

The college Curriculum Committee reviews and approves all new and updated courses and programs. To promote quality, the curriculum committee has devised a “credit course outline” form which asks faculty to identify, among other things,

- appropriate prerequisites, corequisites, and advisories for the course (if data indicates that a course warrants them),
- course outcomes,
- course objectives,
- an outline of the topics to be addressed in the course,
- appropriate readings
- the degree to which global concepts/multicultural topics are appropriate to the course, and
- the appropriate methods for measuring student progress.

In addition, all course outlines and class syllabi are available for all full- and part-time faculty on the college intranet. [79, 81]

The articulation officer submits appropriate courses for evaluation to be approved for inclusion in the IGETC project and/or as a CSU General Education breadth requirement. Approved articulation agreements ensure that the education students receive at Reedley College has the necessary breadth, depth, and rigor as determined by baccalaureate degree-granting institutions. Transfer information is provided in the Reedley College Catalog and Class Schedule as well as on the ASSIST web page. ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California’s public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. [40, 44, 29]

A program completion requires a clearly defined sequence of courses that lead to mastery of skills and concepts. The program review process requires that each program analyze and evaluate its course offerings as they contribute to the overall program effectiveness (awarded degrees and certificates, transfers to UC and CSU systems, successful completion of courses). [171, 168]

The key to high quality instructions lies in highly-qualified, dedicated faculty. All faculty, full-time and adjunct, hired by the college meet the state guidelines for minimum qualification either by degree, experience and course work or the equivalency process. Faculty peer evaluations and class observations ensure that the instruction is of consistently high quality and that course syllabi and individual classes conform to the course outlines. In formal (flex days, department meetings) and informal forums faculty members engage in an exchange of ideas on the possible improvements and changes to courses they teach to make sure that new developments and ideas are incorporated into the courses offered by the college.

Self Evaluation

The college meets this standard element. The program review process uses quantitative and qualitative data to evaluate, plan, and improve instructional courses and programs. New courses and programs are added or existing ones modified on the basis of this review. The Curriculum Committee reviews all existing courses and programs and newly proposed ones for their overall academic quality. Faculty evaluations and classroom observations include an examination of course syllabi for their adherence to the approved course outlines.

During the spring 2004 semester, the college conducted a student outcomes/satisfaction survey. As indicated below, an overwhelming number of students offered positive responses when queried regarding quality of instruction.

- 93% - Acquiring knowledge, skills, concepts, and analytical thinking [15 section 4(a)]
- 92% - Overall satisfaction with the quality of instruction [15 section 3(2)]
- 89% - Satisfaction with their own areas of studies [15 section 3]
- 74% - Satisfaction with variety of courses offered [15 section 3]

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

Descriptive Summary

The teaching and learning objective of the college's strategic plan stresses the importance of faculty using a variety of delivery modes and teaching methodologies. The college offers classes in a variety of delivery modes: traditional face-to face, video interactive, online, and hybrid that integrate face-to-face and online, semester-long and short-term classes, and large group classes. Instructors employ different teaching methods and a variety of classroom techniques to maximize student learning and successful completion of the course, such as lecture, lab, seminar, small group discussion, independent study, peer-to-peer, student presentation, service learning, and learning communities. Learning communities link several classes together through a common theme or purpose. [208, 44]

In the fall of 2002, Reedley College was awarded a Title 5 grant to establish a writing center that supports students who have difficulties writing across the curriculum. The Center provides small group and one on one teaching strategies to assist students and accommodate their learning styles. In fall 2004, the college, in collaboration with Fresno City College, was

awarded a Title 5 cooperative grant which will expand the parameters of the center to accommodate students who have difficulty reading. [277, 261, 262]

Reedley College supports Study Abroad Programs to England, Spain, and France. These programs are offered to students district wide. Individual course offerings in these programs are generated from the Fresno City College Curriculum bank. These programs are developed, monitored, and evaluated by the SCCC International Education Committee. [231]

Staff Development and Flex Day activities incorporate workshops on pedagogy and use of instructional technology. Instructors are encouraged to take part in professional conferences that deal with teaching and learning with the expectation that they will share information with their colleagues. [122]

Self Evaluation

The college meets this standard element. The college offers courses that use different delivery modes and methods of instruction to meet students' needs and learning styles. All courses are regularly reviewed and evaluated with respect to their delivery modes and methods of teaching. [71, 98]

Faculty evaluation addresses delivery modes and teaching methods to ensure that they fit course outcomes and content as well as accommodate different learning styles. On staff development days and on flex days faculty participate in workshops on teaching methodologies and methods. Faculty attends off-campus conferences to enhance classroom instruction. Sixty-five percent of the faculty agrees that our delivery modes and teaching methodologies reflect the diverse needs and learning styles of the students. Fourteen percent believes that we could improve in this area. [111, 103]

When surveyed, 65 percent of respondents agreed that instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students. Over the last few years, the college faculty have explored both new and revived methodologies to meet student needs. One example of this is evident in the increased number of learning communities available to students, and the corresponding number of faculty teaming with other faculty to offer courses through this methodology. [103 #10, 137]

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

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

Descriptive Summary

Reedley College relies on its program review process and Strategic Plan to provide direction for systematic planning and evaluation of courses, programs, certificates, and degrees. The college has finished its first cycle of program review, assessed and revised this review process, and embarked on the second cycle of program review. The Program Review Committee provides recommendations to the Strategic Planning Council based upon the reports generated by the faculty and staff involved in the process. The Strategic Planning Council reviews recommendations from the major policy committees on campus, including the Program Review Committee, Budget Advisory Committee, Curriculum Committee, Technology Advisory Committee, Facilities Advisory Committee, Health and Safety Advisory Committee, and based upon the Council's assessment of these various reports, submits ideas for integrated planning to the president. The president develops annual goals, which are presented to the Board of Trustees at their annual retreat, and then published in the Reedley College Annual Report. In addition, this report contains progress on the prior year's goals, and information detailing the degree to which students are successful. [165, 211, 23, 25, 168, p. 8, 15-18]

Self Evaluation

The college meets this standard element. The first cycle of program review commenced in 1998. In spring 2000, the Program Review Committee evaluated the process, and recommended to the Curriculum Committee that the course outlines of record forms be revised. The Curriculum Committee took action, and revised the document to include separate outcome and objectives sections. Course syllabi now communicate expected learning outcomes to students in all courses. For example, in response to the review of course outlines, the Composition Department developed rubrics to promote consistency in assessment. The department regularly reviews these rubrics to ensure their continued appropriateness. [62]

All courses and programs are evaluated through the program review processes, whether transfer, degree applicable, vocational, or developmental/pre-collegiate. This process has led to course and/or program additions, revisions, and deletions. For example, the English as a Second Language (ESL) faculty restructured the program based on the results of their qualitative and quantitative data analysis of student learning needs and outcomes. The resulting analysis led to the addition of several beginning and advanced intensive courses and the addition of targeted pronunciation and oral presentation skills courses. The newly structured ESL program has been in place for four semesters, and at the conclusion of the fall 2005 semester, the faculty will analyze the student success rates in light of these changes. [106, 44]

When college employees were surveyed, 78 percent of respondents agreed that the colleges review of programs and services is integrated into the college planning process. Of these respondents, 55 percent agreed with the statement "The College uses qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes," with 33 percent indicating a "neutral/no opinion" or "don't know" response. [103 #4, #11]

In spring 2004, a survey was conducted by the campus researcher for the purposes of evaluating the first cycle of the program review process. Fifty employees responded to the survey – forty five were neutral or satisfied with the data analysis, forty seven were neutral or satisfied that the data was used to develop recommendations and forty eight were neutral or satisfied that the program review self study helped with departmental and/or program planning. [176]

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

No courses or programs are currently using departmental exit exams. Further dialogue (e.g. flex activity) should be encouraged on feasibility and assessment of such processes.

h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Reedley College course outlines have either been reviewed or are in the process of being reviewed by the college Curriculum Committee. All course outlines are reviewed as part of the program review process. Courses that have been reviewed include clearly stated SLOs that students must achieve in order to receive course credit. The standard quantity for measurement of college work is a unit. One unit equals one hour of classroom lecture per week, plus two hours of study which is published in the [Academic Regulations](#) section of the catalog. Syllabi contain the particular course's SLOs, learning objectives, and grading criteria used for evaluation. [40, p. 14, 81]

Self Evaluation

The college meets this standard element. Revised course outlines include stated learning outcomes which serve as the basis for awarding course credit. All units of credit awarded by the college are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Students are apprised of academic policies and grading information in the syllabi and in the college catalog which is to be found on the Internet. Additional information about academic regulations can be found in the catalog, the schedule of courses, and online.

i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The college catalog describes the requirements for all degrees and program certificates in the section of the catalog titled Programs of Study. The catalog offers the following statements about certificates. "A Certificate of Achievement shall be awarded to students who successfully complete a specified occupational curriculum (minimum of 18 units). "Certificates of Completion for a course or a series of courses of fewer than 18 units may be

offered by departments. The Certificates of Completion are awarded for finishing a course or a series of courses leading to specific competencies.” [40, p. 47]

Information about the intended outcomes of the Associate Degree is found in the section entitled Graduation Requirements. “The awarding of an Associate Degree represents more than an accumulation of units. It symbolizes a pattern of learning experiences designed to develop specific capabilities and insights. Among these are an understanding of the major disciplines, required proficiencies in math, reading and English, and sufficient depth in some field of knowledge.” [40, p. 22]

Students pursuing certificates and/or degrees are given many opportunities to demonstrate they have achieved SLOs required by their program of study. Certificate and degree program purpose statements describe the SLOs of the program. All courses that lead to the certificate or the degree have SLOs that the student must achieve. The discreet outcomes are articulated in each Course Outline of Record. Successful completion of the required courses leading to the degree or certificate should maximize achievement of the learning outcomes.

Self Evaluation

The college meets this standard element. There are major sheets for all certificates of completion, certificates of achievement and associate degrees. These are used to determine the awarding of the appropriate certificate and/or degree. Self studies produced during the 2005-2010 Program Review cycle must include short- and long-term goal development, program/certificate/degree SLOs, and the assessment process by which student achievement of those outcomes will be measured. The Program Review Committee has discussed, and will continue to discuss, how the identification and assessment of degree-level outcomes can be more adequately incorporated into the program review process. [19]

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in the catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

a. General education has comprehensive learning outcomes for the students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

All programs of study leading to academic and vocational degrees require the same component of general education. The philosophy and objectives of the general education component of the associate degree are briefly stated in the catalog. Reedley College examines every general education course in a formal process which includes the faculty of the discipline responsible for the course, the department chair, the associate dean of the division responsible for the course, the Curriculum Committee, the dean of instruction, the Educational Coordinating and Planning Committee, and the Board of Trustees. The official course outline of every general education course must state explicitly how the course

introduces the content and methodology of the major area of knowledge in which it is included. The official course outline must also state explicitly the breadth of content of the course, the rigor of the work required to be successful in the course, the critical thinking skills required in the course, and the multicultural or global issues relevant to the course. In addition, every course outline must specify the learning objectives of the course of the learning outcomes students are expected to master upon completion of the course. Every course outline must also make explicit how student mastery of the stated learning outcomes will be measured. The official course outline of every general education course is re-examined by all concerned on a regular basis, and each course outline is reviewed and scrutinized regularly according to Reedley College's philosophy and rationale of general education. [79]

Reedley College offers a wide range of courses in the humanities and fine arts, natural sciences, and social and behavioral sciences. Introductory-level courses are offered in a variety of disciplines exposing students to the fundamental principles and methodologies of the disciplines and present introduction to specialized areas of the disciplines. Second-year courses, offered in a limited number of disciplines, present students opportunities to focus on more specialized aspects of some disciplines.

All students who earn degrees from Reedley College are required to complete at least 18 units (usually six courses) from the general education offerings, with at least one course required from each of the six areas or topics of general education: natural sciences; government and Constitution, other social and behavioral sciences; humanities and fine arts; and English composition and communication/analytical thinking. Thus, at least 30 percent of a student's degree-applicable course work is in general education. Reedley College currently offers 139 general education courses. Among these, there are 37 courses that fulfill the requirement in the area of natural sciences, three in government and Constitution, 34 in other social and behavioral sciences, 58 in humanities and fine arts, three in English composition, and four in communication and analytical thinking. The college faculty is in the process of identifying comprehensive objectives and specific learning outcomes for each of these 139 general education courses.

Self-Evaluation

The college meets this standard element. Students at Reedley College have many courses in a variety of disciplines from which to select in order to fulfill the general education requirements for the associate degree. By the conclusion of the 2005-2010 Program Review cycle, all course outlines will have been revised to include SLOs, and the assessment process by which student achievement of those outcomes will be measured.

The 2004-2006 Reedley College catalog includes a brief descriptive statement of the purpose of the general education requirement in the catalog description of the associate degree. The Common Catalog Language Committee which is composed of representatives from Reedley College and Fresno City College is currently working on developing a general education statement of philosophy to be identical in both catalogs. In addition, the Program Review Committee has discussed, and will continue to discuss, how the identification and assessment

of general education outcomes can be more adequately incorporated into the program review process. Once developed, this will be included in the college catalog. [40, p. 22, 61]

During the spring 2004 semester, the college conducted a student outcomes/satisfaction survey. As indicated below, several statements in this survey provide information regarding the success of the college in contributing to student understanding in humanities, fine arts, natural sciences, and social sciences.

- 77% - Increase knowledge of earth and biological resources [15 section 2(b)]
- 73% - Appreciating fine arts and the humanities [15 section 2(a)]

b. General education has comprehensive learning outcomes for the students who complete it, including a capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

Learning outcomes which develop in students the capability to be productive individuals and life-long learners are explicitly stated in the official course outlines of all courses included in the general education pattern required for the associate degree and of all courses which satisfy specific competencies required for the degree. All course outlines of degree-applicable courses explicitly state the oral and written communication skills, quantitative reasoning skills, and critical thinking skills, as well as the level of rigor of these skills, required for successful completion of courses. The discipline faculty who originate and revise these course outlines and the college Curriculum Committee, which examines, reviews, and approves them, measure these skills and their levels of rigor against an established definition of academic work appropriate to college level and applicable to the associate degree. The abilities to acquire knowledge through a variety of means are implicit in many of these course outlines. [79]

All students pursuing an associate degree from Reedley College must demonstrate minimum competencies in reading, written expression, mathematics, oral communication; awareness of lifetime physical and mental wellness; and familiarity with computer concepts and computer use. Competence in reading may be demonstrated by achieving a prescribed score on a recognized college reading placement test or by completing the developmental reading course one level below the transferable freshman English course in reading and composition with a grade of “C” or better. Competence in written expression may be demonstrated by completing the transferable freshman English course in reading and composition or the developmental composition course one level below the freshman English course in reading and composition with a grade of “C” or better. Competence in mathematics may be demonstrated by achieving a prescribed score on a recognized college mathematics placement test or by completing a designated course equivalent to or at a level higher than elementary algebra with a grade of “C” or better. Competence in oral communication may be demonstrated by completing a college-level course in public speaking, interpersonal communication, or oral argumentation with a grade of “C” or better. Awareness of lifetime physical and mental wellness may be demonstrated by completing a designated course in

health, psychology, sociology, or child development. Familiarity with computer concepts and computer use may be demonstrated by completion of a designated course requiring computer use, by earning the college brief courses certificate in Information Systems-Computer Literacy, or by achieving a prescribed score on the college examination of computer familiarity. The college's Curriculum Handbook defines "computer familiarity." The college has begun to define information competency and to identify the means by which students may demonstrate this competence. In addition to these specific competencies, Reedley College also prescribes "a pattern of learning experiences designed to develop specific capabilities and insights. Among these is an understanding of the major disciplines... ." Thus, students earning associate degrees at Reedley College must complete at least one course in natural science, two courses in social and behavioral sciences, and three courses in humanities, one of which may be in fine arts.

Self Evaluation

The college meets this standard element. The specific competencies in oral and written communication were created by the faculty in response to the specific needs of local students entering Reedley College. The courses required of students to demonstrate mastery of these competencies in oral and written communication all have explicitly stated learning outcomes, and methods of assessment in these courses assure that successful students have mastered the learning outcomes. The mathematics competency of the associate degree requires that students reason quantitatively. The explicitly stated learning outcomes of the course(s) that students must complete to demonstrate competency in mathematics assure that successful students have not only learned to reason quantitatively, but are able to apply their quantitative reasoning skills to new situations. This application of quantitative reasoning is assured by the methods of assessment of these courses. All students who complete the associate degree must complete at least one course in the area of natural sciences, the learning outcomes of which assure the demonstration of competency in scientific reasoning. Competency in scientific reasoning is also among the explicitly state SLOs of the general education courses in social and behavioral sciences. The course outlines of all general education courses in a variety of disciplines indicate that these courses offer students a full range of opportunities to acquire and develop critical thinking skills, social awareness, familiarity with educational technology, and awareness of and sensitivity to multicultural and global issues. The official course outline of every degree-applicable course describes explicitly the manner in which critical thinking is addressed in that course and the level and rigor of such critical thinking that is required for successful completion of the course.

The college has exerted significant effort to increase students' access to information technology both in and outside of formal classroom settings as well as their competence with this technology. Evidence of Reedley College's commitment to information technology may be seen in the increased number of computer laboratories constructed on campus and the increased amount of formal class instruction taking place in these computer laboratories. Further evidence of the college's commitment to information technology may be seen in the recent expansion of the college library's computer facilities available to students and the renovation of the learning resource centers for students and for faculty.

The college requires of all students earning an associate degree the demonstration of a level of computer familiarity defined by performance standards determined the college faculty. The college Curriculum Committee has determined the computer familiarity standards of performance. Recently, the Curriculum Committee formed an *ad hoc* committee to review the level of competence necessary to successfully demonstrate the level of computer literacy required for an associate degree. Some of the courses in the college curriculum go well beyond the familiarity to computer literacy, and those courses may be used to meet the required level of competence of computer familiarity for the associate degree. [82, 83, 84, 64]

Many courses in the college curriculum include objectives which lead students to information competence in those courses and disciplines, but not all courses do so because the college has not determined the level of information competence to be required of all students who earn an associate degree. The Curriculum Committee has formed an *ad hoc* committee to propose a satisfactory definition of information competence and an appropriate level of such competence to be required of all students who earn an associate degree, and such competence should be included among the graduation requirements of Reedley College. [131]

During the spring 2004 semester, the college conducted a student outcomes/satisfaction survey. As indicated below, several statements in this survey provide information regarding the success of the college in contributing to students capabilities to be a productive individual and life long learners through the development of (a) oral and written communication, (b) information competency, (c) computer literacy, (d) scientific and quantitative reasoning, (e) critical analysis/logical thinking, and (f) the ability to acquire knowledge through a variety of means.

- 93% - drawing conclusions after weighing facts and ideas [15 section 2(a)]
- 89% - learning to think and reason [15 section 2(a)]
- 82% - speaking more effectively [15 section 2(a)]
- 80% - reading with greater speed and better comprehension [15 section 2(a)]
- 75% - improving writing skills [15 section 2(a)]
- 75% - understanding and applying math concepts and statistical reasoning [15 section 2(a)]

c. General education has comprehensive learning outcomes for the students who complete it, including a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

All associate degree programs require students to complete a course which emphasizes the understanding of national, state, and local government institutions, including the study of American institutions and ideals and the importance of participation in the political process. Also required is a course in social and behavioral sciences, many of which include discussions of ethics, civil responsibility, and respect for cultural diversity within the broad area of the discipline. Additionally, students may take, as part of their degree requirement,

coursework in analytical thinking which better prepares them to more effectively analyze the world around them. Many of the courses from which a student may choose to demonstrate specific competencies and satisfy general education requirements for the associate include multicultural and global issues, and these multicultural and global topics and issues must be explicitly described on the official course outlines. Ethical principles, civility, interpersonal skills, historic and esthetic sensitivity, and the willingness to assume social responsibility are included and addressed in additional courses as is appropriate to the discipline.

[73, 74, 75, 76, 77, 78]

Self Evaluation

The college meets this standard element. All students who earn an associate degree must complete (1) at least one course which emphasizes the understanding of national, state, and local government institutions, including the study of American institutions and ideals and the importance of participation in the political process, and (2) at least one course that emphasizes social and behavioral sciences.

Many general education courses further address multicultural and global topics and issues. These topics and issues, and how they are addressed, are explicitly described in the official course outlines. [79]

Students have opportunities to participate in service learning at Reedley College. Several instructors have expressed interest in service learning, have done research and attended conferences to learn more about service learning, and, as a result, have developed service learning components in some of their individual class sections in business and English composition courses. Service learning in these courses offers students the opportunities to observe, develop, and apply ethical principles, civility and interpersonal skills, and respect for cultural diversity. Service learning also encourages students to assume social responsibility.

Apart from the formal educational process, students have opportunities to serve as academic tutors in the college tutorial center and the college writing center. These opportunities also allow students to observe, develop, and apply ethical principles, civility and interpersonal skills, and respect for cultural diversity. In addition, it encourages students to assume social responsibility.

During the spring 2004 semester, the college conducted a student outcomes/satisfaction survey. As indicated below, several statements in this survey provide information regarding the success of the college in contributing to students' (a) recognition of what it means to be an ethical human being and effective citizen, (b) qualities include an appreciation of ethical principles, (c) civility and interpersonal skills, (d) respect for cultural diversity, (e) historical and aesthetic sensitivity, and (f) willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

- 85% - thinking objectively about beliefs, attitudes, and values
[15 section 2(a)]
- 82% - recognizing rights, responsibilities, and privileges as a citizen
[15 section 2(d)]

- 82% - developing moral principles to guide actions and decisions [15 section 2(d)]
- 81% - broaden my awareness of diversity among people, their values, and cultures [15 section 2(b)]
- 76% - campus creates an atmosphere of ethnic, political, and religious understanding [15 section 3]
- 70% - preparation to effectively participate in the electoral process / awareness of local and national political and social issues [15 section 2 (d)]

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Reedley College offers 37 instructional programs leading to an associate degree; 12 instructional programs lead to the associate of arts degree, and 25 instructional programs lead to the associate of science degree. All associate degrees require students to complete, in addition to specific course requirements and demonstrations of competencies, at least 20 units in a discipline (major) or from related disciplines with a grade point average of 2.0, “C,” or better. Some major instructional programs require a 2.0, “C,” grade or better for each course. The minimum of 20 units in a major discipline or in related disciplines represent at least one-third of the coursework required for the associate degree. Many major instructional programs require more than 20 units of course work in the major discipline or in related disciplines. [40]

Self Evaluation

The college meets this standard element. There are thirty-seven instructional programs leading to the associate degree at Reedley College. Thirty three programs include focused study in one area of inquiry, three programs include focused study in established interdisciplinary cores: fine arts, liberal arts, and social sciences; and one program leading to the associate of arts degree, general studies, includes focused study in an established interdisciplinary general education core. [40]

In the preceding five academic years, from 1999 to 2004, Reedley College has awarded 2,903 associate degrees. Twenty-three percent of these degrees, 677, included focused study in one area of inquiry or in established interdisciplinary cores. Seventy-seven percent of these degrees, 2,226, were awarded in general studies. Information from the Chancellor’s Office Data Mart was the basis for the analysis. [87, 256]

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Reedley College offers thirty five Certificates of Achievement. The college awards these certificates to students who successfully complete a specified occupational curriculum with 18 or more units. Certificates of Achievement are offered in the following program areas:

Agriculture, Art, Automotive Technology, Aviation Maintenance Technology, Business, Child Development, Criminal Justice, Dental Assisting, Environmental Horticulture, Manufacturing, and Natural Resources. [40, p. 47]

The college offers twenty five Certificates of Completion. These certificates are granted to students who complete courses leading to specific competencies in the following program areas: Access to Vocational Experiences, Aviation Maintenance Technology, Business, Child Development, Environmental Horticulture, and Health Care Interpreters. [40, p. 47]

In addition to offering certificate programs that require students to meet employment standards, and in some programs, prepare students for outside licensure and certification, Reedley College offers twenty two associate degrees with an occupational emphasis in the following program areas: Agriculture, Automotive Technology, Aviation Maintenance Technology, Business, Child Development, Criminal Justice, Dental Assisting, Environmental Horticulture, Machine Tool, Welding, and Natural Resources and Forestry. [40, p. 48-78]

All occupational programs have local advisory committees that identify both the technical and workability skills necessary to be successful at the workplace, review the existing curriculum for relevancy and, as appropriate, provide input into the internship component of programs. An additional function of advisory committees is to analyze the respective program's performance on the occupational core indicators which are identified by the California Community College Chancellor's Office (CCCCO). These core indicators are academic and skill performance, program completion, placement, and employment retention. [20, 156]

Many programs require students to pass industry generated exams. Students taking programs such as Automotive Technology or Aviation Maintenance Technology must successfully complete state and federal qualification tests to earn their certificates. Students completing the Reedley College Dental Assisting Program are eligible to apply for state licensure. The committee on Dental Auxiliaries in California regulates the practical and written examinations. Forestry instructors are careful to design their curriculum conforming to industry guidelines set by the Society of American Foresters (SAF).

Reedley College has three programs that require outside accreditation. The Dental Assisting program is accredited by the Committee on Dental Auxiliaries (COMDA), Aviation Maintenance by the Federal Aviation Administration and Licensed Vocational Nursing by the Board of Vocational Nursing and Psychiatric Technicians. The Forestry/Park Technology program is recognized by the Society of American Foresters (SAF), the only such recognized program in California. [56, 108, 146, 213]

Reedley College provides all occupational faculty with significant opportunities for professional development. The first funds identified and set aside during the annual planning process for the Vocational and Technical Education Act (VTEA) application are for staff development and advisory committees. The 2005-06 VTEA application includes \$41,500 for professional development and \$3,200 for advisory Committees. In addition, the college

identifies staff development funds as a priority in the annual process by which expenditures for state lotto funds are identified. [3, 4]

Self Evaluation

The college meets this standard element. Reedley College students pursue degrees and certificates of achievement and completion to prepare themselves for entry level positions in the work force, for skills upgrade for those already in the work force and for transfer. Students successfully completing these certificate and degree programs demonstrate the technical and professional competencies that meet employment, and as appropriate, transfer standards. These competencies are identified in collaboration with the various program-specific, industry-based advisory committees.

As an example, the Mechanized Agriculture program is a one or two-year program that prepares equipment technicians for entry-level positions. The program is sponsored and supported by Quinn Company, Caterpillar dealer for the Central Valley and Los Angeles areas. Students work on Caterpillar engines, transmissions, hydraulic, electrical systems and machines. The CAT® Scholars program is funded by Quinn Company and Caterpillar® and covers both A.S. Degree and Certificate programs. A key component of the program is the required summer internship program. The instructors place students throughout the state and visit them during the summer to ensure that the objectives of the program are being met while the student is gaining real life work experience. Up to \$500 per semester is available for degree candidates who meet minimum requirements and are sponsored by a Quinn branch store. Tool grants are also available to sponsored students, subject to full time employment by Quinn Company following graduation. Up to \$250 per semester is available for certificate candidates. Minimum requirements must be met to qualify. The program places 90 percent of the students. [152]

There are other occupational programs that have completing an internship as a certificate and/or degree requirement – Agriculture Business, Animal Science, General Agriculture, Grape and Tree Management, Call Center Clerk, Customer Services, File Clerk, General Business, Hospitality Management, Managerial Assistant, Child Development (seven degree and certificates), Dental Assisting, Environmental Horticulture, Health Care Interpreter, Licensed Vocational Nursing and Natural Resources and Forestry,

The Child Development program advisory committee includes primary and secondary teachers and administrators, local area family and children agency representatives, adjunct and full-time faculty from both Reedley College and Fresno City College, California State University faculty and State Department of Education representatives. This committee has been working diligently since the federal law, No Child Left Behind, was passed to provide local area schools with the educated and reeducated workforce necessary to meet the law's mandates. As a result, the program developed a curriculum that prepares students with the levels of State Department of Education certifications/permits including Child Development Teacher, Child Development Associate Teacher, Early Intervention Assistant, Teacher's Aide and Family Child Care. [40, p. 63-66, 43]

As indicated below, several statements in student outcomes survey provide information regarding the success of the college in contributing to students' occupational readiness:

- 87% -- acquiring knowledge and skills needed for a career
- 85% -- career preparation
- 56% -- practical work experiences offered in major (22% not applicable)

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Reedley College provides students with clear and accurate information about transferability of courses and transfer policies in a variety of ways. The college provides information about transfer courses in the college catalog, class schedule and on ASSIST web site. ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. The articulation process is clearly delineated in the catalog and on the website. In addition, the counseling center at the college has a major sheet for each degree that students use to plan their schedule of classes and develop a student education plan. These major sheets are also on the website. Both the IGETC and the CSU General Education transfer agreements are in the catalog and identify specific courses that may be taken to meet transfer requirements. Separate major sheets for the IGETC and CSU General Education are also in hard copy format in the counseling office and in the schedule of classes. Since California State University Fresno (CSUF) receives the vast majority of our transfer students, articulation agreements for course to course and major to major have been developed between Reedley College and CSUF and are available on the college website and on paper major sheets in the counseling offices. [248, 40, 44, 29]

The official Title 5 course outline is used to articulate courses between the colleges and the expected SLOs are clearly delineated on most Reedley course outlines. When examining a transfer course for acceptance at Reedley College the transfer course outline is compared to the institutional Title 5 course outline which includes the student learning outcome to ensure the course work is approximately equivalent to Reedley's. [79]

Self Evaluation

The college meets this standard element. Clear and accurate information about course, programs, transfer policies, degrees and certificates are provided to students and prospective students through the course catalog, course schedules, department brochures, advising sheets, the college website and off-site locations. The purpose, content, course requirements and expected learning outcomes are described in Reedley College course outlines. Departments and divisions are transferring each course's learning objectives/SLOs from the course outlines to all course syllabi. Chapter F of the Reedley College Faculty Handbook describes the rational and process of developing a course syllabus and provides a check list which includes learning outcomes. [200, p. 47]

b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

The college is in the process of developing a specific policy regarding program elimination. When program elimination or significant program changes occur the institution follows several steps to ensure students are able to complete requirements. When a program is eliminated, no new students are allowed to enroll into the program and existing students are allowed to complete program requirements before total elimination of the program. When significant changes are made to a program, students are grandfathered in with existing requirements and are allowed to substitute classes if necessary to complete under the catalog they are following assuming catalog rights are still in effect. Catalog rights are in effect unless a student has withdrawn for more than one semester. At that point, the student must follow the new catalog.

Self Evaluation

The college meets this standard element. The college works very closely with students when a program is being eliminated or when significant program changes are made. Every effort is made to ensure that students are not affected by these institutional changes. Programs that have courses that are not offered every semester are scheduled to ensure that students can complete major requirements within a two-year time period. The district is in the process of examining catalog rights to ensure that they do not negatively impact student completion of program requirements. [80]

c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Reedley College provides students and prospective students with clear and accurate information about courses, programs, transfer policies, degrees and certificates in a variety of

ways. The college provides a description of each major offered and the courses required to complete the degree in the catalog and on the website. Each degree listed in the catalog is accompanied by a description of the purpose of the degree, potential career opportunities, and possibilities for transfer if appropriate. The college catalog is updated every two years with annual addendums in between for any changes that take place, both of which are on the Reedley College website.

The schedule of classes is reviewed every semester by appropriate offices to ensure that the information is accurate and current and is published and placed on the web site. All publications about college programs are initiated by programs and services and go through a formal review process for accuracy.

Self-Evaluation

The college meets this standard element. Clear and accurate information about course, programs, transfer policies, degrees and certificates are provided to students and prospective students through the course catalog, course schedules, department brochures, advising sheets, the college website and off-site locations. Although it may appear that a two-year catalog might present challenges to students, it has not been an issue since the major sheets on the website, in the schedule of classes, and in counseling offices are updated annually. All public information and publications are reviewed by the college dean of instruction, dean of students and public information officer to ensure the information is accurate. No information to the public is allowed to be displayed without going through the review process for accuracy. [177]

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Reedley College shows its commitment to the free pursuit and dissemination of knowledge through its board policies, publications, and practices. The SCCC Board Policies provides for academic freedom and faculty are encouraged to foster an environment of free intellectual discourse. This board policy is disseminated in the faculty handbook, catalog and schedule of classes. [221 BP 4118.2, 4118.3; 200; 40; 44]

The Reedley College Academic Senate has endorsed the statement of faculty responsibilities adopted by the American Association of University Professors in its "Statement of Professional Ethics." The faculty responsibilities delineated in this document include the responsibility to see and to state the truth, to remain competent in the discipline, to respect the academic freedom of students and colleagues, and to evaluate students objectively. [6]

Self Evaluation

The college meets this standard element. The accreditation survey indicates that 79 percent of respondents either strongly agree or agree that the College supports academic freedom, while only 3 percent disagree with the statement. [103 #12]

b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The college catalog has a clear policy regarding academic dishonesty. The procedures for handling academic dishonest and plagiarism are clearly delineated in the catalog for faculty and students to follow. The SCCC has Board Policy # 5500 regarding academic dishonesty. This policy is also in the schedule of classes and on many course syllabi. [221 BP 5500; 40; 44; 81; 250]

Self-Evaluation

The college meets this standard element. Reedley College has an academic dishonesty policy that clearly defines cheating and plagiarism as a student discipline issue. This description is in the college catalog and also in the schedule of classes every semester. Many faculty include information about this policy in the class syllabus and review it with students during the first class session. Students are clearly informed of this information through a variety of publications and resources.

c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Reedley College adheres to board policies regarding academic freedom, duties and responsibilities, and student conduct designed to create a collegial work environment for employees and a positive learning environment for students.

Self-Evaluation

This standard element is not applicable. The college does not promote specific beliefs or world-views to which all employees must conform.

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Reedley College does not offer curricula in foreign locations to students other than U.S. nationals.

Standard II.A. Instructional Programs Planning Agendas

- 2A.1 Reedley College will continue to develop student learning outcomes and will identify appropriate means to measure the assessment of those outcomes. The existing curriculum development, program review, and strategic planning processes will be utilized to frame the dialogue. [II.A.1.c.; 2.b.,c.,e., f., h., i.,]
- 2A.2 Reedley College will diversify class offerings with particular attention to short-term, evening, and web-based classes. This will be reflected in the schedule of classes.
- 2A.3 Reedley College will provide additional resources to support faculty in order to more effectively deliver distance education courses.

Standard II.A. Instructional Programs Evidence

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

- 1: 2004-05 Faculty Job Announcements
- 3: 2005-06 VTEA Application
- 4: 2005-06 VTEA Budget
- 6: AAUP Statement on Professional Ethics
- 9: Academic Senate Membership and Meeting Agendas/Minutes
- 15: ACT College Student Outcomes Survey, Spring 2004
- 19: Advising/Major Sheets
- 20: Advisory Committee Membership and Meeting Agendas/Minutes
- 23: Annual Goals and Progress Reports
- 25: Annual Reports 2001-2002, 2002-2003, 2003-2004
- 26: Art Advisory Committee Membership and Meeting Agenda/Minutes
- 29: ASSIST Web Page
- 31: Associated Student Body (ASB) Agendas/Minutes
- 40: Catalog 2004-2006
- 43: Child Development Advisory Committee Meeting Agendas/Minutes
- 44: Class Schedules, Spring 2005, Summer/Fall 2005
- 51: Classified Senate Membership and Minutes/Agendas
- 56: COMDA Certification
- 57: COMDA Letter, Lois Parento
- 61: Common Catalog Language Committee Issues/Notes
- 62: Composition Rubrics
- 64: Computer Familiarity Ad Hoc Committee, Curriculum Committee Meeting Information
- 71: Course Outline (Distance Education)
- 72: Course Outline (ESL)
- 73: Course Outline (HIST 11)
- 74: Course Outline (HIST 12)

- 75: Course Outline (POLSCI 110)
- 76: Course Outline (POLSCI 2)
- 77: Course Outline (PSYCH 2)
- 78: Course Outline (SOC 1A)
- 79: Course Outline Forms
- 80: Course Substitution Waiver Form
- 81: Course Syllabi (Samples)
- 82: Curriculum Committee Meeting Minutes, April 14, 2005
- 83: Curriculum Committee Meeting Minutes, March 17, 2005
- 84: Curriculum Committee Meeting Minutes, March 31, 2005
- 85: Curriculum Committee Membership and Meeting Agendas/Minutes
- 86: Curriculum Handbook
- 87: Data Mart Website
- 98: Distance Education Student Survey
- 103: Employee Survey, Fall 2004
- 106: ESL Flow Chart
- 107: Essay Norming
- 108: FAA Certification
- 111: Faculty Classroom Observation Form
- 122: Flex day Workshop Memos, Schedules and Evaluation Records
- 131: Information Competency Meeting Information
- 137: Learning Communities Summary of Offerings
- 146: LVN Certification
- 152: Mechanized Agriculture Program Website
- 154: Mission Statement Task Force Membership and Meeting Minutes
- 156: Occupational Core Indicator Analysis (Sample)
- 164: Procedures for Recruitment and Employment of College Faculty
- 165: Program Review Committee Membership and Meeting Agenda/Minutes
- 166: Program Review Forums
- 168: Program Review Handbook, 2005 - 2010
- 171: Program Review Report -- English
- 176: Program Review Survey (Spring 2004)
- 177: Publications Memo
- 193: RC @ Night Flyers/Mailers
- 200: RC Faculty Handbook
- 208: RC Strategic Plan 2002-2005
- 209: RC Strategic Plan Co-Chairs Membership and Meeting Agenda/Minutes
- 211: RC Strategic Planning Council Membership and Meeting Agendas/Minutes
- 213: SAF Recognition
- 221: SCCC Board of Trustees Policies & Administrative Regulations: 4118.2; 4118.3; 5500; 9311.1
- 228: SCCC Fact Book
- 230: SCCC Institutional Research Website
- 231: SCCC International Education Committee Information/Program Flyers
- 248: Student Educational Plans
- 250: Student Handbook (English and Spanish versions)

- 251: Student Learning Outcomes Rubrics
- 256: Summary of Degrees/Certificates Awarded
- 260: Timesheet, Terri Kron
- 261: Title 5 Cooperative Grant
- 262: Title 5 Grant
- 271: University Of California Transfer Status Document (Sample)
- 277: Writing Center Information

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

The student support services offered at Reedley College and its centers as listed in the 2004-2006 catalog relate directly to the college mission and demonstrate the college's commitment to provide opportunities and services that support achievement of student learning outcomes for its diverse population.

The institution addresses the criteria for this standard through the college's program review process, strategic planning process and state and federal mandated program compliance audits. Each department in student services participates in the college's program review process. The Program Review Committee coordinates the scheduling of program reviews and assesses the formal program review report. The evaluation process for program review includes on-going dialogue, analysis, and self-assessment by department members, program coordinators, the department chair of counseling, and the dean of students. In some cases student satisfaction surveys, faculty surveys, and data are collected and analyzed by the Institutional Researcher. A written program review report is prepared, reviewed, and discussed by program members, program coordinators, department chair, dean and Program Review Committee. Final review of reports and recommendations is done by the Strategic Planning Council. Results are used to maintain and/or improve programs and may be used in the development of future budget allocation, strategic planning, and development of the master plan.

The State Center Community College District (SCCCD), Strategic Plan 2004-2007 includes ‘Student Access, Involvement and Support for Success’ as one of the ten strategic areas. The goal is “the district will strive to provide quality services and programs that increase student access into the colleges, along with opportunities and support services which lead to appropriate preparation and increased successes for all students.” Reedley College developed a three year Strategic Plan, 2002 -2005 that was based on broad participation of campus and community constituencies. Student services identified the following key goal to support the mission and core values of the college: Reedley College Student Services strives to provide all the services its students need to succeed at the college. The Reedley College Strategic Plan and the State Center Community College District Strategic Plan are distributed to faculty, staff, and management and are available to the community in print in campus offices. These documents are also available online at www.reedleycollege.edu. [237, 208]

Categorical student support programs that reflect the diversity of the student population such as Matriculation, Disabled Student Program and Services, and Extended Opportunities Program and Service are required to undergo rigorous review and are adjudicated by a committee of their peers (usually directors from other California community college programs) regarding compliance to legal requirements, state laws (e.g., Title 5) and performance. Results of the committee’s findings are compiled into a report that is submitted to the dean of student services and the college president. State mandated reports are required annually and are submitted to the State Chancellor’s office after review by the Academic Senate, college president, and the district chancellor. [41, 255]

The college also supports a Student Athlete Retention Program (SARP) designed to meet the needs of student athletes and coordinates required study time and tutoring with the athletes’ academic and athletic schedules.

Federally funded programs are required to submit annual reports to the U.S. Department of Education for meeting grant program objectives and expenditure goals. [119, 272]

Self Evaluation

The college meets this standard element. The college program review efforts include all student service programs at all locations to ensure that quality standards are maintained and those services continue to meet the needs of students.

The Strategic Plan, 2002 -2005 is updated annually to identify Student Service Action Plans that are to be completed each year. These action plans tie back to the college mission statement and core values. The action plans for Student Services have been completed and all goals have been reached. This annual review of master plan goals ensure that student services continue to focus on the mission and core value of the college. [210]

All annual state categorical program reports were submitted and accepted without exception by the California Community College Chancellor’s Office. All program reviews conducted by the California Community College Chancellor’s Office found student service programs offered at Reedley College to be in compliance. All federal audits of student service

programs found that services provided by the college were exemplary and met the measurable outcomes identified in the grants. [41]

The Reedley College Accreditation Survey indicates that 73 percent of the college staff agrees that student learning outcomes are considered in program review and institutional planning. The college assures the quality of student development and support services through its commitment to the program review process and emphasis on gathering and using empirical data to plan for the college. Through this process, the college evaluates student development and services at all three of the college's campuses. Faculty, staff, administration, and students are included in the overall process of assuring the quality and effectiveness of its programs and services. [103 # 9]

The Reedley College Accreditation Survey indicates that 80 percent of the respondents believe that student support services contribute to, enhance, and support the college's learning environment; 74 percent that student needs are identified and addressed; 61 percent that equitable access to appropriate, comprehensive, and reliable services is assured by student support services; and 54 percent of the staff that student support services assist students from entrance to exit. It is interesting to note that the responses to the last two questions were 26 percent and 36 percent respectively in the rating of neutral/no opinion and don't know which may denote a lack of knowledge about the role that student services play in the lives of students. [103 #17, 20, 22, 23]

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: (a) General Information; (b) Requirements; (c) Major Policies Affecting Students; (d) Locations or publications where other policies may be found.

Descriptive Summary

Reedley College is identified in its catalog as a public two-year community college accredited by the Western Association of Schools and Colleges. The addresses and phone numbers of the college's four locations are provided in the catalog along with the college website. The Reedley College catalog is reviewed and updated every two years with a calendar outlining the academic year and length of semesters. An addendum is published in off years. The catalog includes descriptions of the educational mission, course offerings, admissions and records procedures (including acceptance of transfer credits, programs, certificate, transfer, and degree requirements), services to students, and the names and degrees of the faculty and administrators, and names of members of the Board of Trustees. Student fees, financial obligations, and available financial aid services are outlined along with the procedures for refund of fees.

The college publishes in the catalog the Academic Freedom Statement based on Board Policy 4118.3. The college policy of nondiscrimination is printed in both English and Spanish. Also, the catalog informs students of their rights and responsibilities and the academic regulations of the college, including its policy of academic honesty. Grievance and complaint procedures, including a defined sexual harassment grievance procedure, are clearly outlined.

The catalog is available to all students in the college bookstores on all campuses. The catalog is also available free of charge online. A two-year catalog was published in 2004-2006. [40]

In addition to the college catalog, a student handbook is published annually. This handbook contains information on admission, rights and responsibilities of students, important dates, tips for success, student educational plans (SEP's), financial aid and other student services information. The student handbook is free and available to all students at Reedley College counseling centers. [250]

The Reedley College schedule of classes also contains information on enrollment policies, procedures, matriculation, testing, and additional student information. The schedule is available for free in buildings and offices throughout all four sites and at local high schools. The college catalog and schedule of classes is also available online. [44]

The State Center Community College District Board of Trustees Policies and Administrative Procedures manual is available in the library at Reedley College and in various administrators' offices. At the North Centers, the manual is available in the office of the vice chancellor. The policies and procedures affecting academic regulations and student rights are contained in Board Policy 5000 – 5530. [222]

Self Evaluation

The college meets this standard element. Reedley College provides a catalog for its constituencies with precise, accurate, and current information. The catalog is available in printed format, as well as online. The ultimate responsibility for catalog belongs to the Dean of Instruction who, along with the Dean of Students and other administrators and department chairs, reviews, evaluates, and revises it for accuracy and currency. Updates include course and/or program changes approved by the Curriculum Committee during the previous year and any changes in policy and procedures.

Students are able to attend classes at either of the two district colleges and at any college centers. Therefore, the Common Catalog Language Committee which is composed of representatives from Reedley College and Fresno City College meets on a regular basis to ensure that all board policy-related information is accurately detailed in both college catalogs and to maximize the commonality of language in both catalogs that is important information for students to know but is not explicitly stated in board policy. In addition, the college assesses the schedule of classes and student handbook on an on-going basis. [104, 69]

The SCCC Board of Trustees is currently reviewing the board policies and administrative regulations. The revised policies for student services have been adopted and will be implemented once the administrative regulations have been written and adopted by the board.

The ACT College Student Outcomes Survey conducted in spring 2004 indicates that 75 percent of respondents were satisfied with the rules governing student conduct (20 percent marked not applicable or left the answer blank) and 63 percent agreed that the students had freedom from harassment on campus (30 percent marked not applicable or left the answer blank). [15 section 3 (18) and (22)]

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to its students regardless of service location or delivery method.

Descriptive Summary

Reedley College assures equitable access to all of its students regardless of service location or delivery method. The college identifies educational support services for its students through extensive dialogue and provides a variety of activities such as admissions processes, outreach activities and presentations, individual and group counseling and advising, financial aid presentations, and financial aid workshops at all locations (Reedley, Clovis, Madera, and Oakhurst). In addition, the college's online enrollment system, WebAdvisor, was implemented in the summer of 2002 providing online accessibility to students throughout the district. TouchTone telephone registration also provides equitable access regardless of location or residence. On-site registration services offered at all locations also increase access along with online orientation, counseling, college applications and other forms. [44]

The following Reedley College student services are provided to students.

Counseling and Guidance:

The Counseling Department provides comprehensive counseling services to assist students towards a successful college experience. Counselors help promote student development and success by coordinating quality services and programs that are focused on students' needs. The programs are designed to provide each student with individualized help in assessing personal interests and abilities, along with resolving personal issues and adjusting to college life. Students can request counseling information via an online request form and are answered via email. Counseling services are also available by appointment or on a walk-in basis. Student orientations are provided each semester on the Reedley Campus and at the North Centers. Seven full-time and 5 part-time counselors are located at the Reedley Campus; and 4 full-time and 5 part-time counselors are located at the North Centers. In addition, 5 full-time and 5 part-time categorically funded counselors serve the special student support programs in Reedley, and 1 full-time and 4 part-time categorically funded counselors are assigned to the North Centers. [250, 70]

Assessment

Placement tests in reading comprehension, sentence skills, arithmetic, elementary algebra and intermediate algebra are provided at the Reedley College and North Center campuses. All students entering Reedley College for the first time (or after a 3 plus-year absence) must take a general placement test prior to registration in order to be advised by a counselor. This is part of the Matriculation process mandated by the State of California Community College Chancellor's Office, and an effective component of the "Multiple-Criteria" counseling process as well. The assessment test measures skill level in 3 areas important to all academic undertakings: reading comprehension, sentence skills, and math competency. This

measurement of skills helps counselors and students determine the best choice of classes to start their academic careers. In addition, the CELSA test is offered at the Reedley College Assessment Center only for those whose native language is not English. The College Student Inventory is also available for students in the Reedley College Assessment Center. [151, 163]

Career Planning and Job Opportunities:

The Career Center provides occupational information—both printed and computer-based—job-search information and computer-based career assessment: Eureka, SIGI Plus, and Internet. Counselors provide career assessment interpretation, career counseling and teach career awareness courses. Counselors are available to review career needs and interests, administer and interpret career assessments, and to provide general career counseling. *Career Examiner*, first published in March 2005, is intended to provide students, counselors and faculty with current information, ideas, and activities relative to careers. [39, 250]

CalWORKs Program:

The California Work Opportunities and Responsibility to Kids program at Reedley College is designed to help recipients of cash aid complete short-term training programs. Specialized services are available to provide additional assistance such as child development and work experience opportunities. [276]

Disabled Students Program and Services (DSP&S):

Disabled Students Programs & Services (DSP&S) is designed to provide specialized services and accommodations that assist students with documented physical, psychological and learning disabilities reach their maximum potential while achieving their educational goals. Staff specialists interact with all areas of the campus to eliminate physical, academic and attitudinal barriers. Disabled Students Programs & Services takes a personal interest in meeting the special needs of students with disabilities. [96]

High Tech Center:

The High Tech Center (HTC) is a lab designed to provide access for students with disabilities to computers with adaptive technology. The High Tech Center offers students with disabilities the opportunity to use adaptive computer software and technology to aid in their progress to success. In addition to computer access the High Tech Center also provides various other services from alternate media to general information about computer programs and applications.

Financial Aid and Scholarships:

Financial aid functions are directed by Financial Aid Directors (one at the Reedley Campus and one at the North Centers). The Financial Aid Offices process applications for several types of financial aid and monitor federal, state and local financial aid programs, including grants, loans, scholarships, and student work study opportunities. The Reedley College Financial Aid Office aims to increase accessibility to higher education through assisting students in applying for and receiving federal, state, and local sources of financial aid. Reedley College offers two separate scholarship programs: (1) the Reedley College Financial Aid Scholarship Program, in conjunction with the State Center Community College

Foundation and (2) the Reedley College Foundation Scholarship Program. Students attending or planning to attend Reedley College are strongly encouraged to apply for both.
[24]

Health Services:

Students enrolled at Reedley College pay a health fee which provides on-campus accident insurance and health services. The Health Services Office, located in the Student Services Building, is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Evening hours are provided on Mondays and Wednesdays until 6:00 p.m. Services provided include nursing assessment and referral, health counseling, immunizations, vision, hearing and TB testing. Classes and clinics including CPR, sports physicals, blood donation, blood pressure and cholesterol screenings are sponsored by office. Students at the North Centers can access health services at either the Reedley College campus or at the Fresno City College campus.

Psychological Services:

Psychological services are available at no charge to students. The services include up to eight, one hour confidential counseling sessions. Care is provided by a clinical psychologist and supervised graduate interns. Psychological Services offers assistance in a number of areas, including: personal growth, crisis resolution, daily living problems, relationship and family issues, and as a support network for students with more serious emotional disorders.

Extended Opportunity Programs and Services (EOP&S):

The EOP&S Program at Reedley College was established by the State Legislature through Senate Bill 164. It was the intent and purpose of the Legislature in establishing this program to encourage local community colleges to establish and implement programs directed to identifying those the students affected by language, social, and economic handicaps, to increase the number of eligible EOPS students served, and to assist those students to achieve their educational objective and goals, including, but not limited to, obtaining job skills, occupational certificates or associate degrees, and transferring to four-year institutions. The EOP&S Program at Reedley College provides a comprehensive program of support services and direct financial assistance to students who meet the criteria specified by the California State Legislature under the Title 5 code. The EOP&S program provides professional and personalized assistance for students who are pursuing educational and career goals. The EOP&S program offers recruitment, early outreach, college readiness, program planning, career exploration, peer advising, tutorial assistance, leadership training, transfer assistance to a four-year school, child care grants for parents receiving Temporary Assistance for Needy Families / California Work Opportunity and Responsibility to Kids (TANF/CalWORKs), cultural activities, and recognition for academic achievements.

Student Athletic Retention Program (SARP):

The priority of this program is to meet the needs of our student athletes academically and athletically. Reedley College has established a support program that focuses on student athlete success. In addition to counseling/advising, the SARP program requires each athlete to participate in study sessions; and tutorial services are also available. The goal of the Student Athlete Retention Program (SARP) is to assist all student athletes in completing his/her educational goals to comply with all transfer and eligibility requirements (National

Collegiate Athletic Association, National Association of Intercollegiate Athletes, and Commission On Athletes requirements). [255]

Transfer Center:

The Reedley College Transfer Center provides a variety of resources and services to help students transfer from Reedley College to other colleges and universities for completion of their educational goals. These resources include major sheets, transfer counseling, articulation agreements, college catalogs, college CD ROMS and videos, and guarantee transfer agreements. [268, 267]

Upward Bound Program:

Reedley College Upward Bound Program is a highly successful, pre-college program for predominately low-income and first generation college bound high school students. The general purpose of Upward Bound is to generate excitement and increase the rates of college enrollment for success in higher education among high school students

Title 5:

- **Summer Bridge Program**
The College EDGE (Education and Determination Generate Excellence) is part of the First Year Experience Program. The EDGE is a 2-week summer program designed to ease first time college students' transition to Reedley College. Participants live in the campus residence hall. Workshops on reading, writing, math, and expectations of college are offered. Participants receive college units for successful completion of a college-level computer course.
- **First Year Experience (FYE) Program**
Entering college for the first time can be challenging academically and personally. The First-Year Experience Program is designed to increase student success. Through this program, Reedley College offers two courses that provide a comprehensive orientation to ease the transition into Reedley College. These two courses are offered in a stand-alone or learning community format. A learning community is a group of students who are enrolled in two or more courses linked together through a common theme.
- **Madera Center**
Math and Science Programs utilize learning communities and tutoring components to increase student GPA's, retention and success. Some of the learning communities involve a tutorial component. Students will also have access, both within and outside the classroom, to the latest technological advances to help make concepts in courses more concrete.

Tutorial Center:

The Reedley College Tutorial Program provides individual and small-group tutoring to any student who needs and wants to improve his or her class performance. Students improve subject understanding, study skills, and test preparation to become strong independent learners. There is no cost or fee for tutoring. Any student who needs and could benefit from tutoring is welcome in the program. Tutoring is provided by appointment by a tutor to whom the student is assigned and with whom the student will meet regularly. Appointments may be

once, twice, or three times a week. This also available on a drop-in basis (no appointment required) for selected courses.

Writing Center:

Reedley College established a Writing Center designed to assist students with writing assignments from any course in which they are enrolled. The Writing Center helps students become stronger writers through a variety of services. Peer tutors are available to assist students, along with the Center director and other assigned faculty. A Cooperative Title 5 grant will expand the Reedley College Writing Center to include reading, and the name will change to the Extended Learning Center. The Title 5 Cooperative Grant includes establishing an Extended Learning Center at the North Centers. Services are also available to students online.

Sequoia Residence Hall:

Reedley College's Sequoia Hall provides housing facilities for 100 women and 100 men. The college believes that residence hall living can be an integral part of the educational process and provides opportunities for students to develop their social life, self-government and leadership skills. Life in Sequoia Hall provides opportunities for learning to live successfully with others and to share in the give and take of residence hall life. Sequoia Hall is considered to be more than mere living quarters; therefore, high standards of behavior are expected of all residents. The current residence hall structure is old and in need of extensive remodeling. However, the Measure E bond funds include funding for a new residence hall. Planning the new facility is currently underway, with construction scheduled to begin spring or summer of 2006.

School Relations:

High school and community outreach services are coordinated through the School Relations Office. The school relations staff regularly visit high school campuses, provide campus tours, and assist students with college planning, admissions, and registration. In addition, the School Relations staff participate in community events and are in regular contact with community organizations.

Dean's Student Advisory Council (D-SAC):

The staff of Reedley College values the viewpoint of students. The Dean's Student Advisory Council (D-SAC) was formed in order to obtain student opinions and ideas that would lead to the improvement of the programs and services that Reedley College offers. Student representatives from numerous clubs and organizations on campus such as ASB, residence hall, Disabled Student Services, athletic teams, and student clubs serve on the council. The Dean of Students Office coordinates luncheon meetings of D-SAC every month to inform students of college-wide issues, facility upgrades, and program changes making sure there is greater accessibility for disabled students, providing suggestions on college-wide goals, and giving recommendations to community agencies such as the Fresno County Sheriffs Department and Kings View Alcohol Prevention Program. They provide valuable feedback which enables Reedley College to better serve students. [88]

Associated Student Body (ASB):

The ASB is comprised of six elected officers and a body of student senators and club representatives. They are governed by a Constitution and By-Laws and are guided by the Student Senate Advisor. The ASB works in conjunction with the Student Activities Office to coordinate all Reedley College clubs and extra-curricular activities. These activities are financed primarily from the student body card sales. Some of the annual activities include: Club Rush, Reedley Fiesta, Homecoming, Student Body Elections, Boys & Girls Clubs Annual Bowl-A-Thon, Kids' Day Paper Sales, Spring Week, Kaleidoscope, Tiger Scholarship Awards & Reception, and Commencement. There are various other activities held monthly through the academic year. Students are able to enjoy a wide variety of clubs including scholastic, social, athletic, and honors groups. Information about the various clubs is readily available upon request from the Student Activities Office. [30]

Child Development Center:

Reedley College is committed to providing high quality early childhood care and education programs to ensure students and local families have access to care for children. The CDC provides opportunities for children and adults to interact with the environment and each other in a setting supportive of the individual development rate. A child development center operates on the Reedley Campus in modular buildings. An initial program proposal, followed by the final program proposal for an expanded and permanent building have been submitted to the State Chancellor's Office for potential funding.

All of the above services are offered to students on the Reedley Campus during the day. In 2004-2005, the college expanded its evening program, "RC at Night". As RC at Night class offerings continue to expand at the Reedley campus, support services available for those students will also be expanded. The following services are currently available during evening hours:

- Admissions and Records
- Assessment
- Campus Police and Safety
- Counseling
- Financial Aid
- Bookstore
- Food Services
- Student Athlete Retention Program

The South Centers have the following student support services available on a limited basis during the start of the fall and spring semesters:

- Admissions and Records
- Assessment
- Counseling
- Financial Aid
- Bookstore

The North Centers have the following student support services available during the day. Those services also available during the evening are marked by an asterisk (*):

- Admissions and Records *
- Assessment*
- Counseling*
- Student Activities*
- Financial Aid*
- Tutoring
- DSP&S
- Bookstore*
- Food Services*
- School Relations

Technology has played a major role in providing access to information, to services, and to online courses regardless of where the student resides or which campus/center he/she attends. Students can complete an online application for admission and for financial aid. They can also complete various processes, request various documents or update their information using Web Advisor (apply for admission: request report cards, academic transcripts; update name or address; add or drop classes, etc.). The counseling center currently offers an online counseling and FAQ service. The new Title 5 Co-op Grant will provide funding to increase access by offering a more comprehensive and interactive online counseling and student services component. [261]

Self Evaluation

The college meets this standard element. Reedley College provides equitable access to all of its students through appropriate, comprehensive, and reliable services to students at all locations. As enrollments increase at the South Centers and on the Reedley Campus at night, services available on site will be expanded. Primary needed services are currently available at the North Centers, and the Vice Chancellor of the North Centers is implementing the transition plan as new facilities are built and as enrollments grow. Services are available on campus, and many are also available online. The five-year Title 5 Cooperative grant provides funding to further develop and enhance online student services. Student Services offices operate on extended schedules during the first two weeks of each semester. [286]

All departments in student services are evaluated through the program review process. This involves research to assess current learning support needs and research to identify new needs regardless of service location or means of delivery. The Reedley College application for admission has 15 areas where students can specify special services that they may need to become successful. Every new student and those who are returning after an absence must submit an application for admission and have an opportunity to apply for services. In addition, all service programs have developed their own intake and needs assessment forms. It assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of location. The college plans to reinstitute the coordination and distribution of student requests identified on the college application for admission to appropriate service departments. This will assure a timely response to student requests for information about available programs and services. [17 #22, 253]

Student services are provided at centers of the college as identified above, which provide equitable access to assist student learning. These services are provided both day and evening at the North Center sites and on a more limited basis at the smaller south centers. All student services at the North Centers participate in the program review process as a joint report with the Reedley campus. [170]

Once each semester, the college president and the dean of students visit main feeder high schools and meet with the superintendent, principal, and counselors. The purpose is to open dialogue regarding outreach, recruitment, and any other items. Information is shared, ideas discussed for activities and classes and lines of communication are kept open. These meetings result in information about what the college does well, what areas need expanding, what needs improving, and how the college can be of service. Feedback from these meetings is used to improve services to students.

Each high school receives an annual report that tracks graduates who enroll at Reedley College—not individually but by cohort for three years. The high schools are told how many graduates from each year enroll at the college, what their educational goal is, how a particular high school's students who take our assessment tests compare with all students who take our assessment tests, how much financial aid is awarded and distributed to a high school's graduates, and other information. [128]

The new student orientation was redesigned for fall 2005, with a day session and an evening session. The evening session is conducted in both English and Spanish. Students receive general information and then cycle through six workshops on admission/records, transfer center, counseling center, financial resources, career center, and learning resources. [283]

The SCCC and Reedley College will begin using the state approved application form (CCC Apply) in spring 2006. This application will be available to students online and in paper format to ensure that all students have easy access to the application form.

The Student Athlete Retention Program (SARP) has demonstrated success in helping student athletes complete their degree programs successfully. Many transfer to four-year colleges and universities, and some continue in competitive sports. [285]

The ACT College Student Outcomes Survey conducted in spring 2004 indicates the following satisfaction with student services and programs:

- 64% Developing effective job-seeking skills
- 67% Learning about career options
- 78% Quality of academic advising (6% not applicable/blank)
- 47% Services for victims of crime and harassment (48% not applicable/blank)
- 47% Student mental health services (49% not applicable/blank)
- 46% Residence hall services and programs (50% not applicable/blank)
- 42% Veterans services (54% not applicable/blank)
- 53% Student health/wellness services (43% not applicable/blank)
- 64% Career planning services (22% not applicable/blank)

- 51% Job placement services (36% not applicable/blank)
- 57% Personal counseling services (32% not applicable/blank)
- 62% New student orientation services (32% not applicable/blank)
- 73% Financial aid services (18% not applicable/blank)
- 66% New student placement in reading/writing and math (24% not applicable/blank)
- 65% Tutorial services (28% not applicable or blank)

b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development of all of its students.

Descriptive Summary

The Reedley College mission and philosophy state that “we believe that people’s lives are enriched in an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment. The college furnishes experiences designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment.” The college recognizes that a valuable college experience includes learning opportunities that occur in the classroom and also outside of the classroom. Therefore, the college supports a variety of student learning activities and programs. The goal of the college is to develop each student’s full potential as well as respect for self and others. To this end, the college provides comprehensive curriculum offerings, lifelong learning opportunities, counseling, and educational services. [40, p. 4]

The college supports several co-curricular programs that foster personal and civic responsibility, as well as promoting opportunities for intellectual, aesthetic and personal development through classroom instruction, student government, student clubs, student ambassadors, student publications, the Honors Program, Upward Bound Program, Title 5 Learning Communities, the Tutoring Center, and the Extended Learning Center.

Course credit is offered in Guidance Studies classes in order to enhance students’ intellectual and personal development. These classes are open to all students; however some are designed for specific student populations:

- GS34 Career Exploration
- GS40 Planning for Academic and Personal Success (student athletes)
- GS47 Learning Strategies
- GS53 College and Life Management (first year students)
- GS120 College Introduction (first semester students)
- GS171 Personal Development (CalWORKs students)
- GS172 Employability Skills (CalWORKs)
- GS262 Leadership Development (Associated Student Body)

The college’s Associated Student Body (ASB) manages the affairs of the associated students to whom they give voice and representation. The ASB executive council appoints students to serve on campus-wide committees, shares governance in the development of college policies

and annual budget, oversees the ASB annual budget, grants club charters, and provides many programs and events for the students and staff.

ASB provides students with diverse activities and campus information at both the main campus and the North Centers. The ASB activities schedule is distributed to students and staff via e-mail and in paper format. ASB sponsors multicultural activities such as Hispanic Heritage Month, African American History Month, and Women's History Month in a variety of formats such as cultural performances, speaker forums and films. [30, 247]

There are many active student clubs operating under the leadership of the ASB at both the main campus and North Centers. ASB student clubs are open to all students providing social, intellectual, cultural, and service experiences. [252]

The Student Ambassador program in both the School Relations and the Agriculture & Natural Resources (AGNR) departments are examples of programs that use college students to recruit prospective students from the college's feeder high schools. Student Ambassadors work with high school and college counselors, faculty, and staff to conduct campus tours and facilitate information booths at community events.

Student Publications provide students with writing skills, journalism instruction, and practical publishing experience. The main campus newspaper, *The Chant*, provides news, feature articles, opinion pieces, and community information. Student writing publications include the main campus' Symmetry 2005, and the North Centers' Journal of Literature and Art 2005 providing creative outlets for students. [257, 183, 282]

The college's Honors Program is designed to motivate new and continuing students to excel in an intellectually stimulating environment. Specialized honor courses and scholarships ensure these students have the preparation and needed courses/requirements to transfer to a four year school. [129]

The Upward Bound program utilizes current college students to mentor middle school and high school students, helping to ensure their future college educational success.

Title 5 Grant sponsored Learning Communities are groups of students enrolled in two courses linked together through shared curriculum. For example, GS 34 Career Assessment and English instructors have students researching, writing, and presenting papers interchangeably.

The college tutoring centers help students achieve academically through free tutoring services. Students are tutored by fellow college students who have demonstrated academic expertise in their specific subject area. This program promotes independence in learning, facilitates insight into the learning process and provides students with the necessary tools to achieve academic success. The main campus tutoring center is being moved from its present classroom location to the new Library. Tutoring is provided in a large classroom at the Madera Center and in the Student Services area at the Clovis Center. At both the main campus and the North Centers, tutors are recruited via recommendations from faculty,

counselors, and staff. Tutors are paid for their service or may receive course credit for their tutoring service hours.

The college Extended Learning Center assists students at all writing levels, from remedial through university transfer level. Trained students work with an English instructor on specific class writing and reading assignments on a one-to-one basis or in small groups. The expansion of the main campus tutorial center located in the new library addition will allow more student access to tutoring services. The new Title 5 Cooperative Grant will provide for Extended Learning Centers (ELC) at both the Madera and Clovis Centers. The ELC's will include a tutoring component thus providing much expanded tutorial services to the North Center students.

Self Evaluation

The college meets this standard element. Reedley College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students. The college sponsors a "Welcome Week" at the beginning of each semester, in addition to the New Student Orientations previously discussed. During Welcome Week, student clubs, student service programs, and instructional programs provide information booths, activities, and food booths. College clubs and organizations regularly sponsor and participate in community service activities such as The Student Activities Office is dedicated to supporting community organizations. RC staff and students participate in yearly events that benefit these organizations as well as enhancing their own self being.

Reedley College Student Activities Office has participated in annual events with non-profit organizations such as Kings View Rural Health Center, Poverello House, Children's Hospital Central California, and the American Cancer Society. Events are also coordinated with local community partners such as the Reedley Area Veteran's Association, Jefferson Elementary School (KCUSD), and the Reedley College Lab School. Community ties are an important factor to developing leadership skills and becoming productive members of society.

The Associated Student Body (ASB) is made up of elected and appointed student officers and serves as the voice of the students to the college administration, faculty, staff, and to the Board of Trustees. The ASB works to evaluate and improve the relationship between the student and the college through open communications with the student population and college staff through the Dean's Student Advisory Committee (D-SAC), representation on college committees; and activities designed to enhance the college learning experience.

Of particular note are the activities of the Students in Free Enterprise (SIFE). SIFE is a nonprofit organization that works in partnership with business and higher education to provide students the opportunity to develop leadership, teamwork, and community service skills through learning, practicing and teaching the principles of free enterprise. SIFE encourages students to apply what is learned in the classroom to real-life situations, using the student's knowledge to make life better in local communities. The Reedley College SIFE team has won honors at regional and state SIFE competitions. [287, 288]

The Student Ambassador Programs are also very effective leadership development programs and provide opportunities for students to perform service for the college and in the community. Student Ambassadors assist with registration functions, assist with outreach activities in the high schools, attend community events as college representatives, and participate in many other college activities.

The Residence Hall Managers conduct activities to encourage a feeling of community and provide opportunities for student residents to experience and embrace cultural and other differences. The Residence Hall also has a Residence Hall Club and a Student Council. Students participate in their own “governance” system, with student residents electing club officers and “floor representatives” for the Student Council. This system was established so that student residents can respond to their own needs and can become active leaders and participants in establishing a quality student life experience. Four student residents are currently serving on the planning committee for the new residence hall.

Reedley College athletes also participate in many service activities. All student athletes are encouraged and invited by coaches, counselors, faculty, and staff to participate in campus activities that provide an opportunity to become a well-rounded student.

The ACT College Student Outcomes Survey conducted in spring 2004 asked students to rate the importance of attaining outcomes at the college and how well the college assisted the student in achieving those outcomes. The first percentage in the following statements is the rating of importance, and the second percentage is satisfaction with college effectiveness:

- Thinking objectively about beliefs, attitudes and values (91%, 85%)
- Developing openness to new ideas and practices (95%, 85%)
- Broadening intellectual interests (92%, 80%)
- Learning principles for improving physical and mental health (90%, 76%).

The ACT Survey also asked students to rate their personal growth since entering Reedley College and the college’s contribution to that growth. The first percentage in the following statements is the amount of growth, the second is the college’s contribution and the third is the percentage of students who marked not applicable or left the answer blank:

- Becoming an effective team member (85%, 75%, 8%)
- Developing leadership skills (82%, 68%, 8%)
- Taking responsibility for own behavior (87%, 68%, 11%)
- Clarifying personal values (84%, 63%, 12%)
- Developing a sense of life’s purpose, value and meaning (85%, 65%, 12%)
- Acquiring appropriate social skills (83%, 67%, 12%)
- Becoming academically competent (88%, 80%, 8%)
- Increasing intellectual curiosity (88%, 79%, 9%)
- Setting long-term or life goals (86%, 70%, 10%)
- Understanding self, talents and interests (84%, 66%, 10%)
- Developing self confidence (85%, 68%, 9%)

c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to assure student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Reedley College's Counseling and Guidance is driven by the college strategic plan. In that plan, Reedley College identifies that it is committed to effective enrollment management and providing support services to ensure that students are successful in achieving their educational goals. The Counseling and Guidance Program has been designed to accomplish this goal.

Reedley College began implementation of a formal program review process in spring 1998. The first cycle concluded in spring 2004. The Counseling Department conducted a program review during spring and fall 2000 with the final report completed in December 2000. The report included a qualitative and quantitative analysis of the counseling center, transfer center, career center, job placement, assessment, re-entry, registration-to-to, retention programs, orientation and CalWORKs counseling. The qualitative analysis for each area included a general description, identification of trends, short and long-term goal statements, use of technology, equipment and supplies needs and staff requirements including staff development. Student satisfaction surveys were conducted in each of the areas. The analysis of these surveys, along with the qualitative information, was used to develop twelve recommendations. [170]

The second cycle of Reedley College's Program Review process began in spring 2005. The Counseling Department is scheduled to begin the program review process in spring 2006 with the report due at the end of the spring term 2007.

The institution's counseling and academic advising programs are provided in the following areas:

- Counseling Department
- Transfer Center
- Honors Program
- Disabled Students Program and Services (DSP&S)
- Extended Opportunity Programs and Services (EOP&S)
- Career Center
- Financial Aid/Veterans
- CalWORKs
- Student Athlete Retention Program
- Early Alert Progress Monitoring Program
- Title 5 Summer EDGE Bridge Program
- First Year Experience Seminars
- Transfer Olympic Program
- Title 5 Learning Communities
- Title 5 Distance Education and online Services

- Online Advising
- Upward Bound Program

Reedley College counselors assist students with academic, career and personal decisions, along with assessing, planning, and implementing immediate and long-range goals. Counseling services are delivered via individual appointment, walk-in appointments, online, workshops, and small group sessions. Counselors assist students with student educational plans, career search including assessing aptitudes, abilities, and interests, referrals to other departments, personal and crisis counseling, study skills and retention issues. Counseling and advising are provided in Spanish to Spanish-speaking students. Counseling presentations to college classrooms and feeder high schools are available by request. Counselors also inform students and faculty about program options, program requirements, transfer issues and new programs on campus. Following are brief descriptions of the many specialist counseling and advising opportunities available to students.

The Transfer Center is also part of the counseling services and provides specific assistance to students transferring to a four-year college or university. The Transfer Center coordinator also coordinates the Transfer Olympic Program. The Honors Program counselor targets the students on the college's Honors Program. The Transfer Center offers overnight tours and day visits to selected universities to all interested students. Periodically, the counselors and/or the transfer center staff schedule professional development and informational workshops for faculty and staff. [262]

Students in the RC Honors Program have the services of an Honors counselor. The Honors Program information is made available to students in the college schedule of courses, the college catalog, college transfer center, college counseling offices, the admissions and records office, and on the Reedley College web site <http://www.reedleycollege.edu/honors>.

Disabled Students Programs & Services (DSP&S) provides support services and instructional classes for students with disabilities so they may participate in mainstream academic and vocational programs. The program offers academic, personal and vocational counseling, registration assistance, and individual assessment.

EOP&S targets full-time, low-income and under-prepared students. The program assists students with academic and career counseling, tutoring referrals as well as transfer support.

The RC Career Center provides career assessment testing and literature relating to future career choices. Counselors are available to review career needs and interests, administer and interpret career assessments, and to provide general career counseling.

Financial Aid and Veterans counseling include review of financial aid satisfactory academic progress standards, veterans' student educational plans, and general financial aid and veterans questions and application processing.

CalWORKs program services include academic and vocational counseling specifically targeted to students on the CalWORKs program. The counselor in this program works with outside agencies to make sure state regulations are being met.

The Student Athlete Retention Program (SARP) targets student athletes to ensure they are working successfully toward a degree program or vocational program that best meets their needs. This includes but is not limited to registration and study skills assistance.

The Early Alert Progress Monitoring Program is handled by the Counseling Department. Early in each semester, forms are sent to all college instructors in an effort to identify students who are not making at least a “C” grade in their current classes. Mailers and personal telephone calls are utilized to contact identified students to give them the opportunity to see a counselor. Early intervention allows these students the opportunity to improve academically in their respective classes.

The Title 5 Summer EDGE Bridge Program provides specific summer counseling and assistance to first time college students entering in the fall term. This includes on campus housing, one-on-one counseling, specific academic courses, and presentations.

First Year Experience Seminars include Guidance Studies 53-College and Life Management and Guidance Studies-264 College Orientation classes which assist new students in obtaining the knowledge and skills necessary to achieve their educational objectives.

Upward Bound is a federally funded program which utilizes counselors, current college students, and college staff who work with middle school and high school students to enhance the students’ college readiness.

All full-time counselors attend the training provided annually by both the University of California and California State University systems at the fall Counselor Conferences to get updated information regarding new transfer requirements. All adjunct counselors are given information from the full-time counselors on the new transfer requirements. All counselors have a minimum of a master’s degree in counseling or the equivalent. Counselors attend other professional development conferences including the Career Counseling Workshops funded by VTEA funds. [122]

Self Evaluation

The college meets this standard element. Reedley College counselors and advisors continue to provide the mandated matriculation services designed to evaluate and improve student development and success. The diversity of the college population includes English second language learners, single parents; and geographically isolated, educationally deficient, and economically challenged students.

The main college counseling and advising is funneled through the Counseling Department. However, as listed in the description section, other departments and programs provide specific counseling services. There are four full-time North Center general counselors, one full-time DSPS Counselor/Director and additional counseling support coming from adjunct

counselors. School Relations Specialists conduct outreach to feeder high schools, and counselors assist with the Registration-to-Go Program which is conducted on site at the high schools. The Registration-to-Go Program provides high school seniors with assessment, orientation, counseling and registration at their high school site while still enrolled as seniors. This program ensures that high school seniors receive quality counseling and advising services prior to registration in their first semester of college courses. School Relations staff also conducts group orientation sessions and provides outreach activities on campus and at community functions.

The Reedley College Counseling Department completed the first round of program review in December 2000 which contained 12 recommendations based on qualitative and quantitative analyses of all the entities providing counseling. As a result of the recommendations the following program improvements were instituted:

- Counseling services made available online. The newly implemented Title 5 Cooperative Grant will increase this online service, as well as add additional online student services.
- A counselor was identified as the ‘vocational liaison’ for the purpose of meeting on a regular basis with all vocational faculties so that students would be provided accurate academic advising and current vocational/career information.
- Web-based information on all student services, with particular emphasis on program areas providing counseling, was increased

As part of the program review process, student surveys were conducted that asked students the importance of a specific service and the level of satisfaction with that service. Following are highlights from the results (first number is importance, the second is satisfaction and the third is not applicable):

- Familiar with counseling center services (79%, 65%, 13%)
- Assistance in accurately selecting courses (86%, 70%, 16%)
- Assistance in meeting graduation requirements (80%, 63%, 27%)
- Assistance in meeting transfer requirements (78%, 62%, 28%)
- Counselor availability (85%, 68%, 15%)
- Counselor treats student with respect (85%, 77%, 18%)
- Career center provides current occupational information (48%, 31%, 67%)
- Adequate orientation provided (62%, 46%, 47%)

The data suggests that those students who take advantage of the services provided by the counseling department are satisfied. The data also suggests that the number of students who are aware of the services provided could be increased. One of the recommendations of the program review report was to increase the marketing of counseling services. This has been accomplished primarily through the increased use of web-based information. Instructors have also been providing information about services available to students in course syllabi. The second cycle of program review will include student services, and an analysis of the results of the 2000 survey as compared with the pending 2006 survey will be included as part of the quantitative analysis.

As indicated in the college Employee Survey, over 73 percent of respondents agreed that “students support services (i.e. counseling, tutoring, etc.) at the college address the identified

needs of students,” and 52 percent agreed that “the Counseling Department provides satisfactory academic and counseling services to students.” Comments were made that these counseling services could be improved with increased staffing and resources. [103 #17 and 19]

Students who are enrolled 100 percent in online classes do not currently have online access to all the student service programs available to on-campus students but do have access to some services including online library services, admissions and registration, and counseling. Implementation and completion of the new Title 5 Cooperative Grant performance outcomes will greatly expand the college’s ability to provide additional online services.

d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Reedley College maintains a commitment to diversity. The mission statement of the college is to “offer an accessible, student-centered educational environment which provides high quality, learning opportunities essential in meeting the challenges of a diverse, global community.” The college supports its diverse student population through student recruitment and outreach activities, student organizations, and support programs that emphasize and celebrate diversity.

In recruitment and outreach, the college demonstrates sensitivity to the needs of the large number of limited- and non-English speaking members of the local community by providing campus publications and recruitment materials that contain information in Spanish. The Board of Governors (BOG) application, Free Application for Federal Student Aid (FAFSA), and EdFund (loan agency) marketing materials are provided in Spanish language print. The Non-Discrimination Statement in Reedley College Catalog 2004-2006, financial aid information, and a flow chart for English as a Second language are provided in Spanish. [284, 40]

Associated Student Body, administration, and individual departments provide funding for campus-wide events and for annual activities and celebrations such as Mexican Independence Day, African American History Month, Santa Lucia, Cinco de Mayo, Women’s History Month, Native American Heritage Month and Las Posadas (Traditional Mexican Christmas Celebration). The Aztlán Spanish Club has hosted several cultural activities since its inception six years ago. All of these events have included some form of folkloric dance, Mexican music, including live marimba band, salsa tasting contest, piñata breaking, video presentations, speakers from CSUF Department of Chicano Studies, Mexican pastries and other ethnic foods. Annual activities include: 16th of September (Mexican Independence Day), Día de los Muertos exhibit, César Chávez Day of Service and Learning for African American History Month, “Ebony Verses” was sponsored on campus and ethnic food was served after the performance. A Black film series was also held during the month. [99]

The college has also held Latino and French film festivals. Guest speakers and performers at these various events provide students an opportunity to interact with and gain an appreciation for people of different cultures. One of the mini-grants available through the State Center Community College Foundation and offered by Wells Fargo Bank is specifically earmarked for activities related to diversity.

Student programs that support the college's diverse population most directly include the following: all Title 5 programs, Cooperative Association of States for Scholarships (CASS), Extended Opportunity Programs and Services (EOP&S), Disabled Student Program and Services (DSP&S), Transfer Options and Opportunities for Long-Term Success project (SSS grant), and CalWORKs. Reedley College has a long tradition of institutional support for DSP&S and for EOP&S, a program that includes a very diverse student population. Programs and events are well planned and are used to attract and introduce students to accommodation and adaptive services and to culturally diverse experiences. A high level of participation in many of the cultural events indicates students and staff are interested in promoting diversity at the college.

Reedley College has adopted a Student Equity plan that includes goals to ensure that diverse student population needs are met both for enrollment purposes and retention purposes. This is being accomplished by offering programs and classes that meet the needs of this population. [249]

The Curriculum Committee mandates that all course outlines provide an opportunity for students to enhance understanding of cultural diversity within the classroom environment. Through the development of student learning outcomes, students will be able to apply that knowledge in career and/or family life experiences.

Self Evaluation

The college meets this standard element as evidenced by the depth and breadth of the activities and programs offered on the campus. The college designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciate of diversity. Efforts are made at all levels to promote an awareness of and appreciation for diversity. The Student Equity plan is new and will need to be evaluated and revised as appropriate.

The ACT Outcomes Survey indicated the following:

- 94% agreed with the statement: “this college is equally supportive of all racial/ethnic groups.”
- 97% agreed with the statement “this college is equally supportive of women and men”
- 92% indicated that the college assisted students in interacting well with people from cultures other than their own
- 86% indicated that the college promoted the understanding of religious values different from their own
- 90% indicated that the college assisted students in learning how to deal fairly with a wide range of people

- 89% indicated that the college assisted students to become a more effective member in a multi-cultural society
- 95% were satisfied with the campus atmosphere of ethnic, political and religious understanding

Various programs at Reedley College provide events and speakers to promote a better understanding and appreciation of cultural and ethnic diversity. The activities listed in the Description Summary above are part of the on-going effort to enhance student understanding and appreciation of diversity.

In addition, Reedley College continues to emphasize the importance of hiring procedures that result in faculty and staff who are sensitive to the racial, ethnic, and cultural diversity of the population the college serves.

e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Reedley College has a matriculation plan that describes and details every element of matriculation. Students cannot enroll in courses with prerequisites without proof of prior college coursework, placement test results, or meeting with a counselor and providing documentation that the student is eligible to enroll in a course. The Reedley College Matriculation Self-Study, fall 2003 is a comprehensive document that details the college's efforts to research, describe, and assess every element of matriculation. The matriculation plan was rewritten during the 2003-2004 academic year. Assessment and admissions practices were evaluated during the fall 2003 Matriculation Self-Study and were found to be in compliance with board policy and Title 5. [151]

Testing accommodations may be coordinated in conjunction with DSP&S and the Assessment Center. The admissions standards state that the institution must provide modified and alternative services for the matriculation process for ethnic and language-minority students and students with disabilities. Student with disabilities who need modified or alternate assessment service may contact the DSP&S program. The students are then assisted throughout the entire assessment and placement process by DSP&S staff. DSP&S counselors and other staff are available to address oral presentation of materials through the use of readers, un-timed testing, special equipment, and/or a distraction-free environment. For language minority students, referrals are made to the English as a Second Language (ESL) program, and the CELSA is used to assess English-second language skills at the Reedley College campus only.

As a community college, Reedley College uses multiple measures to determine eligibility for course placement. The college uses only those assessments approved by the California Community Colleges Chancellor's office. After considering other measures (previous grades, education level, TOEFL score, overall GPA, academic objectives, and time taken on the English Assessment), a counselor may determine the student's course eligibility in English, writing, or math. [163; 162]

The California Education Code for community colleges does not mandate testing to determine eligibility for admission. Reedley College has an open enrollment policy as states in its catalog and does not take into account scores on any standardized placement test, high school graduation, grade point average, etc. for admission decisions. Reedley College uses only those assessment tests approved by the California Community Colleges Chancellor's Office and, in conjunction with the District Dean of Admissions and Records, regularly reviews its admission criteria to assure compliance with the state's admission and residency regulations.

Students take English and math assessment tests to participate in matriculation and/or to meet course prerequisites, graduation requirements, financial aid requirements, or for guidance information. The Reedley College Assessment Center provides assessment and coordinates with the School Relations Program each spring to provide convenient opportunities for high school seniors to register at their respective high school. The Assessment Center maintains a website <http://www.reedleycollege.edu/testing>. Among its features are the testing schedule, information about orientation and advisement, and computerized testing. Matriculation and testing information and the testing schedule are also included in the schedule of credit courses. The college also conducts local cut-score, consequential, and disproportionate impact studies. [27, 28]

Reedley College's Assessment Center uses *Accuplacer* (*CPT* and *Companion*). *CPT* is the computerized version of *Accuplacer*, and *Companion* is the paper and pencil version. The test measures skill level in three areas important to all academic undertakings: reading comprehension, sentence skills, and arithmetic, elementary algebra, or college level math. *Accuplacer/Companion* is valid until February 2012. Students may take English, reading and writing, and math tests on a walk-in basis or schedule appointments.

The Assessment Center also offers the Combined English Language Skills Assessment (CELSA) to those whose native language is not English and who are planning to take one or more of the ESL classes. The CELSA is valid until June 2011. The Ability to Benefit assessment is also offered for Financial Aid participants.

Students may take the English Assessment and any of the mathematics tests twice without a fee. Assessments given during Reedley College's annual outreach high school testing are included in the total number of testing attempts.

The college accepts assessment scores from other California community colleges, and exemptions from taking Reedley College's assessment are listed in the schedule of classes and college catalog. The English Department and Mathematics Department are responsible for selecting the test instruments used by the Assessment Center. Assessment subcommittees in both departments are made up of department chairs, department instructors, the dean of students, and the assessment center coordinator. [40, 44]

Self Evaluation

The college meets this standard element. Admission standards are consistent with the college's mission and effectively linked to the college's strategic plan. The Assessment Center is an integral part of the outreach, placement and retention efforts. The primary function of the center is to assess students' skill levels in English and Math; however this has been expanded to include tests and inventories that measure student's attitudes and beliefs. The sum of this information helps counselors and faculty to assist students in the matriculation process. The Assessment Center participated in the December 2000 Counseling Department Program Review. The student surveys conducted as part of the process indicated an overall student satisfaction with the services provided with the center. The qualitative analysis of the report indicated a need to expand the use of internet-delivered placement testing. In subsequent years, not only has the use of technology increased on site, but has also been used at feeder high schools during the orientation and registration-to-go process.

The primary goal of Admissions and Records is to ensure that students are properly admitted and registered in compliance with state and federal policy. Admissions and Records completed the program review process in April 2004. The report detailed the following trends—online registration will increase, grades will be posted and reviewed online, and petitions and forms will be done online. Beginning in fall 2005, all grades will be posted only via Web Advisor. The district will begin using the community college online system application (CCC apply) in spring 2006. The Title 5 Cooperative Grant will further increase the capacity for online admission and online assessment testing.

The Matriculation Committee oversees the admissions and assessment processes and is charged with developing the procedures to provide these services as effectively as possible while minimizing bias. The placement tests described above and the cutoff scores used to determine optimal placement were developed as a result of extensive dialogue among counselors and faculty. Validity studies were conducted to ensure that the tests and cutoff scores are valid indicators for student placement into math and English courses.

f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Reedley College maintains student records as required by the California Education Code and secures them in compliance with the Family Educational Rights and privacy Act (FERPA) regulations as described in the college catalog. In addition, the college complies with the guidelines in Title 5 of the California Education Code on the retention and destruction of records. Admissions and Records Office makes provisions for the permanency and security of student records (admission applications and transcripts). Two forms of admission applications are available: paper and online. Hardcopy admission applications dating back to 1985 are housed in the Admissions and Records Office. All student information is input into the Datatel Student Record System. Datatel access is restricted to specific users and is

password protected. Online application student information is also restricted to specific users and password protected.

Reedley College is in the process of digitizing all student records: current, new, and former student records using the Hershey STARRS system.

In case of a disaster, recovery of student records is possible. All computer-based data regarding student records is backed up by Information Systems at the District Office. All student information gathered prior to 1985 is maintained on microfiche and housed in the Admissions and Records Office. Duplicate copies of all years of Admission and Records student records are maintained on microfiche housed on campus in a secured cabinet in the library.

Release of students' records is restricted based on FERPA. The college adheres to its policy for release of student records which is published in its catalog, application for admission, and schedule of classes. Student workers are required to sign the "Student Worker Confidentiality Agreement" prior to being granted access to secure areas and documents.
[18, 118, 222, 239]

Self Evaluation

The college meets this standard element. The college provides a secure office and student record system with backup of the student records both on and off campus. Continued expansion of the district's Datatel system allows for student records, such as grades and the application for admission, to be captured directly into the Datatel system, with appropriate backup. In addition, the scanning of other records using the Hershey STARRS system also increases accuracy and provides a digital record, again with appropriate backup of information.

Confidentiality of student records is maintained by granting access to Datatel records to those with a need to know, as directed by the District Dean of Admissions and Records. Student workers are not allowed access to student information unless the Dean determines it is necessary, and all student workers must sign a Student Worker Confidentiality Agreement.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Reedley College Strategic Plan developed for 2002-2005 places an emphasis on evaluating all programs and services offered by the college including student support services. Reedley College evaluates student support services to assure adequacy in meeting student needs. All student support services complete the program review process based on the calendar in the Program Review Handbook. The program review process includes the establishment of student learning outcomes as a part of this review. Access and service are identified as key institutional objectives as noted by the board policy statements and student

services program review objectives. As noted and detailed in previous parts of this report, each student services department periodically completes an evaluation through a formal program review. The evaluation process includes staff, faculty, and student satisfaction surveys, and other data, and the results are used as the basis for improvement. For example, analyzing the results of the program review resulted in the increased marketing of counseling services, implementation of the degree audit system, improvement in vocational education counseling, identification of staffing needs, and redesign of student orientation programs. [170; 283]

Technology has played a major role in providing access to information, to services, and to online courses regardless of where the student resides or which campus/center he/she attends. Students can complete an online application for admission and for financial aid. They can also complete various processes, request various documents or update their information using Web Advisor (apply for admission: request report cards, academic transcripts; update name or address; add or drop classes, etc.). The counseling center currently offers an online counseling and FAQ service. The new Title 5 Co-op Grant will increase access by offering a more comprehensive and interactive online counseling component.

Self Evaluation

The college meets this standard element. The Program Review Handbook, Cycle 2005 self study requires qualitative and quantitative analyses including how program student learning outcomes are/will be identified and the assessment process by which student achievement of those outcomes is/will be measured. As with the prior program review report, student satisfaction surveys will be developed, conducted and analyzed as a key component of the quantitative analysis. Student services programs will begin reporting out in spring 2006.

The Accreditation Survey indicates that 74 percent of respondents believe that student support services address the identified needs of students and 80 percent agree that student services contribute to, enhance and support the college's learning environment.

II.B. Student Support Services Planning Agenda

- 2B. 1 The college will develop and implement a plan to extend student services using traditional and technology-based resources, both on-campus and at off-campus sites, including evening and weekend hours.

II.B. Student Support Services Evidence

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

15: ACT College Student Outcomes Survey, Spring 2004

17: Admission Application

18: Admissions and Records: Student Records & Directory Information Sheet

27: Assessment Tests Report 2002-Content Validity Analysis

- 28: Assessment Tests Report 2002-Disproportionate Impact Study
- 30: Associated Student Body (ASB) Constitution and By-laws
- 39: Career Examiner Publication
- 40: Catalog 2004-2006
- 41: Categorical Program Reports (Matriculation, DSPS, EOP&S)
- 44: Class Schedules, Spring 2005, Summer/Fall 2005
- 69: Counseling Department Meeting Agendas/Minutes
- 70: Counseling Online Request Form
- 88: Dean's Student Advisory Council Membership and Meeting Agendas/Minutes
- 96: Disabled Students Programs and Services Advisory Committee Information
- 99: Diversity Activities Calendar/Fliers
- 103: Employee Survey, Fall 2004
- 104: Enrollment Management Committee Membership and Meeting Agendas/Minutes
- 118: FERPA Information Sheet
- 119: Financial Aid Annual Report (FISAP)
- 122: Flex day Workshop Memos, Schedules and Evaluation Records
- 123: Gear Up Grant and Annual Report
- 128: High School Graduate Reports
- 129: Honors Program Brochures
- 151: Matriculation Plan
- 162: Placement Instruments Handbook: Standard, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (4th Edition, Rev3/01)
- 163: Placement Score Advisory Chart
- 170: Program Review Report -- Counseling
- 183: RC (NC) Journal of Literature and Art, 2005
- 208: RC Strategic Plan 2002-2005
- 210: RC Strategic Plan Progress Reports
- 222: SCCC Board of Trustees Policies & Administrative Regulations: 5000 - 5530
- 237: SCCC Strategic Plan 2004-07, "A Vision for Success"
- 239: SCCC Student Consent to Disclosure of Educational Records Form
- 241: Scholarship Applications
- 247: Student Activities & Events List/Sample Flyers
- 249: Student Equity Plan
- 250: Student Handbook (English and Spanish versions)
- 252: Student Organizations List
- 253: Student Services Coordinating Council Meeting Agendas/Minutes
- 254: Student Services Planning Meeting Agendas/Minutes
- 255: Student-Athlete (SARP) Handbook
- 257: Symmetry 2005
- 261: Title 5 Cooperative Grant
- 262: Title 5 Grant
- 267: Transfer Agreements (Samples)
- 268: Transfer Rates Chart, 1999-2000 to 2003-2004
- 272: Upward Bound Grant and Annual Report

- 276: Workforce Development/CalWORKS Task Force Membership and Meeting Agendas/Minutes
- 282: Chant Editions
- 283: New Student Orientation Materials
- 284: Publications/Recruitment/Financial Aid/Application in Spanish
- 285: SARP Graduate Report
- 286: Service Hours (Sample)
- 287: Students in Free Enterprise (SIFE) Flyers
- 288: Students in Free Enterprise Program of Work

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The Reedley College library and its learning resource centers provide library, tutorial and computer services for students at Reedley, Clovis, Madera, Oakhurst and community campus locations. The main library is housed on the Reedley campus and two small resource centers are located at the Clovis and Madera Centers. The Reedley College library houses a collection of 40,000 volumes; Clovis has 950 and Madera has 1314. Combined, the library and learning resource centers also subscribe to a variety of periodicals and several local and national newspaper subscriptions. The main library subscribes to 10 online databases that are available to students at all locations; most are available remotely to off-campus students 7 days a week, 24 hours a day. Included in these databases is a subscription to NetLibrary which allows students, on campus and remotely, access to over 7,000 online books. The

Reedley campus opened a remodeled and expanded library and learning resource center in fall 2005. This new resource center will relocate and expand the tutorial center, expand the library and create an 80-station computer lab to replace the current smaller lab. This lab also includes four disabled student services computers loaded with specific software and equipment recommended by Disabled Students Programs & Services. Computers in the lab are loaded with software that includes word processing, spreadsheet, and database with access to e-mail, and internet and software to support instructional programs. The Madera and Clovis Learning Resource Centers also have attached computer labs which have a combined total of 40 student computers. Tutorial services are available at Reedley by appointment and on a drop-in basis. Limited tutorial services are available at Clovis and Madera by appointment. [204, 55, 147, 139, 141, 155, 203]

Faculty librarians select and maintain library learning resources including print books and periodicals and online databases. Reedley College librarians and staff at all locations actively seek faculty recommendations for materials. Librarians worked with several departments including ESL and Child Development to purchase library materials for projects and programs. In response to the 2005 Accreditation survey results librarians created a Faculty Book Selection Project for the spring 2005 semester. The library designated \$750 for each of the nine departments for faculty materials selection. During the fall semester 2005 \$250 was designated for each new faculty member to make purchase recommendations (print books, audio books, or closed captioned video/DVD). Library Staff at the North Centers resource centers have researched and created a faculty library advisory committee to help North Center library staff in materials selection. Librarians use selection tools such as professional library journals, catalogs, online sources and faculty recommendations to select library resources. [196, 198, 199, 184, 280]

Computer equipment and software is selected and maintained by on-campus computer services. Educational equipment is purchased with recommendations from faculty. Computer services are responsible for installing hardware and software and maintaining equipment on the campuses. All Reedley library and lab computers and equipment will be replaced by fall 2005. New equipment was selected by computer services with instructional input.

Self-Evaluation

The college meets this standard element. In spring 2004 the Reedley College Library and Learning Resources underwent their program review. The library completed a self-study, administered student and faculty questionnaires and made several recommendations on the future of the library. The survey asked students and faculty to rate learning resources and support services at Reedley, Clovis and Madera. Over 90 percent of students stated that they understood library services and felt comfortable asking for help; 65.3 percent of students stated that the book collection meets or exceeded their expectations; and 61.6 percent of students said the online databases meet or exceeded their expectations. The library program review similarly acknowledged that the print collection at each site needed to be increased and updated. In the comments section, students noted the need for expansion of the North Center resources especially in print materials. Since that time the North Centers spent nearly \$45,000 on print materials. The library strives to increase faculty and student's knowledge of

online databases so as to increase student satisfaction with library database offerings. The college annually spends over \$60,000 to purchase data bases and other electronic media. [141]

The Reedley College Accreditation survey showed that 42 percent of the respondents agreed, 27 percent disagreed and 30 percent did not know nor had no opinion that the library's books, periodicals, media, electronic databases, and other resources are adequate to meet the needs of students and instructors. The survey comments spoke to the inadequacies of the print collections at each site as well as noting that the expansion of the Reedley campus library will rectify the situation. It was also noted that as the Madera Center continues to grow and as the Clovis Center construction commences at the new Willow and International, the libraries at those two locations will also expand. In response to this data North Center administrators have designated funding to improve the number of print resources at Clovis and Madera. The Reedley campus has also increased funding to expand the print resources. In addition, a key policy shift occurred that has created a budget account for late and replacement book fees that is used specifically to purchase replacement books. [103 #27, 173, 138]

The Reedley College Accreditation survey showed that 67 percent of the respondents agreed, 15 percent disagreed and 18 percent did not know nor had no opinion whether information on available services on campus (i.e., tutoring, computer labs, library services, etc.) is widely available to students. There were 8 narrative comments that indicated that some degree of improvement was needed regarding informing students of the available services on campus. There was one comment that indicated faculty needed to do a better job at disseminating information in the classroom. The library program review also revealed a need to improve cooperation and communication between the library and faculty, especially part-time faculty. The program review survey also showed that the library also needs to expand students and faculty knowledge of library services. The library staff is using the opening of the expanded and remodeled library in fall 2005 to advertise services to the Reedley College community.

The primary recommendation made in the library and learning resources program review was the need for a faculty librarian at the North Centers to coordinate library services and materials selections at those sites. A faculty librarian has been listed on the North Center staffing plan. This position is dependant on available budget and faculty prioritization. Until such time as there is a North Centers librarian, the Reedley campus librarians and staff work cooperatively with the North Centers staff. As an example, the Reedley College library services assistant in the summer of 2005 worked with the North Centers personnel to automate the print collections at Clovis and Madera.

The Reedley College Accreditation survey showed that 74 percent of faculty and staff agreed that student support services including tutorial center address the identified needs of students. The lack of tutorial services at the North Centers was commented on by respondents. This problem will be addressed with the Cooperative Title 5 grant awarded to Reedley and Fresno City Colleges to expand extended learning services to students at each of the main campuses and the centers as well as online. [261]

b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The Reedley College Library and Learning Resources do not currently have a formal information competency program. Information competency instruction is done by librarians through class tours and individual library instruction during reference questions. During library tours librarians instruct students in the types of library services, online and print resources and the difference between popular and scholarly materials. The Library and Learning Resources also offer instructional handouts in researching and citing resources. Many of these handouts are available online. There is a library and computer skills class under the designation LITEC 258. It is an independent study course that includes a library tour, instruction on library databases and e-books and student use of the library computer lab. A new ad-hoc committee was formed in fall 2004 to look at the information competency needs of Reedley College students and to discuss the possible creation of an information competency graduation requirement. [142, 145, 131]

The library is working with English as a Second Language instructors to create a learning community between an ESL writing class (ESL 265) and the LITEC 258 class, which would be designed as an information competency class. The library is also working on creating bibliographic instruction and information competency workshops to be offered in the Reedley College library's new bibliographic instruction lab.

Self-Evaluation

The college meets this standard element. The library staff instruct students utilizing the library on how to effectively access information. The library subscribes to 14 databases that are selected to provide both general and subject-matter specific information to students both while at the library and from remote locations. The library program review survey showed a need for students and faculty to be made aware of library databases and e-books. Since the survey was conducted, the library website has been updated, the librarians have presented at adjunct, new faculty orientations and at opening day sessions. [141, 176, 16, 112, 100]

The Reedley College Accreditation survey showed that 50 percent of the respondents agreed, 11 percent disagreed and 39 percent did not know nor had no opinion that the college provides ongoing training for users of library and other learning support services to develop information competency. The survey respondent's comments suggested that training opportunities would be expanded once the library addition was completed. The remodeled library and learning resource center has a 30-station computer lab designated for library instruction. [103 # 26]

The lack of an information competency instructional component at Reedley has been a topic of discussion at the curriculum committee and an information competency open forum was held. As a result of this forum an ad-hoc committee was formed under the direction of the Dean of Instruction. A librarian serves on this committee.

c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The library at Reedley is open 60 hours a week including Saturday morning. Clovis is open 56 hours and Madera 54 hours. At Reedley librarians are on duty all open hours to provide reference service to students. Librarians at Reedley take reference questions over the phone and are looking into a digital reference option for students.

The library is committed to providing library services to all students regardless of location or means of delivery. The small resource collections at Clovis and Madera have been automated and converted to the Library of Congress system. All print library books at Reedley, Clovis and Madera are searchable through the library's online catalog which is available 24 hours a day through the library website. The Reedley College library catalog which includes holdings from Reedley, Madera and Clovis was combined with the catalog of Fresno City College to create a comprehensive State Center Community College District catalog that will be available online. Students are able to search district resources and have them delivered to any district location. This project was completed during summer 2005. [281]

The library is committed to providing quality online resources to students on and off campus. The Reedley College library provides online databases for its center sites. All databases are available at Reedley, Madera, Clovis and Oakhurst. Students have access to these databases remotely with usernames and passwords available through the library. The Reedley library will be purchasing Remote Authentication software to expand and standardize access for students to these databases.

In an effort to provide monographs to remote students, the Reedley College Library purchased over 7,000 e-books through net-library. These online monographs are available remotely to students after they have signed up for a username and password on campus. The library continues to expand this e-book collection each year. E-books are searchable through the library's online catalog.

Tutorial services are available at Reedley, Madera, and Clovis. Tutorial services will be expanded at the North Centers due to a Title 5 Cooperative grant that will expand the services of the Reedley College writing center to the North Centers and add a reading-across-the-curriculum component at all locations. The grant will also provide tutorial services online for all students. [261]

Print materials and online resources are available to all staff in the same manner in which they are provided to students as described above. In addition, the staff at the Instructional Resource Center (IRC) is available to instruct faculty on the Reedley campus on issues of technology. Instruction is given through individual and small group instruction. Over the past

year workshop topics have included Microsoft Outlook, Building PowerPoint and Blackboard. [201]

Self-Evaluation

The college meets this standard element. The Reedley College library provides access to students and staff to library services at the main campus and its center at Clovis and Madera. The library's commitment to provide all students access to library resources is evidenced in its purchasing of online databases and e-books as well as print materials. The library has increased the remote availability of databases with a remote authentication program connected to the library's Horizon circulation system. The library's program review showed that students and faculty are satisfied with the number of databases and e-books but many have not used or were not aware of these online resources. Librarians have communicated the resources available but need to create a formal plan to advertise these online resources to student and faculty. The lack of a digital reference service was noted in the recent library program review. The librarians at Reedley have begun researching effective methods of delivering online reference services to students. Until then, remote students can call the library or the North Centers for reference services.

d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

All print library materials at the Reedley College library are equipped with 3M security strips that protect book from leaving the library without being checked out. All public doors are equipped with security gates. The Madera center is installing Radio Frequency Identification (RFID) for material security. The Clovis resource center will install RFID at their new resource center at the Willow/International site. All fire doors in the main library are alarmed and there is on campus district police for security.

There is a network system for access to computer resources for students and employees. Employees have individual log ons but students do not. Computer maintenance is done by on-campus computer services. There is an online help form to request computer services and maintenance.

Maintenance at all locations is done through the campus maintenance department.

Self-Evaluation

The college meets this standard element. The 3M system at Reedley is adequate for protection of library resources. The remodeled library will expand the number of security gates in the library. The North Centers lack of a security system noted in the library Program Review has been addressed at Madera with the purchase of the Checkmate RFID system. The security issue at Clovis will be addressed in the new construction of the Willow/International Site.

On campus police and maintenance services provide quick and effective response to security and maintenance issues.

Many of the current maintenance issues of the old building have been remedied by the remodeling of the library.

e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The Reedley College library and its learning resource centers do not contract with any other libraries for services. As previously described, there is an informal agreement between Reedley College and Fresno City College that allows students at all campuses equal access to district resources. This agreement is facilitated by the State Center Community College District Online Catalog which includes bibliographic data from all locations and has a mechanism installed that allows requests to be placed for materials at any location.

Self-Evaluation

The college meets this standard element. The Library program review noted the need to increase cooperation between the libraries at Reedley and Fresno City Colleges. A district database committee was formed with personnel from Clovis, Madera, Fresno City, and Reedley. It was the decision of this committee to create the District Online catalog. Library Service assistants at each location will be meeting in August 2005 to discuss Inter-Library Loan services for students. [233]

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Library and Learning Resources and Tutorial Services are formally reviewed every six years. The library reported in 2004; the Tutorial Center in 2000. The program review process for both programs included a self-evaluation, survey of students and faculty served and a formal presentation to the Program Review Committee. Program recommendations were then sent to the college's Strategic Planning Council. The program reviews included services to students and personnel at Reedley, Clovis, Madera, Oakhurst, and Community Campus sites. [173, 174]

The library and tutorial centers also regularly evaluate their services. Library staff reviews the currency and number of resources. They consult with faculty on special assignments or the needs of learning communities or new programs.

Both the tutorial center and library keep extensive statistics on services and the number of students served. The library reports these numbers to both state library and the state chancellor's office each year. [140]

Self Evaluation

The college meets this standard element. The formal program review process allows staff at the library and tutorial center a chance to review its resources, staffing, materials and technology needs. This process gives programs a chance at self-reflection to see how it serves its students. The program review recommendations are used to guide the future of the program and how it will increase the effectiveness of its services to students.

Library Program Review recommendations included automation of North Center collections and conversion to Library of Congress, creation of a comprehensive web based catalogue and the promotion of resource sharing with Fresno City College. These goals have been completed with the work of the District Database Committee, the creation of the SCCCD Online Catalog and the automation and conversion of the North Centers print collections.

The Program Review Handbook, 2005 - 2010 requires programs to create and/or enhance student learning outcomes and an assessment strategy for student achievement of those outcomes. The library and learning resources staff will be developing student learning outcomes and an assessment strategy as part of this process which commences fall 2008. The library also needs to create student learning outcomes for its library workshops.

Standard II.C. Library and Learning Support Services Planning Agenda

2C. 1 The ad-hoc information competency committee will continue to meet to access the information competency needs of students and faculty. [II.A.1.b.]

Standard II.C. Library and Learning Support Services Evidence

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

16: Adjunct Faculty Orientation Workshop PowerPoint and Evaluation
55: Clovis Center Library Handbook
100: Duty Day (Opening Session) Agendas
103: Employee Survey, Fall 2004
112: Faculty Orientation Agendas
131: Information Competency Meeting Information
138: Library and Learning Resources Survey/Results
139: Library and Learning Resources Web Pages
140: Library and Tutorial Data Reports
141: Library Database Handout
142: Library Handouts and PowerPoint (Researching and Citing Resources)
145: LITEC Curriculum

- 147: Madera Center Library Handbook
- 155: Net Library Handout
- 173: Program Review Report -- Library and Learning Resources
- 174: Program Review Report -- Tutorial Services
- 176: Program Review Survey (Spring 2004)
- 184: RC (NC) Library Advisory Council Membership and Meeting Agendas/Minutes
- 196: RC Child Development Mini-Grant Proposal, SCCC Foundation
- 198: RC ESL Mini-Grant Proposal, SCCC Foundation
- 199: RC Faculty Book Selection Project - Recommendation Form and Summary Report
- 201: RC IRC List of Equipment/Software/Print Resources
- 203: RC Library and Learning Resources New Addition and Remodeling Plan
- 204: RC Library Handbook
- 233: SCCC Library Database Committee Information
- 261: Title 5 Cooperative Grant
- 280: Library New Faculty Letter
- 281: Library Presentation, Board of Trustees

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals, and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty members play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The State Center Community District (SCCCD) hires three types of personnel—faculty, classified professionals, and management. There are Board Policies and Administrative Regulations that describe the hiring of each of the three groups. In general, staffing decisions are made on the basis of the recommendations resulting from the program review process in context of strategic planning and budget analysis.

The hiring of all staff is coordinated by the SCCC Human Resources office which is overseen by the associate vice chancellor, Human Resources. The district clearly and publicly states criteria and minimum qualifications for job opportunities in announcements that are widely distributed and posted on the Internet. Job announcements are published in

The Fresno Bee, the dominant newspaper in the central San Joaquin Valley. Recruitment ads are also placed in the Chronicle of Higher Education. The California Community Colleges Registry is used for direct mailings to job seekers listed in the Registry's computer database.

In addition to using the Internet (<http://www.sccd.com/employment/>), SCCCDC uses a number of specialty publications to solicit job applications from minority communities. For example, the Human Resource Department places job announcements in Hispanic Outlook, Hispanic Hot Line, Asian Pacific News, Community College Times, Women in Higher Education, and Black Careers Now. Finally, Reedley College and the district normally send representatives to the statewide California Community College Job Fairs twice a year.

In early fall, the district office determines the number of any new faculty positions for Reedley College for the subsequent academic year. This is added to any openings that are due to retirement, transfer, or resignation. The process by which faculty positions are filled and created begins with the completion of the Faculty Staff Request form which includes description of and rationale for the position. The rationale has 12 categories including relationship to the SCCCDC and Reedley College Strategic Plans, program review recommendations and enrollment trends. In late fall, during their regular meetings, the Reedley College department chairs discuss each of the requests and develop a prioritized list which is presented to the dean of instruction. The dean of instruction meets with the associate deans of instruction and, taking into consideration the department chairs' recommendations, develops a prioritized list which is then forwarded to the college president. The president has the final decision on which faculty positions will be filled. These positions are identified to the district office via the Academic Hiring Requisition form which is signed by the associate dean, dean of instruction/student services, business manager and the president. Upon approval by the district associate vice chancellor, Human Resources, the recruitment process commences. [115, 93, 92,114, 7]

The procedure for hiring full-time faculty is detailed in a document entitled "Procedures for Recruitment and Employment of College Faculty." This document specifically addresses position identification/approval; job descriptions; search procedures; applicant screening, and selection and interview processes; notification of candidates and equivalencies. Job announcements for faculty positions include a detailed job description listing minimum qualifications, desirable qualifications, and essential functions of the position. The starting salary range, fringe benefits, application procedures, required documents, and filing deadline are also included in the faculty job announcements. [223 AR 4100, 1]

The Minimum Qualifications for Faculty and Administrators in California Community Colleges govern the hiring of full-time and part-time faculty and administrators. Verification of degrees and any corresponding experience is done by the district. If the applicant does not meet the minimum qualifications, a form entitled "Petition for Equivalency" which allows applicants to list course and work experience which they believe entitles them to claim equivalent mastery of the discipline must be completed. The Academic Senate is responsible for reviewing the equivalency applications for full- and part-time faculty. [161]

The hiring of adjunct faculty is a slightly different process. All applicants complete the Academic Employment Application and corresponding supporting materials necessary for employment. The campus is responsible for collecting and verifying that applications are complete prior to sending to the district office. Generally, a pre-screened pool of applicants who have been interviewed by full-time faculty is developed so that as teaching opportunities arise, there is qualified adjunct faculty available to teach courses. The first time that an adjunct faculty member is assigned courses to teach, the completed application packet is sent to the district office.

SCCCD is a Merit System District. The hiring of classified professionals is coordinated by a classified personnel director who reports to the three-member SCCC Personnel Commission. The Personnel Commission is composed of three individuals who must be registered voters, reside inside the State Center Community College District, and be “known adherents to the principle of the Merit System. One member of the commission is appointed by the SCCC Board of Trustees; one member, nominated by the classified employees, is also appointed by the Board of Trustees, and the third member is appointed by the other two members. The Personnel Commission follows the Education Code guidelines for a Merit District (<http://www.sccd.com/commission/rules.asp>). New and revised job classifications are first approved by the Personnel Commission and then by the SCCC Board of Trustees and are maintained by the Office of Classified Personnel (<http://www.sccd.com/commission/classifications.html>). The Office of Classified Personnel also maintains the eligibility list, the status of all classified positions and the recruitment summary report (<http://www.sccd.com/employment/>). [223 BP 8210]

The process by which classified professional positions are filled and created begins with the completion of the Classified Staffing Justification/Request form which includes description of and rationale for the position. The rationale has seven categories including relationship to the SCCC and Reedley College Strategic Plans, program review recommendations and new program/service or growth. This form is signed by the area manager/association dean, dean of instruction/student services/business and the president. [52]

Policies and procedures for hiring of classified professionals are documented in SCCC Board Policy and Administrative Regulations and SCCC Personnel Commission rules. The office of the personnel director receives application materials from candidates and verifies degrees and certificates and minimum qualifications, conducts tests as required by specific job descriptions, and screens and interviews candidates in order to establish an eligibility pool. In-house employees are given an opportunity to request lateral transfers and are also granted interviews for promotional opportunities for which they are qualified. The personnel director forwards candidates from the eligibility pool for interview to the position’s supervisor and other interview panel members as determined by the program area. Experience and references are verified by the program area that interviews the candidates. The formal offer of employment is extended by the office of the personnel director. Employment is approved first by the Personnel Commission and then by the Board of Trustees. [223 BP 4200, 4210, 4211, 4212.2, 4214]

The hiring of administrative positions is coordinated by the human resources office with significant input from the college community in terms of minimum qualifications, selection criteria, and duties and responsibilities. The chancellor must approve all requests to fill administrative vacancies. The district human resources office, in conjunction with the chancellor and the president and or vice chancellor prepare a position announcement for mailing which includes the essential functions of the position, minimum and desirable qualifications, description of the college and surrounding community and the application/selection procedure. The entire application process which includes job announcement approval, process for selecting the screening committee, role of Equal Employment, selection of interview pool, recommendation of final candidates, and board of trustees approval is described on the district web site. [216, 206, 190]

Self Evaluation

By complying with the stated hiring standards, the district and the college meets this standard element. The district hires qualified faculty, administrators and staff who are selected according to Board Policies, Administrative Regulations and the Education Code guidelines for a Merit System District.

Job Announcements for faculty and administrators clearly reflect the college's mission and philosophy statements. Job descriptions emphasize teaching experience, application of current learning practices including student learning outcomes and assessment, and ability to interact effectively with the diversity of the population. The mission statement stresses providing students with high quality learning opportunities in an atmosphere of that celebrates a diverse, global community. Job announcements clearly describe the essential functions of the position, the minimum degrees and/or occupational experience as well as the desirable qualifications as well as fully detailing the selection procedure. [1]

The appointment of faculty to serve on faculty selection committees is made mutually by the president and/or vice chancellor and the academic senate president. The committee consists of five to eight individuals the majority of whom are discipline-appropriate faculty. During spring 2005, all of the faculty hiring committees were conducted in accordance with the procedures as detailed in board policy. [223 BP 4100(a) – (i)]

Results of the Employee Survey indicate that most of the respondents, over 81 percent, believe that the criteria for hiring faculty include knowledge of subject matter/service area, teaching ability, and the potential to contribute to the mission. A very small percentage was concerned with a possible prioritization of these criteria, noting a lack of consideration of the overall college mission when hiring. [103 #14]

SCCCD is one of six merit districts in the California Community College System. In 2001 the district reviewed the part-time classified professional employment practices as they relate to merit district regulations. Subsequently, the district revised their employment practice of utilizing temporary "extra help" employees and developed a transition process to occur over a three-year period which commenced in fiscal year 2002. The transition process is used as a basis for identifying and filling positions on either a full-time permanent or part-time permanent basis. The resulting transition in employment policies and procedures and some

budget constraints have led to some delays in the hiring of classified professionals to fill the vacancies within the three-year period. The Human Resources office is currently supervising the office of the classified personnel director staff and as a result those delays have been minimized. A list of personnel requisitions received to fill vacancies has been developed (<http://www.scccd.com/employment/>). The college also revises the classified staffing needs on an annual basis. The district has committed to the transition process and will continue to fill vacancies to the extent that funding can be made available. [220; 22 p. 6 and 7; 53, 2]

Additional results indicate that roughly 70 percent of the respondents believe that the criteria, qualifications, and procedures for hiring employees are clearly stated and followed. Eighteen percent of the respondents disagree with the statement indicating that although procedures are clearly stated they are not being followed. Therefore, the hiring process will be carefully examined to ensure clarity. During the spring 2004 semester, the associate vice chancellor, Human Resources began to conduct mandatory hiring practices workshop for all those sitting on hiring committees. This new practice should provide additional clarity. For instance, hiring committees make recommendations, ultimately it is the Board of Trustees who makes the final decision which may or may not be the committee's recommendations. [103 #28]

b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluation are formal, timely, and documented.

Descriptive Summary

For the types of personnel employed by SCCCD, Board Policies, Administrative Regulations and contract language have been crafted to describe the evaluation protocols for each of the groups.

The evaluation processes of full-time (contract and tenured) and adjunct faculty are described in the agreements between the State Center Federation of Teachers and SCCCD. The Table of Contents in the board policy series 4100 references the agreement in the certificated section of the policies and regulations. All of the forms used in the evaluation process are based on the evaluation procedures and criteria contained in the faculty agreements. Modifications to the forms are approved by both the Academic Senate and the State Center Federation of Teachers. Records are kept in the president's office. [219 Art. XIII § 1 and 2; 218 Art. XII § 1; 259]

Contract faculty are evaluated every fall during their first four years of employment. The evaluation committee consists of two peer evaluators and the immediate supervisor. Tenured faculty are evaluated every three years. The evaluation team consists of a peer reviewer and the immediate supervisor. The evaluation process for both contract and tenured faculty includes self-evaluation, classroom visitations and observations, student input and peer and supervisor evaluations.

The evaluation process for classified professionals is described in the agreement between SCCC and the California School Employees Association (CSEA) Chapter #379 and in Board Policy. The classified professional evaluation process is initiated by the Human Resources office which distributes and collects the Employee Evaluation Forms for classified personnel. Classified professionals are rated on at least 23 factors relating to the employee's performance of the duties and responsibilities described in the board-approved job description. The evaluation also includes written identification of strengths, deficiencies, areas needing improvement, progress achieved since the last evaluation and goals. Probationary classified professionals are evaluated at the end of their second and fifth months of service. Permanent classified professionals are evaluated at least once a year. The records are maintained by the district. [217 Art. 21; 223 AR 4215; 227]

The evaluation processes for classified managers and confidential employees are described in Board Policy. Historically, classified managers have been evaluated on the same form used for classified non-managers plus an additional nine factors. These factors include student contacts, knowledge of work, planning/organizing, and leadership. The records are maintained by the district. Classified managers are evaluated during the third, eighth and eleventh months of the one year probationary period, and once a year for the following three years. Thereafter, evaluations are conducted no less than every two years. [223 BP 4315.3]

The evaluation process for academic management is described in board policy. The policy describes the frequency of evaluations as once a year for the first years of employment and no less than every two years after that. Job performance is based on how well the employee is performing the duties and responsibilities contained in the board-approved job description. The immediate supervisor completes the evaluation with review by the next higher level of administration. The employee being evaluated has the opportunity to review and provide written comment. [223 BP 4315(a)]

The evaluation of the associate deans of instruction has three components – Performance Evaluation Survey, Self-Evaluation, and Summary Report. The associate dean selects six to ten staff members to complete the quantitative and qualitative survey to include department chairs, faculty, student services, classified staff, and one other manager. The Self-Evaluation includes comments on any major accomplishments since the last evaluation or since hired; strengths and challenges in the areas covered in the Performance Evaluation Survey and in the duties and responsibilities of the position (course scheduling, monitoring enrollments, program/department leadership and coordination, faculty and staff evaluation, budget development and monitoring, etc.); and goals for the upcoming year(s). The intent is to highlight accomplishments, strengths and areas where improvement is possible. The Summary Report is written by the dean of instruction and includes an analysis of the summarized survey findings and comments, the self evaluation, and his/her own performance appraisal. [194, 195]

Self Evaluation

The college meets this standard element. At the beginning of each fall semester, the Office of Instruction coordinates a workshop for all contract faculty and their evaluation committee members to review the contract employee evaluation process. Full-time and adjunct faculty

are being evaluated in accordance with contract language. The administration at Reedley College and the North Centers has devised spreadsheets to monitor this process, and with the assistance of full-time discipline faculty, has managed to evaluate most of the adjunct faculty in a timely manner. This tracking mechanism has helped the college evaluate approximately 91 percent of part-time faculty within contract parameters, 100% of contract faculty and 91 percent of tenured faculty. This tracking mechanism ‘flags’ those tenured and adjunct faculty members who have not been evaluated according to their respective contract timelines.

The district is responsible for sending out the Classified Employee Evaluation form. Since the district Human Resources office has begun supervising the classified personnel office staff, the evaluations have been sent to managers in a more timely fashion and in adherence to the agreement language.

The vast majority (over 70 percent) of the respondents to the college Employee Survey believe that job performance evaluations are conducted regularly and systematically in an equitable and fair manner. Many of the negative comments have been addressed either with the tracking of faculty evaluations or with the change in management of the office of classified personnel staff. [103 #37 and 38]

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those outcomes.

Descriptive Summary

Reedley College faculty is involved in creating and assessing Student Learning Outcomes as a part of the ongoing process to improve the education of our students. As each department has completed the first cycle of program review, it has been required to put into place Student Learning Outcomes as part of its curriculum, program descriptions and course outlines. This process will be completed in the next few years. The second cycle of program review added as one of its purposes to focus on evidence of student learning and program performance and will include identification and assessment of program-level student learning outcomes.

The full-time faculty contract addresses Student Learning Outcomes. According to the contract, the evaluation of faculty includes, “Responsive to the educational needs of students by exhibiting sensitivity to student goals and aspirations” and “Evaluation of student progress in keeping with the course objectives and institutionally adopted course outlines.” The classroom observation form includes the question “Teaches course in compliance with syllabus and course outline” and the student questionnaire of faculty evaluation includes the question, “The instructor met the stated objectives of the course.” [219 Art. XIII § 1.E. 1.a and 3.h; 111; 116]

In the self evaluation component of the evaluation process, faculty must address in writing: “Evidence of course objectives being met through evaluation of student work that measures those objectives, through tests and examination, written assignments, oral response, etc.” and

“Evaluation of student progress in keeping with course objectives and institutionally adopted course outlines.” [117 # 14 and 16]

Self Evaluation

The college meets this standard element. The second cycle of program review incorporates the identification and assessment of program-level student learning outcomes. This is adding to the requirements of the first cycle of program review which included the analysis of enrollment and demographic trends; retention, success and persistence rates; and the grade/mark analysis report. The process of rewriting course outlines and program descriptions through the mechanism of program review has afforded and will continue to afford the college the opportunity to develop and assess student learning outcomes.

The faculty evaluation process includes a written summary by the supervisor that incorporates all the elements of the process—classroom visitations, student questionnaires, self evaluation, review of prior evaluation recommendations, and anything else relative to the evaluation process. Beginning in the fall 2004 and expanding the practice in spring 2005, the supervisor has included a written analysis of the course outline and syllabi in the summary report. Recommendations can be based on this analysis.

The 2004-05 Reedley College Faculty Handbook includes a Course Syllabus Section. The syllabus checklist in this section includes course objectives and learning outcomes. The fall 2005 opening day faculty meeting included a discussion of the elements of the course syllabus with emphasis on the relationship between the course outline and the syllabus particularly in the area of student learning outcomes. [200]

The Classified Employee Evaluation form does not specifically address student learning outcomes. The 23 factors contained on the form are evaluated in accordance with the job description which may include factors associated with the support of student learning.

The results of the collegewide employee survey indicate that the college is unclear as to how student learning outcomes should be considered in the evaluation of faculty and staff. Approximately 40 percent believes that the college is evaluating faculty and staff on how effective they are in producing student learning outcomes. The same percentage has no opinion or does not know. As the college continues to infuse student learning outcomes in all program and service areas, the expectations for staff will increase and will ultimately be more reflected in the evaluation process. [103 #29]

d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

SCCCD has in place professional ethics. One of the outcomes of the district strategic planning process the SCCC Mission, Vision, and Core Values was revised and now includes as one of the values ‘integrity’. [223 BP 1200, 237]

The Board of Trustees Codes of Ethics/Standards of Practice statement was adopted on June 22, 1993 and revised on November 4, 2003. The Personnel Commission Code of Ethics was adopted by the SCCC Board of Trustees on October 10, 1979. The full-time faculty agreement between the SCCC and the State Center Federation of Teachers includes under the evaluation of faculty “Maintenance of ethical standards in accordance with American Association of University Professors (AAUP) ethical standards statement” and “Demonstrates commitment to the profession (Code of Ethics).” The part-time faculty agreement between the SCCC and the State Center Federation of Teachers includes under the evaluation of faculty “Maintenance of ethical standards. The Classified Senate is currently developing a Classified Professionals Handbook. The development of a classified professionals’ code of ethics is being considered by the Classified Senate for inclusion in the handbook. The Administrator Code of Ethics statement was adopted by the Board of Trustees on October 5, 2004. In addition, all administrators annually verify and sign a Statement of Economic Interests. [223 BP 9019, 2715, 8000 (E.2.b. and E.2.d) B.3, 3150; 49; 246]

Self Evaluation

Reedley College and SCCC meet this standard element by upholding the written codes of professional ethics for all of its personnel—faculty, classified professionals, and administrators—and for those working on behalf of the district—the Board of Trustees and the Personnel Commission.

The majority (over 74 percent) of the respondents to the Employee Survey believe that the college promotes high ethical standards for faculty, staff, and students. Those that disagreed with the statement (6 percent) stated that they agreed for faculty and staff, but not for students. [103 #36]

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

The college and centers oversee staffing needs through a collegial governance model that accounts for input of all faculty, staff and administrators through the college planning and decision-making process. Priorities are determined based on this input. The table below compares Reedley College with other colleges of similar Credit FTES which are likewise part of a multi-campus district. These data indicate that Reedley College has comparable numbers of faculty, staff, and administrators.

College	District	Credit FTES *	Tenure Faculty*	Adjunct Faculty *	Admin. *	Classified Admin., Prof., Support **
Reedley	State Center	3,769	124	185	10	Not Reported
San Diego City	San Diego	3,877	159	391	13	165
Laney	Peralta	3,932	117	320	9	104
Los Medanos	Contra Costa	3,538	106	217	9	106
Evergreen	San Jose-Evergreen	3,248	116	181	8	162
Skyline	San Mateo	3,213	127	224	14	132
Mean of comparable colleges			125	253	10	134
*Fall 2002 CCCCCO Datamart; **Fall 2001 CCCCCO Datamart						

The table below compares the Reedley College percentage of employees in each category with the statewide percentages. These data indicates that Reedley College has comparable percentages of administrators and classified staff, higher percentages of tenure faculty and lower percentages of adjunct faculty.

	Tenure Faculty *	Adjunct Faculty *	Administrators *	Classified Admin., Prof., Support *
Reedley College	27.4%	40.8%	2.2%	29.6% **
State-Wide	20.7%	46.1%	2.3%	30.9%
* Fall 2002 CCCCCO Datamart; ** Since no data was provided in this category, used the average from table above				

As noted in the table above, compared with the state average Reedley College has a higher percentage of tenure faculty employees than the state average. At Reedley College 9 percent

of the faculty hold a doctorate, 86 percent hold master's degrees, and the remaining 5 percent hold a bachelor's or associate degree. Reedley College is in the process of hiring 12 new faculty. Of these, three are replacements for previously unfilled positions, and nine are replacements for faculty who are retiring or otherwise leaving this academic year. The college is not, however, simply replacing instructors in the same discipline that is vacant. Rather, faculty and administration, looking at FTES and program needs have hired some faculty in different disciplines than those vacated. For example, the college has determined that it is necessary, based on FTES growth and programmatic needs, to hire an additional math instructor instead of filling a retirement in criminal justice. The criteria, qualifications and procedures for the selection and hiring of full-time and adjunct faculty are included in Standard III, section A.1.a.

The college currently employs ten administrators. Of these, 50 percent hold doctorates and 50 percent hold a master's degree. The president of the college and the vice chancellor of the North Centers each have over 25 years in administrative experience. The criteria, qualifications and procedures for the selection and hiring of administrators is included in Standard III, section A.1.a.

Currently, there are approximately 176 classified employees including classified management, professionals, and support staff. The criteria, qualifications and procedures for the selection and hiring of classified professionals is included in Standard III, section A.1.a.

Self Evaluation

The college meets this standard element. Reedley College has a sufficient number of faculty, staff, and administrators with appropriate preparation and experience to provide the programs and services necessary to support the institution's mission and purposes. The two tables in the Descriptive Summary indicate that compared to similar institutions Reedley College has comparable numbers of full-time faculty, staff, and classified professionals, and that both the numbers and percentage of adjunct faculty as compared to similar colleges and to the statewide average are less at Reedley College.

It appears that the current staffing of classified employees (176) exceeds the fall 2002 figures on which the first two tables were based. This may be due to the expansion of course offerings at both the North Centers and the South Centers and the necessary classified staff to support multiple locations.

The college's continuing enrollment growth will increase the demand for additional faculty and staff. New positions will be added as growth and equalization funds become available.

In response to the question "Student support services at the college have sufficient staff and resources to meet student needs" 30 percent of the respondents to the College Employee Survey agree, while 51 percent disagree. Budgetary constraints, large workloads and lack of bilingual counseling were mentioned as reasons. [103 #18]

In response to the question "the number of technical support staff is sufficient to provide effective service for faculty/staff", 18 percent of respondents to the College Employee

Survey agree, while 66 percent disagree. Respondents believe that there is a need for additional technicians; however, some responded that the number of staff is adequate but the quality of work is insufficient. [103 #58]

During 2000-01, Reedley College developed a three year plan by which 90 day temporary positions were to be transitioned to permanent positions, both part and full time. The college conducted a campuswide discussion which led to the development of a prioritized list of classified positions and the year in which the position was to be filled (year 1, 2 or 3). The transition plan was approved by the SCCC Board of Trustees and implementation began in 2001-02. Years 1 and 2 were in the process of implementation when the state of California suffered a decline in state revenues and community college budgets were reduced. As a result of the decline in resources, implementation of the transition plan was put on hold by the Board of Trustees. The areas most impacted by the delay are student and technology services.

The transition plan, pending final budget approval, is to be reinstated during 2005-06. However, in the ensuing five years since the development of the plan, the classified staff needs of the college have changed. For instance, in fall 2002, the Measure E bond was based which includes building and renovation projects all Reedley College sites. During spring 2005, each division-administrative, instruction, student services-reviewed the transition plan and proposed revisions to the president. The revised, prioritized list was reviewed during summer 2005 and includes new classified positions in student services, technology services, instructional assistance and administrative services (cafeteria, building maintenance, and police services).

In response to the question “the current ratio of full-time to part-time faculty provides for optimum student learning” 17 percent of respondents to the College Employee Survey agree, while 57 percent disagree. Respondents believe that additional full-time instructors are needed and that some disciplines have too many adjunct instructors when a full-time presence is warranted. [103 #40]

The process by which full-time faculty positions are filled begins with the completion of the Faculty and Staff Request form. There are twelve categories including the ratio of full-time to part-time faculty and enrollment trends. In late fall, the Reedley College department chairs, as part of their regular meetings, discuss each of the requests and develop a prioritized list which is ultimately presented to the president. In fall 2004, two separate prioritization processes were conducted. In each of the processes, three positions were prioritized and ultimately approved to be filled that were new positions based on the full-time to part-time faculty ratio combined with growing enrollment. The positions were in the areas of math, reading and composition.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitable and consistently administered.

a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

There are SCCCD Board of Trustees Policies and Administrative Regulations that were developed to ensure fairness in all employment procedures and practices. There are written Nondiscrimination and Equal Employment Opportunity policies. These policies are in accordance with Title 5 of the California Education Code and other applicable laws. Board Policies and Administrative Regulations are available in hard copy at the college and on the district web site (<http://www.scccd.com/trustees/bpar.html>). [223 BP 3410 & 3420 and 4036, 4011.1, 4211.1]

The agreement between the State Center Federation of Teachers and the SCCCD includes provisions for Nondiscrimination; Hours, Workload and Class Size; and Compensation. The agreement between the State Center Federation of Teachers and SCCCD includes provisions for Hours, Workload and Class Size which addresses priority for assignment; and Compensation. The agreement between SCCCD and the CSEA Chapter #379 includes provisions for Recruitment, Transfer, Promotion Eligibility Lists; Transfers – Work Location; Equal Employment Opportunity; Hours of Work; Pay and Allowances; and Layoff/Reduction of Hours/Abolition of Positions. The district publishes and distributes copies of the faculty and classified contracts. [219 Art. XI-A, XII, XVII; 218 Art. XI, XV; 217 Art. 22, 23, 24, 29, 34, 35]

Self Evaluation

The college meets this standard element. SCCCD is an equal opportunity employer and all job announcements contain a statement to that effect. The district has structured its employment procedures to ensure fairness at each stage of the hiring process. The process advocates equal employment opportunities for under represented groups. The policies of the district are clear and Reedley College adheres to them. All managers attend quarterly meetings by the Human Resources office that focus on personnel policies and procedures. [223 AR 4100, 4211, BP 4211; 216; 1]

All personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review. The policies and procedures are developed or revised through the shared governance process and/or the collective bargaining process for faculty and classified staff.

In response to the question “the policies and practices of the college clearly demonstrate commitment to issues of equity and diversity”, 75 percent of respondents to the College Employee Survey agree with 7 percent disagreeing. [103 #30]

b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Full-time certificated faculty official personnel records are kept secure and confidential. Hiring documents are kept and maintained at the SCCCD Office of Human Resources. Official evaluations, job performance related data, directives, and other personal communications are kept and maintained in the offices of the college president or the vice

chancellor of the North Centers. The associate deans keep the part-time certificated faculty files in the respective division offices. These files contain the hiring documents and evaluations. [219 Art. XIII §11]

Official personnel records for classified contract staff are kept secure and confidential at the SCCCD's Human Resources office as per the agreement between SCCCD and the CSEA Chapter #379. [217 Art.21, §C]

Official personnel records for management employees are kept secure and confidential at the SCCCD's Human Resources office in accordance with Board Policy. [223 BP 4313]

Faculty and staff members have the right to examine their individual personnel file at any time mutually convenient to the employee and the district. The unit member may be accompanied by a union representative, if desired, or a union representative may inspect such materials individually at the request of the employee. This is in accordance to their respective contracts. They may request pertinent information or material be added that bears upon their position to their file and/or obtain copies of any material from their file.

The district maintains confidentiality of personnel files which are available for inspection only to management designated employees of the district when necessary in the proper administration of the district's affairs or the supervision of the employee. Those who are allowed to review personnel files when necessary are: college president, deans and associate deans, and an immediate administrator or classified manager.

Self Evaluation

The college meets this standard element. Permanent personnel records are safely kept at the district office for all employees except full-time faculty. The district office ensures that only authorized personnel have access to the files. The college president's office maintains security on full-time faculty files as specified in contract with the exception of hiring documents which are kept at the District Office Human Resources Department. The associate deans' offices maintain security on adjunct faculty files. The employee is given full knowledge of the information contained in the files. The employee is required to sign all evaluations certifying that they have been informed of the content. Employees are given written notification prior to any information of a derogatory nature is placed in their personnel file. The employee has ten work days to review the material and attach any comments relative to the derogatory material. [219 Art. XIII, XIII, §11; 217 Art. 21, § D, E, F, G, H; 223 BP 4313]

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

a. The institution creates and maintains appropriate programs, practices, and services that support the diverse personnel.

b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The mission of the State Center Community College states “State Center Community College District provides quality, innovative, and accessible educational programs and services that enhance student learning and global citizenship.” “State Center Community College District values inclusiveness, excellence, accountability, integrity, and continuous improvement.” SCCCD’s Strategic Plan Goal #3, Diversity, is “The district is committed to the creation of an environment that embraces diversity and reflects the demographics of the service area.” The goal is described as follows, “Creating an environment that values the differences within the human race drives the district’s desire to continually evaluate and achieve a truly diverse population. The result of having a diverse faculty, classified professionals staff, administration and, of course, students is the creation of an environment that allows the district to accurately reflect our culturally diverse state and world .” [237]

The Reedley College Mission Statement consists of three components as follows [40, p. 4]

Commitment

The mission of Reedley College is to offer an accessible, student-centered educational environment which provides high quality, learning opportunities essential in meeting the challenges of a diverse, global community.

Philosophy

At Reedley College, we believe that people’s lives are enriched in an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment. The college furnishes experiences designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment.

Reedley College is committed to maintaining a highly qualified staff of educators and support personnel who reflect the diversity of our unique community. We embrace a flexible attitude toward change and encourage the spirit of innovation.

The goal of the college is to develop each student’s full potential as well as respect for self and others. To this end, the college provides comprehensive curriculum offerings, lifelong learning opportunities, counseling, and educational services.

Vision

Reedley College strives to be a leading educational institution in California’s Central Valley.

“Reedley College seeks to enhance collegiality among staff, and to promote acceptance of diversity in all its campus endeavors and its off-campus outreach,” Reedley College Strategic Plan, Strategic Direction #2, Enhancing the College Climate and Integrating with the Community. Strategic Objective 2.3 states that the college “strives to promote the value of diversity both in and outside the classroom and within the larger community,” and 2.8 states

that the college “will support professional development activities that foster team building and unity among employees. [208, p. 5]

Reedley College has a standing Faculty and Staff Diversity Committee composed of representatives from teaching faculty, counseling, classified staff, academic management and classified management. The purpose of the committee is to ensure hiring compliance in the areas of employment practices, training, in-service programs, and outreach and recruitment activities. A representative from this committee participates in the hiring process. [110]

The associate vice chancellor, human resources reviews employment equity and staff diversity through the submission of federal and state required reports. Information regarding gender, ethnicity, age, salary and work assignment for all categories of employees is reported to the Integrated Postsecondary Education Data System (IPEDS) and is also available at the California Community College Chancellor’s Office Data Mart.

As part of the benefit package, the district provides an Employee Assistance Program (EAP) managed by the Holman Group which is available to the employee and their immediate family members. Initial EAP services are provided at no cost to the employee. If ongoing treatment is recommended, it may be covered under the employee’s health plan. The district electronically disseminates a monthly EAP newsletter. [102]

The college has a comprehensive program of staff development for all employees. These programs and activities include on-campus workshops, training sessions, new employee orientations, conference travel budgets and faculty sabbaticals. The college uses a portion of the Lottery Funds annually to support the expenses associated with staff development. This fund is managed by the Staff Development Committee which is composed of faculty, management and classified representatives. The committee reviews and recommends requests for employee development and training which are forwarded to college president for approval. In addition, Telecommunications and Technology Infrastructure Program (TTIP) and Vocational and Technical Education Act (VTEA) funds are used to support staff development. [90, 243, 22]

The 2003/04 to 2005/06 Agreement between SCCC and State Center Federation of Teachers increased the reassigned time for faculty senates by .75 FTE for a total of 1.50 FTE. The Reedley College Academic Senate identified .20 reassigned time for a new position, Vice President Business. The role of this position is, in collaboration with management, to survey faculty to determine professional development needs; develop flex day activities at Reedley College; coordinate flex day workshop facilities, speakers, equipment, etc.; provide each flex workshop with evaluation forms and attendance rosters; collect and summarize evaluation forms; and provide information to faculty regarding appropriate flex activities, including activities that are ‘in lieu of’ flex day activities. [219 Art. XII §1; 113]

The Classified Professionals Staff Development Committee, funded by the District, provides a cadre of in-service training; workshops and an annual Classified Professionals day-long Mega Conference. [*Conference Agenda & other supporting in-service materials*] The mission of the committee is to “empower Classified Professionals by providing personal and

professional enrichment opportunities” and the vision is that “The Classified Professionals Staff Development Committee believes in strengthening the institution by creating an environment which fosters the development of world-class leaders. These leaders emerge from awareness-creating opportunities, positive reinforcement of effort and efficiency, and acknowledgment of positive contributions that promote the institution. [47, 45]

Leadership State Center is a six-month program (July – December) for classified staff designed to provide information and experiences necessary for career and personal advancement. The mission of the State Center Leadership Program is to maximize the potential of classified managers and potential classified leaders through collaboration, learning, vision, advocacy and action. [<http://www.cp.scccd.com/leadershipprogram>] The Leadership State Center class participates in monthly breakfast meetings focused on leadership, fiscal accountability, technology, and district policies and procedures, which are presented by community and district experts in their fields. [136]

To ensure equal treatment of its staff, students and the communities it serves, the district regularly provides training for its management staff on such topics as: sexual harassment policy; non discrimination policy; investigating complaints; Family and Medical Leave Act, California Family Rights Act, Pregnancy Disability Leave Act, sixty percent rule, evaluations, progressive discipline; and collective bargaining agreements. All of the aforementioned topics have been addressed within in the past three years. [234]

The college, through the Associated Student Body, supports diversity themes for celebration throughout the campus. These events include: Latino Heritage Month (Sept/Oct); Black History Month (Feb), Women’s History (March), Asian Pacific (May), and Cinco de Mayo (May 5). Disabled Student Services conducts a disability awareness fair at the college’s annual Kaleidoscope (March 31, 2005). The foreign language instructors host Latino and French film festivals. Faculty members are encouraged to integrate these diversity events into class schedules and curriculum. As an example, on February 16, 2005 Carl Ray presented a one-man play “A Killing in Choctaw, and two instructors brought their class to experience the event. [247]

The Academic Senate annually selects a nominee for the Regina Stanback-Stroud diversity award. Upon completion of the library renovation, plaques honoring all past and future nominees will be showcased in the entry lobby.

The full-time faculty self-evaluation asks faculty to evaluate their performance on the following statements: (1) Responsiveness to the educational needs of students by exhibiting awareness of and sensitivity to the following: (a) diversity of cultural backgrounds, gender, age, and lifestyles; (b) variety of learning styles; (c) student goals and aspirations; (2) Concern for student rights and welfare; and (3) Respect for the opinions and concerns of student. [117]

Self-Evaluation

The college meets this standard element. The mission statement and strategic plan goals of both the district and college defines diversity as a vital aspect of the organization. The objectives within each of the strategic plans ensure that programs and services address the

diversity of personnel and students. The Board of Trustees is annually updated on the progress made on the objectives of the district strategic plan. The Reedley College Strategic Planning Council annually approves the progress made on the objectives of the college strategic Plan. [220, 12/7/04; 209, 5/04 and 5/05]

Reedley College is committed to equal opportunity employment (EOE). Every job announcement contains the EOE statement and the district uses district website postings, internet list serves, minority publications, California Community College Registry, personal contacts, as well as participating in community college job fairs to recruit the largest number of qualified candidates as possible.

Reedley College and the State Center Community College District have taken steps to ensure that diversity issues are appropriately and fairly addressed. The district follows Equal Employment Opportunity Commission guidelines, and all participants in the hiring process receive training in Equal Employment Opportunity Commission guidelines and procedures. In addition, the associate vice chancellor of human resources is a member of the California State Equity and Diversity Advisory Committee. The college and district are currently following the recommendations from the State Chancellor's Office and once the model EEO Plan is approved by the Board of Governors and distributed to the local colleges and districts, Reedley College and the State Center Community College District will proceed with developing a new EEO plan and will follow any prescribed annual reporting on progress.

The number certificated and classified staff by full-time and part-time status and gender is summarized in the demographics portion (Table 24) of the Introduction. The following staff data trends were observed for 2000-2003:

- More males than females were employed as certificated full-time and part-time staff.
- More females than males were employed as classified full-time and part-time staff.
- The total number of staff increased from 1570 to 1656 in 2000-2002 and then decreased to 1525 in 2003. This same trend was observed for all categories with the exception of classified full-time male employees which increased in 2003.

The number of certificated staff by full-time and part-time status and ethnicity is summarized in demographics portion (Table 25) of the Introduction. The following staff data trends (excluding decline to state) were observed for 2000-2003:

- Whites were the largest ethnic group across all staff categories.
- Hispanics were the second-largest ethnic group across all staff categories.
- Asians were the third-largest ethnic group among full-time and part-time certificated staff.
- African-American were the third largest ethnic group among full-time and part-time classified staff.

The Academic Senate, Classified Senate and management staff develop, participate and evaluate comprehensive staff development programs. The associated student body celebrates the diversity of the college through a series of planned activities.

Nominees of the Regina Stanback-Stroud diversity award are recognized by the college, and plaques honoring their contributions to diversity are prominently placed in the college library and learning resources center.

In response to the question “the policies and practices of the college clearly demonstrate commitment to issues of equity and diversity” 75 percent of respondents to the College Employee Survey agree with 7 percent disagreeing. [103 #30]

In spring 2004, the college administered an ACT College Outcomes Survey. In response to a question about attaining outcomes, 71 percent of the students indicated that it was important to learn to think objectively about beliefs, attitudes and values; and 84 percent indicated that the college had helped them to progress in this area. This indicates that even for those students who did not feel that it was important to learn to think objectively about beliefs, attitudes and values; they recognized that the college had helped them to progress in this area. [15 Item #5, p. 10, 11, 14]

In a response to a question about how required courses outside of the student’s area of specialization helped them, 61 percent of respondents indicated that those courses had broadened their awareness of diversity among people, their values and cultures. Only 10 percent of the respondents disagreed, with the remaining marking neutral (20 percent), not applicable (4 percent) or did not respond to the question (5 percent). [15 Item #4, p. 17]

In a response to general statements about Reedley College, 76 percent of the student respondents agreed that the college is equally supportive of women and men (17 percent neutral, 3 percent disagreed) and 65 percent agreed that the college is equally supportive of all racial/ethnic groups (24 percent neutral, 6 percent disagreed). [15 Item #5 & 6, p. 19]

In a response to a question about how the college has assisted students in their personal growth towards attaining outcomes, 85 percent of the student respondents indicated that the college and assisted them in becoming more willing to consider opposing points of view; 86.6 percent indicated that they were able to interact better with people from cultures other than their own; 80.9 percent were better able to seek and convey the spirit of truth; 77 percent had become more sensitive to moral injustices and ways of avoiding them or correcting them; 87 percent were better able to take responsibility for their own behavior; 82 percent had developed moral principles to guide actions and decisions and 80% had become a more effective member in a multi-cultural society. [15 Item #2, 3, 9, 15, 17, 23, 35; p. 22-24]

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

a. The institution plans professional development activities to meet the needs of its personnel.

b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Reedley College provides all personnel with significant opportunities and avenues for professional development. The college's commitment to training of staff is evident through its dedication to travel and conference funding and the many organized training sessions offered to staff in the midst of challenging budgetary times. The Staff Development Committee, the identification of an Academic Senate Vice President, Business, participation in the districtwide Classified Professionals Committee as well as the Reedley College Classified Professionals events and participation by managers in the district management training sessions represent the college's commitment to training and professional development opportunities.

The institution plans professional development activities to meet the needs of its personnel. Plans are based on needs identified by individual faculty, programs, departments, faculty surveys, Staff Development forms (both short and long), the strategic plan and by program review recommendations. [208 Objectives 2.8, 6.2, 6.4; 244; 168 p. 12 and 14; 122]

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. For example, in prior years the Reedley College staff development coordinator distributed surveys that assessed faculty development needs. Plans for flex day activities and professional development workshops were developed as a result of those surveys. In the future, the Academic Senate Vice President Business will be responsible for assessing faculty needs and priorities and coordinating and evaluating flex day workshops and activities. [245, 113]

The full-time faculty contract states that one flexible schedule day shall be provided each semester. The first is at the beginning of the fall semester, historically, the Friday prior to fall classes starting. Faculty may request to schedule a 'flex day' at a time other than the beginning of the spring semester. Faculty have several options – select/develop an individual activity; participate in a department scheduled/developed activity; or participate in a campus scheduled activity which may include Fresno City College activities. [219 Art. XII, § 6; 122]

Each year there is an orientation for adjunct faculty and in years where there is a critical mass of full-time faculty hired, an orientation is conducted. This is typically hosted by the appropriate dean during or near the college's opening day activities. The large group of full-time faculty hired for fall 2005 will necessitate a planned orientation session. [112]

Full-time faculty members are eligible to apply for a sabbatical leave upon satisfactory completion of at least six consecutive years of service in the district. The district allocates funds annually for a maximum of twelve eligible staff per year, which is divided between the

colleges within the district. Consideration is given to applicants based on appropriate research, travel or programs of organized study. [219 Art. XIV-A §7]

The Classified Professionals Development Committee organizes the Classified Staff Mega Conference each year with funds provided by the District. In 2005, 275 classified professionals attended the conference 'Creating the Magic.' The opening session 'Teamwork Hat Trick' gave the participants the opportunity to meet one another, discover new communication skills and improve teamwork. There were six break-out sessions dealing with various topics such as conflict management, resume writing, district benefits, health and wellness, time management and gardening tips. Attendance at the Mega Conference has increased steadily over the years from 111 in 2000 to 275 in 2005. Evaluations are solicited from attendees, as well as suggestions for future Conferences. [47]

The Leadership State Center class each year is comprised of nominated classified staff districtwide that possess leadership abilities. The goal of the program is to prepare each class for future leadership roles within the District and to familiarize the class with district policies and practices. Different management topics are discussed at each of the six monthly workshops and breakfast is provided for the participants and guest speakers. Evaluations are requested from participants as well as suggestions for improvements. [136]

SCCCD Classified Professionals Technology Training Series offers on-site classes in various subjects such as word processing, grant writing, database-access, time management, scanning, spreadsheets-Excel, photography and PowerPoint. Qualified instructors offer training at various levels from novice to advanced. Two hundred and sixty-three staff members participated in the 2004-05 Technology Training Series. Evaluations from attendees identify any areas for improvement as well as subjects for additional training. Changes in technology and the need to upgrade skills is a constant. [48]

Flex Day for Reedley College classified professionals is generally in the fall of each year. Various workshops are offered. The fall 2004 theme was 'Get in the Game.' The keynote speaker focused on creating a positive attitude in the workplace. Popular game show formats were used to test the participant's knowledge of Reedley College programs. Information from the keynote speaker was added. Sixty one classified professionals participated. All classified staff is encouraged to attend. Evaluations are requested from the attendees with suggestions for future workshops and themes. [46]

The Reedley College Classified Senate sponsors a Brown Bag Lunch Speakers Series, which is a series of lunchtime presentations held each month with guest speakers or instructors providing information on personal development. Some topics covered are public speaking, fitness and health, and arts and crafts. [197]

The District has also provided a series of workshops for all administrative and management staff. These workshops cover personnel topics such as disciplinary actions, Maternity and Family Leave, Sexual Harassment and Discrimination, and Releasing Probationary Employees. These workshops are offered approximately every other month. Evaluations are collected after each workshop as well as suggestions for future subject areas. [234]

Self Evaluation

The college meets this standard element. The college has a comprehensive program of staff development for all employees. These programs and activities include on-campus workshops, training sessions, new employee orientations, conference travel budgets and faculty sabbaticals. The college uses a portion of the Lottery Funds annually to support the expenses associated with staff development. This fund is managed by the Staff Development Committee which is composed of faculty, management and classified representatives. The committee reviews and recommends requests for employee development and training which are forwarded to college president for approval. In addition, Telecommunications and Technology Infrastructure Program (TTIP) and Vocational and Technical Education Act (VTEA) funds are used to support staff development. [243]

In response to the question “the College provides opportunities for continued professional and staff development” 84 percent of respondents agreed that the college does provide opportunities for professional and staff development. [103 #31]

In response to the question “professional development programs offered to employees reflect work-related needs and interests” 62 percent of the respondents agree, 15 percent disagree and 18 percent have no opinion or do not know. There were only four narrative responses to this question, so it is difficult to completely analyze the results. [103 #41]

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Reedley College utilizes human resource planning that is integrated with institutional planning. Assessment of staffing needs occurs primarily within each instructional, student services, business services or administrative services unit utilizing the recommendations developed as a result of the program review process.

Associate deans monitor the enrollment patterns in courses and recommend additions and/or deletions in those sections that are either exceeding or falling short of their target enrollment numbers. Regarding full time faculty positions, department chairs provide, through the dean of instruction, the president with prioritized recommendations for which positions should be filled. This prioritized list is based upon the completion of Faculty Staffing Requests that include a description of the position, a rationale for hiring, a relation to the district’s and the college’s strategic plan, departmental needs based on program review, enrollment trends, and new program development. [115, 92]

In recent years the district reviewed the part-time classified professional employment practices and subsequently developed a three-year transition plan which commenced in fiscal year 2002 that is used as a basis for identifying and filling positions on either a full-time permanent or part-time permanent basis. After the first two years of the transition plan, due to budget constraints the Board of Trustees delayed the implementation of the third year.

This delay has enabled the college to reprioritize both the third year transition plan as well as any current vacancies. The deans of instruction, student services and business services prioritized the positions within the processes of their divisions and then brought forward the proposals for review and prioritization with the president. Included in the reprioritization process was discussion on the relationship to the SCCCD and Reedley College Strategic Plans, Program Review recommendations and new program/service or growth. [220, 4/3/01; 53; 2; 52]

Self Evaluation

The college meets this standard element. Since funding for new positions is a fairly recent event, the campuses recognized the need to formalize the process. The forms require that the program/division provide a detailed description and rationale for requesting either a classified or certificated position. Criteria include relation to goals, strategic plan, budget, program review, growth, and legal mandates. [53, 115, 52]

In response to the question “the College programs, services, and planning are consistent with the mission of the College” nearly 78 percent of the respondents agree. The eight narrative responses were insufficient and also too divergent to provide any basis for analysis. [103 #1]

III.A. Human Resources Planning Agendas

- 3A. 1 Reedley College will seek ways to more effectively evaluate faculty and others responsible for student progress toward achieving stated student learning outcomes. The evaluation processes will be developed in collaboration with union and senate representatives to ensure compliance with appropriate contracts. [III.A.I.c.]
- 3A. 2 Reedley College will assess its current human resource allocation to develop and implement a classified position transition plan that will meet the current and future needs of the college. This transition plan will be fully integrated with the institutional planning process that begins with the development of the next strategic plan in winter 2006. [III.A.2.]

Standard III.A Human Resources Evidence

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

- 1: 2004-05 Faculty Job Announcements
- 2: 2005-06 Vacant Classified Positions List
- 7: Academic Hiring Requisition
- 15: ACT College Student Outcomes Survey, Spring 2004
- 22: Annual Budget
- 40: Catalog 2004-2006
- 45: Classified Professionals Brochure

- 46: Classified Professionals Flex Day Agenda and Evaluation Form
- 47: Classified Professionals Mega Conference Announcement, Agenda and Evaluation Form
- 48: Classified Professionals Technology Workshop Schedule and Evaluation Form
- 49: Classified Professionals' Handbook (pending completion Fall, 2005)
- 52: Classified Staffing Justification/Request
- 53: Classified Staffing Transition Plan
- 90: Decision/LTO Funded Projects, 2005-06
- 92: Department Chair Faculty Prioritization Spreadsheet/Template
- 93: Department Chair Meeting Agendas/Notes: September 7, 2004; October 5, 2004; November 16, 2004
- 102: Employee Assistance Program Brochure
- 103: Employee Survey, Fall 2004
- 110: Faculty and Staff Diversity Committee Roster and Agenda/Minutes
- 111: Faculty Classroom Observation Form
- 112: Faculty Orientation Agendas
- 113: Faculty Staff Development Responsibilities/Academic Senate
- 114: Faculty Staff Priority Memos: September 23, 2004 and December 10, 2004
- 115: Faculty Staffing Request
- 116: Faculty Student Evaluation Form
- 117: Faculty Tenure Review Self Evaluation Template
- 122: Flex day Workshop Memos, Schedules and Evaluation Records
- 134: Job Announcement/Description (sample)
- 136: Leadership State Center Nomination Form, Workshop Agendas and Evaluations
- 153: Minimum Qualifications For Faculty & Administrators in California Community Colleges Handbook
- 161: Petition for Equivalency
- 164: Procedures for Recruitment and Employment of College Faculty
- 168: Program Review Handbook, 2005 - 2010
- 190: RC (NC) Vice Chancellor Job Announcement
- 194: RC Associate Dean Performance Evaluation Memo
- 195: RC Associate Dean Performance Evaluation Survey
- 197: RC Classified Professionals Brown Bag Agendas/Schedules
- 200: RC Faculty Handbook
- 206: RC President Job Announcement
- 208: RC Strategic Plan 2002-2005
- 209: RC Strategic Plan Co-Chairs Membership and Meeting Agenda/Minutes
- 211: RC Strategic Planning Council Membership and Meeting Agendas/Minutes
- 216: SCCCDC Administrative Recruitment and Hiring Practices
- 217: SCCCDC and California State Employees Association Chapter 379 Agreement, July 1, 2003 - June 30, 2006
- 218: SCCCDC and Part-Time Faculty Bargaining Unit State Center Federation of Teachers, July 1, 2002 - June 30, 2005
- 219: SCCCDC and State Center Federation of Teachers Local 1533, CTF/AFT, AFL-CIO Agreement, 2003/04 - 2005/06
- 220: SCCCDC Board of Trustees Meeting Agendas/Minutes & Materials

- 223: SCCC Board of Trustees Policies & Administrative Regulations: 1200; 2715; 3150; 3410; 3420; 4011.1; 4036; 4100, 4200; 4210; 4211; 4211.1; 4212.2; 4214; 4215; 4300; 4313; 4315 (a); 4315.3; 8000; 8210; 9019
- 227: SCCC Classified Employee Evaluation Form
- 234: SCCC Management Workshops/PowerPoints
- 237: SCCC Strategic Plan 2004-07, "A Vision for Success"
- 243: Staff Development Committee Membership and Meeting Agendas/Minutes
- 244: Staff Development Fund Guidelines & Application Forms
- 245: Staff Development Surveys
- 246: Statement of Economic Interest, California Form 700; Fair Political Practices Commission
- 247: Student Activities & Events List/Sample Flyers
- 259: Tenure Review/Evaluation of Contract Employees Packet

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Planning of physical resources at Reedley College relates directly to the college mission and clearly demonstrates the college's commitment to provide adequate facilities on the college campus and at the rapidly growing North Centers. The planning and prioritization of new facilities and the remodeling of existing facilities are consistent with the goals and objectives of the district and college strategic master plans and are based on the educational master plan. The five-year construction plan, developed by the district's associate vice chancellor of business & planning in collaboration with the college, is based on the educational master plan. Thus, physical resources planning is integrated with institutional planning. Facilities usage and adequacy are determined through the program review and strategic planning processes which ensure that safe and sufficient physical resources are available to support college programs and services. [237, 208, 101, 168, 121]

Facilities Description:

Reedley College maintains a comprehensive campus in Reedley and large educational centers in Madera, Clovis, and Oakhurst (commonly called the North Centers). In addition, Reedley College serves the cities in the southern part of the college's service area (commonly called the South Centers) in Sanger, Selma, Fowler, Dinuba, Parlier, Sunnyside, and Kingsburg. The 110.8-acre site in Reedley consists of 360,000 square feet of building space, made up of 58 buildings ranging in age from 1 to 50 years old. There are comprehensive athletic facilities including gymnasium, tennis courts, all-weather track, baseball and softball fields, swimming/diving pools, weight rooms, and men's and women's locker rooms. The site also has a 347-acre college farm laboratory along the Kings River. The buildings on the Reedley Campus include multiple classroom buildings, 15 computer labs, library/learning resource center, aviation hanger with two classrooms, automotive lab, welding lab, machine tool technology lab, three greenhouses, two administration buildings, cafeteria, student center, child development lab, dental assisting lab, bookstore, student services building, and a student residence hall. Some programs are housed in modular buildings.

A \$5,880,000 Library/Learning Resources Center remodeling and expansion project is underway and scheduled for completion in August, 2005. This expansion and remodeling, funded by Proposition 47, will provide an additional 12,000 square feet of new space and remodeling 18,000 square feet of existing space for a total of 30,000 square feet of state-of-the-art library/learning resources facilities, including equipment. This expansion and remodeling will provide much-needed support for student learning programs and services and will provide the means and opportunity to improve institutional effectiveness.

A new 11,737 sq. ft. classroom building, funded by a local bond (Measure E), is under construction and will contain seven classrooms, one large group instruction classroom, faculty offices, restrooms, and conference/meeting rooms. Additional Measure E projects include a new residence hall, a new student center, remodel of existing classrooms, and a new bookstore.

Clovis, Madera, and Oakhurst Centers make up the North Centers of SCCC, serving approximately 5,500 students at the three sites. The North Centers offer programs in general education for transfer associate degrees, occupational, and developmental education with up to 40 associate degrees and certificates of achievement available.

The Clovis Center, located just north of the city of Fresno, is presently located in the community of Clovis on seven acres of land. The site serves approximately 4,000 students and generates a full-time equivalency of approximately 1,100 students. The center is located in two permanent buildings with more than 42,000 square feet, along with five relocatable classrooms and laboratories. Students who attend the center are able to utilize counseling, bookstore, financial aid, food service, and other services under one roof.

In response to the rapid growth at the Clovis Center, the Board of Trustees in 2003 completed the acquisition of approximately 110 acres for a permanent site located at Willow/International Avenues, across the street from the future Third Educational Center for the Clovis Unified School District. The new Center will serve the northeast Fresno/greater

Clovis area, with the first phase projected to open in the fall of 2007. The 50,000-square-foot complex is being funded at approximately \$50 million through local and state monies. Facilities will be situated on a 100+ acre site, and will include parking, computer laboratories, a multi-media studio, art studio, physics and science laboratories, assembly hall, distance learning and traditional classrooms, library, student services, and offices. Also included with the initial phase is a bookstore, café and utility/maintenance facility.

In addition to the Phase I facilities, funding has been awarded through AB-16 California Joint Use Facilities legislation to construct a state-of-the-art Early Childhood Education Center through collaboration with the Clovis Unified School District (CUSD) and State Center Community College District (SCCCD). The facility will be used as a licensed child care laboratory for high school and college students taking Child Development and Pre-Teaching courses. This Early Childhood Education Center will be built on the college center grounds. This \$4 million facility is funded by approximately \$1 million each from SCCC and CUSD. The state has allocated an additional \$1.8 million to complete the Early Childhood Education Center.

The Madera Center has a permanent 26,000-square-foot education and administrative building and utility/maintenance facility which were completed for the 2000-01 school year. The next phase was completed in January, 2004 and includes 50,000 square feet of classroom, laboratory, and office space housing academic classrooms and offices, laboratory space for biology, physical science, chemistry, computer studies, business, art, and a licensed vocational nursing program. The project also provided funding to retrofit the educational/administrative building to house the library, student services, and administrative offices.

The Oakhurst Center is a 2.731 acre campus, operated in nine relocatable classrooms, including a science lab and a computer lab, arranged into a small campus setting. The master plan calls for expansion of current facilities, which will allow for additional parking, as well as doubling the current facility's square footage in future years.

College programs and services at the South Centers are provided in leased space from local K-12 districts, or in the case of the Dinuba Vocational Center, from the city of Dinuba.

Custodial, Maintenance, & Grounds Description:

The Building Services Department (custodial) is a campus-managed department reporting to the college business manager and is responsible for providing a clean, safe environment, campuswide event management and mail processing for students, faculty, staff and visitors. This is accomplished with 11 full-time staff and 5 student workers. The Building Services Department utilizes a team approach in its zone cleaning assignments, which allows for absentee coverage, project work and event management. The departmental goals support the campus and district goals and are reviewed as part of the department manager's evaluation.

Maintenance and grounds services are centrally organized and operated via the district office. The director of maintenance & operations and the grounds services manager

report directly to the associate vice chancellor of business & operations. Both of these managers have regularly scheduled days each week on the Reedley campus, and maintenance and grounds staff are assigned to the campus but report directly to the district-level managers. The director of maintenance & operations serves on the President's Augmented Cabinet, and both he and the ground services manager serve on the Facilities Committee. This structure serves the campus well and ensures that communication takes place between the college and the district regarding maintenance and grounds. This structure ensures that there is communication and cooperation in supporting the college's goals.

Self Evaluation

The college meets this standard element. The college plans, builds, maintains and upgrades or replaces its physical resources in a manner that supports its commitment to students, faculty, and staff and to achieving student learning outcomes. The age of many of the campus buildings presents challenges to the Building Services, Maintenance Services, and Grounds Services departments. The recent passing of a local bond measure, Measure E, along with the recently established campuswide Facilities Committee, provides the college with a mechanism by which physical resources are planned, monitored, and assessed to assure effective use and quality necessary to support programs and services.

Measure E:

The State of California's educational facilities bond issues have been and continue to be inadequate to meet the post-secondary facility needs of the district; subsequently, the district, colleges, and local communities initiated and passed a \$161 million bond issue (Measure E) for upgrading and adding additional educational facilities to the campuses in 2003. Seventy-nine million dollars of the Measure E Bond proceeds are for Reedley College and the North Centers. The Measure E \$79 million for facilities coupled with the \$5.9 million Learning Resources Center provides approximately \$85 million for facilities expansion and improvements over the next several years in support of student learning programs and services that will improve current and future institutional effectiveness.

Leveraged with state capital projects funding, other state support, lottery funds, and scheduled maintenance, Measure E will provide new classrooms, a new residence hall, a new bookstore, remodeling of the student center, and remodeling of existing classrooms. Portions of these same funds contribute to the college's ability to provide and replace equipment.

Measure E will also help fund new classrooms at the Oakhurst Center, a student center, health/fitness center and vocational labs at the Madera Center and construction of a new facility to house the Clovis Center at a location known as Willow & International (cross streets). Phase I is currently under construction, and planning is underway for Phase II. Phase I includes classrooms, administration and student services offices, a bookstore, and a small food services facility.

Funding of Projects, Services, and Equipment:

The district develops annual and long-range plans for capital expenditures that are directly linked to the college's needs and congruent with both short and long range planning processes. The Five-Year Construction Plan, Scheduled Maintenance Plan, Technology and Telecommunications Infrastructure Program (TTIP), various block grant funding, Partnership for Excellence funding and lottery revenue (decision package program) tie strategic planning and student success initiatives to capital expenditures. While the five-year construction plan, scheduled maintenance funding, and TTIP are capital expenditure vehicles common to all California community colleges, the decision package program is thought to be unique to Reedley College and SCCC. The college's decision package program consists of restricting the annual lottery (LTO) revenue to one time funding, mostly capital expenditures, on a one-year delay basis. The one-year delay basis positions the college and district to make annual or shorter notice funding decisions for needs not included or funded by the other capital expenditure sources. For example, the college has upgraded equipment, facilities, and provided instructional support during budget cut years in 1991, 2003 & 2004. [121, 236, 270, 90]

The Reedley College Technology Vision Statement indicates commitment to the use of technology to further its mission, purpose and values as a public institution, including accessibility to services at an affordable cost, at convenient locations and times. The college uses guidelines through its Budget Advisory Committee, Self-Study Survey reports, Program Review, shared governance structure and Strategic Planning Council to develop and follow an annual Budget Development Process. [212]

Equipment for educational programs and services is adequate and properly maintained. The college makes every reasonable effort to ensure that instructional equipment is current and functional. The college receives state and federal funds to purchase and upgrade equipment. It attempts to distribute these monies efficiently and to avoid unnecessary duplication.

Staff, faculty, and managers determine the needs for equipment in various instructional and student service programs. Managers monitor budget and work with people reporting to them to determine what equipment may be needed. Decisions to purchase equipment are based on need and the budget available. Many equipment needs are funded through college general fund budget, VTEA budgets, and decision packages. A three-year equipment replacement plan is in the process of being developed, with the Technical Advisory Committee (TAC) making recommendations of priorities. The TAC is developing this plan in conjunction with districtwide strategic planning to include computer standardization and technical support personnel recommendations. In 2005, all faculty computers were replaced which now enables all full-time faculty to access web-based functions such as online grades. Also in 2005, all video projection units in classrooms were evaluated and replacements ordered where needed. This project was funded through the decision package program. [90]

Distance learning technology equipment and infrastructure support courses that are delivered by video conference equipment and online (via Blackboard). The district upgraded equipment and infrastructure in 2004 to improve the speed and reliability of delivery of video

conferenced classes. The entry into and expected rapid expansion of online programs and services indicate a need for additional support of these programs.

The general maintenance budget, which includes the selection and replacement of equipment, is developed through operations reviews. An evaluation of operational costs and supply costs occurs at this time. The budget for the district-operated maintenance and operations area is adequate because of good planning and cost documentation; however, the older buildings will always require the district to prioritize its maintenance plans and to seek additional funds in order to properly maintain the aging facilities. Remodeling and renovation using Measure E funds will allow for much-needed upgrades and/or replacement of infrastructure (HVAC, plumbing, electrical, etc.) to occur throughout the campus. New construction of a bookstore and residence hall will provide the opportunity for the “old” bookstore and residence hall to be retrofitted for other uses and relieve currently cramped offices.

Facilities Committee:

The Facilities Committee (FC), a recently implemented committee (2004) representing all constituent groups of Reedley College, develops, monitors, and has implementation oversight of the Facilities Master Plan. Members of the FC include representatives of building services, maintenance, project priority, academic impact, student services impact, funding, ADA compliance, and safety. The FC works cooperatively with district operations in carrying out its duties and responsibilities. The FC evaluates and recommends revision of plans and standards and communicates with the respective groups involved. The planning process and subsequent facilities master plan and goals guide budget priorities. Recommendations made by the FC reflect the college’s values and support the mission of Reedley College, with the ultimate goal of improving student success, achieving student learning outcomes, and serving the community. The FC develops, implements, evaluates continuously, and revises, if necessary, building and maintenance plans, projects, and initiatives, both long-term and short-term. A three-year planning cycle is used to implement all FC plans. The Facilities Committee advises both college and district operations, maintenance, and grounds regarding college needs, concerns, and projects pertaining to existing facilities, as well as new construction. The FC reviews scheduled maintenance plans and projects, ongoing maintenance plans and schedules, grounds services plans and schedules, and building services plans and schedules. The FC also addresses related issues that impact students, faculty, administrators, and staff, such as parking, lighting, and security. The FC will address diversity in all planning and implementation processes as appropriate. Diversity issues will include but are not limited to access, use, learning experience, and indoor/outdoor environment. The FC has been in existence for one year and has made a significant impact on the planning of Measure E projects and on the day-to-day maintenance of current facilities. A planning retreat was held on April 29, 2005, to review the requirements of Measure E and to establish priorities for building and remodeling projects. Input was gathered from across the campus, and the committee established criteria for setting priorities and also selected general, broad priorities for the Measure E projects. Further work will continue throughout the summer 2005 and again with the beginning of the 2005-2006 academic year.

[202, 101, 236, 109]

Allocation of Classrooms:

Classroom space usage is managed by the office of instruction, with input from the academic departments. The determination is based on courses offered and student enrollment patterns. The office of instruction tracks room utilization and maintains a master schedule. Space utilization and allocation inventory is maintained by the district operations department under the associate vice chancellor of business and operations. [242]

Parking:

One area that has an impact on all students, faculty, and staff is the concern regarding adequate vehicle parking. There are certain times during the day / week that it is difficult to find a parking space at Reedley College and in particular, the Clovis Center. Additional parking is planned with the new residence hall project which will provide some relief at Reedley College during peak hours. The completion of the new Clovis Center at Willow and International in 2007 will alleviate the problem in Clovis.

b. The institution assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The college has a commitment to maintaining an environment that is a safe, efficient and secure learning environment for effective learning and teaching. Facilities are designed and constructed according to building codes and the Americans with Disabilities Act (ADA), which require compliance with regulations regarding safety and handicapped accessibility. Facilities construction and remodeling are reviewed by the California Division of the State Architect (DSA) to ensure compliance with access and safety requirements. The facilities are maintained and operated in accordance with the California Occupational Health and Safety Act (Cal/OSHA). There are emergency preparedness plans and safety guidelines for managing issues regarding facilities, including those that are maintained districtwide. The Facilities Committee and the Health and Safety Advisory Committee address areas of the college campuses relative to any unsafe conditions. [97, 94, 109, 127]

All identified safety concerns and problems are reported for correction and are re-inspected to ensure the corrections were completed. All fire alarms and fire prevention equipment are fully maintained. Training for all college employees in the correct operation of fire extinguishers is scheduled for August 11, 2005.

The physical resource evaluation process is currently operated through:

- Safety inspections
- Fire prevention equipment maintenance and inspections
- Hazardous materials disposal
- Bio-waste disposal
- Disaster Preparedness Plan

The director of maintenance & operations (district level) has overall supervisory responsibility for maintenance of facilities; the grounds services manager (district-level) has overall supervisory responsibility for upkeep of grounds; the building services manager (college-level) has overall supervisory responsibility for custodial services, shipping, receiving, mail. Safety and security is a shared responsibility among the three departments; however, the SCCCD Police Department has overall responsibility for safety and security on the campus. Currently, there is a police sergeant assigned to the Reedley Campus, plus one police officer on campus until 11:30 p.m. each night. Student workers are used as needed and as appropriate in all areas.

Self Evaluation

The college meets this standard element. Limited funds for staffing for maintenance and repairs of facilities sometimes prevent completion of needed maintenance and repairs in a timely manner. However, the addition of the Facilities Committee provides a mechanism and vehicle through which requests and issues can be heard. The broad representation on the committee results in an effective communication tool, and the priorities set by the committee then become the priorities of maintenance services, grounds services, and building services. Significant progress on upgrading and repairing facilities has taken place in the last year; and an architect to lead the Measure E remodel projects will begin work with the college in August 2005. The results of the Reedley College Employee Survey indicated that over 57 percent of the respondents agreed (with only 11 percent disagreeing) that the college provides physical resources to assure safety, security, and a healthful learning/working environment. With the completion of the Measure E projects, it is anticipated that employee concern in this area will be alleviated.

The Facilities Committee, described in the previous section, has already made an impact in the area of access, safety, security, and healthful learning and working environments. There has been ongoing concern about the ventilation and specimen/chemical storage systems in the science labs. The science departments have recently discontinued using formaldehyde preserved specimens and are now using formaldehyde-free materials which alleviate many of the ventilation issues. The science departments are also inspecting storage of all chemicals to ensure compliance with Cal/OSHA requirements and are disposing of dangerous chemicals. In addition, the Biology Department uses computer dissection simulations for part of their labs, and other departments are investigating the feasibility of also using simulations. At the Facilities Committee Retreat on April 29, 2005, the committee established health and safety issues as the top priority for selecting remodeling projects which will allow for HVAC, plumbing, and electrical upgrades and replacements throughout the campus and will further allow for the science labs to continue the renovation of their facilities and procedures.

Reedley College has programs in place to promote a healthful learning and working environment. Smoking is prohibited in all buildings, according to Board policy. Bio and hazmat materials are handled and stored appropriately as described above. An inventory of all chemicals is maintained and updated regularly by the department chair and associate dean, and collection of chemical waste follows the 90-day disposal policy required by the health and safety code.

The college's chemical hygiene plan is currently being updated with the assistance of a consultant and in conjunction with the update of the district's Illness and Injury Prevention Plan (IIPP). In addition, the district is in the process of hiring a districtwide director of environmental health and safety to oversee the plan's implementation throughout the district. Ongoing training of faculty, staff, and administrators on health and safety issues, including the chemical hygiene plan and the IIPP, are included in the college's professional development program with a training session taking place during the opening of semester activities fall 2005. [135, 130, 100]

A remodel of a majority of the student accessible restrooms was completed in fall 2001. Additional facilities will be upgraded as funds become available.

Additional evidence of the college's commitment to meeting health and safety needs is in a recent addition/repair made to the Dental Assisting lab with the installation of an air and water compression system funded through a decision package.

All facilities have fire extinguishers which are on a regular inspection plan for testing, recharging, or replacement as necessary. Emergency call boxes are located throughout the campus.

Current campus staffing levels in maintenance, grounds, and building services is adequate, although additional staffing will be needed as new construction comes online. Police services are currently understaffed, but discussions are taking place regarding the addition of another police officer who will have increased responsibility for providing security in and around the residence hall and other campus locations.

While some older facilities are not fully accessible to students with physical disabilities, the college is committed to fulfilling its obligation to continuously improve in this area. The Facilities Committee plans for upgrades as funds become available, and the district Disabled Students Programs and Services Director is a member of the FC. This commitment extends to ensuring that physical facilities at all locations where courses, programs, and services are offered are constructed and maintained in a manner consistent with the college's obligation to provide an accessible, safe, secure, and healthy environment.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

As previously described, the college and the district develop annual and long-range plans for capital expenditures that are directly linked to the college's needs which are congruent with both short and long range planning processes. These planning processes support institutional improvement goals as outlined in the strategic master plan, educational master plan, and facilities five year construction plan. Projections of the total cost of ownership of new facilities and equipment are detailed in the five-year construction plan. When new or replacement equipment is added to the capital asset inventory the costs of any related operational & maintenance costs are considered and factored into annual operating budgets. [208, 101, 121]

Responsibility for equipment is dependent on the function of the equipment. "Fixed" classroom equipment and equipment pertinent to the physical plant are the responsibility of the Maintenance Services Department, the Facilities Committee, project architect or project construction manager (in conjunction with the district-level Business and Operations Department).

The district-level Information Services (IS) Department is responsible for the Datatel MIS, network systems, and telephone systems. Campus-level computer services is responsible for implementation and maintenance of all other technology; and once network systems and services arrive on campus, computer services takes over all responsibility for the system's operation. The college's Technology Advisory Committee began developing a college technology plan in 2004. Good progress was made during the 2004-2005 academic year, and the plan will be finished fall 2005. The computer services department procures and maintains audiovisual and technology equipment used for student learning, including video conferencing, with assistance from the district IS Department.

The college's strategic plan serves as a guideline for data management information systems to support and direct our guide planning in reviewing that equipment is used effectively. To accomplish this, each department reviews its program and requests resources and other long-range needs that directly relate to the Strategic Plan, annual goals, objectives, other planning documents, etc. Department requests are then prioritized within the college's divisions and off-campus sites.

Selection, maintenance, inventory, and replacement of college equipment are conducted on a systematic basis and in such a way as to directly support the educational programs and services of the college. The college's shared budget development and governance structure, uses a process to systematically assess effective use of its resources. All the various budget managers, the deans, president and district office staff personnel, particularly the purchasing office, do this. The Technology Committee prioritizes requests for instructional equipment such as computer lab needs. The process is completed on a formal basis each year with the onset of institutional planning for the upcoming year.

The college capital expenditures are closely tied with the district plans. The following documents that are used for planning include: Five-Year Construction Plan, Scheduled Maintenance Plan, Technology and Telecommunications Infrastructure Program (TTIP), various block grant funding, Partnership for Excellence funding and lottery revenue decision package program ties strategic academic planning and student success initiatives to capital expenditures.

There is an emphasis on linking financial planning to funding programs and services that are congruent with achievement of institutional goals and objectives coming out of the college's mission statement, strategic plan, program review recommendations, annual goals and objectives. The district's comprehensive master and strategic plan are also an integral factor in the college's budgeting processes.

Physical resource planning and evaluation support the mission of the college and, in a broad sense, are linked to the college's specific educational goals and objectives. As the college continues to develop its plan, the relationships between educational planning and facilities planning should become clearer throughout the college community and become more evident in the college's integrated planning, assessment, and evaluation program.

Self Evaluation

The college meets this standard element. The college plans, builds, maintains, and upgrades or replaces its physical resources in a manner that supports its commitment to students, faculty, and staff and to achieving student learning outcomes. The five-year construction plan is filed annually with the state. It helps determine the level of state funding received for capital projects. It also lists planned future projects and how projected facilities will be used. In addition, the report uses current and projected enrollment statistics to plan facilities to accommodate future student growth.

An aggressive building and modernization program is being undertaken by the college and by the district as a result of funds provided by Measure E and leveraged through scheduled maintenance, state higher education bonds, and district/college funding:

Reedley Campus:

- 12,000 square foot Library/Learning Resources Addition completed January 2004. Includes new tutorial center, new computer lab, meeting rooms, study rooms, and reference library. Proposition 47 funding.
- Remodel of 18,000 square foot existing Library/Learning Resources Center. Completed August 2005. Proposition 47 funding.
- Construction of new classroom building containing seven classrooms, one large group instruction room, computer lab, faculty offices. Construction began March 2005; completion scheduled for spring 2006. Measure E funds.
- Construction of new residence hall. Construction scheduled to begin summer 2006; planning occurring with architect summer 2005. Measure E funds.
- Remodel of existing classrooms and other current facilities. Architect selection occurred summer 2005; planning of projects to occur during 2005-2006 academic year; some projects could begin construction spring 2006. Measure E funds.

- Implementation of technology infrastructure survey/audit findings. Phase I currently underway; Phases II, III, IV will be part of remodel projects. Measure E funds supplemented by college.
- Remodel/construction of student center. Future Measure E project.
- Construction of new bookstore. Future Measure E project.
- Secondary effects: “old” bookstore & “old” residence hall. Measure E projects.

Clovis Center:

- Phase I of new construction at Willow and International. Construction currently underway; completion date fall 2007. Proposition 47 and Measure E funds.
- Phase II of new construction at Willow and International. Construction complete fall 2009 or spring 2010. New statewide bond approval needed, supplemented by Measure E funds.

Madera Center:

- Student center, health/fitness center and vocational labs. Measure E funds.

Oakhurst Center:

- New classrooms. Measure E funds.

The success in securing funding for capital projects provides much-needed facilities improvements at the aging Reedley Campus and the fast-growing Clovis Center. Recognizing that these new facilities will require additional maintenance, grounds, custodial, and police staffing, the district is in the planning stages for the additional personnel needed to maintain programs and services.

2b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

As mentioned in Section 2a - the college develops annual and long-range plans for capital expenditures that are directly linked to the district needs which are congruent with both short and long range planning processes as described in the strategic master plan. These plans relate directly to the college mission and demonstrate the college’s commitment to providing student learning opportunities geared to the needs of the student population at each site. The planning and prioritization of the remodeling projects and the new construction projects are coordinated by the Facilities Committee. The purchase and maintenance of hardware and software are jointly coordinated by the district-level Information Systems Department and by the college-level computer services department. Physical resources planning is integrated with institutional planning; and the strategic master plan, educational master plan, and facilities master plan, along with the five-year construction plan, serve as guiding documents for facilities planning. The ultimate goal of the process is to provide facilities that enable the Reedley College programs and services to operate at a high level of integrity and quality.

The college's shared governance structure, budget development process, and program review process provides a systematic assessment of the effective use of all resources, including physical resources. The program review process allows faculty and staff to evaluate their programs in an objective manner and to update curriculum, programs, and services as needed, including physical resources. Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district planning.

Self Evaluation

The college meets this standard element. One of the responsibilities of the Facilities Committee and the Strategic Planning Council is to ensure that physical resources are assessed through the program review process which includes the review and evaluation of data relating to facilities use and changes based on program needs. The information is used by the Facilities Committee and the Strategic Planning Council to evaluate, plan and improve facilities to meet student learning needs.

III.B. Physical Resources Planning Agenda

3B. 1 The college will finalize the three-year equipment replacement plan. [III.B.1.a.]

III.B. Physical Resources Evidence

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

90: Decision/LTO Funded Projects, 2005-06
94: Department of State Architects Submittals
97: Disaster Preparedness Plan
100: Duty Day (Opening Session) Agendas
101: Educational Master Plan, Facilities, Spring 2005
109: Facility Committee Membership and Agenda/Minutes
121: Five Year Construction Plan
127: Health & Safety Committee Membership and Meeting Agendas/Minutes
130: Illness and Injury Prevention Plan
135: JPA Chemical Hygiene Plan
168: Program Review Handbook, 2005 – 2010
173: Program Review Report -- Library and Learning Resources
202: RC Leadership Retreat Agendas/Notes
208: RC Strategic Plan 2002-2005
212: RC Technology Plan (Draft)
236: SCCCCD Scheduled Maintenance Plan
237: SCCCCD Strategic Plan 2004-07, "A Vision for Success"
242: Space Utilization and Allocation Report
270: TTIP Documentation

III.C. Technological Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

The State Center Community College District (SCCCD) Plan 2004 – 2007, “A Vision for Success, Strategic Success” includes the strategic area, ‘Technology Integration.’ The goal is “to explore, update, implement, and support the integration of technology into all areas of the learning experience, thus providing a more effective use of resources to continuously enhance the educational process and operation of SCCC.” The three objectives are to (1) Increase the online capacity to expand distance learning instructional opportunities, web-based communications, student support services, and student access to computers; (2) Support and maintain technology and security systems throughout the district; and (3) Coordinate staff development and training opportunities for certificated employees and classified professionals to ensure that they become competent and current with the emerging computer-based technologies. [237]

In addition to the districtwide committee responsible for developing, monitoring and assessing the objectives, activities and performance indicators of the Technology Integration goal of the Strategic Plan, there are two other technology-related, districtwide committees. The purpose of the Information System Priority Committee is to identify and prioritize major projects being managed by the SCCC Information Systems Director. The Technology Coordination Committee (TCC) was developed in 1999 and is chaired by the Vice Chancellor of Educational Services and Grants with faculty and staff membership from all campuses and centers. TCC was developed to provide an opportunity for faculty and staff from across the district to meet and to make specific recommendations with regard to the use and further development of educational technology. [229, 240]

The Reedley College 2002-2005 Strategic Plan includes as one of the seven strategic directions, Information Technology. The goal for this direction is that the college “will use and support its computing and technology infrastructure in a way that recognizes the critical role of information technology in the success of the college and its students, faculty and staff.” The objectives address: role of technology in management, teaching, learning and communication; staffing; equipment replacement; software; and training. [208]

One of Reedley College’s standing committees is the Computer Advisory Committee. The original, primary purposes of the committee were to coordinate computer activities/events, foster communication among faculty/computer labs, and advise and/or propose major changes in software use in instructional programs and hardware acquisitions. In spring 2004,

the committee's scope was broadened to include all technology issues on the campus and was renamed the Technology Advisory Committee (TAC). The committee's membership was broadened to be more representative of the campus community. TAC acts as the monitoring body and method of delivering the decisions made on the district level through TCC. The vital function that occurs between TCC and TAC is that TAC is able to gather information about the roles and functions of technology from the campus perspective and share this with TCC so that the district-level committee can more effectively address the technological issues that arise at the campus/center level. [60]

The development of a Reedley College Technology Plan was the first priority for the reconstituted Technology Advisory Committee. In fall 2004, the draft Technology Plan was posted on the intranet so that the campus community would have an opportunity to review and provide comments to the subcommittee of the Technology Advisory Committee that was charged with writing the plan. The introductory statement of the draft plan states: "The Reedley College Technology Plan is intended to be a "snapshot" of where the campus is at this time and where we wish to go concerning technology-related issues and goals. Technology, by its very nature, is changing rapidly so this plan is intended to be part of an ongoing planning process. This plan should be seen as a dynamic rather than static document and will be revisited periodically for evaluation, adjustment or major changes."

The Reedley College Technology Plan (draft) consists of the following topics: Technology Vision Statement, Technology Goals, Planning and Assessment, Student Needs, Faculty Needs, Student Services and Business Services, Hardware and Software, Training, Learning Resource Center, Electronic Communication, Technology Support – Computer Services, Technology Budget and Future Projects or Emerging Technologies. The North Centers Technology Plan which is referenced in the Reedley College Technology Plan has the following categories: Technology Training: Hardware, Software, and Network; Technology Support Procedures and Response Time; Technology Equipment, Supply, and Infrastructure; Technology Utilization. The Reedley College Technology Plan (draft) was reviewed by the Strategic Planning Council on May 19, 2005. [212, 211, 188]

a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Technology is used in order to support the students, faculty and staff at Reedley College. This support is shown in the services provided, facilities and hardware used and the software serving all of those at the college.

There are several types of instructional technology facilities at Reedley College. There are 12 computer labs (with 25-31 computers in each lab), 10 mini-computer labs (4 – 14 computers in each lab), one distance learning/wireless computer lab with 23 laptops and a brand new 80-station open computer lab in the remodeled Learning Resource Center. The Tutorial Center and the Writing Center are also equipped with computers. Classrooms are outfitted with presentation equipment, which include a computer, speaker system, VCR, video projector (and/or VCR-TV monitor on cart). There is also a distance learning classroom, in

which students can participate in combined interactive courses between the Reedley campus and the North Centers. In addition, computer labs are used for South Center classes at Selma, Sanger, and Dinuba. The new classroom building which is scheduled for completion in spring 2006 will include two classrooms designated as wireless computer labs.

There are four computer labs at the Clovis Center. A new tutorial lab is being added in fall 2005 to serve as a writing center and skill development laboratory for drop-in as well as scheduled help to students. This new lab is staffed with trained students and overseen by a certificated faculty member. The library is also equipped with computers to serve students in research as well as printing material for class assignments. The library computers at the Clovis center are less than one year old and installed with appropriate current software to aid students. The lab that is utilized for computer science, computer art and graphics, as well as the business classes is two years old and will be replaced when the Willow/International site opens fall 2007. The largest computer lab at the Clovis Center was replaced during summer 2005, and, as a result, superior work stations are available to students during open lab hours.

At the Madera Center, six computer labs are used for business, English, nursing, office technology, and information systems courses. The six computer labs include a state-of-the-art Macintosh graphics lab and a Cisco lab in which the computers were replaced in the summer 2005. One of these labs is also designated as a supervised open lab where a trained student-tutor is on duty to help students with their computer assignments during the lab open hours. The library at the Madera Center is also equipped with a general-purpose computer lab to be used by students to do research. The computers in the library lab are adequate and are scheduled for replacement in the near future.

An inventory of hardware (office equipment, classroom equipment and laboratory computers) used throughout the campus has been nearly completed and is being used to prioritize equipment purchases. In addition, a campuswide software inventory has already been completed. The administrative software, which is used throughout district, is Datatel/WebAdvisor, which is the campus management information system. MicroGrade and Excel are the most commonly used grading programs. Microsoft Outlook is used districtwide for e-mail. The college has recently upgraded to Outlook Exchange for all computers. The most commonly used presentation software is Microsoft PowerPoint. [148, 149]

The college webpage is maintained with Microsoft FrontPage and Adobe Dreamweaver. Web-based services include online class registration, online assessment, online counseling, and online library references. Online instruction and web-based support of traditional and hybrid instruction is managed with the Blackboard system. This has recently been upgraded to Blackboard version 6/Enterprise level via a Title 5 Cooperative Grant. This is now the online management program and portal system for the entire district.

Distance learning classes are becoming more common each year. These courses are offered fully or partially online and by interactive video mode. The Curriculum Committee approves new distance learning courses. These courses are evaluated by the faculty and students as to their effectiveness when the class is first offered. The results of the evaluation are discussed during the next semester's curriculum committee meetings. As distance learning offerings

have increased, this protocol has not been uniformly followed. [86, p. 13-14, 24; 98, p. 25-26]

Site-to-site video conferencing is used to communicate with the six major district sites – District Office, Reedley College, Madera Center, Clovis Center, Oakhurst Center, and Fresno City College. This is especially useful in dealing with issues involving both the Reedley campus and the North Centers. Meetings can be held with members attending at their home sites.

The conversion to Microsoft Exchange has streamlined the communication and activities scheduling among the faculty, staff, and administration. The voice-over IP communication system at the Madera Center expands the utilization of information technology.

There are five full-time computer services staff, two instructional technicians, and student assistants on the Reedley campus. The staff maintains constant contact with Dell and Microsoft support via contracts and licenses—especially for major service issues. Technology service requests are currently monitored by an associate dean of instruction and once hired will be monitored by the director of technology in order to evaluate the effectiveness of the service. The computer services staff has weekly meetings to discuss issues and problems. The North Centers are staffed by two computer services technicians and four student helpers.

Self Evaluation

The college meets this standard element. The Technology Advisory Committee (TAC) regularly evaluates campus wide effectiveness of technological resources. The district I/S Priority Committee meets monthly to assess technology effectiveness. Program Review Handbook, Cycle 2 asks departments to describe how technology may be used to enhance teaching/learning and/or to provide services to students. The first cycle of program review asked departments to describe any changes anticipated in the area of instructional methodology, e.g., use of computers or multimedia equipment and to describe if and how technology will be used to enhance teaching/learning and/or to provide services to students. [63, 229, 168 p. 10 and 11]

The Reedley College Technology Plan includes the following goals addressing how technology will continue to enhance the operation and effectiveness of the institution.

#2 The college will continually assess the contribution of technology to instruction, student services and business services.

#3 Technology will be evaluated each year to maintain and upgrade hardware and software to insure that state-of-the-art learning environments and delivery systems are available to all students, instructors and staff. The college will assess current instructional technology practices in order to develop long-term instructional technology policies, conduct an inventory of current hardware and software, and develop a campus technology plan.

#6 The college will provide technology support (RC CS Department) for the maintenance and installation of network infrastructure.

#8 The college will increase services on the website to include an online application for admissions, registration, online advising, placement testing, orientation, purchase of books, scholarship information, financial aid resources, and supplemental web pages by instructors.

#10 The college will continue to provide students a variety of opportunities to earn a degree or certificate through technology-based education. All students, whether on campus or off campus, will have opportunities to engage in varied learning experiences.

The technological facilities, hardware, and software at Reedley College are provided to enhance the operation and effectiveness of the college. By providing uniform hardware across campus (with a few exceptions, all are Dell desktop and laptop computers) the problem of software incompatibility was resolved. In spring 2005, the SCCCD Technology Coordination Committee (TCC) approved uniform guidelines for PC computers. Currently the committee is working on guidelines for Macintosh computer labs and printers.

[240, 3/28/05]

In addition, campus projects have recently improved the way that technology serves the institution's goals. Converting to Outlook Exchange has improved campus communications. Open labs are more available to students with the opening of the new learning resource center. In addition, the expansion of computing facilities in the Writing Center has improved student services. These projects are good examples of the institutional commitments to student access and success.

The upgrade of telecommunication and video-conferencing equipment at the North Centers has significantly improved the quality of video and audio transmissions of distance learning courses as well as remote-site meetings. This was an important upgrade to support the goals of the college in providing its required communication and instructional services.

In June 2005, the State Center Community College District received a Live Caption grant from the California Community College Chancellor's Office. Reedley College The grant has four priorities: 1) captioning of real-time, synchronous distance education telecourses, 2) live video-streaming and live webcasts, 3) rapid text captioning equipment, and 4) off-Line, asynchronous captioning of DE courses. The total grant is \$188,860 and will provide much-needed equipment to provide additional access at all district campuses and centers.

Information technology is one of the factors critical to sustain the existence of the North Centers. The components of technology at the North Centers are either supported by the district office or by local support. Efforts are continuously made to make sure that the technology components of the North Centers are designed appropriately to support the operation as well as the effectiveness of the North Centers. The North Centers' Web Committee meets regularly to manage the North Centers' website. [191]

Personnel seem satisfied overall with technological materials on campus. In the recent Reedley College employee survey, over 60 percent of faculty and staff surveyed stated that the available computer hardware, software, multimedia, and other technologies on campus

are sufficient to help them perform their duties. However, of those providing a narrative response (12 percent of all respondents) 95 percent indicated some degree of dissatisfaction. [103 #52]

In response to the survey question, “the college systematically reviews and updates its technological infrastructure and equipment to meet institutional needs,” 48 percent of respondents indicated agreement. Of significance are the 32 percent and the 28 percent who were neutral or did not know. This significance is further borne out by the narrative responses which indicate that the college reviewed but did not disseminate the results of any review, did not implement the results, and/or were not systematic in approach. The college is taking steps to remedy this perception. The ongoing project to inventory the hardware and software used throughout the campus is being used to better understand their usage and the school’s needs. This inventory is being shared with the entire campus community both via e-mail and the intranet. The initial phase of upgrading audio-visual and computer equipment in many classrooms was completed in spring 2005 and the second phase will be completed spring 2006. This project is funded with lottery funds which are approved by the Board of Trustees and its approval was disseminated to the entire campus. In addition, during the 2005-06 fiscal year upgraded computers were provided to key student services, business services and administrative services personnel and all full-time faculty. With the upgrade to Blackboard version 6/Enterprise level, the college now has a portal system to have one login for all online systems (Datatel, WebAdvisor, e-mail, financial aid system, online instructional support, etc.). This will be a big improvement in the technological support of student services. [103 #54, 90]

A majority of respondents to the Reedley College survey disagreed that the number of technical support staff available was sufficient to provide effective service to personnel (67 percent). It also appears from that survey that faculty and staff are mostly satisfied with the service received from tech support staff, as just over 50 percent of them stated that technology support personnel help them to effectively perform their required duties. The narrative responses indicate that most of the dissatisfaction with technology support personnel is due to insufficient staffing. As part of the Standard IIIA planning agenda, the college will be assessing the current human resource allocation, including technology support staff, to develop and implement a classified position transition plan that will meet the current and future needs of the college. At both the Reedley campus and at the North Centers, the perception has been that the computer services department has been understaffed and challenged to provide support in a timely manner. [103 #55 and 58]

There is some disagreement as to whether the service and support issues are caused by insufficient staffing or as a result of lack of training and adequate supervision. Computer Services has been under the direction of an associate dean of instruction as an add-on assignment. In spring 2004, the associate dean established weekly meetings which allowed for an ongoing dialogue for establishing priorities; project identification, implementation, and evaluation; and communications. [65]

In summer 2005, a new position was created to provide management oversight at all Reedley College locations for computer services. Once hired, the director of technology will be

responsible for administering all aspects of technology including the supervision of the computer services department. The director will work 60 percent of his/her time at the Reedley site and 40 percent at the North Centers.

Recent changes to the service request procedure have been made and the monitoring of requests and the subsequent service provided has improved. There is now an online service request form that is sent to both the computer services department and to the associate dean responsible for technology services. [95, 67]

The Title 5 Cooperative Grant includes provisions for a help desk. The help desk function will respond to technical questions from online students as well as faculty and staff. The first year of the grant (October 1, 2004 – September 30, 2005) was spent acquiring the necessary equipment and software to support enhanced online programs and services and further detailing the activities in the remaining four years of the grant. Grant funds are being used to purchase Blackboard version 6/Enterprise level which includes a technical support help desk. [261 Activity Two]

b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

There are many training opportunities on the Reedley College campus for faculty and staff. Many participate in one-on-one training by computer services staff technicians on an “as needed” basis. Technology workshops are routinely offered for classified staff (though all personnel are welcome to attend these workshops) via the Classified Senate/Professionals. The Title 5 grant provides technology training for those teaching in learning communities which includes workshops and one-on-one training. Both on the Reedley College campus and on the campuses of the North Centers, faculty can take advantage of numerous technology training classes offered during the spring and fall start-of-semester flex days. Faculty and staff are surveyed to ascertain their training needs. [48, 122, 245]

Many faculty and staff members often travel off-campus to participate in technology training conferences and workshops. These events are funded by staff development (Lottery Funds), Vocational and Applied Technology Act (VTEA) and/or Telecommunications and Technology Infrastructure Program (TTIP). Faculty and staff members ask for administrative approval before attending these events, and in the case of staff development funds, the Staff Development Committee approves the expenditures. In addition, TTIP funds were used to pay, two faculty initially and one faculty the past year, to provide one-on-one training of faculty on the use of the Blackboard system for instructional support of both online and traditional courses. Finally, the Reedley College computer services staff receives Microsoft training funded by the district. [243, 244, 269]

One of the Associate Degree requirements is familiarity with computer concepts and computer use. There are three options available to the students: complete a course from the approved list, complete the Information Systems-Computer Literacy Brief Courses

Certificate or successfully pass a college examination of computer familiarity. The options are listed and described in the college catalog. [40, p.22]

There are four computer familiarity graduation performance standards:

1. Activate a personal computer and load files or software from a disk and/or CD ROM;
2. Access and use one application to create a document, save, retrieve, and print it;
3. Access the Internet/World Wide Web on a dial up basis or via a school Local Area Network and use a search tool to locate information relevant to course work, then print it or download it to a file; and
4. Send and reply to email messages.

[86, p. 14]

An increasing number of faculty is utilizing Blackboard to supplement classroom instruction as well as using it for online courses. As a result, students must be able to effectively access and use Blackboard. [33]

To provide further training and support for students, the Reedley College library regularly offers technology resource orientations to classes on campus. Approximately 45 tours were carried out during the 2004-05 academic year. The tours are requested by faculty and are usually associated with a specific assignment concerning availability and use of library technology resources. The classes most commonly using this resource are English, speech, ESL and sociology. Students are also instructed on an individual basis as needed. Because the library is becoming increasingly more reliant on technology to maintain its resources, students wishing to use it must become proficient in the technology in order to benefit from its assets. [143]

Self Evaluation

The college meets this standard element. The Reedley College Technology Plan (draft) includes the following goals addressing quality technology training for staff and students:

#1 The college will provide the proper training to all members of the college community (students, faculty, staff) to enable them to use the appropriate technology.

#7 The college will increase staff development opportunities that focus on technology, awareness of disabilities, and accommodations of disabilities in the learning process

#9 The college will strive to develop technology-competent students.

#10 The college will continue to provide students a variety of opportunities to earn a degree or certificate through technology-based education. All students, whether on campus or off campus, will have opportunities to engage in varied learning experiences.

The Classified Professionals workshops provide regular training opportunities available for staff so that they can improve their technical knowledge. Those who attend evaluate these workshops regularly, and evaluations are very positive. These workshops are open to all personnel. [48]

The Title 5 grant offers valuable training for faculty members involved in learning communities. This grant has added a coordinator of instructional training and technology (CITT) position to the organization of Reedley College's training structure. This position has

made it easier to plan and evaluate technology training opportunities for faculty involved in the learning communities program thereby making it possible to improve future training opportunities. This position has made possible more technology training on faculty flex days and throughout the semester. Also available for learning community faculty through the Title 5 grant is personal technology training by the CITT or the Title 5 computer technician. These trainings are organized during regular weekly office hours and by appointment, making it easy for faculty members to receive training on their own schedules. These one-on-one trainings are also allowing for more dialogue to take place regarding improvement of future trainings. The computer technician position is expected to be fully institutionalized in fall 2006. [266]

TTIP funds are used to pay stipends to trained faculty members to assist other faculty in utilizing Blackboard as an online course learning environment or as a supplement to classroom instruction. This training occurs on a one-on-one basis throughout the semester. On the first day of the semester, two days prior to the start of classes, faculty sign up for individual appointments as a flex day activity.

Flex days offer opportunities for faculty to engage in planned, organized technology trainings geared toward their needs. Though many have been offered in the past several semesters, there is need for a greater variety of workshops geared to different training levels. These workshops could also be more hands-on and more in depth. The campuses are currently undergoing an organizational shift in how flex days are planned and offered to faculty. This will now be a joint duty shared by the Academic Senate and instructional management.

Beginning in fall 2005, grades will be submitted only utilizing WebAdvisor. WebAdvisor is also being used as a classroom management tool including rosters, student adds and drops. During the fall 2004 and spring semester 2005 finals week, a designated computer lab was staffed for two, three-hour sessions to provide training on inputting grades via WebAdvisor. This training will continue in order that all full-time and adjunct faculty will be adept at submitting grades online.

In fall 2004, adjunct faculty were invited to attend a half-day orientation session. The second half of this session was held in a computer lab with the intent of assisting adjunct faculty in accessing WebAdvisor. The evaluations from this session were overwhelming positive even though the some had trouble using their passwords to access the system. Adjunct faculty orientations are held annually with the expectation that all participate. In addition to WebAdvisor, adjunct must become proficient in the use of classroom technology and the use of Blackboard. Beginning with the fall 2005 adjunct faculty orientation, a portion of the session will be held in a computer lab for instruction in these areas. In spring 2005, computer labs were made available to provide assistance for the online submission of grades. [16]

Reedley College faculty and staff are able to take advantage of many technology training opportunities. The Reedley College survey revealed that 54 percent felt that technology training is readily available, but that decreased to 50 percent as to the training's effectiveness and quality. Narrative comments were limited, but helpful as future training opportunities are developed. Issues to be addressed include scheduling enough time for hands-on practice of

the technology, increasing the availability of the training which could take the form of online orientation/training, and increasing the number of staff qualified to conduct workshops. [103 #56 and 57]

On both the Reedley College campus and at the North Centers, surveys are routinely sent to faculty and staff to assess technology training needs. Training provided is based on this input. These surveys are facilitating more on-campus dialogue and evaluation of training needs. This process, however, could be better organized for more effective assessment. A key component in the change in how flex days are planned, implemented and evaluated, the Academic Senate created a Vice President, Business and Staff Development who, beginning in fall 2005, has the responsibility for surveying faculty to determine faculty professional development needs. [122, 113]

Perhaps the biggest roadblock to improving the technology trainings offered on campus is the lack of a complete technology plan that includes the assessment of the training needs of all employees. There are numerous staff development opportunities for technology training, but there is a general lack of cohesiveness with the workshops. Current staff is working on technology service requests and often cannot spend much time training. For example, the district is currently moving to a new Microsoft Exchange server for e-mail, and not only must the technicians convert all personnel to the new server, they are also having to do trainings along the way since no formal training protocol exists. There must be better organization of structure in regard to these technicians to ensure that their time is being used efficiently. Improvements have recently been made with the restructuring of staff members' duties, the centralization of service requests, and the hiring of a director of technology. With the addition of more staff, better assessment and organization of current staff members' time and the institutionalization of the CITT position, the evaluation process for how training is progressing and planning for future training can be further improved.

All of the on-campus training being offered to personnel will be more effective with an improved facility in which training will take place. The Instructional Resource Center (IRC) was originally located in a small conference room in the library. Due to the construction and remodeling of the library, the IRC was temporarily moved to a small space within the distance education classroom that offered only limited hours and a small quantity of equipment. In August 2005, the new IRC opened in the remodeled library. It is organized to offer more technology equipment and space for training. Improvements in this area are taking place.

In addition to many on-campus opportunities, faculty and staff are able to take advantage of many off-campus conferences and workshops in order to receive technology training. Personnel who have attended conferences through organizations such as TechEd and @ONE have said many positive things about the events. The campus is currently working on a way to facilitate better dialogue on campus after faculty and staff return from these conferences so that those who did not attend can benefit from the information gathered by those who did. With the additional release time for the Academic Senate, Vice President for Business to work with a faculty staff development committee, the feedback loop from conference/workshop attendees will be enhanced. After the faculty or staff member applies for funding

and is approved, these workshops and conferences are funded both through either TTIP or staff development funds.

Information systems and office technology classes provide instruction appropriate technologies commonly used in offices and work places. Aviation maintenance technology, agriculture, art, computer science, engineering and natural resources computer classes provide technology instruction related to that instructional, and ultimately, career area. However, instruction also occurs in all classes where using technology to access information is an integral part of the course, such as in English as a Second Language and the Writing Center, or is necessary to successfully complete the course, such as speech and political science. Reedley College course outlines include identification and assessment of student learning outcomes. However, in those instructional areas where the application of technology is more tangential to student learning, the identification and assessment of learning outcomes may need to be improved. The campus dialogue in the area of course, program and degree-level student learning outcomes is ongoing, particularly in the area of institutional/degree student learning outcomes. [122]

The Associate Degree has a computer familiarity requirement. A subcommittee of the curriculum committee is discussing the computer familiarity requirement. In addition to computer familiarity, during fall 2004, the Curriculum Committee initiated a discussion on information competency. An open meeting was scheduled, and faculty who attended reviewed the Academic Senate papers regarding information competency. A subcommittee was formed to further explore options. [83, 84, 82, 131]

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The State Center Community College District Plan 2004 – 2007, “A Vision for Success, Strategic Success” includes the strategic area, “Technology Integration.” The Reedley College Strategic Plan is the basis for the vision on the use of technology. The Technology Advisory Committee (TAC) reviews and evaluates the progress of technology on campus. The draft Technology Plan developed by TAC and reviewed by the Strategic Planning Council serves as a guide for the use of technology. [208, 63, 212]

General maintenance of hardware and software is performed upon completion of an online service request sent to the computer services department. Datatel, the primary student and financial accounting system, is continually under routine maintenance. Patches are loaded on a regular schedule at the district office to keep the system functioning at its most effective level. [66, 67]

Upgrades are made regularly to keep the equipment and software up to date. The campus software inventory is being used to keep track of a software upgrade schedule, computer lab specifications are used to determine the priority order of replacement, and a hardware inventory is used to document the status of technology in all rooms, in particular, classrooms. A “rollover” process is used for the recycling of equipment. [148, 149]

The campus and district have recently moved to a Microsoft Exchange server. This upgrade is improving campus and district communications. The e-mail upgrade has already improved the campus SPAM filter. The college has improved its intranet to provide staff easy and constant access to campus documents.

Self Evaluation

The college meets this standard element. Technology, by its very nature, is changing so rapidly that it is imperative that the planning, implementation and assessment process is continual.

The Reedley College Technology Plan (draft) includes the following goals in regards to the systematic upgrade to meet institutional needs:

- #4 The college will upgrade classroom and lab computers to state-of-the-art technology within the various fields on a regular basis.
- #13 The college will provide the infrastructure to facilitate instructional technology.
- #15 The college will maintain faculty computers at a level that will allow them access to information within the college technology system and current operating system software for classroom and lab uses.

The process for acquiring, maintaining, upgrading, and replacing technology is functional. Hardware and software inventories are used to both keep track of expenditures and plan for the future. In addition, the associate dean responsible for technology reviews and approves all requisitions, regardless of the funding source. Identifying the fiscal resources necessary to fully fund the identified needs continues to be a challenge. In order to keep abreast of technology upgrades, Reedley College uses state funds included in general apportionment as well as in line item categories, instructional equipment, lottery and grant funds.

The recently developed hardware inventory and priority lists, which are separate from the district inventory that is used for tracking purposes, are being used for decision-making purposes. For example, the status of the technology in each classroom was assessed in fall 2004, and, as a result, classrooms were placed into priority groupings so that as funding became available, the technology in the room would be upgraded. Another result of this hardware assessment was the replacement of all full-time faculty computers. [54]

Faculty and staff on campus seem a bit divided as to the quality of the Reedley College campus technology review/update procedures. Though around 50 percent of those polled in the Reedley College survey stated that they were aware of and perhaps satisfied with systematic reviews and updates, 32 percent of them were not aware of any update process nor did they think the current system was adequate. An effective communication, about technology upgrade and the benefit of utilizing technology in education, among the faculty, staff, and administration could improve these figures. [103 #54]

Although the network has sometimes been unreliable, a network site survey and the initial phase of the network upgrade are addressing this issue. The network site survey, completed in November 2004, was a comprehensive mapping of the current state of the college network.

The report included design, budgets, timelines, scope, building overview, pullbox details, and rack/wall elevations. The initial work towards replacing a single collegewide network with building-by-building subnetworks has been completed. The second phase of this project will be planned by October 2005. The SCCC Board of Trustees approved 2005-06 for the second phase. This project will be a big step for improving the reliability and decreasing the negative effects of network problems. [205]

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Technology resources (hardware, software, services) are made available to students and staff in a variety of formats. Students and staff have access to a large number of computers in classrooms, open computer labs, and offices. E-communication is brought about through online resources such as the Reedley College website, a satellite system, interactive video, teleconferencing, the online course management system (Blackboard), WebAdvisor, online counseling, online assessment, and a great variety of online library references—which are available off-campus as well as on-campus. [148]

An extensive campus software inventory is utilized in the process of upgrading software on a regular basis as well as in the purchase of new software. Lottery funds (LT5) are used to maintain, expand and/or add software licenses. A hardware inventory is also being developed, and the technology plan is being designed to facilitate a total cost of ownership (TCO) approach to regular hardware (computers, video projectors, printers, etc.) upgrades. [148, 149, 90, 212]

Self Evaluation

The college meets this standard element. The Reedley College Technology Plan (draft) includes the following goals linking technology resources to program development, maintenance and enhancement:

#2 The college will continually assess the contribution of technology to instruction, student services and business services.

#3 Technology will be evaluated each year to maintain and upgrade hardware and software to insure that state-of-the-art learning environments and delivery systems are available to all students, instructors and staff. The college will assess current instructional technology practices in order to develop long-term instructional technology policies, conduct an inventory of current hardware and software, and develop a campus technology plan.

#8 The college will increase services on the website to include an online application for admissions, registration, online advising, placement testing, orientation, purchase of books, scholarship information, financial aid resources, and supplemental web pages by instructors.

The most used technology resources include the computers and printers in classrooms, student services programs and faculty and administrator offices. Classroom presentation equipment (such as projectors, computers and ELMOs) is also used to augment classroom

instruction. The use of teleconferencing equipment is increasing—especially between Reedley College, the district office and the North Centers—primarily because of the updating of the equipment with vastly improved technology. The hit counts to the various RC website pages indicate a reasonably high use especially for specific pages (Hit Counters Web Site). WebAdvisor is becoming the dominant way students search for classes.

In the first year of the Title 5 Cooperative grant, equipment and software licensing upgrades were purchased to facilitate online services and instruction. This ultimately will increase student access to support services and educational opportunities. In the continuing years of this grant, students will continue to see more of these internet-based offerings.

Lottery funds are used to update the instructional technology available in the classrooms. This has included equipping rooms with computers and mounted projection equipment or replacing old models. The first phase of this project will be complete by fall 2005 and the second phase will be continuing through fiscal year 2006. If necessary, the third phase will be budgeted for fiscal year 2007. The enhancements will be documented on the Master Hardware Inventory.

During spring 2005, all full-time teaching faculty received new computers. The Technology Advisory Committee reviewed the specifications for both desk top and lap top computers and recommended revisions to maximize computer use for instructional purposes. Faculty were asked to chose either a desk top or a laptop.

The response to the Reedley College survey indicated that 46 percent of respondents felt that technology is available at appropriate times and places in order for personnel to perform their duties. Twenty-one percent of the respondents had no opinion or didn't know which is enforced with a few narrative comments indicating that their job entailed limited interaction with technology. However, a substantial percentage of respondents, 31 percent, were dissatisfied with the availability of technology. Since the survey was conducted in fall 2004, steps have been taken to minimize the impact of technology failure. A management plan was developed to check Blackboard several times during the day, including weekends. Additional staff were trained on how to restart Blackboard in the event that it was down. The rebooting of Blackboard can be done from remote locations. Occasionally, systems are down due to routine maintenance and enhancements. The collegewide e-mail distribution list is used to inform all staff with at least three days advance notice. [258]

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Technology is an important component of Reedley College. The District Strategic Plan includes a Technology Integration goal. The Reedley College Strategic Plan includes as one of the seven strategic directions, Information Technology which guides the assessment and improvement of technology implemented at Reedley College. The newly revamped Technology Advisory Committee (TAC) has recently developed a draft technology plan that

streamlines technology assessment and improvement. The Reedley College Strategic Planning Council reviewed the draft Technology Plan on May 19, 2005 and will monitor the status of the implementation of the plan at each council meeting. The North Centers' Technology Plan is included as a component of the Reedley College Technology Plan. Bi-monthly North Centers' Division Representative Meetings review the status of the technology plan and plan updates are provided to the North Centers' faculty and staff. [237, 208, 212, 211, 258, 187]

Reedley College's program review includes the evaluation of the use of technology resources in each instructional, student services, business services and administrative services departments of Reedley College. The Title 5 grant provides for the loaning of equipment to faculty and students involved in the activities of the grant. The grant requires documentation as to who checked out the equipment, for what purpose, and the resulting impact on the performance of the grant. The information is collected and analyzed at all grant sites – Reedley, Clovis and Madera. This information is used to assess the current status of the grant outcomes and to make appropriate adjustments. [168, 263]

The Reedley College director of technology and the network coordinator maintain the hardware and software priority lists. At the North Centers, the director of technology, division representatives and Technology Advisory Committee determine the priority lists. Data provided by the service requests are used to evaluate the effectiveness of technology-resources utilization. [148, 67]

Self Evaluation

The college meets this standard element. The Strategic Plan and Technology Plans are integral parts of the institutional planning as evidenced by the minutes of the Strategic Planning Council. It is recognized that the institution needs to refine a formal, systematic, method to assess the effective use of technology resources and to use the evaluation result as a foundation to make improvement.

The Planning and Assessment section of the Technology Plan states that the Technology Advisory Committee (TAC) will survey the campus annually and review the Technology Plan regularly to determine technology needs. The TAC will receive on a regular basis input from the administration, academic senate, classified senate, associated student body (ASB), computer services and the district office Information Systems department to help analyze collected data for potential projects to further predict and plan for technology needs campus wide. The TAC will submit recommendations, based on the survey findings as well as the review of specific projects, to the Academic Senate, the Classified Senate, the Facilities Committee and the Strategic Planning Council. By following an organized and institutionalized technology plan, Reedley College will maximize investment in technology and bring about a cost-effective approach to the utilization of educational technology. [212]

Over 40 percent of those responding to the Reedley College survey stated that the technology planning process at Reedley College is clearly connected to teaching and learning outcomes, however, 34 percent of the respondents did not know nor had no opinion. This is not

surprising, since the Technology Plan was under development at the time of the survey.
[103#53]

Regularly done technology-usage assessments help the institution to continually be aware about the effectiveness of its technology in supporting student learning. Students, faculty, staff, and administration are solicited to provide their input about the technology utilization at the institution.

Standard III C -- Technological Resources Planning Agendas

- 3C. 1 Reedley College will complete and begin implementation of a technology plan to be fully integrated with institutional strategic planning processes.
- 3C. 2 The college, under the direction of the director of technology (hiring process underway) will develop plans with faculty and staff to further integrate technology across the curriculum to include strengthening of the infrastructure, training of faculty and staff, and enhancing student learning outcomes.

Standard III C – Technological Resources Evidence

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

- 16: Adjunct Faculty Orientation Workshop PowerPoint and Evaluation, September 18, 2004
- 33: Blackboard Syllabi and Statistics
- 40: Catalog 2004-2006
- 48: Classified Professionals Technology Workshop Schedule and Evaluation Form
- 54: Classroom Technology Project
- 60: Committee Responsibilities and Composition
- 63: Computer Advisory Committee / Technology Advisory Committee Membership and Meeting Agendas/Minutes
- 65: Computer Services Department Meetings (Calendar /Agendas /Notes)
- 66: Computer Services Online Request
- 67: Computer Services Request Log
- 82: Curriculum Committee Meeting Minutes, April 14, 2005
- 83: Curriculum Committee Meeting Minutes, March 17, 2005
- 84: Curriculum Committee Meeting Minutes, March 31, 2005
- 86: Curriculum Handbook
- 90: Decision/LTO Funded Projects, 2005-06
- 95: Director of Technology Job Announcement
- 98: Distance Education Student Survey
- 103: Employee Survey, Fall 2004
- 113: Faculty Staff Development Responsibilities/Academic Senate
- 122: Flex day Workshop Memos, Schedules and Evaluation Records
- 131: Information Competency Meeting Information

- 143: Library Orientation Calendar/Scheduling
- 148: Master Hardware Inventory
- 149: Master Software Inventory
- 168: Program Review Handbook, 2005 - 2010
- 187: RC (NC) Technology Committee Membership and Meeting Agendas/Minutes
- 188: RC (NC) Technology Plan
- 191: RC (NC) Web Committee Membership and Meeting Agendas/Minutes
- 205: RC Network Site Survey
- 208: RC Strategic Plan 2002-2005
- 211: RC Strategic Planning Council Membership and Meeting Agendas/Minutes
- 212: RC Technology Plan (Draft)
- 229: SCCCCD Information Systems Priority Committee Meeting Agendas/Minutes
- 237: SCCCCD Strategic Plan 2004-07, "A Vision for Success"
- 240: SCCCCD Technology Coordinating Council Meeting Agendas/Minutes
- 243: Staff Development Committee Membership and Meeting Agendas/Minutes
- 244: Staff Development Fund Guidelines & Application Forms
- 245: Staff Development Surveys
- 258: Technology Notices
- 261: Title 5 Cooperative Grant
- 263: Title 5 Grant Equipment List/Usage Log
- 266: Title 5 Training Announcements/Workshop Materials
- 269: Travel and Conference Forms

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.

a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The Reedley College budget and financial planning process supports institutional goals and is linked to other institutional planning efforts. These integrated and linked planning and budget processes are evident through the activities of the Strategic Planning Council, the Budget Advisory Committee and the Program Review process. The college's master

plan establishes five-year institutional goals, based on the college mission. The 2002–2005 master plan goal #5 in Planning and Assessment states

Reedley College recognizes that systematically gathered and analyzed information is an important tool for improvement of the college over time, and commits to collecting and managing data in a way that will support the goals and objectives of this plan.

Reedley College seeks to increasingly base strategic decisions on the analysis of systematically collected data, and to integrate resource allocation with planning.

Further, strategic objective 5.4 of this master plan goal is as follows:

The college will tie its strategic planning efforts to its budgeting process and to other institutional resource-allocation processes.

Annual college goals are then derived from the master plan goals, as well as from a compilation of the goals established by Instruction, Student Services, and Administrative Services. In this way, the master plan goals direct financial planning, and funds allocated and spent by the college must be tied into the master plan and the mission. [208, 168]

Although each operational area is responsible for developing its budget, the Budget Advisory Committee is responsible for prioritizing the different funding needs of the college. The Committee makes recommendations for allocating additional and/or discretionary funds to the college Business Manager and then to the President. The college's general fund budget allocations are derived primarily from the district. The district employs various formulas and methods in determining the intra-district cost center allocations. The district's financial support is largely from State of California apportionments, which incorporates the State Center Community College District's (SCCCD) general fund allocation, property taxes, categorical funding, enrollment fees and any other prescriptive or other funding into one district wide formula. [34, 36, 22]

Self Evaluation

The college meets this standard element. At the college level, emphasis is on linking financial planning to funding programs and services that are congruent with achievement of institutional goals and objectives coming out of the college's mission statement, strategic plan, program review recommendations, annual goals and objectives. The district's comprehensive master and strategic plan are also an integral factor in the college's budgeting processes.

Over the past decade or longer the college administration has relied heavily on the mission and goals as the foundation for financial planning. For example, all requests for additional funding must be justified by and directly related to the accomplishment of a college approved annual goal and/or Strategic Plan goal and/or a Program Review recommendation (Refer to the Decision Package Proposal Form). The college's resource allocation process is directly tied to the Strategic Plan and Program Review Approved Recommendations; subsequently, there is an effective means for setting priorities for funding institutional improvements. [89]

The self-study survey indicated that 54.6 percent of respondents agreed that the college relies upon its mission, goals and strategic plan as the foundation for financial planning and budgeting; 4.6 percent disagreed and 40.8 percent indicated neutral, no opinion or do not know related to this matter. This response might indicate that the budget development process is not as well known or understood as it could be.

b. Institutional planning reflects realistic assessments of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Operational budgets are developed on an annual basis essentially using the base budget incremental adjustment method, and adjustments are made to incorporate agreed-upon various planning agenda outcomes referenced in D.1.a above. Due to the State of California's annual legislative budget appropriation cycle and the very real potential of annual appropriation variances and unknown economic factors, the college and district use conservative resource projection models. Conversely, the college and district use realistic and cognizant economic indices in forecasting expenditure requirements. A combination of maintaining respectable financial reserves that are equal to or exceed the Board of Governor's required minimums and the annual Lottery revenue "Decision Package" process, which will be addressed later, assure that assessments of resource availability are realistic. The budget development process is a collaborative process of the Budget Advisory Committee. This committee discusses relevant issues such as what is needed to take care of day-to-day needs, prioritization of institutional improvements, and the availability of funds and their sources.

The college Business Manager provides committee members with regular updates regarding the status of the current budget, the status of the state budget and related legislation, and what is expected in the future. [34]

The various partnership agreements, (i.e. Quinn Caterpillar, Surabian Farms, Sun Maid Raisins, the Dinuba Vocational Center, community campuses, etc.), are an integral component of the annual budgeting processes. [158]

Self Evaluation

The college meets this standard element. The annual college budgets are developed and approved within the approved allocations. Reserve fund balances over the past several years have been maintained at reasonable and adequate levels to minimize the impact of fluctuations in state and district apportionments to the college.

Reedley College has developed a formal budget development process tied to the college master plan, shared governance process, and program review, which ensures that budget priorities focus on student learning. This focus is driven by master plan goal #3, "Reedley College sets as a goal to be recognized as a progressive student-centered teaching and learning institution" and its nine strategic objectives. The self-study survey indicated that 42.7 percent felt that the financial resources are reasonably adequate to support student

learning programs and services; 32.6 percent were Neutral/No Opinion and 24.7 percent disagreed. [208, 124, 278, 36]

c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The district and college develop annual and long-range plans for capital expenditures that are directly linked to the college's needs and congruent with both short and long range planning processes. Various plans, such as the Five-Year Construction Plan; Scheduled Maintenance Plan; draft Technology Plan; Technology and Telecommunications Infrastructure Program (TTIP); various block grant funds; Partnership in Excellence funding; and lottery revenue Decision Package Program, tie strategic academic planning and student success initiatives to capital expenditures. While the Five-Year Construction Plan, Scheduled Maintenance funding, and TTIP are capital expenditure vehicles common to all California community colleges, the Decision Package program is thought to be unique to Reedley College and the State Center Community College District.

The college's Decision Package program consists of restricting the annual Lottery (LT0) revenue to one time funding, mostly capital expenditures, on a one-year delay basis. The one-year delay basis positions the college and district to make annual or shorter notice funding decisions for one-time needs not included or funded by the other capital expenditure sources. For example, the college has upgraded equipment, facilities, provided instructional support during budget cut years (i.e., 1991, 2003 & 2004) in addition to numerous other capital projects, at the Reedley Campus and North Centers in recent years from a combination of LT0 Decision Package and Block Grant budget funds. [90]

Self Evaluation

The college meets this standard element. Reedley College is committed to the financial stability of the college and of the district. The college has established procedures to meet its payment liabilities and future obligations, as well as maintain its required cash reserve. The college does not have any short- or long-term indebtedness, nor is there any such indebtedness being contemplated.

Over the past decade or longer the college administration has relied heavily on the mission and goals as the foundation for financial planning. Additionally, in making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The college has maintained prudent and reasonable financial reserves over the years in addition to annual balanced budgets that assure timely payment of all current obligations. Longer range financial planning clearly identifies and plans for payment of liabilities and future obligations. [278]

The district, colleges and local communities initiated and passed a \$161 million bond measure (Measure E) for upgrading and adding additional educational facilities to the

campuses in 2003. \$79 million of the Measure E Bond proceeds are for Reedley College and the North Centers. The Measure E \$79 million for facilities coupled with an additional \$5.9 million Learning Resources Center funded with state dollars provides approximately \$85 million for facilities expansion and improvements over the next several years in support of student learning programs and services that will improve current and future institutional effectiveness.

Leveraged with state capital projects funding, other state support, lottery funds, and scheduled maintenance, Measure E will provide new classrooms, a new residence hall, a new bookstore, remodeling of the student center, and remodeling of existing classrooms. Portions of these same funds contribute to the college's ability to provide and replace equipment.

d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The district develops an annual budget development calendar and guidelines, which the college follows. The college, through its Budget Advisory Committee, shared governance structure and Strategic Planning Council, has developed and follows an annual collaborative and open budget development process. The Budget Advisory Committee is comprised of 15 members, representing all constituent groups of the college including students, faculty, classified professionals, administrators, and managers. [34, 35, 36]

Self Evaluation

The college meets this standard element. The budget development process is clearly planned, outlined, and endorsed by the Strategic Planning Council, the Presidents Cabinet, and the Budget Advisory Committee and is discussed at all President's Forums (all-college meetings). [207, 37, 36]

The survey indicated that of those responding, 42.5 percent agreed that faculty and staff have opportunities to participate in budget development and resource allocations, 21.6 percent disagreed and 36.4 percent indicated neutral, no opinion or do not know to this matter. If a "neutral or no opinion" response implies satisfaction with the subject matter being surveyed, the combined 78.9 percent of agree and neutral, no opinion responses affirm that there is a participatory campus budget development process. If, however, the "neutral or no opinion" response implies a larger "don't know" response, then the collaborative and participatory work of the Budget Advisory Committee is not widely known. [103]

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

a. Financial documents, including the budget and independent audit, reflects appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Reedley College and the State Center Community College District are committed to maintaining appropriate documentation on budgets and independent audits that reflect appropriate allocation and use of financial resources to support student learning and to ensure the financial integrity of the college. As required by California Education Code, the district contracts with a reputable independent accounting firm to conduct an annual audit of the district and college. The annual independent audits have been completed in a timely manner. The firm of Vavrinek, Trine, Day & Co., LLP of Fresno completed the most recent audit. The annual audits are completed in compliance with the California Education Code, Title 5 - California Code of Regulations (Sections 59101 - 59106) and Federal audit guidelines related to applicable Student Financial Aid Programs, contracts and grants.

The college has received unqualified audit opinions and no findings representing reportable conditions, material weaknesses, nor instances of non-compliance related to financial statements for the past several years. The few recommendations have been essentially procedural in nature. All audit findings and recommendations are responded to in a timely manner. Annual audit reports, recommendations and findings are reviewed with all budget managers and all others with a need to know upon request. All audit recommendations are responded to and have been implemented on a timely basis, many times before the audit is finalized and presented to the Board of Trustees for acceptance. [24]

Self Evaluation

The college meets this standard element. The district and the college meet all required budgeting and accounting standards and practices with no significant exceptions or recommendations. The district and college budget documents are available to employees and the public, as is an annual financial report. The external audit provides a means to monitor the legality and accuracy of financial expenditures and record keeping. Programs and services at the college level develop their operating budgets based on college-level and program-level goals, which are planned in direct support of student learning programs and services. [24]

b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial information is readily available and provided on a regular basis as follows:

- All budget managers, assistants, department heads, office staff have real time online access to college budgets and year-to-date account balances, etc.
- Financial status and budget update dialogue and information are provided at monthly President's Forums.

- The college Budget Advisory Committee (BAC) meets regularly and reviews current and projected financial needs of the institution.
- The college Business Manager, via e-mail, regularly updates BAC Members, administrators and managers on college as well as state budget and financial related issues as they unfold and become available.
- The college Business Manager, Accounting Supervisor, and office accounting staff maintain open access practices and are readily available via e-mail, telephone or in person to provide any desired information or answer questions.

Additionally, the college's Budget Advisory Committee and all budget managers are provided timely budget and financial transaction information. All budget managers and assistants have online, real time budget and year-to-date account balance and detailed financial transaction information available at all times. [207, 34, 35]

Financial information is provided at all Board of Trustees meetings by the district Vice Chancellor of Administration and Finance. [120]

Self Evaluation

The college meets this standard element. Appropriate financial information is provided throughout the district and college via a variety of means including Board of Trustees meetings, monthly President's Forums, the Budget Advisory Committee meetings and meeting minutes, e-mail updates from the college Business Manager, President's Cabinet meetings, and through published budget documents. The survey results indicated that of those responding 38.1 percent agreed that financial information is readily available throughout the college, 18.7 percent disagreed, and 43.2 percent indicated neutral, no opinion or don't know on this matter. [103]

c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Due to the cyclical nature of state apportionment and property tax revenues, there are times when the district's General Fund (non-reserve and investment accounts) checking accounts are temporarily at minimal balances. In order to continue interest earnings accrual on investment reserves the district participates as needed in the TRANS Program. The district has determined from experience that using the TRANS Program as needed is cost effective compared to accessing short-term investment instruments for relatively short-term cash flow purposes.

The district's cash and investment reserves are sufficient and within, or above, the generally accepted 5 percent to 10 percent "rule of thumb" for educational institutions. The district and the college have also elected to not commit or pledge lottery, growth, interest earnings and selected other categorical resources to on-going personnel or contractual obligations. These funds have been used for one-time type of expenditures such as capital improvements, new or replacement equipment acquisitions and maintaining adequate reserve balances.

The district's over cap enrollment also can be viewed as a hedge against being able to meet both current and future needs should enrollment unexpectedly decrease. [5]

The college's current, planned and forecasted available reserves are adequate to maintain stability. [278]

The district and college adhere to guidelines established by the Statewide Association of Community Colleges Insurance Joint Powers Authority. The district and college are members of the Valley Insurance Program (VIP), Joint Powers Agency (JPA), 4241 East Clinton, Fresno, CA. The district and college are reasonably and prudently insured and plan to continue insurance coverages through this agency for casualty losses, theft, liability, personal injury and property damage.

The District Vice Chancellor for Administration and Finance is assigned the responsibility for coordinating the property and liability program for the district and works with the college Business Manager in developing policies and procedures to reduce loss and litigation exposure.

The district's Risk Management Program is comprised of the following specific coverages:

1. General Liability Insurance
2. Property/Fire and Casualty Loss Coverage
3. Student Medical and Accident Insurance
4. Worker's Compensation Insurance
5. Employee Long Term Disability Insurance
6. Employee Health Insurance Options
7. Employee Life Insurance Basic Coverage with Employee Pay Options

The JPA also sponsors a Loss Control and Safety Committee comprised of representative from all member community colleges. This committee meets bimonthly and evaluates claims, develops safety programs and reviews ways and means of risk exposure minimization etc.

The district and college have a fully functional and effective Employee Injury and Illness Program Plan (IIPP) in accordance with SB 198, as well as a staff and student Right to Know Program.

The college also has an active Health and Safety Standing Committee that meets regularly. This committee is comprised of representatives from the various campus constituencies and addresses campus health and safety matters in a proactive fashion. A number of potential safety and health hazards have been remediated due to recommendations from this committee. [127]

Self Evaluation

The college meets this standard element. The college for many years has maintained reserves in excess of the state mandated 5 percent minimum level. The reserves combined with insurance programs are adequate to maintain stability meet financial emergencies and unforeseen occurrences.

The college's chemical hygiene plan is currently being updated with the assistance of a consultant and in conjunction with the update of the district's Illness and Injury Prevention Plan (IIPP). In addition, the district is in the process of hiring a district wide environmental health & safety director to oversee the plan's implementation throughout the district. Ongoing training of faculty, staff, and administrators on health and safety issues, including the chemical hygiene plan and the IIPP, are included in the college's professional development program with a training session taking place during the opening of semester activities fall 2005, along with ongoing required training. [100]

d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The district's centralized organizational management oversight of all referenced functions provides active, effective management oversight. Admissions, records, externally funded programs, contractual relationships, auxiliary organizations and institutional investments were centralized under supervision of the District Vice Chancellor of Administration and Finance on July 1, 1996, with the lone exception of the Reedley College Foundation. The Reedley College Foundation has a long, impressive and essentially a singular function of providing student scholarships. The State Center Community College Foundation also supports Reedley College but oversight occurs at the district level. Both the Reedley College Foundation and the State Center Community College Foundation are California nonprofit organizations that have their own board of directors, including nominated community members and college/district employees. Both foundations comply with accounting principles for a governmental nonprofit entity as generally accepted in the United States.

Financial aid and grants are primarily administered at the campus level; however, the Vice -Chancellor of Educational Services and Planning provides district wide oversight and coordination to ensure consistency of policy and procedures implementation across the district.

A District Dean of Admissions and Records provides district wide policy development and implementation for consistency and standardization of related practices throughout all six campus and center operations. The District Dean of Admissions and Records works closely with the college president and the college Dean of Students to ensure that adequate and appropriate communication takes place. The District Dean of Admissions and Records is a member of the President's Cabinet.

Contractual service providers and auxiliary organizations are under the direction of the District's Vice Chancellor for Administration and Finance. Management of the cafeteria and residence hall functions occur at the campus level, while management of the college bookstore is a district wide function. Each auxiliary operation maintains individual financial records, purchases equipment and supplies, makes deposits, initiates purchase requisitions, and performs annual inventories. Auxiliary enterprises are expected to be self-supporting and use the district Datatel MIS system for accounting, which allows the district oversight by the Vice Chancellor of Administration and Finance. All auxiliary enterprises are audited as part of the district annual independent audit.

The centralization of these services, operations and organizations has strengthened the management oversight by utilizing the talent and expertise of both the district and college managers who have specialized training and experience in these respective areas. Centralization of management oversight and supervision also has economic benefits for the district. In addition, the college provides input and expertise for those functions managed at the district level via district wide standing and/or ad hoc advisory committees.

Self Evaluation

The college meets this standard element. Reedley College and the SCCCD practice effective oversight of finances and make improvements in the management of financial functions as needed. The district's and college's External Independent Audits since the last re-accreditation review have had no findings representing reportable conditions, material weaknesses nor instances of non-compliance including questioned costs that were required to be reported in both State and Federal Grants and other programs. [24]

e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Description Summary

Financial resources coming from auxiliary activities, fund-raising efforts, and grants are used to support programs and activities consistent with the mission and goals of the college. Auxiliary operations include food service, residence halls, bookstore, child development centers, and associated student body. These operations are expected to be self-supporting, and all resources are to be used with integrity, supporting the college's mission and goals.

The State Center Community College (SCCC) Foundation was established to engage in fund-raising activities to support the mission, programs and services of the colleges within the district. The Reedley College Foundation and the SCCC Foundation have both formulated guiding principles that advocate for education, practicing responsible stewardship, maintaining respect for others, conducting business openly, demonstrating reliability and accountability, supporting diversity and inclusiveness, and exemplifying a commitment to students and community. As outlined in III.D.2.d above, all auxiliary operations and the State Center Community College Foundation are under the active

management of the district office, Vice Chancellor of Administration and Finance; and college site-delegated administrators. The net revenues of all such activities are directly linked to strategic planning and the directions of the district and college's mission. For example over the past few years, one of the district's primary objectives was to develop educational centers to serve the population in the northern area of the district. In addition to other eligible resources, a significant contribution was made by the district's auxiliary operations to provide development funding for the Madera and Clovis Centers.

Self Evaluation

The college meets this standard element. The district and college's external independent audits since the last re-accreditation review have had no findings representing reportable conditions, material weaknesses nor instances of non-compliance including questioned costs that were required to be reported in both State and Federal Grants and other programs. Also, all requests for base budget, supplemental or other forms of additional funding must be justified by and directly related to the accomplishment of a college approved annual goal and/or Strategic Plan Goal and a Program Review Recommendation. [24, 89]

f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The district has long-standing policies and procedures for entering into contractual agreements. This policy essentially consists of a requirement that only three administrators are authorized to legally bind the district or colleges for externally provided services. These three administrators are the Chancellor, Vice Chancellor of Administration and Finance, or the District Director of Purchasing. Additionally, all contractual agreements of more than \$15,000 require official Board action prior to contract document execution for public works. These policies, procedures, and practices ensure full disclosure, public advertising, competitive bids, and Board meeting agenda approval for all contractual services or public works agreements in accordance and full compliance with all applicable Public Contract Codes, CA Education Codes, Government Codes, Civil Codes, and Labor Codes. [235]

All contractual agreements with external entities less than \$15,000 require the approval of one of the three district administrators referenced in the preceding paragraph. District legal counsel reviews proposed contract agreements as necessary. [68]

Self Evaluation

The college meets this standard element. The district and college's external independent audits since the last re-accreditation review have had no findings representing reportable conditions, material weaknesses nor instances of non-compliance including questioned costs that were required to be reported related to contractual agreements with external entities. Reedley College and SCCCD adhere to all district policies and procedures for

contractual agreements with external entities, thus maintaining the integrity of the institution.

g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

Reedley College and the SCCCDC regularly evaluate their financial management processes through program reviews, independent audits, internal reviews and evaluations. The college business manager is charged with the responsibility to provide on-going monitoring and review of the college's financial transactions. Each division and departmental budget manager is responsible for and held accountable for the financial transactions for their assigned area(s). As earlier described in this section, each budget manager has real time online access to all assigned financial accounts. This online access provides near instantaneous access to all financial accounts originally approved budgets, revised budgets, year-to-date expenditures, most recent month activity, encumbrances and available account balances.

In addition to the division and departmental monitoring of financial activities, the business manager provides the college President and service area deans with periodic financial reports and highlights accounts, if any, that are in need of special attention. Processes are regularly discussed at the President's Deans Meeting, and suggestions for change are discussed and implemented. Reedley College has representatives on the district-level Information Systems Priority Committee, where recommendations for changes, additions, or deletions to the various Datatel modules are made.

At the district level, the director of finance and vice chancellor of administration and finance review the year-to-date financial status of the district and colleges at monthly district wide business managers staff meetings. All financial activity or developing revenue or expenditure trends, favorable or unfavorable, are highlighted, discussed and appropriate actions taken.

Finally, the results of the aforementioned financial management reviews can result in suggestions or ideas to improve the financial management system. These suggestions and ideas are discussed, reviewed, and analyzed by the district director of finance and by the district director of information systems. If it is determined that changes or modifications are needed and justified to improve the overall functionality of the financial management system, the changes are made and applicable notification or training is provided to the end line users of the system. An example is the newly developed online budget development process that employs direct up/downloading of Excel spreadsheet data to the general ledger system. This process greatly improved budget development accuracy and saved countless hours of data entry.

Self Evaluation

The college meets this standard element. In addition to periodic internal processes, the annual independent external audit involves a review and evaluation that assesses the adequacy of the systems and compliance with rules and regulations, and internal controls.

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

As a part of the college's shared governance structure and process, the systematic assessment of the effective use of all resources is essentially done on a pro-active and perpetual basis. The program review process is the initial step in the assessment of program/service effectiveness in achieving student learning outcomes at the institutional, program, and course levels. A review of existing and needed financial resources is completed for each unit in the program review process. This information then becomes part of the budget development process, which commences on a formal basis each year with the onset of institutional planning for the upcoming year. The prior year goals and strategic plan goals/objectives are reviewed for progress and proposed changes. Deans are required to submit an annual progress update and propose new goals for the upcoming year to the president. This information is shared with area deans and the institution's various advisory and governing groups for input, comment, and approval.[168, 23, 173]

The Reedley College and SCCCD budget development calendar directs the process by which the annual budget is developed. Following the steps in the budget development calendar provides a built-in and systematic assessment of the effective use of financial resources. An operating budget that is congruent with the college's Strategic Plan, annual goals and objectives as approved by the chancellor and governing board is then developed in a collaborative process. An element of this process is the use of data available from the Datatel system and other resources to assist in making decisions, which is a master plan goal and strategic objective. To accomplish this, each department reviews its program and requests resources and other long-range needs that directly relate to the master plan, annual college goals, objectives, and other planning documents. Department requests are then prioritized within the college's divisions. [23, 208]

Self Evaluation

The college meets this standard element. Reedley College recognizes the importance of systematic assessment; and the budget development process specifies that each area will develop its annual budget plan by evaluating budget items in relation to college goals as stated in the 2002-2005 master plan, annual college goals, and program review documents with the ultimate goal to improve student learning. Annually, the college evaluates and completes a report to the chancellor and Board of Trustees on the status of annual goals and objectives achievements. Additionally, the effective use of all resources is a dynamic process and changes can and are made on an as-needed basis throughout the year as circumstances warrant such considerations.

Reedley College systematically assesses the effective use of financial resources by means of the annual budget development process and the program review process and uses this information to develop a budget to effectively address the requirements of the coming year. [168]

Standard IIID – Financial Resources Planning Agenda

- 3D. 1 The business manager will work with the Budget Advisory Committee and budget area managers to increase college constituent participation in the budget development process and to improve communication within the college regarding financial and budget information. [III.D.1.a. d. and D.2.b.]

Standard IIID – Financial Resources Evidence

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

- 1: 2004-05 Faculty Job Announcements
- 5: 320 Reports, Annual
- 22: Annual Budget
- 23: Annual Goals and Progress Reports
- 24: Annual Independent Audit Report
- 34: Budget Advisory Committee Membership and Meeting Agendas/Minutes
- 35: Budget Advisory Committee Sample E-mails & Updates
- 36: Budget Development Calendar
- 37: Budget Development Process
- 68: Contractual Agreements, Samples
- 89: Decision/LTO Budgeting Process
- 90: Decision/LTO Funded Projects, 2005-06
- 100: Duty Day (Opening Session) Agendas
- 103: Employee Survey, Fall 2004
- 120: Financial Reports to the Board
- 124: General Purpose Allocation Sheet & Approved Budgets
- 127: Health & Safety Committee Membership and Meeting Agendas/Minutes
- 158: Partnership Agreements (Quinn Caterpillar, Surabian Farms, Sun Maid Raisins, Community Campuses)
- 168: Program Review Handbook, 2005 – 2010
- 173: Program Review Report -- Library and Learning Resources
- 207: RC President's Forum Agendas/PowerPoints
- 208: RC Strategic Plan 2002-2005
- 235: SCCC Purchasing Procedures Handbook, Appendix A
- 278: Year End Carryover Budget Addendums

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Reedley College expresses its commitment to institutional excellence through both its goals and vision statements, as well as its internal practices. In order to keep staff, faculty, and administrators focused on these objectives, Reedley College actively began to develop a strategic plan as a response to one recommendation from the last accreditation visit (recommendation 6). On June 4, 2002, the State Center Community College District (SCCCD) Board of Trustees accepted Reedley College's Strategic Plan for the period spanning 2002-2005. In this plan, the college articulated seven "goals and objectives" which were intended to outline a direction for the college for that three-year period. It is through these goal statements, including areas such as "teaching and learning," "student services," "information technology," and "planning and assessment," the college clearly indicated its commitment to empowering students, to exploring innovative practices, and to institutional excellence. The college's Strategic Plan is widely available, and can be obtained electronically at several locations on the college's web page. [208]

In order to nurture an environment that empowers all college employees to pursue institutional excellence, Reedley College works to educate its staff, regarding both internal issues and professional matters. The college makes a significant amount of information widely available to promote institutional dialogue. Program review reports are available, as is information regarding enrollment trends (by ethnicity, by age, by sex, and by unit load), success rates, and degrees and certificates awarded, the college's employee survey, as well as a student survey that was conducted last year, are also available on the college intranet. [230]

Further evidence of these efforts is seen in the premium the college places on professional development. Over the course of the years since the last visit, the college has encouraged individuals to attend conferences, institutes, and workshops dealing with issues such as leadership (the Community College Leadership Development Institute), institutional governance (the Academic Senate for the California Community Colleges semi-annual plenary session, the American Association on University Professors Annual Meeting) student learning outcomes, staff / professional development (the National Institute for Staff and Organizational Development conference), and learning communities (the National Summer Institute on Learning Communities), to name a few. Beyond this, the college offers “training” workshops at two of its four locations (Reedley and Clovis or Madera) during institutional “flex” days to educate the faculty and staff regarding new innovations in technology, instruction, and overall job performance. The district also sponsors additional professional development activities for classified staff, such as computer hardware/software training and grant writing workshops. [122, 48]

Opportunities for education relating to college issues are provided through the various collegewide meetings that are conducted a number of times throughout the year. Each semester, on the Thursday prior to the beginning of instruction, the college organizes two “duty day” forums, again with one being held at the Reedley campus and another held at either the Madera or Clovis Center. All college employees are required to attend these meetings, for they are used to provide college leaders with the opportunity to inform all constituencies of the state of the college. Additionally, at various points during the term, the college president will conduct a “President’s Forum” which is an open meeting in which the president discusses upcoming events with all interested parties. To foster dialogue throughout the centers, the vice chancellor schedules monthly meetings with the president of the North Centers Faculty Association, and the president of the association then relates pertinent information to the faculty at faculty council meetings. In addition, the North Centers post a monthly electronic newsletter for all members of the college community to access and review. Also, weekly calendars are electronically dispersed to all faculty and staff to offer information on upcoming events and current campus news. [100, 207, 275]

Also, the college hosts an annual retreat in which representatives from all campus operations review the status of the institutional goals and objectives, with an emphasis on continual dialogue, assessment, and improvement of the college plans and operations. [202]

Reedley College encourages all members of the college community to use this knowledge in their involvement in the college’s systematic participative processes. These processes are intended to allow for the effective discussion, planning, and implementation of policies and practices that have institutional significance. Regarding academic and professional matters, processes are established that require either mutual consent of the college’s Academic Senate and administration (as an agent of the Board of Trustees), or the administration’s (again, as an agent of the Board of Trustees) primary reliance on the advice of the Senate. For most other matters, the main campus of Reedley College has eighteen (including the President’s Cabinet) established standing committees, dealing with various issues related to college governance, with clearly defined memberships that allow for representation from all campus

constituencies. In addition, there are twelve standing committees at the North Centers that provide direction regarding issues that are unique to these locations. For example, the President's Augmented Cabinet meets monthly with representatives from administration, faculty, classified staff, and student government considering all matters dealing with the college operations and governance. Each of these committees (save the President's Cabinet) affords the opportunity for participation to each of the college's constituent groups—students, classified staff, certificated staff (faculty), and administration/management.

[224 BP 9311.1; 225 BP 2510; 60; 279]

A clear example of the opportunities for input into and analysis of the college's progress toward its primary mission would be the efforts that went into the production of this self-study report. To develop this document, individuals from all of the various campus constituencies were invited to select an area of interest, investigate that area, and then contribute to the crafting of this evaluative tool. Each of the nine committees that were formed to produce this report was co-chaired by a member of the certificated staff, the classified staff, and the administrative staff. All members of the Reedley College community, including students, were encouraged to participate in the process. [10, 11, 12]

Self Evaluation

The college meets this standard element. Of the employees surveyed, 60 percent responded positively to the administration providing leadership and encouragement to staff and faculty in terms of job effectiveness and improving instruction. Also, a majority of the survey respondents (75 percent) agreed or strongly agreed that the college promotes high ethical standards for faculty, staff and students. Finally, over 69 percent of the employees surveyed indicated that they strongly agreed or agreed with the statement "The College leaders encourage all members of the college community to take initiative in improving institutional effectiveness" [15 #36; 103 #34, 35, 36, and 65]

There were a few responses that led us to believe that, as noted earlier in this report, communications between four locations of Reedley College need to be improved.

In an attempt to remedy this problem, the college is investing time and capital into both the Reedley College and North Centers technology plans. Over \$88,000 has been spent on the upgrade of the distance learning equipment and technology at the North Centers this year. These upgrades allow for interactive communications throughout the district. Nearly \$500,000 was spent on technology to improve communications. When completed, these plans should allow for more widespread and more reliable technology, which will hopefully facilitate campus-to-campus communications.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

District Board Policy sets forth the duties and responsibilities of the faculty, staff, administrators, and students in the shared governance of the district. The Reedley College Academic Senate meets regularly and handles much of the general business of the faculty (business falling outside the scope of the faculty bargaining unit). This organization has primary responsibility to provide recommendations in the areas of

- academic and professional matters (including curriculum)
- program development and review
- degree and certificate requirements
- grading policies
- college governance structures as related to faculty roles
- faculty development policies
- minimum qualifications and equivalency for faculty.

[224 BP 9311; 225 BP 2510]

The Academic Senate is aided in the North Centers by the Faculty Association, which provides assistance in governance issues that pertain to the North Centers exclusively. The college department and the North Centers divisional structures handle much of the rest of the business of the faculty, particularly in the areas of hiring, evaluation, and curriculum implementation. The SCFT (State Center Federation of Teachers) handles contractual issues for fulltime and adjunct faculty. [8, 181, 219]

The Classified Senate serves as the representative body for the classified professionals staff. Provisions for this organization are also made in district Board Policy as derived from Title 5, §51023 of the California Code of Regulations. This organization promotes staff development, and any other matter involving classified staff not expressly excluded by law, by:

- serving in an advisory capacity, through participation of its elected and appointed members, in the areas of college/district planning and college/district policy making,
- communicating recommendations and concerns to the college/district regarding matters affecting the welfare of its membership by providing the means to present views and concerns to the administration,
- promoting communication among classified members by sharing information regarding matters of mutual interest, and addressing concerns of its membership for

the purpose of promoting excellence and fostering a spirit of goodwill within the classified service.

Like the Academic Senate, the Classified Senate is not concerned with any item specified within or defined by a collective bargaining agreement. The CSEA (California State Employees Association) manages all contractual issues. [225 BP 2510; 50; 217]

In terms of the involvement of administrators and managers in institutional governance, it must be noted that State Center Community College District is currently in the process of reviewing and revising its district Board Policies and Administrative Regulations. The current Board Policy states that the “purpose of administration is to provide the conditions that will make possible an instructional program of high quality for the students.” From this point, Board policy specifies that the “chancellor shall prepare...an organization plan...with lines of primary responsibility for all other employees clearly identified.” The recently approved (but not yet implemented due to incomplete corresponding Administrative Regulations) Board Policies explain that the role of the college’s administration is delegated by the chancellor. [224 BP 2000(a); 225 BP 2100, 2430]

Certificated employees, classified employees, administrators, and managers all actively serve on various ad-hoc as well as standing committees, both at the college and throughout the district, as specified in Board Policy. Each of the constituent groups is represented on each of the following committees: Budget Advisory, Enrollment Management, Facilities, Faculty and Staff Diversity Advisory, Health Advisory and Safety, Matriculation, Presidents Augmented Cabinet, Program Review, Scholarship and Financial Aid, Staff Development, Strategic Planning Council, and Technology Advisory Committees. The college faculty and administration constitute three additional committees, the Academic Standards Committee, Salary Advancement Committee and the Sabbatical Leave Committee. [224 BP 2220; 60]

Furthermore, this document is the product of the efforts of the entire campus community, manifest through several ad hoc committees. Initially, a steering committee was formed to guide the college through the process of crafting the self-study. As part of its charge, this committee recommended people to serve as co-chairs of each of the accreditation standard research and writing committees. In all cases, there were co-chairs from the certificated, classified, and administrative/management ranks. In some cases, student co-chairs were also named. From this point, the composition of each subcommittee was determined, with faculty, staff, and students being asked to serve. [13, 10, 11]

At the Reedley campus, committee composition is mutually agreed upon by all interested parties. Many of the administrative assignments amount to standing memberships, and are awarded to the individual occupying a particular office at that given time; however, there are a few committees that afford the college president the power to appoint members. Faculty members are appointed by either the Academic Senate or their academic department. Classified staff members are appointed to committees by either the Classified Senate or by their program area.

As was previously mentioned, at the North Centers local committees have developed to attend to local governance issues. The committees are currently filled in much the same way

as they are at Reedley College—by appointments that come from the Faculty Association or from the divisions. Terms of office are set at one academic year except in the case of the Technology Advisory Committee, whose members are appointed for two years.

Board Policy additionally provides for student representation at Board meetings and for student representation on committees through appointment by the Associated Student Body. Board Policy lists the functions and responsibilities of that position and selection procedure. Student involvement at the Board of Trustees level is identified in Title 5, Section 51023.7. [224 BP 5400/5423; 225 BP 2510]

On the Reedley College campus, students are represented on the following committees: Presidents Augmented Cabinet, Budget Advisory, Curriculum, Facilities, Health Advisory and Safety, Matriculation, Program Review, Scholarship and Financial Aid, Strategic Planning Council, and Student Equity Committees. Committee assignments take place at the beginning of each semester; students rotate according to their class schedule. All students that act as representatives of the ASB are asked to maintain contact with the committee chair or his/her assistant. Advisors assist in maintaining these open lines of communication.

At the North Centers, local governance committees do not currently provide for official student representation; however, students at the North Centers have not been left out of all decision making processes. For example, a student representative did serve on the recent dean of instruction and student services screening committee.

The student handbook outlines student activities and leadership functions and responsibility of ASB membership. A Dean's Student Advisory Council (DSAC) meets monthly to advise the dean of students on student matters. There is a full-time college-appointed advisor for the Associated Student Body. The student trustee, a member of the ASB Student Senate, is a non-voting member of the Board of Trustees. The position was developed to provide students with opportunities to develop leadership skills while participating in self-governance activities. [250]

Self Evaluation

The college meets this standard element. When reviewing the college's institutional survey, one should note that over 60 percent of respondents to the quantitative portion of this tool responded with some degree of satisfaction with the "broad based" nature of college planning activities. [103 #5]

When this statement was queried in a more direct fashion (question 66), over 70 percent of those responding to the quantitative portion of the survey reacted positively. The qualitative comments shed light on the beliefs of the remaining. Some of the respondents who offered narrative comments indicated a sense that faculty are involved in the hiring of new faculty (and that this input is valued), but not in the development of institutional policies. For example, one respondent stated, "It appears that faculty has a good voice in matters related to the hiring of faculty and other personnel, but institutional policies and educational programs seem to be more greatly controlled by administration." Some others indicated that while opportunities may exist, there is a general lack of faculty involvement (and possibly interest)

in these processes (“I don’t necessarily think this is a matter of their [faculty] not being able to but rather they are not interested or too busy with what they are doing.”).

b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning program and services.

Descriptive Summary

Student learning programs are well monitored by the faculty through the Curriculum Committee and the Program Review process. In compliance with Title 5 of the California Code of Regulations (§ 55002 (a)(1)), District Board Policy outlines these responsibilities, specifying that the primary function of the Reedley College curriculum committee is the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees. Curriculum procedures are spelled out clearly in the college’s Curriculum Handbook. As a unit of the college’s Academic Senate, this committee is chaired by a faculty member, and is comprised of the academic dean, the student services dean, three academic associate deans, two students, and thirteen faculty members, selected either by their respective departments or by the Academic Senate. Regarding the issue of course construction and content, Board Policy continues to note “all courses shall be approved through established procedure involving the curriculum committee, the dean of instruction, the college presidents, the Educational Coordinating and Planning Committee, the district chancellor, and the governing board.” [38; 86; 224 BP 9311.1, 6132; 225 BP 4020]

To review the effectiveness of its programs, Reedley College began a faculty-driven process of reviewing and assessing its programs in 1998. The goal of this process was to provide departments and programs the opportunity to reflect on the opportunities they offer to students, and how they are offered. The program review procedure is explained in the college’s recently modified Program Review Handbook. A committee comprised of the college president, the vice chancellor, two instructional deans, the dean of student services, a faculty chairperson (approved by mutual agreement of the Academic Senate and the college president), six additional faculty members, two classified persons, and two students are charged with the task of systematically assessing instructional programs, student support services and administrative services relative to the college’s mission, the college’s strategic plan, and evidence of student learning. The function of this group is to provide information for the institution’s integrated planning, resource allocation, and decision-making processes. [168]

Self Evaluation

The college meets this standard element. As indicated in the college’s staff survey, nearly 80 percent of respondents indicated that the faculty is in fact “sufficiently involved in decisions involving curriculum development.” Courses and programs at Reedley College are developed by the faculty. Once a draft of the suggested course curriculum/program is crafted, it is reviewed by department members and the appropriate associate dean, and then forwarded to the Curriculum Committee. This committee, which is a unit of the college Academic Senate, is chaired by Academic Senate Vice President for Curriculum, and comprised of representatives from each of the nine instructional departments, an academic

senate auxiliary representative, two at-large academic senate representatives, two at-large representatives from the North Centers faculty, two students appointed by the Associate Student Body, the dean of instruction, the dean of students, and all three associate deans of instruction. The committee reviews all courses in a systematic manner to ensure that delivery of instruction fits the objectives and the contents of the course. Credit course outlines include information about lecture/lab hours, evaluation, prerequisites, catalog description, course objectives, and content, appropriate readings, methods of measuring student achievement, course outcomes and educational materials. The Curriculum Committee reviews the course in one hearing and decides upon it in a second hearing. Once the Curriculum Committee approves the course/program, it is signed by both the Curriculum Committee chair and the dean of instruction. The campus Curriculum Committee then forwards the course to the district Educational Coordinating and Planning Council (ECPC). The membership of ECPC consists of the two college presidents, North Centers' vice chancellor, deans of instruction, Curriculum Committee chairs and the curriculum assistants. ECPC monitors all curriculum at district campuses and forwards a recommendation to the State Center Community College Board of Trustees who grant ultimate approval. Programs that offer Certificates of Achievement (18 or more units of coursework required) and vocational associate degrees are forwarded to the Central Region Consortium for review. Reviewed programs are sent to the California Community College Chancellor's Office for state approval. All new non-vocational associate degrees or those that are revised significantly are sent to the Chancellor's office for approval.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

Governance structures on the campus are based on various California state community college governance mandates. Board Policies establish a shared governance structure that define the college's operational model. Through the Academic Senate, the Classified Senate, and the Associated Student Body Senate, faculty, staff, and students are involved in the planning and decision-making processes at appropriate levels to the issues. At the district level, the chancellor chairs the Communications Council, which is comprised of the presidents of both colleges, the vice chancellor of the Reedley College North Centers, the presidents of both of the colleges (Reedley College and Fresno City College) academic and classified senates, and the presidents of both the classified and certificated bargaining units. The function of this committee is to provide for the discussion and transfer of district-level information to all constituent groups at all campuses within the district. The president sits at the Board of Trustees table and is a member of the Chancellor's Cabinet, thus serving as both the liaison to and a representative of the district board. Administrators are represented on campus advisory committees, such as the President's Cabinet and the Academic Standards Committee. [38; 224 BP 9311.1; 225 BP 2510]

The Academic Senate represents all campus faculty on issues affecting academic and professional matters. The current Board Policy makes explicit that, in the area of curriculum,

the governing board will either “develop policies relying primarily on the advice and judgment of the academic senate,” or will arrive at “mutual written agreement regarding said policy.” The new Board Policy implies the same idea in the statement “The Board or its designees will consult collegially with the Academic Senate...as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.” Reedley College’s instructional departments, as well as student services faculty (counselors) and auxiliary faculty (campus nurse, librarians), elect a predetermined number of representatives to this body based on the size of the department. In addition, part-time faculty members have the opportunity to elect one member to this organization. Academic Senate meetings are open for all faculty, students, classified staff, and administrators to attend, however, only designated faculty members (“senators”) may vote on issues before the body. [224 BP 9311.1; 225 BP 2510; 8]

Through the Classified Senate, classified professionals serve in an advisory role in college/district planning, college/district policy, and all other college/district decision-making processes. Beyond this, this organization exists to promote communication among classified members, planning staff development and promoting social affiliation between all college employees. The largest communication event is the annual Mega Conference held each spring. The conference attendees are from the Reedley College, Fresno City, and North Center campuses. The annual conference serves as a networking and learning opportunity for all classified employees. [50, 47]

Students also play a role in governance processes. As specified in current Board Policy, “students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students.” These student “trustees shall attempt to represent at all times what they consider to be the best interests of the general student body of their respective institutions...Student trustees shall have the right to attend all board meetings, excepting closed sessions,...and shall be recognized as a regular board member as a participant in board discussions and the questioning of witnesses appearing before the board.” While this student trustee serves as a non-voting member, Board Policy clearly articulates the purpose of this position: “The student trustee can provide an effective communications link for the board with the student government bodies of each college. Beyond this, the Reedley College Associated Student Body affords students several opportunities to participate in various extra curricular activities, including the campus and district governance processes. Within the college, ten of the eighteen governance committees reserve seats for student representatives. [224 BP 5400 / 5423; 225 BP 2510]

Finally, the President’s Augmented Cabinet serves as the primary campus wide consultation group for shared governance. Chaired by the president, the Cabinet has representation from all constituent groups, including district-level representation.

Self Evaluation

The college meets this standard element. As indicated in the descriptive summary above, the structures are in place for effective dialogue between the various campus constituencies. Since the college’s last accreditation, the Administration, Academic Senate, Classified

Professionals, and Associated Student Body have actively participated in the program review process and the development of the college Strategic Plan.

In addition two new committees, Facilities Committee (Standing) and Committee on Committees (ad hoc) have been created for specific tasks. They extend opportunities for promoting shared participation and communication among the constituency groups, and encourage the members to work together for the continued betterment of the institution. Also identified was the proposed development of the Board Policies and Administrative Regulations which would formally outline the review and development process.

The structures and practices to facilitate these discussions still require attention. The Academic and Classified Senates serve as two of the primary shared-governance organizations at Reedley College. Minutes are recorded at every meeting and are available for reference but not on the college intranet. These organizations participate actively in regional and statewide meetings and receive travel and conference support from the college. However, even taking into consideration the institutional significance of these representative bodies, neither is afforded a permanent office for general business or for file storage. This makes it difficult for these representative bodies to do their part in campus governance in an efficient and effective fashion. The eight offices in the classroom building opening spring 2005 will afford the entire campus the opportunity to assess space utilization needs.

The college maintains an intranet site for the distribution of information. Members of the college community could find minutes of some committee meetings (including Accreditation, Curriculum, Program Review and Strategic Planning Council), various campus forms, and other campus information there. While the college has made progress in educating individuals regarding the use of technology for both classroom activities and for communications purposes, our computer “environment” has proven itself to be, from time to time, unstable. In light of this, hundreds of thousands of dollars were spent on technology in the 2004-05 academic year in an attempt to increase efficiency. However, knowledge and use of “The College Page” needs to be improved.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Reedley College—operating under applicable provisions of federal law (most notably, Title 20 of United States Code), of the Education Code the State of California, and of the California Code of Regulations (most notably, Title 5)—is committed to the highest standards of ethical conduct while carrying out its duties and responsibilities to its constituencies. To ensure the implementation of all of these statutory requirements, SCCC has incorporated several statements into its Board Policies, Administrative Regulations, and statements of practice and procedure. Governing board responsibilities and ethical conduct requirements are delineated in Board Policy. Additionally, a code of ethics statement for

administrators has been incorporated into the recently reviewed district policies. Faculty is governed by the statement on professional ethics adopted by the American Association of University Professors in 1987. [224 BP 9000/9019; 225 BP 2012, 2715, 3150; 6]

The college provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the ACCJC, describes the college in similar terms to all its various external accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. In addition, recommendations from the Accrediting Commission have been made available to the public and responses have been crafted in a timely fashion (please see the “Response to the June 2000 Recommendations,” in the Introduction section of this document).

In line with the several statements of ethics at both the district and college level, Reedley College maintains fruitful relations with several external governmental agencies in order to better serve our students. The college is a beneficiary the U.S. Department of Education’s “Hispanic Serving Institution” (Title 5) grant. Through the revenue provided by this grant, the college has, among other things, developed a writing center for students and enhanced its tutorial services. [264]

Reedley College’s federally funded Upward Bound program—whose goal it is to identify eligible participants who have the potential to succeed in postsecondary education and encourage them to complete their secondary education—was first financed in 1992. This program serves approximately 80 students in three target area high schools: Reedley High School, Parlier High School, and Washington Union High School. Two-thirds of the participants are low income *and* first generation college students. The remaining one-third are either low income *or* first generation college students. [175]

GEAR UP—a program started in 1998 when former-President Clinton proposed the “High Hopes for College” initiative to create a national goal that every college should partner with at least one middle school in a low income community to help raise expectations and ensure that students were well prepared for college—was first funded at Reedley College in 1998 to serve 408 seventh grade students from nearby high schools and middle schools. [172]

The Reedley College CASS (Cooperative Association of States for Scholarship) program is the result of an agreement between the college and Georgetown University to provide training to Central American and Caribbean students in agri-business practices. Reedley College first participated in this federally supported program (through the U.S. Agency for International Development and the Center for Intercultural Education and Development) in 1987, and since that time has provided training to 235 students in 14 cycles. [169]

Additionally, the Reedley College EOPS/CARE are other examples of the college’s relations with external agencies. The Extended Opportunity Programs and Services (EOPS) is a special state funded program that provides college support services for low-income and educationally disadvantaged students. The Cooperative Agencies Resources for Education (CARE) Program provides support services to assist single parents who are participating in

CalWORKs and/or Temporary Assistance for Needy Families (TANF) /Aid to Families with Dependent Children (AFDC), and who have children 13 years of age or younger. The bulk of this program was established in response to HR 3734, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (the welfare reform act). Recipients must be enrolled in 12 or more units at Reedley College. CARE has many benefits for students. It provides an opportunity to achieve educational, vocational, and occupational training goals.

The intended sum of these various programs and collaborations with external governmental agencies is to provide Reedley College students with the most rewarding educational experience possible. As a result of this goal, Reedley College has maintained a positive relationship with the ACCJC. To try to better meet the broad objectives laid out by the new accreditation standards, the district's recently revised Board Policies direct the district chancellor to "ensure that the district complies with the accreditation process and standards of the ...Commission..." This statement was added with the Board Policy revision that is currently taking place, correcting an oversight in the current Board Policy. The college has taken past recommendations seriously, and has attempted to take steps to remedy noted institutional shortcomings as evidenced by our response to the previous 2000 team's recommendations (see introduction to this report). [225 BP 3200]

Self Evaluation

Reedley College meets this standard element. SCCCDC has either articulated clear ethics statements that the Board has crafted, or has endorsed those of other organizations to establish standards. Additionally, the college maintains positive relations with several outside agencies, including the ACCJC.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Recently, both SCCCDC and Reedley College have undertaken the task of reviewing and evaluating its governance and decision-making structures. Beginning in early 2004, the district Board of Trustees began a process of revising its policies, deleting those already included in the Education Code in an effort to reduce redundancy. The review of Board Policies is a broad-based effort with all constituency groups. Currently, five of the seven chapters of Board Policy have been reviewed. At the completion of this task, representatives from each of the district's constituent groups will begin the process of revising the Administrative Regulations to ensure that they accurately reflect the intent of the revised policy.

At the local level, last year Reedley College began a study to review and evaluate the appropriateness of the program review process. All programs in the college have completed the first cycle of program review. As the first cycle progressed, there was considerable refinement regarding the quantity and the quality of data needed to make effective and useful evaluations. After taking one year to encourage dialogue and contributions from all campus

constituencies, a new Program Review Handbook was approved by the Academic Senate, the Classified Senate, and the college president in December of 2004. This second cycle of Program Review commenced in spring 2005. [168]

Currently, Reedley College has embarked on a project to review our campus committee structure. The Committee on Committees was created during the fall 2004 semester, and has been assigned the task of reviewing the organization and operation of all standing and special committees of the Reedley College main campus, and to submit a written report to the college president by mid-March, 2005 with respect to improvements, modifications, and changes in committee structure and operation. [59]

Self Evaluation

The college meets this standard element. Last year, a committee of committees was created to review the organization and operation of all campus standing committees and to make recommendations to the president. As part of their work, members of the committee reviewed how other college committee structures were organized and assessed.

The college is also taking this accreditation opportunity to review itself as a means to launch into the evaluation and assessment of its 2002-2005 strategic plan. We will use this self-study document as a guide in the development of our next institutional plan. In light of this, the college has used its institutional intranet as a means of keeping the campus community involved in the formation of this report. All steering committee and standard co-chairs meeting notes, as well as all drafts of this document, were available through the “2005 Accreditation” folder on the intranet. [10, 11]

Even with such efforts, the Reedley College Staff Survey indicates a need for improving the college’s communication structures. Approximately 26 percent of respondents to the quantitative portion reacted in a “Neutral / No Opinion” fashion to this statement, while an additional 13 percent responded “Don’t Know.”

Additionally, the opinions of those who offered qualitative responses on the staff survey give some insight into those who, in the quantitative portion, expressed disagreement with the statement “The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the College.” Fifty percent of those who offered narrative remarks offered comments such as “I have never seen any of this type of activity” and “I feel out of the loop” (3 written responses/177 total responses). This further emphasized the need for improved communication between the sites.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The district demonstrates its desire to serve the public interest through its mission, philosophy, vision, and core values statements. In accord with the articulated district philosophy, the colleges of the State Center Community College District (SCCCD) believe in (1) “creating...interpersonal relationships that encourage respect for self and others,” (2) “creating and preserving an educational and cultural environment which contributes to the development of...the student,” and (3) “foster an awareness of the interrelationships and interdependence of all persons.” From this philosophy flows the district mission statement, which implies the principle that making “life-long educational opportunities” available throughout its service area, irrespective of skill level, physical ability, or area of personal interest, constitutes a public service. The “new” mission statement expressed in recently revised board policy reaffirms that the district strives to “provide quality, innovative, and accessible educational programs and services that enhance student learning and global citizenship.” This sentiment is reiterated throughout the district’s “vision” and “core values” statements. [224 BP 0200; 225 BP 1200]

Set with these objectives in mind, the seven members of the SCCC Board of Trustees are elected as specified in California Elections Code (§10600-10604) and California Education Code (§5300-5304, 35107, and 72103), on an at-large basis from six geographical trustee areas. The six areas are designated by school district representation. The members serve staggered four-year terms of office to ensure stability with elections being held in November. Terms of office expire on the last Friday in November in the election year. Provisions for filling mid-term vacancies are described in Board Policy. A non-voting student trustee from each college serves one academic year term. The student trustee is elected by the Associated Student Body. At Reedley College, the student trustee must be a full-time student. To ensure

opportunities for community input, board policies contain requirements for opportunities for public participation at meetings of the Board of Trustees. [224 BP 9100, 9110, 9220, 9320.1, 225 BP 2110, 2345/2350]

Board Policies and Administrative Regulations provide for the governance of the district, and in complying with these prescriptions, the Board ultimately acts as a whole and protects the institution from undue influence or pressure. With these policies and regulations, there is no opportunity for a minority of individuals to pressure the district's operations since neither the policies nor the regulations are subject to change without intense scrutiny.

Self Evaluation

The college meets this standard element. The district is fortunate to have a Board of Trustees that has made a long-term commitment to service. All but one of the board members has served the district and its service area for at least fourteen years. This experience provides valuable insight into the decision-making process, and continuity in policies and procedure.

The Board of Trustees is effective in representing the vast array of public interests that make up the district. Members are active in their local communities and advocate for the colleges and centers in the district as well as statewide. They attend campus events as their schedules permit. Individual members endeavor to make themselves accessible, and can be contacted by phone, e-mail, written correspondence, at public appearances, and through various district publications.

As indicated by the college staff survey, it should be noted that there seems to be (a) a large degree of apathy, (b) a lack of knowledge/understanding concerning Board activities throughout Reedley College, and/or (c) a comfort with the governing board's decisions and a faith in their ability to serve the district and its service area. While approximately 48 percent of respondents agreed with the statement "The Governing Board's decision-making reflects the public interest," over 28 percent expressed neutral feelings, and over 19 percent indicated a lack of knowledge.

b. The governing board establishes policies consistent with the mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

As stated in the current Board Policy, the mission of the State Center Community College District is to make available to all students:

- Formal and informal life-long educational opportunities and programs for intellectual, social, physical, and emotional well-being;
- Assistance in the development of mental and manual skills through the positive pursuit and implementation of effective teaching methods and processes;
- Educational services to meet the special needs of a diverse student body—the young, the middle-aged, the elderly, the physically handicapped, minorities, the well prepared, and the less well prepared;

- Curriculum offerings in preparation for employment and/or transfer to senior institutions;
- Educational and occupational guidance and counseling;
- Programs and educational services for meeting the changing needs of, and improving the quality of life for the individual and the community.

[224 BP 0200]

This mission, along with the district's vision and core values statements, articulate the Board's expectations in terms of the quality, integrity, and review of student learning programs and services. Subsequent sections of current Board Policies go further in demonstrating the premium which the Board places on these areas. For example, pending Board Policies note that:

- "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricular offerings..." [225 BP 4020]
- "The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of each college to lead students through patterns of learning experiences designed to develop certain capabilities and insights." [225 BP 4025]
- "...the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth. It is recognized that freedom to think, to read, to speak and to question is necessary to the development of an informed citizenry. This freedom shall be integral to the philosophy of this district and is guaranteed to all staff and students." [225 BP 4030]
- in terms of employing faculty members, the "basic purpose of personnel policies of this district is to provide for the employment of staff members who possess those qualifications essential to an educational program of excellence. [224 AR 4100]
- teachers of the district are to "maintain a high level of competency in the subjects taught." [224 BP 4118]
- in an attempt to improve the programs and services offered by the college, instructors are to "prepare and/or revise outlines for courses..." [224 BP 4118.1]

Several other provisions intended to ensure the quality, integrity, and improvement of student learning programs and services can be found in the 2000 series of current Board Policies.

As the district has begun to review and revise Board Policies, the Board has maintained its pledge to the students of Reedley College and Fresno City College. While the statements are not as detailed in noting the commitment of the Board to the revised mission, the new policies do note that "the programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricular offerings, including their establishment, modification or discontinuance." [225 BP 4020]

Self Evaluation

The college meets this standard element. Sections of both the current Board Policies, as well as the yet-to-be-implemented revisions, demonstrate the Board of Trustees dedication to its programs and services.

Over the past two years, the district has begun the process of reviewing and updating its Board Policies. Through the combined efforts of all of the various constituent groups, six of the eight new sections of policy have been reviewed and revised, and are currently awaiting implementation, which will occur upon the completion of the revised administrative regulations. In the course of this revision process, the governing board, in consultation with all segments of the two college communities, endeavored to establish policies consistent with the mission, and to promote the quality, integrity, and improvement of student learning programs and services.

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

As specified in §72500 of California Education Code, the Board of Trustees is “liable in the name of the district for all debts and contracts.” Additionally, the Board, as specified in §81600 of California’s Education Code, is charged with the “management and control school property within its district.” Section 87400 of the California Education Code implies that Community College District’s Boards of Trustees are ultimately responsible for all matters pertaining to employment. These are just a few statements that establish the SCCC Board of Trustees (and all other Boards) as possessing ultimate legal accountability with in the district.

The Board of Trustees receives biannual recommendations from the Educational Coordinating and Planning Committee (ECPC), a district committee consisting of faculty and administration whose charge is to review all curricular and student services issues forwarded from the colleges. Additionally, the District Occupational Education Advisory Committee exists to “assist [the district] in the analysis of the subject area advisory committees in occupational educational education and in the effective functioning of these committees.” Yet these committees serve in an advisory capacity—final approval of all educational programs and courses is the responsibility of the Board of Trustees. [224 AR 2221.5, BP 6132 / AR 6133.1; 225 BP 4020]

As prescribed in Title 3, Division 7, Part 50 of the California Education Code, the Board of Trustees is, in the end, responsible for oversight of the fiscal resources of the district. Fiscal matters are monitored and approved on a continual basis. The Board accepts and/or approves warrants, quarterly financial reports, budget calendar, budget, and budget adjustments. A thorough review of the budget is conducted prior to the adoption of the tentative budget each year. The Board approves the annual audit, selection of auditors, as well as state audit of foundation and auxiliary enterprises. [224 BP 9000(a); 225 BP 2012; 22]

In addition, facility planning, scheduled maintenance, five-year construction plans, and the newly voter approved bond measure are all within the jurisdiction of the Board. [224 BP 9311.1; 225 BP 2510]

Self Evaluation

The college meets this standard element. Program and curriculum are high priorities with the Board. They reflect the needs of their constituents, especially the vocational training needs of the district communities. Transfer rates and student success after leaving our institution are of particular interest to the board. The Board annually reviews the Partnership for Excellence performance data that includes transfer rates, transfer ready, certificates and degrees awarded, course enrollment (transfer, basic skills, and vocational) and number of students completing coursework at least one level above their prior basic skills enrollment. At the March 2005 meeting, the Board reviewed a report on the status of vocational programs which included, in addition to enrollment and certificates and degrees awarded, an analysis of how well the colleges were meeting the need in high demand occupations. [220 11/4/04, 3/1/05]

The Board's commitment to providing quality educational offerings to constituents in outlying district communities is evidenced by the purchase and development of facilities and property in Madera, Clovis, and Oakhurst. The new Clovis site has been selected at Willow and International Avenues, and a Master Plan has been completed with architect's plans being prepared for the phase 1 and 2 campus buildings. The Board is also planning a new educational facility to be located in Southeast Fresno County.

Additionally, the Board of Trustees acts in a fiscally prudent manner and participates actively in the development of the budget. The longevity of the Board provides a wealth of experience upon which to draw in developing fiscal priorities. Budget allocations reflect a commitment to the implementation of long-range planning.

d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The policies and regulations of SCCCDC are compiled in binders and distributed to all managers and officers of college organizations (e.g., the president of the Academic Senate, the presidents of the bargaining units representing the faculty and staff). The pending Board Policies 1000-5000 are now available on the district website. The Board Policy 2000 series clearly delineate the role and responsibilities and other governance items of the Board. These policies state the relationships among the Board, employees, and the public. Key areas relative to this Standard include Board Membership, Role of the Board, Board Meetings, and Structure and Operating Procedures. [224 BP 9110, 9000, 9320, 2000, 2121; 225 BP 2010, 2012, 2100, 2110, 2310, 3100]

Self Evaluation

The college meets this standard element. Copies are available in the offices of the President, Vice Chancellor of the North Centers, Deans of Instruction and Student Services, and all Associate Deans.

e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The agendas, minutes, and resolutions from Board of Trustees meetings indicate that the Board acts in a manner consistent with its established policies and administrative regulations. Hard copies of these records have long been available at both the district office and at the campuses and centers in the district. Beginning with the February 3, 2004 meeting, all agendas and minutes are now available online through the district website. [220]

Board Policies and administrative regulations are currently being reviewed and updated. This procedure involves bringing revised documents to the Chancellor's Cabinet, a group of individuals who represent the various constituent groups in the district. After what is usually a first and second read, and after the representatives have had an opportunity to receive feedback from their groups, the policies are either further revised or approved and sent forward as a recommendation to the Board. [42]

Self Evaluation

The college meets this standard element. Board Policies are currently undergoing revision, with the corresponding administrative regulations to follow; however, there is no mention in the current Board Policies or Administrative Regulations establishing a regular interval for overall board policy review. Pending Board Policy 2410 implies cyclic review of administrative regulations, and it is possible that this cycle of review will be articulated in the subsequent administrative regulations. The old Board Policy and Administrative Regulations remain in effect until all board policies and administrative regulations are written and approved.

f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Several sections of existing policy speak to Board development. The Board of Trustees receives input and education from the Academic and Classified Senates from both colleges in the district, from various district standing and temporary committees, and from various other types of informational meetings. At each Board of Trustees meeting, a special presentation provides information on one facet of the district's programs. Board workshops have been conducted on the budget, bond measure, and selection and design of campus sites. [224 BP 2222.4, 9311.4, 9130, 9320; 225 BP 2510, 2220, 2310; 220]

A practice for trustee education has been established. New members to the Board attend orientation sessions presented by Community College League of California (CCLC). At the local level, newly elected trustees receive an information packet from the district. A meeting with the chancellor is scheduled as soon after the election as possible. A policy is given to each trustee. The Board Retreat is organized as an opportunity to gain knowledge about the

operation of the district. On several occasions, consultants have attended the retreat to discuss such topics as strategic planning and construction. [232]

Finally, to ensure that there are always experienced Board members serving and thus maintain stability, provisions establishing staggered terms of office are specified. Other electoral safeguards are also established, such as process for filling any vacancies to the district Board of Trustees, are described in Board Policy as well. [224 9100, 9110, 9220, 9500; 225 BP 2100, 2110]

Self Evaluation

The college and the district meet this standard element. Policies are in place to provide Board members with opportunities to mature as trustees. Additionally, while it is not made explicit, the district does have an “unofficial” new board member orientation procedure. The newly revised (not yet implemented) policies explicitly state that the board is “committed to its ongoing development and to a trustee education program that includes new trustee orientation.” [225 BP 2740]

g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

California Education Code Section 70902 authorizes and defines local governing boards. In addition to the powers and duties prescribed by law, the State Center Community College District Board of Trustees has policy detailing 16 additional responsibilities. [224 BP 9000]

Current Board policy does not articulate a process for trustee self-evaluation. To address the need for a board policy that includes the board self-evaluation, a new board policy was written. This new policy was approved by the Board on November 4, 2003 and is awaiting the development of the administrative regulations before full adoption. [225 BP 2745]

BP 2745 - Board Self-Evaluation *The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning. To that end, the Board has established the following processes:*

- 1. A committee of the Board shall be appointed in June to determine the instrument or process to be used in board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field.*
- 2. The process for evaluation shall be recommended to and approved by the Board.*
- 3. If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the Executive Secretary to the Chancellor.*

A summary of the evaluations will be presented and discussed at a board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.

Self Evaluation

The college/district meets this standard element. The lack of an explicit board policy is being corrected in the recently revised Board Policies which are pending implementation.

In July 2000, the State Center Community College District Board of Trustees conducted a board retreat for the purpose of board self-evaluation. The retreat was facilitated by a professional consultant. A trustee evaluation instrument was completed to assess all aspects of trustee performance and direction of the State Center Community College District.

During spring 2004, Tom Crow, SCCCDC Chancellor and Willie Smith, Board President drafted a Board of Trustees Self Evaluation form using the Community College League of California's *Board Self Evaluation Guide* (2001). The resulting form contains the following categories: institutional mission and educational policy, institutional planning, instructional/student services programs, facilities, financial resources, board operations, board – chancellor relations, faculty/student/classified relationships, community relations, and governmental relationships. Each of the categories has three to eight statements that the board rates strongly agree, agree, disagree, strongly disagree or no opinion. There is also a comment section for each of the 10 categories. In addition, the self-evaluation includes a section whereby the three greatest strengths and the three areas needing improvement are described. [226]

The self evaluations are mailed to each board member who completes and submits them to the chancellor's executive secretary who compiles and summarizes them into a single summary document. The chancellor's evaluation includes a discussion of the board's self evaluation. This process has been used the past two years – at the July 13, 2004 and February 1, 2005 Board of Trustees meetings. Prior to the 2005 process, the chancellor and the board president met and reviewed the self evaluation document to ensure that the categories and statements included with each category were appropriate and relevant to board duties and responsibilities.

h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

Current SCCCDC Board policy articulates a "Board Ethics Statement." As stipulated in this policy, the members of the State Center Community College District Board of Trustees "...recognize that as elected public servants our actions, behaviors, and verbal statements will be under the watchful eye of the citizenry at all times. Therefore, the decisions we make as a Board must reflect our dedication to promote higher education along with opportunities for professional, vocational, and technical growth and enhancement. As officials of public education, we must be a positive reflection of those for whom we speak." [224 BP 9019]

1. Board members will devote time, thought and study to the duties and responsibilities of a community college trustee in order to be effective.

2. We recognize the fact that strength and effectiveness of the board is as a total board, and not as a group of individuals.
3. We agree to work with fellow board members in a spirit of cooperation and compromise despite differences of opinion that may arise during debates on issues.
4. We agree to respect the office we hold. Remembering that as an individual we have no legal authority outside the meetings of the State Center Community College District. Board members should never misuse the power inherent in their office.
5. We pledge to avoid any situation that constitutes a conflict of interest. When a matter arises that could be a question of conflict of interest, we will remember to notify the Chancellor and/or Board President before any official action is taken.
6. We will resist influencing votes or actions of other board members or of any employee, through threat, promise of award, deception, exchange of vote, or by any other means than legitimate open discussion.
7. All official business by the board will be conducted in open public hearings except for those issues which are by law more appropriately dealt with in closed session.
8. We recognize that all discussion in closed session should not be released or discussed by individual board members outside the confines of the closed session. We agree that any information disclosed from closed session will only be released with the approval of the board by a majority vote.
9. The board's function is to establish the policies of the district. The board shall hold the chancellor and his/her staff accountable for the administration of the educational program and the conduct of college business. Any complaints, criticisms, and comments received by individual board members regarding the district should be directed through appropriate channels as previously agreed upon by the chancellor and Board.

The in-progress Board policies that are presently being completed also include a "code of ethics/standards of practice" component which is a reiteration of the current statement. [225 BP 2715]

Self Evaluation

Both the current and the pending Board Policies contain explicit statements of ethics. However, in neither of these documents is a process for dealing with behavior that violates the statement of ethics.

i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board has received information regarding the accreditation process. In November 2002, the Mid-Term Report was reviewed and approved. At the December 7, 2004 Board of Trustees meeting, Reedley College President Dr. Barbara Hioco and Fresno City College President Dr. Ned Doffoney provided an update on the Accreditation process. This

presentation included a review of the new accreditation standards in comparison to the old standards, an orientation to the self study process, the accreditation timeline, and each of the college's progress toward completion of the self study reports. Subsequent progress reports were delivered in the monthly president's report to the district Board of Trustees. The final draft was presented to the Board on June 7, 2005. An update on the self-study process is included in the college's report at all Board of Trustees meetings. [220, 12/7/04]

Additionally, as has already been established, SCCCD is currently in the process of reviewing and revising its Board Policies. The Board of Trustees has demonstrated their awareness of the accreditation standards by referencing them in several areas of the revision [225 BP1200,2410,2430,2431, 2435, 2510, 2715, 2740, 2745, 2750, 3200, 3250, 4025, 4030]

Self Evaluation

The college meets this standard element. The Board is acutely interested in the accreditation process. The longevity of the members' service provides them with a thorough knowledge of the process and the importance of accreditation.

j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system for the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Current Board Policy specifies that the Board of Trustees will "select and appoint the chancellor of the district." Beyond this statement, there is no specified process in either current Board Policies or Administrative Regulations for selecting a chancellor. Due to the current review of district board policy, this process is in a bit of flux. It should be noted, however, that this oversight has been rectified in the new Board Policies. While these policies are not yet implemented, and will not be implemented until the corresponding Administrative Regulations are completed, this revised set of guidelines specifies that the Board of Trustees will select a chancellor after an interview process that is "fair and open and complies with relevant regulations." [224 BP 9000, 225 BP 2431]

The process of evaluation for the chancellor and all other academic management is specified in the current Board Policies and the revisions. Historically, the chancellor's evaluation has been completed during a closed Board meeting, and is kept confidential. As the policy is written in the broadest of terms, the process will be described in greater detail in the corresponding administrative regulations, which have yet to be written. [224 BP 4315/4315.3; 225 BP 2435]

Again, in current Board Policies, there is no statement that explicitly delegates authority to the chancellor for the implementation and administration of board policies except in particular situations, yet the broad concept is implied in various sections.

[224 BP 2121/2200/2210/4300, AR 2220/2221]

State Center Community College District is a multi-college district, with each of the colleges in the district (Fresno City College and Reedley College) having independent campus presidents. However, for several reasons, Reedley College has a distinct administrative structure of its own. First, the distance between the main campus and the three centers (Clovis, Madera, and Oakhurst) creates some unique administrative/management challenges. Reedley College is over 32 miles from the Clovis Center, over 41 miles from the Madera Center, and nearly 70 miles from the Oakhurst Center. Secondly, the enrollments at the centers are significant in their own right, collectively surpassing the total main campus enrollment. Reedley College has collectively maintained an average enrollment of 11,364 students since the last accreditation report with the campuses maintaining the following average enrollments:

1. Main (Reedley) Campus - 5,469 students
2. Clovis Center – 3,706
3. Madera Center – 2,022
4. Oakhurst Center – 466

These “North Centers” (Clovis, Madera, Oakhurst) were established under the official jurisdiction of Reedley College. Until the centers obtain full-college status, the major support structure for instructional and student services will remain with Reedley College. However, based on these conditions which may bring the Reedley College North Centers close to beginning the process for college status, Reedley College has established an external administrative body. The vice chancellor of the North Centers is the Reedley College president’s counterpart for all issues that pertain exclusively to the Reedley College North Centers.

Since these positions are similar, the process used to fill vacancies in either office is comparable. The procedure for determining the composition of the screening committee is developed at the college and approved by the chancellor. These screening committees must have representatives from academic and classified employee groups. [190, 206]

The chancellor or designees will pre-screen the applicant pool and narrow the field to 20 applications to be forwarded to the screening committee. The Equal Employment Opportunity Compliance Officer will then review and certify whether or not the selection pool meets district Equal Employment Opportunity guidelines. Members of the screening committee are allowed review all of the files not selected, and may recommend alternate candidates for the select pool. Once the select pool has been agreed upon, the screening committee shall screen the pool, and at least five qualified applicants are invited for an interview. The chancellor shall have the right to add additional names to the list of individuals being invited for interview from the select pool. The chancellor or designee will interview all of the candidates invited for interview.

After the candidates have been interviewed, committee members will recommend three to five candidates. Should the committee feel unable to recommend at least three, the committee must seek the chancellor's agreement to consider fewer than three. With concurrence of the chancellor, a recommendation will be forwarded to the Governing Board for consideration. [216]

Once a new president (or vice chancellor) is determined, one of his/her tasks is to formulate a number of goals to strive to accomplish over the course of the academic year. These goals are then submitted to and retained by the governing board, and are used as the basis from which to evaluate the progress of the institution and the effectiveness of the president/vice chancellor. [23, 178]

Self Evaluation

The college/district meets this standard element. In late spring 2004, both the current president, Reedley College and the vice chancellor North Centers were hired following the Administrative Hiring Policies described above with one small deviation. The policies allow for the chancellor or designee to pre-screen the applicant pool. In the case of both the president and vice chancellor screening committees, all applications were reviewed by the entire committee. The chancellor evaluates the president and the vice chancellor in accordance with board policy. [224 BP 4315]

The processes inherent in the Administrative Hiring Policies were followed during the hiring of the current chancellor which occurred during summer/fall 2003. The chancellor's annual evaluation is included on the Board's agenda; however, the results are confidential. There are pending board policies that specifically outline the selection and evaluation of the chancellor as well as the delegation of authority to the chancellor. All pending board policies reference California Education Code and the Accreditation Standards. [224 BP 2430, 2431, 2435]

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate

Descriptive Summary

The offices of both the college president and the vice chancellor of the college North Centers are directly involved in institutional planning. The Reedley College president serves as a standing member of four of the campus committees that most directly impact decisions regarding future allocation of resources. The president serves on each of the following college governance committees:

- President's Cabinet / President's Augmented Cabinet (chair), each of which is charged to consider all matters dealing with the college's operations,

- Program Review Committee, which validates each program's final written program review report and forwards all recommendations to the Strategic Planning Council,
- Strategic Planning Council, which monitors and reviews all planning activities of the college (including the college's strategic plan) so as to ensure coordination of the various college and district plans and the alignment of these plans with the college mission;
- Facilities Committee (chair), which is charged with the responsibility of developing, monitoring, and implementing the college's Facilities Master Plan.

In addition, the president chairs bi-weekly deans' meetings, which also serve a planning function. [60]

The vice chancellor of the North Centers serves as a standing member of three standing committees charged with the task of attending to governance issues relating specifically to the Clovis, Madera, and Oakhurst Centers. The vice chancellor serves on the:

- North Centers Division Representatives Committee
- North Centers Vice Chancellor's Cabinet/Vice Chancellor's Augmented Cabinet (chair).

In addition, the vice chancellor serves as a standing member of the Reedley College Program Review Committee. [60]

The Reedley College president oversees all institutional services areas at Reedley College, including Instructional Services (including Library/Learning Resources), Student Services (including the residence halls) and Business Services (including Building Services and the cafeteria). In addition to the typical areas, the president also directly administers both the Athletics programs and the Public Information Office via weekly meetings with the director of each program. Furthermore, the college is currently in the process of hiring a new director of technology, who will report directly to the president.

The president works cooperatively with all constituency groups on campus. She meets regularly with the leaders of both the Academic and Classified Senates. In order to communicate goals and address concerns from the entire campus community she holds monthly presidential forums. These forums allow for open dialogue among all attendees. Further these forums serve as a conduit for passing on information directly to the campus community. At the beginning of each semester the president addresses all campus administrators, faculty and staff at the opening session. These sessions allow the president to update the campus community on the status of current goals and projects as well as introduce new goals and projects. Beginning in the spring of 2005, the new president instituted the practice of conducting annual day-long "leadership retreats" for the purposes of providing more in-depth discussions of campus issues. This year, the topics discussed included facilities development and prioritization, and enrollment trends and management. Certain individuals are specifically asked to attend, but the event is advertised campus wide, and it is made known that all members of the campus community are welcome to attend.

The vice chancellor of the North Centers serves a similar function relative to all those issues which pertain exclusively to the North Centers and do not immediately impact the main campus. To foster dialogue throughout the centers, the vice chancellor schedules monthly

meetings with the president of the North Centers Faculty Association, and the president of the association then relates pertinent information to the faculty at Faculty Council meetings. In addition, the North Centers of Reedley College post a monthly electronic newsletter for all members of the college community to access and review.

Both the Reedley College president and the North Centers vice chancellor hold regular Cabinet and Augmented Cabinet meetings to discuss ideas, concerns and projects with key leaders from all departments and constituency groups on campus.

A “Committee on Committees” (COC) was formed in spring 2005 to review the College’s committee structure, review the role and purpose of each committee, and propose modifications to streamline and more clearly identify committee structure and functions related to the decision-making and shared governance processes. The COC is made up of members from each of the campus’s constituent groups. Committee members gathered data regarding committee structures at similar size community colleges before sending their recommendations to the college president in spring 2005. [60, 59]

Though the president and the vice chancellor are the ultimate decision makers within their respective charges, each of these offices delegates most of the day-to day operational decision making to the dean or administrator over these areas. At Reedley College, the dean of instruction, on behalf of the college administration chairs the

- Academic Standards Committee,
- Sabbatical Leave Committee,
- Salary Advancement Committee, and
- Strategic Planning Council.

The dean of instruction also sits as a standing member of the

- Budget Committee,
- Curriculum Committee,
- Enrollment Management Committee,
- Health Advisory and Safety Committee,
- Matriculation Committee,
- President’s Cabinet/President’s Augmented Cabinet, and
- Program Review Committee.

On behalf of the Reedley College administration, the dean of students chairs the

- Student Conduct Committee,
- Enrollment Management Committee,
- Matriculation Committee, and
- Scholarship and Financial Aid Advisory Committee.

The dean of students sits as a standing member of the

- Budget Committee,
- Curriculum Committee,
- President’s Cabinet / President’s Augmented Cabinet,

- Program Review Committee,
- Strategic Planning Council.

The Reedley College business manager represents the college administration by chairing the

- Budget Committee, and
- Health Advisory and Safety Committee.

The chief campus financial officer also sits as a standing member of the

- Facilities Committee,
- President's Cabinet/President's Augmented Cabinet,
- Program Review Committee,
- Scholarship and Financial Aid Advisory Committee, and
- Strategic Planning Council.

The college president has the ability to appoint individuals to both the college Facilities Committee and the Faculty and Staff Diversity Advisory Committee.

The vice chancellor of the North Centers has exercised the option to delegate his authority to the North Centers dean of instruction and student services so that she may represent the administration assigned to the centers as a standing member of the Reedley College Matriculation Committee, Program Review Committee, and Sabbatical Leave Committee. Additionally, the dean of instruction and student services for the North Centers sits as a standing member of the North Centers Budget Committee, Division Representatives Committee, Technology Advisory Committee, Library Advisory Committee, and Vice Chancellor's Cabinet/Vice Chancellor's Augmented Cabinet.

Self Evaluation

The college meets this standard element. The State Center Community College District and Reedley College anticipating that the North Centers will eventually become the third college in the SCCCDC, began planning for this transition by establishing a strategic planning process which resulted in a North Centers strategic plan. This plan serves as the initial transition plan and includes establishing an administrative structure that, over time, will prepare them to become autonomous institutions. Part of this plan articulated the need to appoint a vice chancellor to assist the president in college leadership. The vice chancellor has worked cooperatively with the president and has functioned as a subordinate in terms of policy development and implementation, and other college-level governance issues. He has operated independently in terms of day-to-day operation of the centers only; however this individual confers with the president on most issues and depends on Reedley College for direction. One example of this relationship is in the development of the new director of technology position. The director will report to the college president alone, but will have responsibility for technology operations at both the main campus and at the North Centers. Both main campus and North Centers computer services staff will report to the director. [186, 189]

When asked on the Reedley College Employee Survey if the college president provides effective leadership in selecting and developing personnel, 88 percent stated that it was too soon to speak to this statement given the recent presidential assignment. Eighty-two percent of the individuals responding to the question "the college president provides effective

leadership in fiscal planning and budget development” believed it was too soon to make a determination given the recent Presidential assignment.

b. The president guides institutional improvement of the teaching and learning environment by the following:

- *establishing a collegial process that sets values, goals, and priorities;*
 - *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
 - *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
 - *establishing procedures to evaluate overall institutional planning and implementation efforts.*
-

Descriptive Summary

The president of Reedley College, in collaboration with the vice chancellor of the Reedley College North Centers, works to provide an environment that provides for continual development, primarily in the areas of teaching and learning. Both offices are active in communicating institutional values, goals and directions throughout the college. The president and the vice chancellor both participate in a variety of district committees where they represent the goals and needs of the college. Both also attend and speak at Board of Trustees meetings to keep the Board abreast of campus issues. As noted earlier in this report (IV.B.2.a.), on campus the president chairs the President’s Cabinet / President’s Augmented Cabinet, a body that deals with a variety of campus planning issues. For issues that pertain exclusively to the North Centers, the vice chancellor serves on similar committees. Such structures allow these individuals to utilize the constituent representatives as a means of communicating with their groups.

Both administrators communicate with the campus community at large in a variety of ways. Opening Day presentations in both the fall and spring semesters provide an opportunity for both the president and the vice chancellor to address “the State of the Institution.” In addition, the president provides for and participates in campuswide forums which are scheduled at least once per semester and holds regular meetings with the Academic Senate president. For issues specific to the North Centers, the vice chancellor meets monthly with the President of the North Centers Faculty Association. [207]

The college has established a collegial process that reviews values, goals, and priorities. The planning process consists of several committees, such as the Budget Committee, the Enrollment Management Committee, the Facilities Committee, and the Matriculation Committee, as well as several other governance committees that feed information to the Strategic Planning Council, whose function it is to coordinate all campus plans and activities. As has been agreed upon by all segments of the college, this committee is structured in such a fashion that all campus constituencies are afforded opportunities for representation. The roles of these committees have been described extensively elsewhere in the self-study.

To ensure that evaluation and planning rely on high quality research and analysis on external and internal conditions, Reedley College has employed an institutional research coordinator

whose role is to provide quantitative and qualitative information to the campus community regarding institutional effectiveness. Recently, the college Office of Institutional Research has been reassigned in the campus organizational chart to be under the joint jurisdiction of the college dean of instruction and the dean of instruction and student services, North Centers. [132]

The college has a number of mechanisms in place to link institutional research, especially research on student learning, institutional planning processes and resource allocation. Most notably, as established by the college, the institutional research coordinator serves on a variety of committees. This individual serves as a standing member of the college Matriculation Committee, the responsibility of which is to assist in the planning and implementation of the college's matriculation plan, and transmits matriculation information to the various campus and district constituent groups. The institutional research coordinator also serves as a standing member of the Program Review Committee, which is to validate each program's final written self-study, and then forward all program recommendations to the Strategic Planning Council. Finally, this individual serves as an ex-officio member of the Reedley College Strategic Planning Council. This committee relies on institutional data to better ensure the coordination of the college's various plans, monitor the resources allocation processes, and monitor progress on the objectives of the college's strategic plan.

Self Evaluation

The college meets this current standard element. At this juncture, it is difficult to evaluate the effectiveness of the president and the vice chancellor in guiding the process of institutional improvement. The college community has worked diligently over the past five years to establish a "culture of evidence" throughout Reedley College; however, as our college survey indicates, it is difficult to make judgments regarding college leadership due to the fact that both administrators have held their positions for such a short period of time. This indicates that the question crafted for the survey was too limited in scope by failing to include the leadership provided by prior presidents. However, the survey does seem to indicate a favorable response to these individuals over the short term.

c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary:

The president, as guided by district Board Policy and Administrative Regulations, and in conjunction with the vice chancellor of the North Centers when appropriate, oversees the implementation of all levels of policy. It is the responsibility of the office of the president, as an agent of the district chancellor, to ensure that all decisions impacting the college are consistent with pertinent sections of California's Education Code, California's Code of Regulations, and SCCCD's board policy and administrative regulations. [225 BP 2430, 2100, 224 BP2121]

To provide direction in formulating and maintaining practices that are consistent with the both Board Policy and the institution's mission, the president will refer to the college's

strategic plan, which was created to serve as a blueprint for planning, decision-making and resource allocation. All goals and objectives indicated within this document were created with the college's mission in mind. From this, the president is to set annual goals based upon the strategic directions identified in this document. [208, 23]

Movement toward these goals is then assured through our governance structure, as well as college-level, district-level, and state-level reporting requirements. The governance and planning structures ensure dialogue among members of the college community and reaffirm that our institutional practices conform to the college mission. Through the operation of the various aspects of these processes (committee meetings, staff meetings, president's forums, leadership retreats, etc.), the president is able to monitor the implementation of Board Policy as it moves the college toward its goals and objectives. An annual report then connects the accomplishments of the year to the college goals, etc. These processes all ensure that institutional practices are consistent with institutional goals, mission, values, and policies.

Self Evaluation

The college meets this standard element. The president conducts regular campuswide forums. There is an agenda for each forum which over the past year has included items such as accreditation, budgeting, facility planning, program review and strategic planning. The majority of the time allocated for the forum is for staff to bring forward their topics for discussion. The president holds regular cabinet and augmented cabinet meetings whereby all constituency groups are informed of current events as well as trends in district policies and procedures and their impact on Reedley College.

The quantitative responses to the Self Study Survey question on presidential leadership indicated that nearly half of the respondents indicated either "no opinion" or "don't know." The qualitative comments shed light on the quantitative results, with over 80 percent of those noting that it was "too soon to tell" anything about the administrative leadership of the college. This indicates that the question crafted for the survey was too limited in scope by failing to include the leadership provided by prior presidents.

d. The president effectively controls budget and expenditures.

Descriptive Summary

The president has overall responsibility for control of the budget and expenditures for the main campus of Reedley College, and ensures that fiscal resources are allocated in a manner that best meets the goals and mission of the college. Likewise, due to the fact that the North Centers are a separate line-item in the SCCCD annual budget, the vice chancellor for the North Centers has similar responsibilities for the Clovis, Madera, and Oakhurst centers. Each has delegated authority to the deans, associate deans, and unit directors of their respective sites for budget and expenditures of their respective divisions, and meets regularly with all lead administrators to monitor the budget needs and issues. [206, 22, 190]

Both the Reedley College office of the president and the Reedley College North Centers office of the vice chancellor maintain their own "Budget Advisory Committee," the function of which is to assist in reviewing the development of the college's annual budget. The

Reedley campus's committee is chaired by the college's business manager, and consists of the college's two deans, the business services supervisor, the assistant to the business manager, four representatives appointed by the Academic Senate, four representatives appointed by the Classified Senate, and one representative appointed by the Associated Student Body. The North Centers have recently established a corresponding committee, consisting of the associate business manager, the dean of instruction/students services, one accounting technician III, all four academic divisional representatives, two classified representatives appointed by the Classified Senate, and one student representative appointed by the Associated Student Body. This committee will have its first active meeting in fall 2005. [60, 34]

Self Evaluation

The college meets this standard element as follows:

- the college weathered the last few years of state budget cuts without seeing a significant negative effect in the areas of human resources and programs and services,
- the residence hall has been operating with a positive cash flow
- the college has maintained the resources needed to support programs during a period of funding cuts
- the college has been able to implement the first phase of its infrastructure development plan

However, as was noted in the response to IV.B.2.c., 82 percent of the individuals responding to the question "the college president provides effective leadership in fiscal planning and budget development" believed it was too soon to make a determination given the recent appointments of both the college president and the vice chancellor of the North Centers. One point that should be made for it is indicative of the fiscal priorities of the new college president—one of her first acts as president was to explore the feasibility of supplying all faculty, administrators, and student services personnel with new computers. Once it was determined that such a project was feasible, the resources were devoted to the project in the name of better service to the students.

All grant proposals must be approved by the president/vice chancellor during the initial phases of the development. There is an online *Preliminary Notice of Intent to Apply for Funding* on the district intranet that is the first step in the grant development process. The second step includes a brief abstract that is routed from the individual with the proposal idea to the appropriate supervisor and ultimately to the president/vice chancellor. Grants must be approved by the president/vice chancellor and the business manager prior to submittal to the district grants office. In addition to approving several grant proposals in the past year, the current president has actually initiated the grant idea process by bringing appropriate personnel together and working on the proposal personally.

e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

Communities served by the institution include the college community, parents, alumni, community at large, partner institutions, high schools, universities, employers, and voters. The community is invited to campus events, consulted about the campus strategic plan, and, at times, are recognized for their contributions, by way of the Distinguished Alumnus Awards at commencement. [58, 275]

The president of Reedley College and the vice chancellor of the Reedley College North Centers additionally maintain lines of communication through Public Information Offices, which strive to be comprehensive, full-service operations supporting the both the college and the college's North Centers through a variety of public relations and community outreach activities. The Reedley College main campus maintains its own Public Information Office, led by the college's public information officer, whereas the North Centers share a public relations officer with Fresno City College. In either instance, the task of the Public Information Office is to enhance the image of Reedley College through a meaningful public relations and marketing program, to build relationships between the college and the community, and to advance the educational opportunities and services of Reedley College by generating financial gifts from potential donors. As a result, both the president and the vice chancellor can educate the community through various college newsletters and articles in the *Fresno Bee*, *Reedley Exponent*, *Clovis Independent*, *Madera Tribune* and various other local newspapers.

The college also works to communicate effectively with the communities it serves through college outreach, community events, participation in service clubs and charitable events, and distribution of a wide variety of public information materials.

Self Evaluation

The college meets this standard element. To date, the new president of Reedley College has initiated ties to the community through involvement with the local schools. After being at Reedley College for ten months, she regularly attends program advisory committee meetings, recruitment activities, and community events. She meets monthly with all area K-12 superintendents, and once each semester with principals and superintendents of the college's main "feeder" high schools. She is a member of the local rotary and as a member participates in their community service projects. As a result of meetings with feeder area high schools, the college president established the Reedley College High School Reports which provide information relative to high school students attending Reedley High School. The college president is also an active participant in the Regional Jobs Initiative. [128]

The vice chancellor of the North Centers interacts with the communities of Madera and Clovis through his service with the following organizations:

- Madera Chamber Business and Education Alliance
- Madera Chamber Inter-Agency Committee
- Licensed Vocational Nurse (LVN) Advisory Committee
- Madera County Coalition
- Madera Compact

- Madera Workforce Investment Board
- Madera District Superintendents
- Clovis Chamber of Commerce: Leadership Clovis Steering Committee, Board of Directors
- Clovis Rotary
- Clovis Unified School District Joint Use Project

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

a. The District/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

Lines of responsibility are outlined in various sections of Board Policy. The role of administrators in the State Center Community College District is to provide an environment which will afford students the greatest likelihood of receiving a quality education. Among the many duties and responsibilities of faculty defined in current Board Policy, the major duty is to “teach students in accordance with the philosophy, objectives, and policies of the district, the approved curriculum of the district, the provisions of Education Code, and the Rules and Regulations of the Board of Governors of the California Community Colleges.” The role of classified personnel is defined by the particular job function (i.e., grounds, maintenance, instructional aide, administrative assistant, etc.).

[224 BP 2000, 2121, 4118.1, 4118.2, 4118.3 ,4218; 225 BP 2430, 4020, 4030]

From this, one could then appropriately infer that it is the job of the district to care for issues that are of equal concern to both of the colleges in the State Center Community College District. It is the role of the district to, among other things, establish the general policies which govern the overall operation of the district, construct the overall annual operating budget, negotiate salary scales, and adopt an annual district calendar. The oversight of issues of local concern (i.e., campus budgets, faculty/staff/ manager evaluations, etc.) have then, by past practice, been delegated to the individual colleges. Board policy also includes organizational charts for the district and each college. A “mapping” of the district has been recently completed that clearly defines the roles of authority and responsibilities of the colleges, governing board, and district within the context of the existing system.

[224 BP 9000, 225 BP 2012]

Self Evaluation

The district meets this standard element. Current Board Policies outline the operational responsibilities and functions of the various constituent groups, and those policies are available through offices on campus upon request. The Board Policies that are currently

being rewritten are considerably broader than the current policy, but this new philosophy has been accepted by all groups with the understanding that the detail, including proper delineation of function, would be drawn out in the revised Administrative Regulations.

b. The district/system provides effective services that support the effective operations of the colleges in their missions and functions.

Descriptive Summary

The district managers meet monthly to discuss service needs and the colleges are encouraged to communicate their concerns regarding services to the district manager who supervises that area. In a large district, efficiency is improved with centralization of services such as payroll, human resources, maintenance, grounds, and purchasing. The office of institutional research provides and analyzes data and makes it available in hard copy and on the internal network.

Many services once provided by the college have been centralized and are now at least partially provided by the district. These include:

- Admissions and Records (even though there are Admissions and Records departments at both colleges, the system is centralized through the district)
- Facilities and Grounds Maintenance
- Information Systems (even though there are Information Systems departments at both colleges, several functions are now performed through the district)
- Benefits
- Bookstore Services
- Business Services (a shared responsibility between the colleges and the district)
- Purchasing
- Research (a shared responsibility between two college institutional researchers and a districtwide clearinghouse of information)
- Police
- Payroll
- Transportation

The effectiveness of these services and operations are assessed by various district level committees, including the Chancellor's Cabinet, the Chancellor's Communications Council, the District Business Managers Committee, the District Director's Committee, the District Strategic Planning Committee, the Educational Coordination and Planning Committee, the Occupational Education Advisory Committee, the Technology Coordinating Council, and the District Chief Instructional Officers Committee, to name a few. Additionally, information used in these evaluations is communicated to the district level through

- President's and Vice Chancellor's reports at Board of Trustees meetings
- Academic Senate reports at Board of Trustees meetings
- Classified Senate reports at Board of Trustees meetings

In the end, all of these inputs combined contribute to the overall review of district-level and college-level goals.

Self Evaluation

The college meets this standard element. The intent of a combination of centralized operations with local input, and in some instances, supervision responsibility is to maintain a consistency in the delivery of services to students and staff. As this change to a more centralized system has occurred, it has presented many challenges and opportunities. Evaluation of efficiencies and successes of centralization needs to occur on a regular basis to ensure a quality educational experience for constituencies.

c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the college.

Descriptive Summary

The district has provided both budgetary and personnel support to the college in support of mission and functions of the college. To meet this end, SCCCD uses an allocation methodology based on past years appropriations to determine proper resource distribution to the various institutions. To supplement this and account for the funding of new programs and services, any current needs may be discussed at the Chancellor's Cabinet and appropriate resources can be allocated to meet the needs of the educational institutions.

Examples of such support include the office of Foundations and Grants, which oversees the implementation of the Title 5 grants as well as assisting programs in grant procurement and development. The district also allocates lottery funds to the college and to the North Centers to augment program budgets.

At present, there is a fair distribution of resources that is adequate to support the effective operations of the college. The district, however, is facing a challenge with the rapid growth of the North Centers, particularly in the Clovis area. Each year the district funds specific new needs at the North Centers. For example in the 2005-2006 budget, a line item was included to specifically add two new, full-time faculty positions to the North Centers. Special line item allocations were included in the 2004-2005 budget to fund the LVN Program at the Madera Center. These types of additions then become permanent in the next year's North Centers budgets. Additionally, the district allocated \$344,000 of remaining miscellaneous revenues in the 2005-2006 budget to the North Centers. In this way, the district recognizes the needs of the centers and continues to build the North Centers budgets. Each year the North Centers and Reedley College are allowed to carry over any unused funds.

Self Evaluation

The college meets this standard element. As the district continues to grow, fair and equitable distribution and allocation of resources will need to be continually addressed.

d. The district/system effectively controls its expenditure.

Descriptive Summary

District finances have been handled in a responsible manner leaving the district financially sound. Annually, the district meets or exceeds its minimum reserve requirements. Budgets

are balanced based upon realistic enrollment projections. Purchase orders are issued for all goods and services based on available funds. Employee costs are budgeted annually. New positions and funding for these positions are approved by the Board of Trustees. Thus, procedures are in place to insure that budgets are balanced and budget requirements are met.

The district is audited annually by an independent certified public accountant, as required by law, and has always received an “unqualified opinion” (indicating that there are no identified material weaknesses in the district’s records and that there have been no restrictions on the scope of the auditor’s work) on its financial statements. Additionally, the CPA reviews the internal controls of the financial system and issues compliance reports of federal and state monies.

The district utilizes the Datatel enterprise-wide software system. Expenditures and encumbrances are posted to this system and any amounts that exceed the budget are reported as over expenditures. Site budget managers and campus business managers review these reports periodically. Additionally, the district office accounting staff also reviews these reports to make certain funds are available. On an annual basis prior to closing out the books, one final review is made to make sure funds are available for all expenditures.

Self Evaluation

The college meets this standard element. SCCCD has consistently ended the fiscal year with a positive fund balance due to conservative fiscal management by the Board of Trustees, prudent allocation of resources by management, and strong monitoring by the business managers and the accounting staff at the sites and the district office.

The CPA who oversees the production of annual unqualified opinion has found no material weaknesses in our internal control system, and we have consistently been in compliance with federal and state regulations with regard to grant funds.

e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

SCCCD hires the president and delegates to that individual all administrative duties and responsibilities consistent with state law. All administrative responsibilities not delegated to the chancellor rest with the president. These processes are defined in Board Policy. [224 BP4300(a); 225 BP 2430]

Once hired, the Reedley College president is granted authority to: [206]

- manage the total college program,
- manage the development and evaluation of college goals and objectives,
- develop and utilize a process by which the resources of the college are allocated,
- provide for the evaluation of college programs and services and for utilization of evaluation data in institutional planning,

- recommend, with the assistance of the college staff, improvements in college programs and services,
- recommend an annual college budget and supervises administration of college financial affairs,
- provide for the development of college public relations, community services, and student recruitment programs,
- promote articulation between the college and other schools and colleges in the area,
- approve all job assignments, duties and responsibilities of academic and classified personnel,
- recommends, with the assistance of the college staff, educational specifications for facilities required to support the college program.
- represent the college at meetings of appropriate educational agencies and organizations,
- ensure that all employees work within the duties and responsibilities described in class specifications, and for following all policies, rules, regulations, contract agreements, and procedures of the state and the district, including the requirement that access to privileged information be carefully protected, and
- pursue external funding.

Once hired, the Vice Chancellor of the Reedley College North Centers is responsible for/to the development and evaluation of the North Centers goals and objectives: [190]

- work cooperatively with Reedley College in the areas of accreditation, program review, curriculum, student services, Academic and Classified Senates,
- the development and utilization of a process for determining the proper allocation of North Centers resources,
- the evaluation of the North Centers programs and services and for utilization of evaluation data in institutional planning.
- recommends, with the assistance of the North Centers staff, improvements in the North Centers programs and services.
- the development and supervision of the North Centers annual budget,
- the development of the North Centers public relations, community services, and student recruitment programs,
- the articulation between the North Centers and other schools and colleges in the area.
- recommend, with the assistance of the North Centers staff, educational specifications facilities additions that are required to support the North Centers programs.

Self Evaluation

The college meets this standard element. The chancellor delegates the authority to manage issues of local concern to the president of Reedley College and, if appropriate, to the vice chancellor of the North Centers of the College.

f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The district provides several avenues for the college to have input into the planning and implementation of all policies that serve to support the institution's educational programs. District advisory committees meet on a regular basis, including the Chancellor's Cabinet, the Chancellor's Communication Council, and the Education Coordinating and Planning Committee (ECPC). ECPC reviews curriculum from both colleges and includes representatives from the Academic Senate in its membership. The Chancellor's Cabinet includes both college presidents and vice chancellors. The Chancellor's Communication Council includes the presidents of the colleges, the Vice Chancellor of the North Centers, the presidents of the Academic and Classified senates, and the president's of the bargaining units (certificated and classified). By having these various constituencies present at district-level planning meetings, the representatives can return to their individual campuses, report on the discussions that took place at the meeting, receive feedback from the group, and return the following month with direction from his/her segment of the college community. Additionally, information regarding Board actions is made available through the district website. [220]

Self Evaluation

The college meets this standard element. Through the several district level standing and special committees, dialogue between the district and the colleges and centers is facilitated. In general, the administration, academic senate president, classified senate president and student trustee seem to be well informed regarding district issues. Administrative staff regularly attends Board meetings and report back to the deans and managers where Board actions impact their areas. Both the academic and classified senates present updated information from their respective areas at each board meeting. The chancellor issues a regular e-update which in many instances includes comments from the board president. These updates along with all board agendas and minutes are available on the district web site. All press releases are archived on the district web site and are on a searchable database. The district also publishes a semi-annual informational newspaper, *Front and Center*, which includes highlights from all district locations.

g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them for improvement.

Descriptive Summary

The district uses a variety of methods to assess its integrity and effectiveness in assisting the colleges toward meeting educational goals. The district Strategic Plan requires the district office to evaluate its proper role in promoting the goals articulated in the plan. The district must assess how it can best provide effective assistance to the colleges and centers in the promotion of

- Excellence in Teaching and Learning,
- Student Access, Involvement, and Support for Success,
- Diversity,
- Resource Optimization (Human, Physical, and Fiscal),
- Technology Integrity,
- Institutional Awareness and Communication,
- Institutional Excellence,
- Community Building, and
- Economic Development.

Eleven committees have been formed to monitor and assess the district's progress in meeting each of these nine goals. The co-chairs of these committees meet twice annually to monitor the progress toward these goals.

The district evaluates its effectiveness through both the discussions that occur and the feedback that is given through the Chancellor's Communications Council. This committee has a membership that allows voice of the campus constituent groups. This committee, then, also contributes to the regular evaluation of the relationship between the colleges and the district office.

One example of the work of the Chancellor's Communications Council can be seen in the review of the District's Board Policies, including the sections that make statements regarding the decision-making structures and processes as they exist at the district level. This review of Board Policies has also prompted a review of the district's administrative regulations.

In both of these areas, the results of the efforts that have gone into these projects are made public so that the information may be used to inspire more innovation and progress. The district Strategic Plan, as well as the progress reports issued by each of the eleven committees, may be found on the SCCCD website. The yet-to-be implemented district Board Policies can also be accessed through the District website. The subsequent Administrative Regulations will also be available through this means when they are completed. [237, 238, 224]

Self Evaluation

The college meets this standard element. The strategic planning effort has been underway for two years, requiring regular reflection and evaluation of the progress being made relative to each of the nine strategic directions. The district's decision-making structures and processes as delineated in board policy and administrative regulations are currently being reviewed and revised and when adopted by the Board, are made available on the district website.

Standard IV: Leadership and Governance Planning Agenda

- 4.1 The Board Code of Ethics will include a clearly defined policy for dealing with behavior that violates its code. [IV.B.1.h.]

Standard IV: Leadership and Governance Evidence

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

- 6: AAUP Statement on Professional Ethics
- 8: Academic Senate Constitution and By-laws
- 10: Accreditation Co-Chair Membership and Meeting Agendas/Notes
- 11: Accreditation Joint Steering and Co-Chair Meeting Agendas/Notes
- 12: Accreditation Reports to Board of Trustees
- 13: Accreditation Steering Committee Membership and Meeting Agendas/Notes
- 15: ACT College Student Outcomes Survey, Spring 2004
- 21: Announcements for Campus-Sponsored Events/Lectures
- 22: Annual Budget
- 23: Annual Goals and Progress Reports
- 34: Budget Advisory Committee Membership and Meeting Agendas/Minutes
- 38: California Code of Regulations, Title 5, §53201
- 42: Chancellor's Cabinet Membership List
- 46: Classified Professionals Flex Day Agenda and Evaluation Form
- 47: Classified Professionals Mega Conference Announcement, Agenda and Evaluation Form
- 48: Classified Professionals Technology Workshop Schedule and Evaluation Form
- 50: Classified Senate Constitution & Bylaws
- 58: Commencement Programs
- 59: Committee on Committees Membership and Meeting Agendas/Minutes
- 60: Committee Responsibilities and Composition
- 86: Curriculum Handbook
- 100: Duty Day (Opening Session) Agendas
- 103: Employee Survey, Fall 2004
- 117: Faculty Tenure Review Self Evaluation Template
- 122: Flex day Workshop Memos, Schedules and Evaluation Records
- 128: High School Graduate Reports
- 132: Institutional Researcher Job Description
- 167: Program Review Handbook, 1999 - 2004
- 168: Program Review Handbook, 2005 - 2010
- 169: Program Review Report -- CASS
- 172: Program Review Report -- Gear Up
- 175: Program Review Report -- Upward Bound
- 178: RC (NC) Annual Goals
- 179: RC (NC) Budget Committee Membership and Meeting Agendas/Minutes
- 181: RC (NC) Faculty Association Constitution and Bylaws

- 186: RC (NC) Strategic Plan
- 189: RC (NC) Transition Plan
- 190: RC (NC) Vice Chancellor Job Announcement
- 202: RC Leadership Retreat Agendas/Notes
- 206: RC President Job Announcement
- 207: RC President's Forum Agendas/PowerPoints
- 208: RC Strategic Plan 2002-2005
- 216: SCCCCD Administrative Recruitment and Hiring Practices
- 217: SCCCCD and California State Employees Association Chapter 379 Agreement, July 1, 2003 - June 30, 2006
- 218: SCCCCD and Part-Time Faculty Bargaining Unit State Center Federation of Teachers, July 1, 2002 - June 30, 2005
- 219: SCCCCD and State Center Federation of Teachers Local 1533, CTF/AFT, AFL-CIO Agreement, 2003/04 - 2005/06
- 220: SCCCCD Board of Trustees Meeting Agendas/Minutes & Materials
- 224: SCCCCD Board of Trustees Policies & Administrative Regulations: BP: 0200, 2000, 2121, 2200, 2210, 2222.4, 4118, 4218, 4300, 4315, 5400, 5423, 6132, 9000, 9019, 9100, 9110, 9130, 9220, 9311, 9320, 9500. AR: 2200, 2221, 2221.5, 6133.1
- 225: SCCCCD Board of Trustees Policies & Administrative Regulations (Pending): 1200, 2010, 2012, 2100, 2110, 2120, 2220, 2310, 2345, 2350, 2410, 2430, 2431, 2435, 2510, 2715, 2740, 2745, 2750, 3100, 3200, 3250, 4020, 4025, 4030
- 226: SCCCCD Board of Trustees Self Evaluation Form
- 230: SCCCCD Institutional Research Website
- 232: SCCCCD Leadership Retreat Materials, April 2005
- 237: SCCCCD Strategic Plan 2004-07, "A Vision for Success"
- 238: SCCCCD Strategic Plan 2004-07, Progress Reports
- 250: Student Handbook (English and Spanish versions)
- 264: Title 5 Grant Year-End Reports
- 275: Weekly Calendars and event flyers (list college events/co-curricular activities)
- 279: RC (NC) List of Committees