EXTERNAL EVALUATION REPORT

Reedley College
995 N Reed Ave, Reedley, CA 93654

This report represents the findings of the External Evaluation Team that visited Reedley College
March 5-8, 2018

Tim Karas, Ed.D.
Chair

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Summary of the External Evaluation Report

INSTITUTION: Reedley College

DATES OF VISIT: March 5-8, 2018

TEAM CHAIR: Dr. Timothy Karas

A ten member accreditation team visited Reedley College March 5 – 8, 2018 for the purpose of determining whether the College continues to meet the Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair-training workshop on December 7, 2017 and conducted a pre-visit to the campus on February 2, 2018. During the visit, the chair met with the campus leadership and key personnel involved in the self-evaluation preparation process. The entire external evaluation team received team training provided by the staff from ACCJC on February 7, 2018.

The evaluation team received the college's self-evaluation documentation and related evidence several weeks prior to the site visit. Team members found it to be detailed in its description sections but somewhat weak in providing evidence to align with narrative. The campus made every attempt to make the process transparent while encouraging broad participation from the College community including, faculty, staff, students, and administration.

On March 4, 2018, the team chair met with the Chancellor, Board of Trustees, and District personnel at an opening reception. On March 5, 2018, the evaluation team began the site visit at Reedley College. Upon arrival, the team was provided with a short orientation about the campus, met with campus leadership. The meeting ended with a short tour of the campus. There was an opportunity for team members to visit the District Office in Fresno to conduct interviews and review evidence on March 5, 2018.

On March 6, 2018, members of the team visited the Madera Center. At the Madera Center team members conducted interviews, visited programs and services, toured the facilities, and held an open forum. Upon completing the visit to the Madera Center, two team members visited the Oakhurst Community College Center to meet personnel, conduct interviews, and view the facilities.

During the evaluation visit, team members conducted individual interviews and meetings, and observations involving College employees, students, board members, and community members. The team also visited many individual programs and departments. There were numerous less formal interactions with students and employees outside of officially scheduled interviews and there were also informal observations of active classes and other learning venues. Three open

forums provided the College community and members of the Reedley and Madera communities with opportunities to provide feedback, comments, and perspectives to the evaluation team. The public forums were well attended and very positive. The comments illustrated the pride many of the faculty, staff and students have in their college. To provide maximum opportunity to participate, the forums were scheduled at Reedley and Madera.

The team reviewed numerous materials supporting the self-evaluation report, which included documents and evidence supporting the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, strategic planning documents, program review procedures and reports, student learning outcomes evidence, course syllabi, distance education classes, College policies and procedures, enrollment and student success information, committee minutes and materials, and governance structures.

The team greatly appreciated the organization and hospitality the College showed during the visit. The team appreciated the assistance of key staff members, especially the accreditation liaison officer, who assisted the team with requests for individual meetings and additional evidence throughout the evaluation process.

Institutional pride and commitment to students was apparent to the team through interviews, conversations, and public forum comments. The College has ambitious goals related to guided pathways and the Madera Center. The journey of the Madera Center to become an independent College within SCCCD has required thoughtful planning, open communication, and sustained work over multiple years. This is complex work and the sense of urgency to complete the journey is admired.

The team found the College to be compliance with the Eligibility Requirements, Commission Policies, and USDE regulations. The team found a number of innovative and effective practices and programs and issued a number of commendations to the College. The team found the College satisfies the vast majority of the Standards, but issued some recommendations for compliance and to increase effectiveness.

Major Findings and Recommendations

The major findings and recommendations of the 2018 External Evaluation Team are as follows:

Team Commendations

College Commendation #1. The team commends the College for its innovative and collaborative CTE programs, which are aligned to the regional workforce linked to program and student outcomes that support the economic vitality of the community it serves. (II.A.1).

College Commendation #2: The team commends the College for their commitment and passion towards helping students thrive and succeed as evidenced by exemplar programs such as the student government-operated food bank and psychological services provided by postdoctoral interns at both Reedley and Madera. (II.C.4)

College Commendation #3. The team commends the College on its comprehensive commitment to the TK-12 pathway through robust dual enrollment program, outreach services, Reedley College Middle College expansion, annual high school reports and the President's presentation to the Boards of Education of 13 feeder districts. (IV.A.6)

College Recommendations

College Recommendation #1 (Improvement). In order to increase effectiveness, the team recommends that all students receive a course syllabus that includes student learning outcomes (SLOs). (II.A.3)

College Recommendation #2 (Improvement): In order to improve effectiveness, the team recommends that the student support services program review process be evaluated for relevance and effectiveness. (II.C.1)

College Recommendation #3 (Improvement): In order to improve effectiveness, the team recommends the College evaluate the use of student support space to effectively meet the needs of students. (II.C.3, III.B.3)

College Recommendation #4 (Improvement). To improve institutional effectiveness, the team recommends that the college complete the review of governance and decision-making procedures, including details of how changes will be widely-communicated. (IV.A.7)

State Center Community College District Recommendations

 District Recommendation #1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5 III.A.11, IV.C.7)

District Recommendation #2 (Compliance): In order to meet the standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

District Recommendation #3 (Compliance): In order to meet the Standard, the team recommends that the District implement an administrative program review process to inform District planning efforts for technology and complete its District technology plan. (III.C.2)

District Recommendation #4 (Compliance): In order to meet the standard, the team recommends that the District and Colleges strengthen its planning to ensure reliable access, safety, and security of information. (III.C.3)

District Recommendation #5 (Improvement): In order to improve effectiveness, the Team recommends that the District strengthen the functions of District committees to broadly communicate formal outcomes and recommendations. (IIID1, IV.D.2, IV.D.3, IV.D.6, IV.D.7)

District Recommendation #6 (Improvement): In order to improve effectiveness, the team recommends that the Board continue to strengthen its efforts to act as a collective entity and reach a mutual understanding with the Chancellor about the delegation of authority. (IV.C.2, IV.C.12)

Introduction

Reedley College has been in continuous operation since 1926, when it was first launched by the Reedley Joint Union High School District as Reedley Junior College. Since that time, the College has expanded dramatically, launching classes in Madera in 1988 and in Oakhurst and Clovis in the early 1990s. In 2015, Clovis Community College was established as an accredited college in its own right. Today, Reedley College is assisting the Madera Community College Center in becoming a separate, fully accredited community college and joining the State Center Community College District as its fourth college.

Reedley College has many notable programs, particularly among its Career Education (CE) offerings, which are well connected with regional employers and well supported by various funding streams. The College's programs are well aligned with the needs or regional employers and the primary industry sectors in the region.

The comprehensive evaluation visiting team commends Reedley College as follows:

College Commendation #1. The team commends the College for its innovative and collaborative CTE programs, which are aligned to the regional workforce linked to program and student outcomes that support the economic vitality of the community it serves. (II.A.1).

College Commendation #2: The team commends the College for their commitment and passion towards helping students thrive and succeed as evidenced by exemplar programs such as the student government-operated food bank and psychological services provided by postdoctoral interns at both Reedley and Madera. (II.C.4)

College Commendation #3. The team commends the College on its comprehensive commitment to the TK-12 pathway through robust dual enrollment program, outreach services, Reedley College Middle College expansion, annual high school reports and the President's presentation to the Boards of Education of 13 feeder districts. (IV.A.6)

Eligibility Requirements

I.   Authority

The team confirms that Reedley College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

In addition, the College operates under the authority of the State of California Education Code, which establishes the California community college system under the leadership and direction of the Board of Governors (State of California Education Code 70900-70901).

The College meets the ER.

II.   Operational Status

The team confirmed that Reedley College is operational and provides educational services to 15,075 unduplicated student enrollments (annualized) within degree applicable credit courses for the period of the 2016-17 Academic Year

The College meets the ER.

III.   Degrees

The team confirmed that 90 percent of Reedley College's course sections in 2016-17 were credit sections in programs that lead to degrees. In the same year, Reedley conferred 786 Associate's Degrees and 347 Certificates.

The College meets the ER.

IV.   Chief Executive Officer

The team confirmed that the Board of Trustees employs a Chancellor as the chief executive officer of the State Center Community College District (SCCCD) that has direct oversight to the President of Reedley College. The President of Reedley College, Dr. Sandra Caldwell, serves as the chief executive officer of the campus and two centers and was appointed by the SCCCD Board of Trustees in the spring of 2013. The CEO does not serve as a member of the Board of Trustees nor as the board president. The team found that the Board of Trustees instills authority in the President to administer board policies.

The College meets the ER.

V.   **Financial Accountability**

The evaluation team confirmed that Reedley College within the State Center Community College District performs audits for all financial records, which are conducted by an independent accounting firm. Audit reports are certified, findings and associated District/College responses are appropriately documented. Audits for FY 2014-15, FY 2015-16, and FY 2016-17 note District compliance with federal programs.

The College meets the ER.

Compliance with Commission Policies and Federal Regulations

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
X	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

(Regulation citation: 602.23(b).)

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

(Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).)

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Using internal dialogues involving all stakeholders, Reedley College has self-identified elements of student achievement performance across the institution as appropriate to its mission and has identified the metrics pertinent to each element. The Institutional Set Standards matrix compiles the College's tracked metrics over a 5-year period, the defined baseline for each parameter, a 1-year goal, and a 6-year goal. One of the tracked metrics is that of student completion. Additionally tracked in programs to which they apply are job placement rates and licensure examination pass rates. The metrics are analyzed and used by departments and programs to continuously improve student learning and student success.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

X	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

(Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.)

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Reedley College awards credit for courses, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with state and federal law. The College Curriculum Committee and the Office of Instruction appropriately implement Course credit calculations as described in the 6ᵗʰ Edition of the California Community College Chancellor's Office (CCCCO) Program Course Approval Handbook.

A student enrolled full time (15 units per semester) may complete degree requirements in two years. The Curriculum Committee and the Office of Instruction Curriculum Analyst verify the credit hours and degree program lengths as part of their review process of courses and programs. Course credits are assigned based on the number of lecture and lab hours and other performance criteria specified in the Course Outline of Record.

Enrollment fees (for state residents) and tuition (for non-residents and international students) are consistent across degree and certificate programs. Enrollment fees and tuition per unit are published in the College Catalog, including enrollment fees and tuition for special programs and tuition for non-residents and international students.

Reedley College complies with ACCJC's Policy on Institutional Degrees and Credits. All degrees require a minimum number of 60 units. The College determines credit hours based on policies and procedures that align with standard practices in higher education. One unit of credit represents between 48-54 hours of coursework. The academic year spans at least 30 weeks

(Reedley College has a 36-week academic year), and a full-time student enrolls at least in 12 units per semester.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public.
X	Policies contain information about the criteria the institution uses to accept credits for transfer.
X	The institution complies with the Commission *Policy on Transfer of Credit*.

(Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).)

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Transfer policies are disclosed to the students and the public in the Reedley College Catalog, which is also available on the website. Articulation agreements are founded on quality education by meeting the academic terms, standards, and CORs of the receiving institution. The College has Guarantee Admission Agreements with the CSU system. For the CSU, UC, and California Community College system, the Intersegmental General Education Transfer Curriculum (IGETC) articulation agreement includes general education courses and certain major courses which undergo annual reviews and follow the Certification of Community College Campus, Executive Order 595. For UC system, the University of California Transfer Course Agreement (UCTCA) agreement serves as an evolving list of agreeably transferable courses.

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Distance Education and Correspondence Education

Evaluation Items:

X	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
X	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
X	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
X	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

(Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.)

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.

Narrative:

The Reedley College Catalog describes policies and procedures that require a course to complete the Curriculum Committee's approval process for distance education. In addition, the Reedley College Distance Education Strategic Plan describes the definition of distance education, including the different types of distance education, specific delivery methods, and items such as testing, authentication, and regular and effective contact. Reedley College has provided 100 percent reassigned time for a faculty member (as the Instructional Designer/DE Coordinator) to assist with the delivery of DE courses, consult with faculty regarding technology and best practices, and sustain the quality of distance education offerings. In the last academic year, the DE Coordinator has assisted instructors in DE courses and other faculty using a Learning Management System (LMS) as part of their face-to-face classes with the transition from Blackboard™ to Canvas™. Training modules developed by the DE coordinator include many elements of instructional design that improve student learning in any delivery modality.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
X	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

X	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
X	The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

(Regulation citations: 602.16(a)(1)(ix); 668.43.)

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The student complaint policy on the website is difficult to find. The process is not streamlined. Complaint forms are not available online and must be picked up in the Student Services Office. For complaints against students, the complainant will be directed to the Dean of Student Services or to the Vice President of Student Services (VPSS) if the complaint is against a staff member under the supervision of the VPSS. But for a complaint against a faculty, the student will be directed to file with the instruction office that oversees that particular faculty member.

There is a shared folder for the Vice President of Student Services and the Dean of Student Services to log the student complaints, but only for those complaints that are filed in their offices. Complaints that are filed at the instruction offices, are held in those offices.

The team recommends the College streamline the process so all student complaint files, once resolved, are filed in one location. Additionally, the team recommends the process be published in an easy to find location and access to file the complaint available electronically.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
X	The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
X	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>.

 (Regulation citations: 602.16(a)(1))(vii); 668.6.)
Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
X	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
X	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
X	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
X	The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

(Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.)

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

IA. Mission

General Observations

The mission of Reedley College describes its broad educational purposes, its intended student population, the types of degrees and certificates it offers, and its commitment to student learning and student achievement. The college assesses its progress in fulfilling the mission through systematic Program Review, which "evaluate(s) links to the mission, strategic plan, and educational master plan." The College also uses qualitative and SLO assessment to ensure that the mission directs institutional priorities in meeting the educational needs of students. The mission statement is periodically reviewed and updated as necessary. The college reinforces the importance of the mission by publicizing it in a wide variety of sources from the EMP to the College Catalog. The current mission statement, developed in 2017, reflects the College's commitment to revising and refining the mission statement through a widespread and collaborative process.

Findings and Evidence

The Reedley College mission statement describes its broad educational purposes, its intended students, and its types of degrees and certificates awarded; and it shows its commitment to student learning and achievement, the current mission of Reedley College was approved in spring 2017, was aligned with the District's strategic planning efforts, and was discussed among campus constituencies. The College's mission describes the institution's broad educational purposes, focusing on the needs of diverse students. It highlights the College's intended student population with outreach to all sites to equitably serve the population of those students. The changes reflect no substantive changes in the College's purpose, which is workforce driven and guided by community need, students served, types of courses and credit, or commitment to student learning. The additions to the second stage of the mission (course and program offerings) refer to one of the issues addressed in the Quality Focus Essay: access and related equity goals. Since the mission was revised in 2017, it has not yet appeared in the majority of the documents offered for evidence of its role in planning and assessment. (I.A.1)

Reedley College assesses and evaluates how effectively it accomplishes its mission through a variety of reviews, reports, and processes. The College demonstrates an ongoing commitment to assessing, evaluating, and engaging the data (including departmental and college wide workshops and activities) at all levels of the College. Program Review in particular captures a range of program data, which includes "links to the mission, strategic plan, and educational master plan." Evidence of the review process leading to significant changes in curriculum and program pathways was evident (e.g., ESL sequence). Similarly, the ISS (Institutional Set Standards) track ongoing progress in promoting student success. These goals and are annually reviewed and augmented or updated based on former year results and aspirational goals. Formal

plans, like the Educational Master Plan and Equity Plan reflect the mission of the college; revisions incorporate assessment results, achievement gaps, transfer rates, degree completion, changes in demographics, and the economic and social profile of the community. The establishment of strong research center (CORE) also indicates the College's commitment to using data to support self-analysis and improvement. The mission is at the center of College-wide planning including strategic planning, budget planning, human resource planning, and program review, all of which are informed by data (I.A.2).

Programs and services at the College are aligned with the mission through integrated planning, which begins with the Mission, Vision 2025, Strategic Plan, and Educational Master Plan. At the same time, the relationship between strategic planning (facilities, technology, and staff), Student Support Services Plan, Student Equity Plan, and resource allocations/program review process is articulated. Program Review and ISS are integrated into the process but how accumulated data from these analyses aid in long range planning/decisions at a scale larger than program, department, or division could be strengthened (I.A.3).

Reedley College's mission statement is widely publicized on the College website and can be found within the Educational Master Plan, the College Catalog, the Schedule of Courses, Annual High School Reports, the College Annual Report, Faculty Handbook, Governance Handbook, and the CTE Booklet at the Madera Community College Center and Oakhurst Community College Center. The previous Reedley College mission was approved by the Academic Senate, the College Council, and the Board in 2013. In September 2016, the College Strategic Planning Committee and President's Advisory Cabinet drafted three versions of the Reedley College mission, vision, values, and strategic plan goals. These were sent out to the College community in a survey to gather feedback. Five feedback forums were held at all locations in November 2016. Information from the survey and the feedback forums was taken back to the Strategic Planning Committee which then synthesized a draft Reedley College Strategic Plan, Mission, Vision and Values and goals. After feedback was gathered on this draft, the final draft of the College Strategic Plan went through constituency approval process beginning in March 2017, with final Board approval in June 2017. (I.A.4)

Conclusions

Reedley College meets standards I.A.1, I.A.2, I.A.3, and I.A.4. However, the College's mission statement appears to be different in different locations. Evidence of some planning decisions and their relationship to the mission would help to support the narrative evaluation. The evidence provided supports the claim that the mission and the related vision and strategic plan drive decision-making and self-evaluation. It would enhance clarity to students and the community to accelerate the cycle of publishing updated versions of principal college publications (catalog, student handbook, website, governance handbook, and faculty handbook) to include the June 2017 adopted Mission Vision and Values.

The college meets Standard 1.A.

IB. Assuring Academic Quality and Institutional Effectiveness

General Observations

Reedley College has generally demonstrated a sustained and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and improvement of student learning and success. The college has established Institutional Learning Outcomes (ILO), Institutional Set Standards (ISS), and instructional course and program SLO; student service programs have also defined and measured SLOs. These assessments and measurements are included in Program Review, reports, and other documents addressing student success and achievement; information is disaggregated for equity purposes and for type and mode of delivery. Through these assessments, the College has identified and addressed program gaps and allocated to mitigate these gaps and their effects. The College organizes its processes to support student learning and achievement, evaluates its policies and practices to assure their effectiveness in supporting academic quality and the mission, communicates the results of its assessment and evaluation activities, and sets appropriate priorities. Reedley College integrates program review, planning, and resource allocation to accomplish its mission and improve institutional effectiveness and academic quality; institutional planning addresses short and long range needs.

It was observed that in relationship with its centers, Oakhurst and Madera, Polycom is heavily used to communicate with intention. Through conversations during the Open Forum, and meetings with the Classified Senate and Academic Senate, it became clear that the above mentioned processes are discussed on an ongoing basis. Student support appears strong.

Findings and Evidence

Reedley College engages in "continuous collegial dialogue" such as Opening Day reports, quarterly MOR newsletters, program review, department meetings, and various committees. Additionally, all instructional and student-service and support programs engage in systematic Program Review every five years, with yearly updates. In reviews, programs and departments evaluate SLO assessments, examine student achievement data, evaluate program resources in light of these and other concerns, and develop plans to address any gaps or issues. It is notable that the College Office of Research and Evaluation (CORE) has significantly augmented the availability and ease of use of disaggregated data through the creation of a data dashboard, enhancing the analysis of traditional student achievement measures. Examples of gaps identified include the need to support the campus in transitioning to Canvas and reduced student success in online courses. As a result, an Instructional Designer was hired and embedded tutors were added to online courses to improve student success on distance education courses. Reedley College recently expanded the Accreditation Committee to include Institutional Effectiveness and has developed an Integrated Planning Cycle. The team met with the committee and confirmed that the Institutional Effectiveness role is not fully developed or integrated. (1.B.1)

Outcomes for some of the College's assessments and evaluations are readily available online, as are ongoing publications of the college, including handbooks providing a template for Program

review. The MOR Newsletter, the President's reports to the Board of Trustees, Opening Day presentations and break-out sessions, workshops, and other meetings focus on score cards of ISS and other success data as well, as SLOs and other measures of student learning. (1.B.1, 1.B.8)

Instructional, student support services, and administrative offices "assess their program learning outcomes on a cyclical basis as determined in their program review reports." Course, program, and degree SLOs are developed by faculty. Student learning outcome assessments are completed each academic year and communicated in annual reports. The outcomes reflect the Institutional Learning Outcomes, identifying Beginning, Intermediate, and Mastery levels. SLO analysis, a component of Program Review, occurs at the department level; all SLO and PLO assessment and evaluation reference the Institutional Learning Outcomes (ILO). The Institutional Effectiveness Committee stated that ISLOs were updated within the past two years; albeit this information is not publically available. Targeted activities like WIG (Wildly Important Goal), engage staff and other stakeholders in the development of long and short term goals. (1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.B.6)

Institutional Set Standards have been developed for the College. The newly developed CORE Office and Accreditation and Institutional Effectiveness Committee have developed a process to review ISS results, communicate these to the campus, and develop new goals based on results of prior year standards. For example, in spring 2017, this committee evaluated its 2016-2017 ISS goals and outcomes to develop new goals for 2017-2018 and their six-year goal. The CORE Office has also designed a visual dashboard of ISS outcomes as another avenue of reporting. The College posts ISS outcomes on their website along with the six-year goal. Although the link was broken, the Director of Institutional Effectiveness provided the team the document (I.B.3).

Instructional Support program assessments appear in program review and all programs readily assess service outcomes. Some programs, like the Reedley Writing and Reading Center, engage in ongoing evaluation of student outcomes, while others are less consistent, or focus on student satisfaction, primarily because of some uncertainty regarding which measures to pursue and what value these measurements may provide. Gaining additional information would assist ongoing planning for student success, particularly in light of the College's commitment to Guided Pathways. (1.B.1, 1B.2, 1.B.4, 1.B.7)

The College has a Program Review Process that requires annual updates and a comprehensive program review every five years. The programs are required to provide evidence on how it supports the mission by reporting quantitative, qualitative, and SLO data relative to program goals. Quantitative data are disaggregated by demographics, location, and mode of delivery, whereas qualitative data focus on future trends such as political, economic, and technological (I.B.5)

The College's Student Equity Plan is used to identify subpopulations of students for a deeper analysis. Examples of subpopulations include ethnicity, gender, low income, veterans, and students with disabilities. The College has demonstrated a commitment to allocating resources in an effort to mitigate performance gaps. For example, multiple placement measures were implemented to address the low placement numbers into transfer-level math and English. A full-

time equity coordinator was hired to collect, analyze and disseminate data to programs as another commitment to equity and access as well as evaluate the efficacy of strategies. (I.B.6)

Although the College has an evaluation cycle for instructional programs' policies and procedures, as well as planning documents (e.g., Educational Master Plan, Budget Process, Program Review), administrative procedures and board policies also need to be evaluated on a regular cycle to ensure they remain current and relevant. (I.B.7)

Reedley College has a robust system of Program Review and has integrated the results into the planning and resource allocation. Leadership (management and governance) also engages in the development of ongoing short and long term plans. Conversations with a variety of campus constituents conducted during the team visit suggest that these reports play a significant role in planning and decision making. At the same time, the yearly updates may provide a limited vehicle for adjusting Program Review goals in a timely way. The role of the Educational and other Master Plans in evaluation is unclear and may be inconsistent with the goal of responding effectively to data focusing on student success and achievement. The impact of Pathways on planning does not appear in the report and will also require revisions in planning and resource allocations. (1.B.4, 1B.7, 1.B.9)

Strategic planning and resource allocations respond to short term needs and long term goals. In addition to Program Review, the process responds to the Educational Master Plan, Facilities Master Plan, and Technology plans, ISS analysis, and related data and analysis; the budget emerges primarily from direction provided by the President's Advisory Cabinet. Requests from the Madera and Oakhurst centers are incorporated into the general Reedley College budget. Both the mission and vision Statements provide focus for assessment and planning, as does the Strategic Plan (1.B.4; 1.B.6; 1.B.9)

Conclusion

The College meets Standard I.B. . However, areas for improvement were identified to improve strategic planning, Guided Pathways, and both program planning and development. As a result, the Quality Focus Essay emerged from these and other activities, identifying gaps in access (equity) and the use of data in assessment and planning and developing a plan to address the issues and improve success and achievement. Furthermore, the College should engage in a systematic review of strategic planning process and resource allocations for flexibility and responsiveness and to address Guided Pathways.

District Recommendation #1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)

IC. Institutional Integrity

General Observations

Reedley College reviews publications, such as the College Catalog and handbooks, as well as policies and websites regularly to strive to communicate up-to-date information on the College's mission, learning outcomes, educational programs, Institution Set Standards, class schedules, tuition and fees, and student support services. Faculty, staff, and students uphold integrity through policies on academic freedom and responsibility, academic dishonesty, and student behavior. These policies are detailed in the Faculty and Student Handbooks, as well as in Board Policy. Institutional accreditation status is communicated on the College's website and in the online College Catalog, as are the statuses of program accreditations. Data are shared with the public via Scorecards, press releases, Advisory Boards, and campus forums. Reedley College appears to respond to ACCJC deadlines, for reports, substantive changes, and other requests in a timely manner, and required documents are available on the College's website.

Findings and Evidence

The College publishes a form of its mission statement in various publications (e.g., Student Handbook 2016 (1.C.1), as well as its vision statement and core values (1.C.1). However, the verbiage varies among publications and the website (differs among website, Student Handbook 2017-2018, Faculty Handbook 2016-2017, and Educational Master Plan.) The current mission was approved in spring 2017; yet, there does not appear to be a process in place to ensure documents including all or parts of the mission are updated.

Accreditation of programs is posted on the College's website and in the online College Catalog. Institution Set Standards are posted on the website, presented at constituent meetings, in newsletters, and at BOT meetings (I.C.1). Yet, aspirational values are not readily identifiable to the public, as the web link was broken. However, the Director of IR was able to provide the team with the last two years of data. Although the online and print College Catalog contain the basic requirements of I.C.2, the College does not have strong evidence to demonstrate integrity of information as it differs among sources (e.g. Mission, Values, Vision among the website, College Catalog, Educational Master Plan, Faculty Handbook, and Student Handbook).

Student courses and programs are assessed "systematically as determined by the programs' program review report." Institution Set Standards are mapped to Community College Survey of Student Engagement (CCESE) and the Reedley Graduation Survey, and communicated to College groups; updates are posted on the College's website (I.C.3). Other data, such as the Scorecard, are also posted to the website and are presented to the BOT annually; whereas, CTE programs share results with their Advisory Boards (I.C.3). A link to the Scorecard was available on the College's CORE website, and it is evident that data are discussed at meetings (Academic Senate) and in presentations. There is evidence the Institutional Set Standards were discussed at several meetings across campus.

The College Catalog lists degree and certificate programs as well as required courses and student learning outcomes for each program (I.C.4). A description of each course and program is

provided regarding the purpose. Current and prospective students are informed of the cost of a program through tuition, fee, textbook, and special course fee information contained in the College Catalog and Course Schedule, as well as through the Net Price Calculator (I.C.6). The College should consider adding tuition to the Index in the schedule of classes. The cost is listed on page 313 of the 2017-2018 Schedule of Courses, but it is embedded under the fees heading. A student may not know to look there for tuition cost (1.C.1).

Faculty, staff, and student expectations regarding integrity are communicated through policies and/or procedures on academic freedom and responsibility (BP 4030 last revised in 2008; 1.C.7), academic dishonesty (Incident Report Form; BP 5500; I.C.8), and student behavior (BP 5500; I.C.8). Faculty are also required to "self-assess their performance in terms of pedagogy and personal conviction as those relate to the growth of the discipline (I.C.9)." Faculty also are asked to adhere to the AAUP Ethics Statement.

The College states that policies, procedures, and publications are regularly reviewed to "assure integrity in all representations of its missions, programs, and services." There is evidence of participatory governance in this process, which includes a handbook and meeting minutes from various campus groups (I.C.5). However, the review cycle is unclear and needs to be quantified as some current policies have not been revised since two reaffirmation of accreditation cycles (e.g., BP 2410 was last revised in 2001 and adopted in 2003.).

The College does not operate in foreign locations nor does it require conformity among staff regarding beliefs or worldviews I.C.10, I.C.11). Reedley College appears to have submitted timely and pertinent forms and reports to ACCJC, including a substantive change for Madera Community College since its last reaffirmation of accreditation (I.C.12). Documents are made available on the College's accreditation webpage and program accreditation status is made available to the public on the College's website.

Conclusions

Reedley College meets Standard 1.C. However, there are concerns regarding both the accuracy of information (e.g., mission) shared with the public and perspective students, as well as the status of program accreditations in the College Catalog (e.g., Natural Resources and Early Childhood Education). The College needs to include all external program accreditations in its printed College Catalog, not just on the College's website and in the online College Catalog. This should occur with the next catalog update cycle.

District Recommendation #1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)

Standard II

Student Learning Programs and Support Services

IIA. Instructional Programs

General Observations

The instructional programs at Reedley College, regardless of location or means of delivery are offered in fields of study consistent with the College's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. All faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. Reedley College identifies and has assessed learning outcomes for courses, programs, certificates and degrees. The College has officially approved and current course outlines that include student learning outcomes. Some students receive a course syllabus that includes learning outcomes from the College's officially approved course outline; however, many students receive a course syllabus that does not include SLOs, as about 33 percent of the course syllabi randomly sampled did not include SLOs.

Reedley College offers pre-collegiate level 1 curriculum and distinguishes that curriculum from college level 2 curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. The College's degrees and programs follow practices common to American higher education. The College ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level. Courses are scheduled in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Reedley College effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students. The College validates the effectiveness of department-wide course and/or program examinations including direct assessment of prior learning. Processes are in place at the College to reduce test bias and enhance reliability.

Reedley College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with College policies that reflect generally accepted norms or equivalencies in higher education. The College offers courses based on clock hours, and it follows Federal standards for clock-to-credit-hour conversions. The College makes available to its students clearly stated transfer-of-credit policies. The College develops articulation agreements as appropriate to its mission.

Reedley College includes in all of its programs student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical

reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The College requires of all of its degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The College relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

All degree programs offered at Reedley College include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies and include mastery of key theories and practices within the field of study. Graduates of the College who complete career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.
When programs are eliminated or program requirements are significantly changed at Reedley College, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. The College regularly evaluates and improves the quality and currency of all instructional programs offered, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Findings and Evidence

All Reedley College courses and programs are consistent with the mission and higher education standards, regardless of location. All program review reports respond to the question of how the program supports the Mission, Strategic Plan, and the Educational Master Plan and ask programs to link yearly activities to strategic plan goals. Additionally, programs rely on quantitative and SLO data within their program review reports to make sound curriculum decisions. Distance education (DE) at Reedley College likewise supports the mission and drive toward student success. DE continues to grow, keeping in line with trends across the nation. The College offers 100 percent online, hybrid (which have lectures taught online and labs conducted "face-to-face"), and remote tele-communicated live classes. These formats best serve the SCCCD District which covers a wide geographic area. Reedley College is the southern-most campus located in Fresno County and Oakhurst Community College Center, 70 miles from Reedley, is the northern-most campus located in Madera County. Madera Community College Center is 44 miles from Reedley. The three campuses have developed and equipped certain classrooms with video and audio technologies to be able to teach classes in one campus which can be watched live in the other two campuses and students and instructor can interact in live time. This mode of instruction is becoming popular for students at Oakhurst Community College Center who can take classes offered at Reedley College without having to drive 70 miles one-way to take classes. To ensure the quality of all instructional formats, courses at Reedley College are approved by the Curriculum Committee. Faculty members of the Curriculum Committee with expertise in online

teaching review Distance Education Proposals. Their review includes a careful assessment of effective student contact and interaction, adherence to the course outline of record, and the degree to which student learning outcomes can be met in the online setting. Educational experiences at Reedley College culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. The College continues to pursue alumni data to assess students' successfully gained employment. In 2016, the CTE programs employed the Santa Rosa Model of collecting alumni data. (II.A.1)

Reedley College faculty, by continuous systematic improvement of instructional courses, ensure professional standards and expectations. The Course Outline of Record (COR) is the guiding document in creation of instructional content for faculty and programs. Curriculum is updated every five years at the conclusion of the program's program review report process. Courses to be taught online must have a Distance Education (DE) addendum completed and evaluated by the Curriculum Committee. The DE Addendum requires faculty to evaluate the course and declare if modifications must be made to teach the course in an online format. Once the course is approved any instructor who wishes to teach the course online must be certified to do so. Reedley College provides support by providing recommended and required content for the course syllabus and providing information to faculty members in the Faculty Handbook. In February 2016, Reedley College hired an instructional designer to provide increased professional support to faculty in a wide range of topics including accessibility and alternative content delivery methodologies. Instructional and non-instructional programs at the College have the opportunity to review their courses and programs providing the context for continuous improvement in a standardized process. Program Review provides an opportunity for all faculty to improve their programs through discussion across multiple sites of the College every five years. Also, during the program review, faculty map student learning outcomes to program learning outcomes as well as to institution learning outcomes. Part-time faculty are evaluated based on a range of criteria all which are aimed to assure currency, improve teaching and learning strategies, and promote student success. Part-time faculty evaluations occur during their first semester of teaching or service, during their second and/or third semesters of teaching or service, every six semesters of teaching or service thereafter. The full-time contract's purpose for evaluation also clearly aligns with the requirements of this standard. (II.A.2)

Reedley College uses well-established institutional procedures for identifying and assessing learning outcomes for all of its courses, programs, certificates, and degrees. Learning outcomes for courses, programs, and certificates and degrees, as well as their mapping to institutional learning outcomes were temporarily centralized in TracDat in fall 2016, and recently the College has moved the SLO data back into Blackboard as a repository as they actively implement eLumen. All program SLOs are published in the College Catalog. Reedley College's investment in the outcomes-based approach to student learning centers in its program review reporting where course and program learning outcomes are analyzed and used in determining a program's five-year goals. Blended degrees are systematically assessed by discipline faculty at the completion of the key disciplines' program reviews and SLO reporting cycles. The Reedley College Curriculum Handbook requires that all Course Outlines of Record (CORs) include student learning outcomes, and faculty are encouraged to place course SLOs in their syllabi. Some students receive a course syllabus that includes learning outcomes from the College's

officially approved course outline; however, many students receive a course syllabus that does not include SLOs, as about 33 percent of the course syllabi randomly sampled did not include SLOs. All faculty are required to submit their syllabi containing their course SLOs to their Dean at the beginning of each semester. These syllabi are then made available on the College website. Faculty evaluations ask if the instructor communicates expectations, and faculty are asked to reflect on their teaching in their self-evaluation. (II.A.3)

Reedley College offers pre-collegiate level curriculum and distinguishes that curriculum from college level curriculum while supporting students in learning the knowledge and skills necessary to advance and succeed. This begins within the Program Review process, and the inquiry includes multiple measures including GPA data collected from local high schools and placement test results. Course SLO assessments reported within the program review reports guide curriculum changes and the scaffolding of courses in the sequence. The College offers access to student support resources in multiple locations across campus. Student Equity funding as well as SSSP have allowed for increased tutor training and professional development for adjunct instructors who often do not have adequate experience working with students within the target population who have had difficulty successfully completing pre-collegiate course sequences. In the last program review cycle, both the Reading Program and Composition Program decided to phase out completely courses three levels below transfer and begin the process of developing curriculum that not only compressed, but accelerated, the pathway toward English 1A. Also, the College has created a series of First Year Experience (FYE) cohorts in which faculty and student services work together to encourage highly-motivated high school graduates to complete needed basic skills courses in the first semester or two of their college career. The purpose of this program is to increase successful completion of transfer level coursework by reducing the number of barriers students face in completing basic skills prerequisite sequence(s) in math as well as in reading and composition. The implementation of multiple measures to determine appropriate placement has impacted developmental course offerings at the College. The implementation of multiple measures increased the number of students eligible for English 1A. Efforts to fund additional Supplemental Instruction and embedded tutoring as well as adding English 1A sections to the slate of FYE options provides support for under-prepared students. (II.A.4)

Reedley College's degrees and programs follow practices common to American higher education. Specific information about programs and degree requirements is found in the Reedley College Catalog. Program, curriculum, and course development and quality assurance originate with faculty and are presented for modification and approval to the Reedley College Curriculum Committee. All curriculum is approved by the SCCCD Board of Trustees and submitted to the Chancellor's Office of the California Community Colleges (COCCC). The College's Curriculum Handbook provides guidelines for the development and review of courses and programs and for Associate's Degree requirements. Because Reedley College is part of a multi-college District, all curriculum approved by the Reedley College Curriculum Committee is submitted to Educational Coordination and Planning Committee (ECPC) which has a membership from all Colleges in the District. ECPC discusses implications of curriculum changes Districtwide. The philosophy and criteria for Associate Degrees and General Education follow practices common to American higher education and are set forth in Board Policy 4025 and AR 4025. The Reedley College

Curriculum Committee reviews programs as well as courses to ensure requirements are met including the 60 unit minimum for an Associate's Degree. (II.A.5)

Reedley College is intentional about scheduling using effective practices and data analysis to schedule courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education. The Office of Instruction works with department chairs to create a one-year schedule for courses. The College recently went to a one-year schedule to ensure that programs are scheduled consistently and that students can prepare for an entire year through the Student Education Planning Process. The College is a pilot college in the Educational Planning Initiative. The Hobsons Starfish™ program is currently being piloted for Student Educational Plans, and once fully implemented, the College will use this system to estimate the number and type of courses offered each year and assess for any gaps in course offerings. Career and Technical Education (CTE) programs have created block scheduling to ensure that students can complete programs in a short amount of time. At the Madera Community College Center (MCCC) and Oakhurst Community College Center (OCCC) locations, administration and faculty looked at the courses offered and which degrees were fully offered at each location. OCCC has increased the number of degrees that can be completed at the Center by 71 percent to 12. The number of certificates has been increased to five, which is a 66 percent increase. As part of the Reedley College HSI STEM grant application, the College reviewed STEM offerings at MCCC. The College found that MCCC was missing vital STEM course sequencing for the Associate Degree Transfer (ADT) programs or courses were not offered on a consistent basis. Courses missing or inconsistent were chemistry, physics, astronomy, and engineering. In order to address this issue, the college invested in equipment in order to teach organic chemistry, engineering, and physics at MCCC, hired a Physics instructor with load that includes classes at MCCC, and is working on a Sciences Instructional Technician position for MCCC. (II.A.6)

Reedley College provides a variety of instructional support services, teaching methodologies, and delivery modes designed to meet students' diverse and changing needs. Services include the Reading & Writing Center, Tutorial Center, Supplemental Instruction, Math Center, DSP&S, Veterans Programs and Services, and Honors Program. There are also First Year Experience (FYE) courses, cohort courses (such as Forestry/English classes), and orientation events. To provide targeted support to identified cohorts of students, the MCCC Tutorial Center has offered specialized programs such as Summer Bridge and an FYE Acceleration cohort for English 130 with English 126. Differentiated support services on campus such as EOPS, CalWorks and the development of accelerated courses all speak to a commitment of Reedley College towards equitable support of students. The Distance Education Strategic Plan of the College outlines quality policies, action items and goals to ensure continuous equitable quality delivery and improvement in distance education courses. The Distance Education Strategic Plan identifies methods to ensure that all courses offered via distance education have, as a component of the course, regular and effective contact between the instructor and the students. The College will benefit from a more systematic review and application of regular and effective contact policy. The DE course proposal addendum submitted to the Curriculum Committee must fully identify how methods of instruction have been adapted for online delivery and what strategies will be employed to ensure regular and effective contact as required. A distance education addendum must be reviewed and approved by the Curriculum Committee before a new distance education

course can be developed for online delivery. Institutional research from the College's 2015-2016 Student Equity Plan revealed that Hispanic/Latino, African American, low-income, and male students experience the most disproportionate impact within the five success indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The College has taken a targeted approach to close equity gaps so that all students are successful. One of the major components of supporting student equity is by offering professional development to promote cultural understanding and awareness. The College is also offering a professional development opportunity for faculty to engage in an online certificate course on Teaching Men of Color. There are continuous professional development seminars on supporting students from diverse backgrounds. (II.A.7)

Reedley College values the use of unbiased and valid examinations and self-assessments to ensure the delivery of educational excellence. While most Reedley College programs have autonomy in the assignments which are given, other programs, such as in the CTE disciplines, administer the same exam to all students. In these courses, where course content builds upon preceding courses, this understanding of prior learning is fundamental. The standardized exams are based on the industry exams in the field, and care is paid by the faculty to ensure no test bias. Many programs use pre and post-test assessments to determine growth in knowledge and identify gaps in learning. The opening of the College's Testing Center in 2015 marked the College's commitment and dedication of unbiased testing of students. (II.A.8)

Reedley College awards course credit, degrees and certificates that abide by student practices in higher education. Course credit, degrees, and certificates are awarded in agreements with all state and federal laws. Units of credits, degrees and certificates follow Course Outline of Records (CORs) which show integration of standards: SLOs, course content, objective, methods of instruction, and evaluation standards based from the Academic Senate for California Community Colleges. As students at the College follow these CORs, the evaluation of student performances validates the acquisition and mastery of each course completed. Course credits are awarded through the performance made by demonstrating proficiency specified by the CORs and reflected by SLOs. Reedley College abides by Federal standards for clock to credit hour conversion in the awarding of credit. All lecture lab hours to unit ratios are stated inside the Curriculum Handbook along with updates and modifications on the CORs. The semester has an official duration of 17.5 weeks; therefore, a minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study and lab work is required for one unit of credit regardless of term length. The Reedley College Semester Course Units Lab Hours per Week shows the equation and illustration for calculation of varying lecture hours per week. The course units are counted in 1/2 unit increments which no matter the duration of term, 48 student learning hours earns one unit of semester credit. All distance education courses are held to the same standards. (II.A.9)

Reedley College's transfer-of-credit policies are clear and available to students, and articulation agreements are appropriate to the mission. This is evident in successful and settled transfer articulation pipelines with California State University (CSU) and University of California (UC) systems. Transfer to four-year institutions continues to be a popular goal for incoming Reedley College students. In order to achieve this, articulation agreements are founded on quality education by meeting the academic terms, standards, and CORs of the receiving institution. The

College has Guarantee Admission Agreements with the CSU system. Students completing an Associate Degree for Transfer (ADT) are allowed guaranteed admission to a CSU campus. The articulation officer works with instructional faculty to map and restructure CORs to meet articulation agreements with four year institutions (public and private) and other community colleges. The Reedley College Catalog provides guidelines and procedure for assessing credit acceptance from Advanced Placement Programs (AP) Courses that are recognized by the College Entrance Examination Board or Colleges of this District. (II.A.10)

Reedley College is focused on creating an educational environment where communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives are valued. This is seen in the College's Institutional Learning Outcomes (ILOs) to which all program outcomes are mapped. The SLO Committee's main charge is to assess the ILOs. One assessment used is the mapping of all courses and programs to the ILOs. Using Blackboard, the College is able to gather data on the degree to which the students are meeting the ILOs. ILO statements apply to all GE patterns used at the College, including the Reedley College local GE pattern and CSUGE Breadth. Students completing any one of the primary GE patterns are required to take multiple courses in each of these areas, ensuring that every student receives direct instruction in all of these skills. Blended degrees are assessed systematically every five years by discipline faculty and mapped to ILOs to determine the degree of meeting institutional outcomes goals. In addition to using course SLO assessments as a way to ensure students are acquiring the skills identified in the ILO statements, the SLO Committee has used results from the Community College Survey of Student Engagement (CCSSE) survey to map to ILO skills. The College also surveys graduating students and program Advisory Boards as a means of evaluating communication competency, information competency, quantitative competency, analytic inquiry skills, and ethical reasoning skills as represented in the ILOs. The Grad Survey is assessed each year by the SLO Committee to identify gaps and evaluate the ILO statements, and in 2016, an average 44 percent of students had indicated that communication skills, critical thinking and information literacy, global and community literacy, and personal development skills improved during their education at Reedley College. Advisory Board surveys indicate both the importance in ILO skills in their industries and the level to which employed Reedley College graduates exhibit these skills. At the end of each academic year the SLO Coordinator compiles the SLO Committee End of the Year report that includes details on ILO assessment and use of that assessment. (II.A.11)

Reedley College provides an accessible educational environment ensuring high-quality, innovative learning opportunities rooted in appropriate student learning outcomes. The College offers associate degree programs, career technical education, transfer level and basic skills courses. It instills a passion for learning that will meet the academic, workforce, and personal goals of its diverse population. Reedley College offers three general education options for the associate's degree: 1) Reedley College's own GE pattern, 2) California State Universities' GE pattern (CSU GE), or 3) Intersegmental GE Transfer Curriculum (IGETC). Per these requirements, students pursuing an associate's degree from Reedley College must complete a minimum of 18 units in the following areas: Natural Science; Social & Behavioral Sciences; Humanities; Language and Rationality, which includes English and Mathematics; Health and Physical Education. The College Catalog and the Schedule of Classes outline the courses that meet each requirement, including Distance Education online courses. These publications clearly

delineate which courses meet CSU GE and IGETC requirements. The rationale for general education is communicated through the College Catalog, degree requirements, and the College's curriculum process. The content and methodology of traditional areas of knowledge in the general education pattern are determined through the rigorous curriculum process. The Reedley College Institutional Learning Outcomes, to which all courses and programs are mapped, address four areas of importance: Communication Skills, Critical Thinking and Information Literacy, Global and Community Literacy, and Personal Development. Transfer to a four-year institution is a major part of the College's Mission; therefore, guidelines set forth by the University of California (UC) and California State University (CSU) systems play a role in these determinations as well. Reedley College's GE patterns are well-established and published in a number of locations, including the College Catalog, counseling offices, and areas of study websites. The highest enrolled GE courses are mapped to the ILOs. Introductory, practiced, or assessed ILOs are identified. This is also mapped in Blackboard, identifying the introduction, practice, and mastery of skills. DE courses meet the same rigor and requirements as traditional face-to-face courses. The Instructional Designer works with faculty on best DE practices. (II.A.12)

Reedley College's curriculum process utilizes well-established procedures to ensure that new programs and changes to existing programs include a focused area of study that includes 18 or more semester units. Programs develop and evaluate appropriate degree and certificate learning outcomes for all degrees and certificates offered by the College, and these outcomes are published in the College Catalog. Students graduating with an Associate in Arts (AA), Associate in Science (AS) degree, or an Associate in Art or Science for Transfer (AA-T/AS-T) must successfully complete a minimum of 60 semester units of degree-applicable college coursework, including the general education requirements listed in the College Catalog. Each major or area of emphasis requires a minimum of 18 units, successfully completed with a grade of C or better. Every program has identified program learning outcomes, which are made available to the public in the College Catalog as well as course learning outcomes that are included in the course outline of record and available to the public through CurricUNET. The five-year curriculum review cycle is linked to the student learning outcomes assessment cycle providing a regular assessment schedule for programs. (II.A.13)

After completing career-technical certificates and degrees, Reedley College graduates demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. The Career Technical Education (CTE) programs at the Reedley College offer a wide variety of educational options for residents of San Joaquin Valley county residents. Programs are tailored to prepare diverse students for employment. Vocational programs have advisory committees composed of area professionals and educators. They offer relevant recommendations to keep programs current with evolving professional standards and current development, expected competencies, new trends, and offer advice on equipment and software relevant to the programs. Some the vocational programs are overseen by agencies that require periodic external review. 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. Advisory committees also analyze the respective program's performance on occupational core

indicators. CTE programs are assessed within SLO and program review processes to update courses appropriately. Instructors are provided with staff development opportunities to maintain professional levels of competency. Reedley College relies on the expertise found in the faculty and in the advisory committees to inform competency levels and measurable SLOs. In addition to offering certificate programs that require students to meet employment standards, and in some programs, prepare students for outside licensure and certification, the College offers Associate degrees with an occupational emphasis in the areas of Fine Arts & Social Sciences Agriculture & Technology, Industrial Technology, Business, Science, Health Sciences, Math & Technology, and Reading & Languages. Example programs include: Automotive Technician Program, Aviation Maintenance Technology, Child Development, Criminology/Law Enforcement, Dental Assisting, Machine Tool Technology, and Welding Technology. Reedley College students pursue degrees and certificates of achievement and completion to prepare themselves for entry level positions in the workforce, 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. Programs have developed SLOs and meet the employment sector labor force needs. Programs that are monitored by external accrediting agencies are required to provide additional assessment and feedback per their respective accrediting agency's established evaluation requirements and processes and report on these accrediting agency recommendations in the program review cycle report. 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. These programs also require students to pass industry generated exams. Other occupational programs require the completion of 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. (II.A.14)
The process for review and justification of programs and course descriptions at Reedley College is supported by the Academic Senate for California Community Colleges which has developed a position paper for information and guidance in the development of local procedures in this area.

Reedley College has a process for program elimination, ensuring students are able to complete requirements. Program revitalization, consolidation, suspension, and/or discontinuance discussions may be initiated by administration or the affected divisions and programs. The criteria for requesting evaluation is: a) The Academic Senate and its relevant committees, including the Curriculum Committee, must have a fundamental and integral role in any discussion of revitalization, consolidation, suspension, and/or discontinuance; b) The instructor(s), and the department chair of the program under consideration, will have the opportunity to present the program's relevance to the ad hoc committee; c) The instructor(s), and the department chair of the program being considered for revitalization, consolidation, suspension and/or discontinuance should be given 6 months to do research, and provide documentation of the relevance of the program and what action, if any, should be

taken. Validation of the petition to modify a program requires an initial review to determine whether full review is warranted. In order to make an informed recommendation, the ad hoc committee analyzes and considers a variety of information and data, including qualitative and quantitative evidence. Program and cross-campus comparisons may be used in the analysis. The Academic Senate constitutes an ad hoc review committee to review this procedure every five years, or upon formal request of any constituency group. 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 if catalog rights are still in effect. The process for program elimination includes revitalization, consolidation, suspension and/or discontinuance of a program. The process to request consideration of program revitalization consolidation, suspension and/or discontinuance may be initiated by the College President's Cabinet, Academic Senate, Classified Senate, Associated Student Body, or any appropriate advisory committee, and the Academic Senate is primarily relied upon for decision-making. (II.A.15)

Reedley College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. In response to the prior accreditation visit, Reedley College strengthened strategic planning efforts by having members of the community, students, faculty, and staff participate. The plan articulates the educational needs of students and describes a process that allows the College to respond to identified needs. The College seeks to increasingly base strategic decisions on the analysis of systematically collect data and to integrate resource allocation with planning. The Program Review process influences curriculum, College planning, decision-making, and resource allocation. It promotes collaboration and dialogue across campuses and disciplines.
The college is in its fourth cycle of program review, a process systematically evaluated and reviewed. To achieve the Program Review goals, the College Office of Research and Evaluation (CORE) provides comparative, disaggregated data on enrollment trends, retention, persistence, and successful completion of courses. Programs analyze this data along with SLO assessments and qualitative measures (trends, external demand, workforce needs, and economic development) to determine program goals, which if deemed substantiated within the report, are forwarded to appropriate committees, workgroups, and become the basis for the budget allocation process. The five-year, cyclical program review report writing process allows the College to work 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 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. (II.A.16)

Conclusion

Reedley College meets the Standard. However, a review of Board policies and Administrative regulations related to degree and certificate requirements has not been conducted since 2008.

College Commendation #1. The team commends the College for its innovative and collaborative CTE programs, which are aligned to the regional workforce linked to program and student outcomes that support the economic vitality of the community it serves. (II.A.1).

College Recommendation #1 (Improvement).   In order to increase effectiveness, the team recommends that all students receive a course syllabus that includes student learning outcomes (SLOs). (II.A.3)

District Recommendation #1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)

IIB. Library and Learning Support Services

General Observations

The Reedley College Library and Learning Resource Centers provide a wide and sufficient range of services, online and at the main campus and affiliated centers. These programs and services rely on the expertise of faculty, librarians, and learning skills specialists. Within budget constraints, the programs maintain sufficient equipment, provide sufficient online and physical resources, and engage in ongoing evaluation through Program Review and other methods, including semester surveys, student and faculty surveys, and learning outcomes assessment. The library maintains relationships with external organizations as appropriate.

Findings and Evidence

According to the ISER, Reedley College "has strong and robust learning support services that support students and staff at all locations and remotely through online service." The support includes library services (databases, e-books, audiobooks, and traditional books and journals), a tutorial center, reading and writing centers, supplemental instruction, online tutorial services, and a "24/7" fully online reference service, the last two contracted with outside providers. The library promotes these services through a variety of media, from links in Canvas (the course management system) to online and physical flyers outlining services; it provides ongoing instruction for students and faculty; the library coordinates with faculty in ongoing collaboration. Tutoring programs "meet regularly to coordinate services"; each campus center has a permanent coordinator, while the Madera Community College Center hired coordinators for Math, Reading and Writing, and the Tutorial Center. Library programs "work collaboratively across campuses

and throughout the College" and participate in ongoing assessment and evaluation through Program Review and a range of surveys and the development and assessment of SLOs and service metrics. These evaluations identify needs and support resource requests; an example would be the development of the Math Center Coordinator position. Programs like a pilot for additional online instruction or refinements like the inclusion of an online tutoring service (Smarthinking) in each Canvas course shell indicate that the library and learning support services engage in ongoing innovation and either develop new programs or incorporate available commercial or other external products to meet student needs. Although the Library and learning centers report the usual financial constraints, Reedley College provides sufficient and appropriate services for students, staff, and community. The claims for this standard are supported by Program Reviews, user surveys, and statistical reports on program use, including user demographics. (II.B.1)

The Reedley College Library "works collaboratively with faculty members including librarians in the selection of library materials aimed at supporting student learning, both formally and informally." The initiatives arising from these collaborations are relatively narrow in focus but strongly supportive of the College's mission and equity goals; one example would be the provision of calculators for low income students or the purchase of audio books originating in a partnership with the reading faculty. Major projects emerge primarily from Program Review, which systematically evaluates library resources and evaluates success in meeting the needs of students and faculty. Other assessments, like an IPEDS (Integrated Postsecondary Education Data System) report or yearly reports and ongoing data collection, contribute to the self-assessment and related resource requests and plans for improvement. These processes include a "conscious effort to address the needs of distance learning students." Some results include the expansion of academic online databases; all students have 24/7 access to online resources, including tutoring services. Learning support programs at all campuses engage in the same pattern of assessment and evaluation. A variety of reports, including Program Reviews and statistical surveys, support the narrative for this standard. (II.B.2)

As noted in the ISER, the "College has both formal and informal processes for evaluating learning support services. Qualitative, quantitative and SLO data is used for evaluation and planning purposes via the program review reporting process." This statement applies primarily to the Reedley campus. The five-year Program Reviews and yearly supplements incorporate data relevant to the goals of the Library and learning resource programs in supporting the College's mission. The ISER itself includes questions central to Program Review and details individual program outcome measurement. Some examples include individual evaluations of bibliographic instruction, surveys measuring user satisfaction, the success of tutors in helping students meet student outcomes, outcomes assessment of drop-in and fifteen-week tutoring in the (ENG 272) in the Reading and Writing Center, and the Math Center's analysis of student satisfaction with the services. These evaluations lead directly to resource requests or to planning initiatives like the Math Center's plan to improve tutor training and evaluation and join the College Reading and Learning Association (CRLA). A variety of documents and surveys support the claims regarding ongoing assessment, evaluation, and planning.

The Madera Community College Center tutoring programs have engaged in a major reconfiguration, establishing a STEM center and Extended Learning Center (ETC, a program

embedding tutors in individual classes), and have conducted some surveys, but have not engaged in a systematic analysis of student outcomes and achievement. The ETC program will begin collecting student data in classes, spring semester 2018 and the team recommends institutionalizing data collection, review, and analysis. (II.B.3)

Reedley College maintains a limited number of partnerships with outside learning support and Library services: the 24/7 reference service contracted with the Community College League of California standards; the service provides online evaluations and follow up questions through emails distributed to and reviewed by the College librarians. Since 2014, Reedley College has contracted for online tutoring services with Smarthinking; the Distance Learning Committee and Department Chair review the statistics generated by the service with the goal of increasing access and student use. (II.B.4)

Conclusion

The College meets Standard II.B.

IIC. Student Support Services

General Observations

Reedley College provides comprehensive student support services and regularly evaluates their quality to demonstrate that these support services are effective and consistent with the College mission. The College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Services are provided to students on the Reedley main campus, the two other primary campuses in Madera and Oakhurst, and distance education. Many services are also provided at the local high schools.

There is a comprehensive list of Student Services offered and they can be located on the College website. Those support services and programs include but are not limited to: academic support programs, student support programs, student activities and associate student government, counseling services, financial aid, EOPS, DSPS and health services including psychological services. The College is also one of the few community colleges in California that offer residence halls.

Student support services across campus are engaged in the program review and integrated student learning outcomes process. Through the program review process, student learning outcomes are identified, assessed, and evaluated to continuously improve student support programs and services.

Findings and Evidence

Reedley College has established processes to assess learning support outcomes for students in order to provide effective student support services to advance student learning and further the College mission. Services are evaluated through program review, surveys, and feedback forms. The program review handbook provides a template for non-instructional programs and services to utilize and includes a timeline for each program. Individual programs are on a cycle of review and most recently, the overall student services division completed a program review and formal program learning outcomes for the first time. The college provides appropriate support services and programs that enhance the mission of the college and the mission of student services: *to provide a system of services that support achievement of educational goals for a diverse student population.* It was noted through interviews that the current program review template for non-instructional programs is challenging and does not necessarily work well. A review of the non-instructional program template and timeline are recommended. (IIC.1)

Institutional dialogue occurs through multiple avenues including, but not limited to, the Student Services Work Group (SSWG), Coordinators Collaborative, and Student Services Leadership Council (SSLC). These committees primarily consisting of student services managers and coordinators serve as a vehicle by which communication flows back and forth between the Vice President and other departments. The Student Success Council also includes representatives from instruction, thus ensuring further dialogue campus-wide. The College identifies student needs by utilizing several methods including the Community College Survey of Student Engagement (CCSSE), suggestion boxes, feedback forms, focus groups, and pizza with the President. Pizza with the President is offered frequently on both Reedley and Madera campuses and is a unique way to gather information and feedback from the students. The college uses these results to evaluate and improve its student support services programs. (IIC.2)

Reedley College has numerous examples of programs that seek to provide equitable access and success for students, and the college has made a concerted effort to ensure services are provided at the Madera Community College Center and Oakhurst centers as well as online. Directors and Coordinators of various programs spend time each week at Madera Community College Center and collaborate with the director of the Oakhurst Community College Center. Counselors and other services such as DSPS travel to Oakhurst to provide services to that location, which meet the needs of students during the day. Evening hours, however, are currently not available. Most services are available online for DE students. Counseling is limited and does not allow for comprehensive educational planning. The college is currently implementing degree planning through the Starfish platform. Degree planner will provide counselors and students the ability to create Student Education Plans in electronic format while planning for major and general education courses for transferring, associates, and/or certificate programs. Starfish degree planner will also have the capability to develop a semester schedule which will allow student the ability to register for their courses. As noted in the Office of Student Services program review and through interviews, support services at Reedley College have inadequate space to meet the needs of students. Programs are scattered around campus and often difficult for students to find. And, many programs are co-located in too small of spaces to allow for privacy and confidentiality. Several counselors are housed in cubicles where the sound carries. (II.C.3)

Reedley College offers co-curricular and athletic programs aligned with the mission and provide expanded social, cultural, and educational activities for students. The Associated Student Government (ASG) is committed to providing a comprehensive array of activities. Senate members participate on college committees and are committed to improve student success. One example of an initiative fostered by ASG is the student food bank. Reedley is one of the few community colleges that have residence halls. Many activities are offered to residence hall students such as movie nights and barbeques.

The college sponsors eleven intercollegiate sports programs including football, volleyball, tennis, gold, basketball, softball, baseball, and equestrian. The college is committed to ensuring the success of their athletes. They have established a support program, the Student Athlete Retention Program (SARP) that assists all student athletes in completing their educational goals to comply with all transfer and eligibility requirements. (II.C.4)

The college provides counseling and advising services to support student development and success and provides counseling and advising programs to ensure that students receive timely, useful, and accurate information about relevant academic requirements, including programs of study requirements, graduation, and transfer policies. General counselors are available to provide services to all college students including students enrolled in special program cohorts such as EOPS, DSPS, SSSP CalWORKs, STEM, CTE, Athletics, etc. Psychological services are offered to students on the Reedley and Madera campuses. Under the direction of a centralized psychological services coordinator, the college employs post-doctoral interns to serve students.

In order to facilitate the needs for assessment, orientation and advising, the college has developed several events and programs such as Reg-to-Go, Extreme Registration, and Express Registration. Reg-to-Go targets incoming freshmen from feeder high schools while the latter target the college population in general. Counselors provide advising and development of Abbreviated SEPs as well as referrals to support services during these events. Several student services programs such as EOPS and SSS-TRiO also offer orientations to college as part of introducing new students to their programs. Online orientation is available to all students. Counselors stay up-to-date and informed through regular staff meetings, specialized trainings, and annual conferences. (II.C.5)

Reedley College's general admissions policies are consistent with Board Policy 5052. This policy ensures that, unless specifically exempted by statute or regulation, every course is fully open to enrollment and participation by any person who has been admitted to the college. Students eligible for admissions are defined in the college catalog as high school graduates, non-high school graduates who are at least 18 years of age, high school students, transfer, and international students. The college also offers a robust dual enrollment program including a Middle College High School, which is housed on the Reedley College's main campus. Clear pathways are defined through specific catalog requirements for transfer, degrees, and certificates. Educational Plans and Major Advising Sheets provide further clarity. Starfish Degree Planner will provide additional access in electronic format. (II.C.6)

The college utilizes Accuplacer to assess student in math, English, and ESL. The last assessment validation study in 2013 was in compliance with the state's mandated validation timeline. Since that time, Reedley College joined the Common Assessment Initiative (CAI) as a pilot college for both the Statewide Common Assessment and the Multiple Measures Alignment Project (MMAP). Since they were actively anticipating the pilot deployment of the Common Assessment (with a different method of validation) the validation studies were postponed between 2013 and fall 2017. The English, ESL, and mathematics departments have adopted the state model for multiple measures (MMAP) and first implemented in fall 2017. The college has begun working with the Research department to gather data to begin the validation process for multiple measures. (II.C.7)

All student record information is imaged and stored using the Onbase (Matrix) system. Electronic records are stored on servers maintained in the Information Technology Department and backed up nightly to a backup server and onto tapes. The backup tapes are stored in a secured fireproof safe. Access to hard copy records in a secure area and electronic format is limited to authorized personnel. The Family Educational Rights and Privacy Act (FERPA) are strictly followed. The college publishes these policies in the Student Handbook, printed and online and emailed to their college email account. (II.C.8)

Conclusions

The College meets Standard II.C.

College Commendation #2: The team commends the College for their commitment and passion towards helping students thrive and succeed as evidenced by exemplar programs such as the student government-operated food bank and psychological services provided by postdoctoral interns at both Reedley and Madera Community College Center. (II.C.4)

College Recommendation #2 (Improvement): In order to improve effectiveness, the team recommends that the student support services program review process be evaluated for relevance and effectiveness. (II.C.1)

College Recommendation #3 (Improvement): In order to improve effectiveness, the team recommends the College evaluate the use of student support space to effectively meet the needs of students. (II.C.3, III.B.3)

Standard III

Resources

IIIA. Human Resources

General Observations

Reedley College provided very comprehensive data around all aspects of Standard III.A Human Resources. The evidence shows that Reedley College has established policies and procedures for recruiting and hiring of all personnel. These policies and procedures ensure that all employees are qualified in education, training, and experience. Policies that ensure the quality of programs are clearly and publicly stated and reflect the mission and goals of the College.

Findings and Evidence

The College works with State Center Community College District (SCCCD) Human Resources Department to hire qualified faculty, staff, and administrators. The Human Resources Department includes the Personnel Commission, which runs classified staffing. Hiring policies and regulations are in Chapter 7000 including: AR 7120, 7121, 7220 and 7230.

AR 7120 was recently reviewed and revised in consultation with the District's Academic Senate's (IIIA1). Hiring Committees for full time Faculty and Administrators review AR 7120 and 7220 at the beginning of each search. Committee members are also required to complete EEO training with 18 months to serve on a committee (IIIA.1).

The College procedures state that applicants must meet the educational minimum qualifications and include a diversity statement. The District adheres to the standards published by the California Community College Chancellor's Office on establishing the minimum qualifications for faculty and administrative positions. Human Resources and the Personnel commission screen applicants for stated minimum qualifications. (IIIA.1).

Classified Job classifications are reviewed by the Personnel Commission and address the duties, essential job functions, qualifications on education and desired experience, knowledge, skills, and abilities. The Personnel Commission is currently conducting a full classification study and is in the process of updating all job classifications (IIIA.1).

Faculty and Administrative position descriptions also describe the desired characteristics and complete job description. Job descriptions are created in consultation with faculty between the College and the District and address position duties, responsibilities, desirable qualifications, and authority (IIIA.1).

The College hires qualified faculty, staff, and administrators who ensure the integrity and quality of program and services. The District Human Resources and the Personnel Commission have clearly defined policies on recruitment. Job descriptions directly relate to the mission of the

institution. All job descriptions have criteria for minimum qualifications, position duties, responsibilities and authority. Hiring policies are available to the public, reviewed, and updated as needed (IIIA.1).

Faculty knowledge of subject matter is described in the Essential Functions of the Position section of job announcements. Faculty are required to fulfill the duties and responsibilities of instructors as laid out in AR 7122: Duties and Responsibilities of Instructors. One of the duties and responsibilities outlined in AR7122 is maintaining "a high level of competency in the subjects taught". AR 7122 includes teaching skills competencies. Job announcements have an option for additional desired qualification for the position. (IIIA.2)

The District uses the Minimum Qualifications for Faculties and Administrators in California Community Colleges to ensure that faculty meet the minimum qualifications for their discipline. This, and the process of equivalency, are established in AR 7211: Faculty Service Areas, Minimum Qualifications and Equivalencies. Applicants are required to state in their application if they meet minimum qualifications as stated in the job announcement. The Human Resources Office completes minimum qualification screening. Faculty who do not meet the minimum qualifications may apply for equivalency through the established Equivalency Process. The equivalency process requires applicants to have the alternative qualifications established by the discipline faculty or provide a worksheet that crosswalks their degree with the required degree in the minimum qualifications. Equivalency applications are reviewed by subject faculty and voted on the equivalency committee (IIIA.2).

A review of the evidence provided and interviews show that the College's administrators and academic managers possess the qualifications necessary to perform duties required for institutional effectiveness and academic quality. These qualifications and the hiring process are detailed in AR 7220: Administrative Recruitment and Hiring Procedures (IIIA.3).

Evidence supports that the District Human Resources follow the California Community College standards in establishing minimum qualification for positions. Applicants who do not meet the exact required minimum qualifications must apply for an equivalency through the established Equivalency Process (IIIA.4).

Through a review of the evidence, the District, in negotiation with employee unions, have established a formal process of employee evaluation that focuses on effectiveness and improvement. Forms and processes are established and available to employees for review. Goal and improvement plans are part of the process and are reviewed as part of each evaluation period. The District has established procedures for evaluation of all personnel (IIIA.5). However, the College does not appear to evaluate personnel at regular stated intervals.

A review of the evidence provided shows that Reedley College faculty and administrators use learning outcomes assessments to make informed decisions to improve teaching and learning. District AR 7122: Duties and Responsibilities of Instructors, states that instructors are required to, "Make systematic evaluations of student progress consistent with established student learning outcomes" (AR 7122, Regulation 13). Instructors and those directly responsible for student

learning report this analysis in Annual SLO reports and through the Program Review Process (IIIA.6.).

In the AFT Full time contract it states that the "Immediate supervisor conducts a duties and responsibilities evaluation" in accordance with District Policy (IIIA6). That includes Regulation #13 (outcomes) in AR 7122. In the part time faculty contract there is criteria which states that the classroom instructors will be evaluated based on "evaluation of student progress in keeping with course objectives and adopted course outlines" (Article XII.1.B.5). Learning Outcomes are explicitly listed in Course Outlines of Recorded. (IIA.6)

The College uses integrated planning and the HR staffing plan to assess the number of faculty hired each year. The staffing plan reviews staffing budgets, employee classifications, fiscal obligations (50 percent law, Faculty Obligation Number (FON) etc.), demand and supply forecasts, and a Gap Analysis (IIIA7). The College's financial resources are sufficient to support and sustain programs, services and manages its financial affairs with integrity and in a manner that ensures financial stability to meets its obligations. (III.A.6)

As part of the HR staffing plan, the College/District review the number of faculty each year. The District analyzes enrollment trends and well as legal mandates such as Faculty Obligation Number (FON) and the 50 percent law to make determinations on how many faculty per year will be funded at each College. The District Resource Allocation model is set up so that salaries and benefits of ongoing faculty costs are included in the base of the College allocation (IIIA.7).

The College provides for orientation, oversight, evaluation, and professional development opportunities for adjunct faculty, who are encouraged to engage with the College, participating in professional development and with their department colleagues. Department Chairs make efforts to include adjunct faculty in departmental discussions such as curriculum modifications or rubric development. The administration has provided stipends for adjunct to attend these meetings (IIIA.8).

The College provides a yearly Adjunct Orientation Workshop each fall (IIIA8). Adjunct faculty are provided a small stipend to attend the orientation. Topics include: Academic Senate, SLO/Accreditation/Institutional Effectiveness, DSPS, Distance Education, Student Conduct vs. Classroom Management, Faculty Handbook, Evaluation, Faculty Responsibilities, and Safety. This orientation provides an opportunity for adjunct faculty to learn about College policies and procedures and ask questions. (IIIA.8)

SCCCD is a Merit System District. It has a Classified Personnel Director who reports to an independent Personnel Commission in the hiring of classified employees. Commissioners must be registered voters within SCCCD and known adherents to the principles of a Merit System. The commission is made up of three members: 1) appointed by the SCCCD Board of Trustees, 2) nominated by the Classified Employees and 3) appointed by both groups. Board Policy 7132 states that the Personnel commission will follow Education Code guidelines for a Merit District (IIIA.9).

The Personnel Commission approves all new and revised job classifications. These job classifications are created to hire qualified staff that will support the educational technical, physical and administrative operations of the College/District. The personnel commission has job descriptions for 272 classifications. Sample Job descriptions for each of these College operations are posted. The College has a sufficient number of classified employees to provide service to all area of the College (IIIA.9).

A review of the evidence indicates that Reedley maintains a sufficient number of administrators to provide leadership and support the College mission. Administrative leadership is spread across the three College campuses. The College recently added three positions to develop administrative capacity and ensure equitable administration for Center locations. Those positions included: Vice President of Madera/Oakhurst, Dean of Students MCCC and an Oakhurst Director. These positions were created through review of the HR Process and identified needs (IIIA.10).

Chapter seven of the SCCCD Administrative Regulations defines Human Resources policies and procedures. These regulations are referred to in the Faculty Handbook and at Faculty, Adjunct and Classified Orientations (IIIA.11).

The District adheres to the collective bargaining agreements with AFT and CSEA. The AFT and CSEA contracts provide clear direction on providing fair and equitable application of personnel policies. Each contract has an established Grievance Procedure (IIIA.11).

SCCCD Administrative Regulation 3435: Discrimination and Harassment Complaints describes the process for issuing a complaint. The AR specifically states that SCCCD will provide at least two hours of training regarding sexual harassment once every two years for Administrators (IIIA.11).

However, a review of the evidence shows that the College and the District needs to establish a process and timeline to ensure the regular review of all Board Policies and Administrative regulations to ensure that Chapter 7 policies and procedures are up to date. (IIIA.11)

The evidence shows that the College/District has a commitment to diversity not only in their mission and strategic plans but also in their hiring and human resource practices. Expectations for inclusivity are included in Board Policy, Administrative Regulations which are actualized in the District Equal Employment Opportunity (EEO) Plan. Evaluations of the effectiveness of these hiring and personnel practices are reviewed through annual reports to the CCCCO and through rigorous evaluation of the EEO Plan (IIIA.12).

The College and District are committed to programs, practices and services that support diverse personnel. The District has an EEO Plan that is updated, reviewed, and approved by the BOT every three years (IIIA.12).

Board Policy 3410: Nondiscrimination states that the District is committed to "equal opportunity in education employment and all access to institutional programs and activities" (IIIA.12). The

District has established an EEO Advisory Committee to assist in implementing the plan. Members of all constituent groups are members of the Committee (IIIA.12).

The College and District uphold a written code of professional ethics for all employees. Regulations (AR 7360 and 73650) have been put into effect for District employees who violate professional ethics. Administrative regulations on Discipline and dismissal specifically state that employees can be penalized or dismissed for the following causes: 1) Immoral or unprofessional conduct, 2) Dishonesty, 3) Persistent violation of or refusal to obey school laws of the state or reasonable regulations (IIIA.13).

Board Policy (BP) 2715 sets forth the Board of Trustees Code of Ethics/ Standards of Practice. The BP also details out the Censure Policy for members who violate the Code of Ethics/ Standards of Practice. SCCCD also has Board Policy 3150 Code of Ethics: Administrators. This regulation addresses definition of ethics, importance of ethics and expectations for Ethical Behavior (IIIA.13). Administrative Regulation 3150 also details the Rights and Due Process for Administrators regarding the Code of Ethics (IIIA.13).

A review of the evidence and personnel meetings supports that Classified members do not have a specific code of ethics but the CSEA contract does outline personal conduct (ethics) and identifies conduct that would call for disciplinary action. The Classified evaluation asks questions about Compliance with Rules, Public Contacts, Work judgments, and use of the Chain of Command. (IIIA.13).

The College designates funding each year for professional development through the budgeting process, providing a sum distributed by the Professional Development Committee. The Professional Development Committee reviews professional development proposals in which applicants are required to link their project to the College strategic plan and program review goals. The expectation after funding is that the applicant will distribute the information they learned to the wider College community (IIIA.14).

Personnel files are kept locked and secured and only viewed by appropriate personnel and by the employee when requested. Administrative Regulation 7145 and AFT and CSEA contracts detail right of employees to inspect personnel records and detail the process to review files (IIIA.15).

Conclusions

The District has established procedures for evaluation of all personnel (IIIA.5). However, the personnel are not evaluated at regular stated intervals.

Reedley College provided a detailed Analysis and Evaluation for every section of Standard III.A. Through all documents, interviews, and observations for Standard III.A, the college meets the standard, except III.A.5.

District Recommendation #1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular

review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)

District Recommendation #2 (Compliance): In order to meet the standard, the team recommends that the District ensure all personnel are systematically evaluated at stated intervals in accordance with the bargaining agreements and Board policies. (III.A.5)

IIIB. Physical Resources

General Observations

Reedley College, one of the oldest community colleges in California, is sited in the City of Reedley in Central California on 420 acres, including a 300 acre farm adjacent to the campus. Reedley also has two educational centers, one in Madera another in Oakhurst. Offering about 70 degrees, the College serves over 15,000 students at those sites and employs about 1,300 employees.

The District Construction Services Department coordinates activities with Reedley College for district-wide facilities planning, renovation, and construction as well as provides oversight for maintenance and operations whereas custodial services is managed by the College. In 2016 State Center Community College District successfully passed Measure C, a $485 million facilities bond to fund the modernization of classrooms, laboratories, and other college facilities. Reedley uses the existing facilities master plan and the established planning processes to determine facilities and equipment site needs. The first major projects for Reedley are the Math and Science (LFS) Expansion, Ag Science Expansion, Fine & Performing Arts Center; at Madera Community College Center the CAM Expansion and Academic Village Expansion; at Oakhurst Site Expansion and Permanent Facilities.

The recently hired Vice Chancellor of Operations, although new to the District, has extensive construction experience in the field as evidenced in the execution of projects begun with the new facilities bond. The Vice Chancellor of Operations also oversees the District Police who collaborate with the College to maintain a safe and secure campus environment. The College also regularly assesses campus equipment and facilities needs of programs and services.

Through meetings with Student Services and the Facilities committee, along with conversations with Counseling, DSPS, EOPS, CalWorks, and student service representatives, that Health and Safety Committee provides current updates in information across the campus, including through the polycom communication tool to Madera Community College Center and Oakhurst Community College Center on topics related to Health and Safety. (IIB1.13)

<u>Findings and Evidence</u>

The evidence supports that Reedley College assures safe, accessible, secure, and healthful working environments at all of its locations.

In 2012, the District, as part of its Districtwide Facilities Master Plan (FMP), established a Transition Plan to identify needed accessibility improvements and to provide a systematic approach to correcting known deficiencies. This plan included the creation of an Americans with Disabilities (ADA) Database which assists the District in recognizing, prioritizing, and tracking the progress of upgrades to the facilities to ensure compliance with ADA guidelines as well as Title 24 of the California Building Code. In 2016, State Center Community College District passed a $485 million bond to address infrastructure and site improvements, modernization, technology upgrades, and an ADA component to address priority needs as identified on the ADA Database (IIIB.1).

The District Construction Services Department is part of the District Operations team which includes Maintenance, Grounds, Transportation, Police, and Environmental Health and Safety. The Construction Services Department assists the campus with ongoing needs for changes and upgrades to the facilities through the use of the campus wide Facilities Modification Request system (IIIB.1).

It is evident that Reedley is committed to providing a safe, healthful work and educational environment that assures facility access. The College has an Injury and Illness Prevention Program (Health and Safety Committee), and an Integrated Pest Management Committee. More recently (February 2018) the College established the Campus Safety Task Force whose task is to ensure safety of students and staff on all three campus locations. (IIIB.1)

The Distance Education (DE) Committee as well as the Technology Advisory Committee oversee the analysis of the needs for distance education physical resources including the support of physical library resources for distance education students. (IIIB.2)

The evidence supports that Reedley College maintains the physical resources to support its programs, services and mission. This has been accomplished through the Facilities Master Plan, and Educational Master Plan; both were developed through the participatory process. The Reedley College Facilities Committee is responsible for implementation. The FMP also determines the signage at each campus. Signage on the Reedley campus was updated in fall 2016. (IIIB.2, IIIB.3).

The Maintenance and Operations Department maintains an ongoing and adaptive Five-Year Scheduled Maintenance Plan. This Five-Year Plan is a comprehensive list of facilities and/or equipment scheduled for replacement or major overhaul within the next five years (IIIB.2).

However, it is recommended that the District complete the comprehensive facility and technology plans that incorporate total cost of ownership projections; inclusive of staffing, scheduled maintenance; equipment and technology replacement costs, within their resource allocation model. (III.B.3)

SCCCD participates in an insurance pooling Joint Powers Authority which routinely reviews insurance, claims, loss, and data from property, liability and Workers Compensation programs. (IIIB.3).

The evidence reported in the ISER and interviews with various constituent groups supports that the program review process at Reedley allows programs to identify their goals for growth and support in not only designated facilities goals but also in Distance Education goals, including facilities and equipment specifics. These goals are aggregated each semester and sent to the Facilities Committee Chair and Distance Education Coordinator who reports the goals to the Distance Education Committee. The committees discuss these goals and plan how to best support the programs' facilities and distance education needs. As noted in the Office of Student Services program review and through interviews, support services at Reedley College have inadequate space to meet the needs of students. Programs are scattered around campus and often difficult for students to find and receive services. Many programs are co-located in spaces too small to allow for privacy and confidentiality. Several counselors are housed in cubicles where the sound carries not allowing for necessary privacy and confidentiality. (IIC.3, III.B.3).

The District works with the State Chancellor's Office for ongoing planning and development and to identify long range needs utilizing the information provided in the Five-Year Construction, Scheduled Maintenance, and Equipment Plans as well as updates to Space Inventory (IIIB.4).

Long range capital plans are submitted to the state as Initial Project Proposals (IPP) and Final Project Proposals once approved by the Board of Trustees. The plan reflects the long term needs of the college and District. In addition, the college maintains a 5-Year Scheduled Maintenance Plan, a 10-Year Technology Expenditure Plan and updates the Space Inventory in the State Chancellor's Fusion system. Specific needs are addressed in the annual campus Action Plans where the costs for staff and equipment are proposed including one-time and ongoing costs. A revision to the Facilities Master Plan is underway with community input sessions held in spring 2017, (III.B.4).

Conclusions

The evidence reported in the ISER and interviews with various constituent groups supports that the program review process at Reedley and allows programs to identify their goals for growth and support in not only designated facilities goals, but also in equipment and facilities related to Distance Education.

Reedley College meets Standard III.B. .

College Recommendation #3 (Improvement): In order to improve effectiveness, the team recommends the College evaluate the use of student support space to effectively meet the needs of students. (II.C.3, III.B.3)

IIIC. Technology Resources

General Observations

The College, in collaboration with the District, strives to maintain a high level of commitment to providing support for technology needs across instructional, administrative, and student services areas. In addition to linking back to the College mission, the Technology Department also has a mission and vision statement to further document how they are serving the College community. The department mission is to "provide a reliable technological environment that meets the needs of students, faculty, classified staff and administration and promotes a student-centered learning environment." The physical infrastructure and the employee services are clearly present, as are procedures and planning documents, but further evidence will be needed to better support needs assessment and evaluating effectiveness. A clearer link back to the District role and how the District assesses, plans, implements, and evaluates will also be needed.

Findings and Evidence

The Computer Technology Department supports student learning, increases staff and faculty efficiency, and facilitates access and communication. Policies, procedures and staffing are in place that support the College and Department missions along with providing reliable and secure services. The department outlines goals in their program review which in turn looks to the Educational Master Plan, Strategic Plan, and the district strategic plan to information the campus Technology Plan.

Computer hardware and software are provided throughout the College – in classrooms, offices, and labs – to support the learning environment. The ten-person Computer Technology department manages and supports all computer desktops, virtual machines, projectors, document cameras, and printers as well as video conferencing technology. This staff exists to maintain a reliable and secure technology infrastructure. An extensive computer inventory, project list, and an annual action plan functions to direct the department operations. Technology needs are identified through the program review process. In addition to the local Computer Technology department, additional services are managed and supported by the District office. These include the enterprise system (Colleague and WebAdvisor), the telephone system, email, Office 365, firewall and the wide area network to each of the campuses. The effectiveness of technology services are evaluated through the Program Review process and feedback received from student and employee evaluations. The College is encouraged to devote more effort to solicit feedback and use that data to inform programs and services. Although the College uses Dell AppAssure for backup, with a continuous backup running every 4 hours, the College should consider improvements for disaster recovery that push beyond the local campus, such as a backup to the district office. (III.C.1)

Through the Technology Committee, the College continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services. Instructional, student services, and administrative programs address technology needs and goals within their annual program review reports and

budget request processes. Needs identified in the program reviews are forwarded to the Technology Advisory and Distance Education committees for discussion prior to being sent to the Program Review committee. Through this process, departments are able to support the mission and operations of their area.

As identified in the District/College Functional Map planning is a shared responsibility between the colleges and the District. At the District level the District Strategic Plan 2017-2020 is the basis for planning at the District and campus. The team found limited evidence about the process used for the development of the District Strategic Plan 2017-2020. The plan was approved by the Board on February 7, 2017. Subsequent to that approval a District-level goal leader was identified for each area, and as part of their function developed a SCCCD Integrated Planning Summary. These summaries highlight the district wide planning efforts that have occurred in coordination with the 2012-2016 Strategic Plan. The team found that the SCCCD Integrated Planning Summary for Technology Planning is incomplete. During interviews with District Information Technology management and staff regarding planning efforts it was articulated that there is no administrative program review completed for the Information Technology department. (III.C.2)

Technology resources at all locations are implemented and maintained through District and College staff working together to assure a reliable, safe and secure environment. Throughout all campuses, access is provided both via wired and wireless technologies. The Technology Advisory Committee reviews new technologies and reviews the replacement plan for campus technology. The ten-person Computer Technology department manages and supports software solutions such as the Student Appointment and Recording System for counselors and OCLC for the library. Canvas has been adopted for online instruction and is managed both locally and through the District.

Reliable, safe, and secure technology resources are the primary responsibility of the colleges and a shared responsibility with the District. Through interviews with both District and campus staff it was confirmed that the District backup is done to the FCC data center and a copy of the District data is stored at Amazon Web Services. There is no evidence of offsite Disaster Recovery/Business Continuity for the District or Reedley College. (III.C.3)

Significant resources are being allocated for training faculty and staff. Some of this is provided through the Professional Learning Network (PLN) and in-person workshops during the summer, weekends, and during annual flex days. Faculty may also utilize asynchronous training within Canvas for such topics as accessibility, creating online assessment, and designing an online course. Distance education is further supported by the College Instructional Designer. Students are supported and trained through the Reedley College Tutorial Center and can also receive instruction through Canvas. The College has a Staff Development Committee that is responsible for approving and distributing funds to faculty and staff for off-campus travel. A new Flex Committee was established to plan for professional development opportunities at the beginning of each semester for faculty, staff, and administrators. In a recent survey, faculty are particularly interested in integrating technology in the classroom and designing online classes. The College has begun to regularly evaluate the appropriateness and effectiveness of training and technical support for faculty and staff and should continue to conduct these evaluations. (III.C.4)

The Reedley College Distance Education Strategic Plan includes recommendations for program and course development processes for online courses. Technology resources are guided by the technology resource allocation guide and is decided in part by the five-year technology replacement plan. (III.C.5)

Conclusions

Although the college has appropriate technology planning processes, the District planning process for technology is not adequate to support the mission, operations, programs and services of the District.

Although the college and District implement and maintain reliable access, physical security and safety, the District and the college do not have a documented Disaster Recovery/Business Continuity plan.

District Recommendation #3 (Compliance): In order to meet the Standard, the team recommends that the District implement an administrative program review process to inform District planning efforts for technology and complete its District technology plan. (III.C.2)

District Recommendation #4 (Compliance): In order to meet the standard, the team recommends that the District and Colleges strengthen its planning to ensure reliable access, safety, and security of information. (III.C.3)

IIID. Financial Resources

General Observations

State Center Community College District (District) plans and manages its fiscal affairs with integrity and in a manner that ensures fiscal stability, with institutional reserves around 17 percent and College reserves of around 3 percent in the last three fiscal years. College and District constituents are involved in the annual budget planning and onsite interviews confirm integration of institutional planning to resource allocation.

Findings and Evidence

Planning

The College's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. Its budget principles, its budget development process overlaid by the District's budget development process and resource allocation model demonstrate that the College manages its financial affairs with integrity and in a

manner that ensures financial stability. In reviewing the District budget allocation model, while it details the criteria on incremental revenue distributions, the resource allocation process could be strengthened, providing clarity on base funding parameters and operational cost increases. (III.D.1)

The District has policies and procedures setting the framework for sound financial practices and financial stability. College mission and goals form the basis for financial planning and financial planning is interwoven through its institutional plans. Tentative and Adoption budgets are reviewed and approved by the Governing Board who also review quarterly and annual revenue and expenditure reports. College spending reports are disseminated to the College community. (III.D.2)

The College Mission Statement, Strategic Plan and Educational Master Plan are the guiding principles to the integrated planning cycle and the team confirmed that Reedley College clearly follows its guidelines and processes for financial planning and budget development. Budget planning starts in the first month of the academic year and follows Program Review and the Reedley College Strategic Plan.   Via the College Budget Committee, comprised of representatives from each of the sites and constituent groups, all constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. (III.D.3)

Fiscal Responsibility and Stability

While District revenues are largely tied to state funding, which is predominantly driven by overall institutional enrollments, Reedley's budget allocation via the District Resource Allocation Model meets its spending plans. That site allocation, starting with the prior year's ongoing expenditures, increased by salary adjustments, fixed cost adjustments, new positions and/or district-wide initiatives, and additional allocations, make up the College's new year's funding base. Incorporating all available resources, including its site allocations, categorical program and local revenues, enables the College through careful planning to meet its annual expenditure requirements. Vigilant and thoughtful spending controls have allowed Reedley College to achieve local year-end reserves at 3 percent, whereas overall District reserves have run in the 17 percent range over the last three years. Additionally, District set asides for projected pension cost increases, including STRS, PERS, and OPEB, have put the District in a strong position to address such future increases that have also helped the District improve their credit rating. (III.D.4)

Board Policies and Procedures set the framework for financial integrity which is further enhanced by an annual external audit that includes reviews of the institution's internal control structure. Such audits have culminated in unmodified opinions and annual audit reports are reviewed and accepted by the Governing Board. The Board also receives periodic financial reports and updates and college budget managers have real-time access to department budgets and year-to-date expenditures via Ellucian Colleague (Datatel) WebAdvisor.   (III.D.5)

College funding, driven by its integrated planning process, funneled through the District Resource Allocation Model, ensures that resources are distributed to appropriately support academic programs and support services. With external audits resulting in unmodified opinions

and a review of the second quarter (mid-year) fiscal report showing expenditures at about 49 percent of budget, Reedley's financial documents, including its budget, indicate a high degree of credibility and accuracy. (III.D.6)

Financial and business processes are governed by Board policies and procedures that are based on Education and Government Codes, and the District's financial transactions are audited by a third party accounting firm annually. While the respective college Vice President of Administrative Services review, assess and strengthen internal controls as appropriate, the external audits also include appraisals of internal controls for validity and effectiveness. The resolution of any audit findings is assigned to the respective site/college, where those audit findings are absolved and results of assessments are used for improvements. The final audit report, which includes the District/College responses to audit findings are presented to the Governing Board for review and acceptance. The implementation of audit findings/recommendations is documented as part of the next year's audit and accompanying report. (III.D.7, III.D.8)

The District, with reserves greater than 17 percent in the last three years, which include annual College reserves around 3 percent, maintain levels sufficient to address cash flow needs. Additional funds have been set aside to cover continuing increases in pension cost obligations. (III.D.9)

While the College maintains its own financial control structure, as administered by the Vice President of Administrative Services, the District Office of the Vice Chancellor of Finance and Administration provides additional support and financial oversight as needed. These designated responsibilities coupled with external audits ensure effective oversight of finances. (III.D.10)

Liabilities

The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. This is evidenced in the various master plans, including the District as well as College Strategic Plans, which address long-term issues that include annual set-asides for STRS and PERS and OPEB in response to rising pension contributions. The actuarial plan is current and annual operational spending is within budget parameters, and the College has no other long-term obligations. (III.D.11, III.D.12)

The College has no locally incurred debt instruments. (III.D.13)

As corroborated in the FY 2014-15, FY 2015/16, and FY 2016/17 audits, resources were used appropriately and in a manner consistent with the intended purposes of the funding source. There were no reconciling adjustments between the audit and the District's/College's financial statements. (III.D.14)

Reedley College hired i3 Group in an effort to identify and keep student borrowers in a current repayment status and deliver the lowest possible cohort default rate. i3 Group provides data management and student borrower outreach activities, default aversion and delinquency prevention activities, student loan assistance hotline and counseling services, and other

deliverables in support of lowering default rates. Based on Reedley's current (FY 2014, FY 2013, FY 2012) cohort default rates, the College is adequately managing student loan defaults. (III.D.15)

Contractual Agreements

Contractual agreements with external entities are consistent with the mission and goals of the College. There are no external contracts for ongoing operations. (III.D.16)

Conclusions

The District's strong fiscal management, the careful and judicious financial planning, has placed them in a solid position to address near-term fiscal vagaries and challenges. College budgeting processes would be strengthened by a re-assessment of the District budget allocation model, to provide clarity on base funding parameters and operational cost increases.

The College meets the Standards.

District Recommendation #5 (Improvement): In order to improve effectiveness, the team recommends that the District strengthen the functions of District committees to broadly communicate formal outcomes and recommendations. (III.D.1, IV.D.2, IV.D.3, IV.D.6, IV.D.7)

Standard IV

Leadership and Governance

IVA. Decision-Making Roles & Processes

General Observations

The roles and responsibilities of the governing board and the administrator clearly delineated in the statute are designed to promote student success, sustain academic quality, and ensure integrity, fiscal stability and continuous improvement of the college. The President of the College is the chief executive officer of the college and has the full charge and control of the administration and business affairs of the college. Based on the board approved organizational structure, the college has established governance structures, processes, policies and practices that allow faculty, students, administrators and staff to work together for the good of the institution.

Reedley College has policies, procedures, Handbooks, and a well-defined participatory governance structure that provides opportunities for all college community members, including students, to participate in participatory governance. In addition, the College communicates to constituents in various meetings and electronically by posting minutes and agendas, as well as MOR newsletters. This Standard is being met by Reedley College.

Findings and Evidence

Reedley College has a participatory governance structure that encourages "institutional improvement and effectiveness, integrity, and governance." In addition, roles are well defined in board policy, committee operating agreements, and participatory manuals (IV.A.1, IV.A.3). The college involves college staff and students in various decision-making bodies and working committees and groups in order to initiate dialog and discussions that may result in improvement of practices, programs and services. The college's mission and vision statements were reviewed through a participatory process. Through interviews conducted by the visiting team and a review of evidence, the College demonstrates an encouragement of innovation and quality programs. Campus interviews also demonstrate a pride in the college's ability to try innovative ideas and to work collaboratively as a team. Evidence showed that there is support for practices and programs that allow for improvement and participation. (IV.A.1)

The College provides the website for the governance committees which documents membership, goals, purpose, minutes, and agendas. Performance data is used as part of the decision making process, and advises additional planning. (IV.A.2)

The College employs representative and participative forms of decision-making. The Committee recommendations are forwarded to the College Council for review and approval. (IVA.2)

The Curriculum Handbook includes procedures for program and course development and revisions, responsibilities, duties, and roles faculty and academic administrators in curricular and

educational matters. Curricular recommendations and the process are defined in board policy, Curriculum Committee Handbook, and administrative regulation. (IVA.2)

The President meets with institutional leaders and includes all constituent groups on the Cabinet and at the Cabinet Retreat, where it is anticipated that college leaders will disseminate information as well. Interviews confirmed that the President is available and open to conversation with a variety of constituent groups and committees. The President regularly holds Pizza with the President throughout the year at various locations and times to accommodate various student schedules. This is held at all sites (Reedley, Madera, and Oakhurst) and is widely publicized. This is an opportunity for students to directly interact with the President and to provide feedback and perspectives on college items. (IV.A.2)

The College promotes an environment that is open and committed to teamwork and leadership roles. The staff acknowledges this as a positive effect on planning through the satisfaction survey. The College shares information through a variety of mechanisms including the website, reports, social media, and email. Interviews noted an increasing number of participants in both faculty and classified representation on committees and in event planning. (IV.A.2) (IV.A.6)

Board policies 2510, 2430 and 2010 define the roles of the board and constituent groups. The College Participatory Governance Handbook exemplifies a commitment to the participatory governance decision making process. There is evidence that students have a voice, as indicated in the Roles of Constituents in District Decision Making and the Participatory Governance Handbook. (IV.A.2, IV.A.3)

Faculty and academic administrators, through policy and procedures, and through well-defined structure, have responsibility for recommendations about curriculum and student learning programs and services. Curricular recommendations and the process are defined in board policy, Curriculum Committee Handbook, and administrative regulation. All approved degrees and programs are listed in College Catalog and on the College website. There is little detail on the role or responsibility of faculty and academic administrator's regarding student learning outcomes and services. (IV.A.4)

The college's system of board and institutional governance ensures a participative decision-making process that is timely and utilizes expertise and responsibilities of appropriate college personnel. Through the Participatory Governance Handbook, the governance councils and committees are communicated to the College. Reedley has classified, faculty, and students represented through formalized senates, all of whom are involved in the governance decision making process throughout committees. Committee membership includes administrators, faculty and student representatives. (IV.A.5)

Information is shared through formal college structures, college wide assemblies, the college newsletter, and bulletins. The community is apprised of college information through social media, the MOR college newsletter, Reedley College Annual Report, High School Reports, and the college website. (IVA.5) (IV.A.6)

Evidence from committee minutes and policy documents, handbooks, and revisions to course outlines and programs suggest that the campus maintains a culture of evaluation and quality improvement. The College communicates decisions to the campus primarily through meetings and electronically on Blackboard via posted agenda and minutes. The public website does not contain lists of college committees and agendas/minutes. (IV.A.6)

The Participatory Governance Handbook clearly articulates the roles, memberships, function, and procedures. Reedley College has processes for review of governance and decision-making procedures. The handbook specifies each committee will complete an annual progress report. The College would benefit from implementing a system to collect and distribute the committees' annual progress reports and make them available to the campus community to view. (IV.A.7)

Conclusions

The College has designed a thorough governance structure that promotes inclusion and participation. The College could enhance transparency and communication information through developing a public governance website. Committee evaluations and improvements need to be available to the campus through a formalized process and should be posted. The current use of the Blackboard system as a central document repository appears inadequate based on interviews and review of evidence. There were several occasions that different versions of the same document were provided as evidence. The differing version sometimes conflicted in information provided. The College employs many communication strategies to engage local communities. The President routinely addresses local Boards of Education (High School) and provided targeted information through the publication of High School Reports.

The College meets Standard IV.A.

College Commendation #3. The College is commended on its comprehensive commitment to the TK-12 pathway through robust dual enrollment program, outreach services, Reedley College Middle College expansion, annual high school reports and the President's presentation to the Boards of Education of 13 feeder districts. (IV.A.6)

College Recommendation #3 (Improvement). To improve institutional effectiveness, the team recommends that the college complete the review of governance and decision-making procedures, including details of how changes will be widely-communicated. (IV.A.7)

IVB. Chief Executive Officer

General Observations

The President of the College is the chief executive officer of the college and has the full charge and control of the administration and business affairs of the college (ISER Report, p. 204). The President is charged with the implementation of board policies of the Board of Trustees. District

Board Policies and Administrative Regulations articulate the responsibilities of College President in most, if not all, areas that define the position of institutional chief executive officer. The president provides leadership for planning, organizing, budgeting, human resources, and assessing institutional effectiveness. Under these policies and regulations, the President of Reedley College has primary oversight responsibility over all locations of Reedley College, which includes the Reedley campus, Madera Community College Center, and Oakhurst Community College (Outreach) Center. The president delegates operational decision-making to the vice presidents, deans, or other administrators over their respective areas. Administrators serve as members or chairs/co-chairs of various committees, as assigned by the president.

The president demonstrates a strong role in leadership, planning, budgeting, and selecting personnel, and institutional effectiveness. In addition, there is a clear organizational chart and board policy details the role of the Chancellor, including delegation of duties. Staffing is monitored in the HR Staffing plan, which aligns with purpose, size and complexity. There is evidence that the CEO guides institutional improvement and sets Institutional Set Standards (ISS) and follows the Educational Master Plan to link resource allocation with program and strategic planning. Accreditation is prominent at Reedley College and is supported by the CEO. In addition, the CEO is active in campus and district committees as well as community organizations. Reedley College meets this standard.

Findings and Evidence

Board Policy and Administrative Procedure support the reporting structure of the President to the District. Direct leadership occurs predominantly within the President's Cabinet, through multiple participatory governance committees, institutional planning documentation and process. (IV.B.1)

The president approves all permanent hiring requests. The District has policies and guidelines on the processes for administrative, faculty, and staff positions. Hiring committees are used to pre-screen applicants and forward nominations to the president for consideration and final selection. (IV.B.1)

The president demonstrates responsibility in budgeting (Reedley College and Integrated Budget Process), planning (Opening Day Fall Agenda 2016 and PAC Strategic Workshop), selecting personnel (on all hiring committees), and assessment of institutional effectiveness (Integrated Budget Process). More evidence is needed regarding developing personnel. (IV.B.1)

The administrative structure is appropriately staffed and organized relative to the purpose, size and complexity of the institution. The institution is organized by three primary functioning areas in addition to the president's office, including Instruction, Student Services, and Administrative Services, with each area led by a Vice President. President's Cabinet consists of the president, vice president of instruction, vice president of student services, vice president of administrative services, and vice president of Madera and Oakhurst Community College Centers. In addition to the vice president's, there is also a director for marketing and communications, director of information technology, and director of planning and research who all report to the president as each of their respective areas impacts all areas of the College. (IV.B.2)

As referenced in the ISER and campus interviews, the president delegates authority to administrators and others as appropriate to meet the institution and student needs across a large geographic region. Reedley College has two centers located a long distance from the main campus. Reedley College has developed a thoughtful organizational structure to address the needs of the Madera Community College Center and Oakhurst Community College Center. Through the educational master planning process the college has made long-term plans to provide appropriate organizational structures at the centers. (IV.B.2)

The organization chart is clear and board policy 2430 details responsibilities of the chancellor. Although this policy mentions duties can be delegated, it is unclear how or to whom they are delegated. (IV.B.2)

The president of Reedley College leads the College in an open and collegial process in establishing values, goals, and priorities. The College uses the Educational Master Plan, Strategic Plan, and Program Review to benchmark and provide reflection points related to institutional effectiveness and performance indicators. The Educational Master Plan demonstrates an integrated planning process with resource allocation and program planning. The college has a cadre of standing committees to determine college goals and college performance of key performance indicators Additionally, there are other mechanisms in place that allow for broad discussions and information sharing on values, goals, and priorities through the twice yearly convocations and various standing committees that the President attends. (IV.B.3)

To ensure that the college can rely on high quality data and analysis, Reedley College has established a College Office of Research & Evaluation (CORE), the director of which reports directly to the College president. Research findings and data are shared with committees and other campus groups to assist data-informed decision making and practices. (IV.B.3)

The president has promoted a culture focused on teamwork, structure, communication, and trust, which includes an intentional focus on accreditation. Accreditation has been a theme and openly discussed on campus at committee meetings. Workgroups for the standards and sub-areas were implemented and dedicated work time was allocated to ensure adequate time could be given. College constituents were represented on all accreditation workgroups, including students. The team found the President to be an instrumental leader in the accreditation process. In addition to the President's leadership role, it was evident that the appropriate delegation of responsibilities is assigned to the Accreditation Liaison Officer and that participation in the accreditation process is appropriately shared across constituencies. (IV.B.4)

The president sets ISS and used data from program review and other plans to set priorities and goals. A CORE office was also established to assist the campus. The CEO takes a leadership role in institutional accreditation by serving as a peer-reviewer, establishing an Accreditation and IE Committee, and encouraging faculty and staff to serve as peer-reviewers after completing Accreditation 101. (IV.B.4)

The president assumes primary responsibility for ensuring consistent implementation of board policies, statutes and other regulations, as well as, for budget oversight and management. The president delegates authority for day to day budget management to the Vice President of

Administrative Services, and this is clearly delineated in the Institutional Planning and Governance Guide. (IV.B.5)

The president serves on many committees and groups to communicate statutes and implement institutional practices consistent with the mission and policies, such as the alignment of the College and District's Strategic Plan, Mission, Vision, and Values. (IV.B.5)

The president works and communicates effectively with the communities served by the College and encourages campus-wide dialogue around various issues of institutional importance. There is communication between the president and various groups, e.g., department heads, faculty members, students, governing bodies, the Board of Trustees, and the public, via oral and written reports, memos, meeting minutes, messages in campus publications like newsletters and student handbook, and the College website. The president attends local and regional boards and associations including chambers of commerce, and K-12 school district board meetings. (IV.B.6)

Conclusions

The College meets all the requirements set forth in Standard IVB. The Board and Chancellor delegate authority and responsibility to the college president. The president has ensured an administrative structure to allow for effective leadership, management, and operations. The president engages in a system of structured meetings with administration, constituent groups, and participatory governance groups to allow for open discussion and broad participation in institutional planning and evaluation including emphasis on institutional effectiveness, budget, and accreditation.

The president has created a culture of camaraderie and student-centered attitudes as evidenced by comments by faculty, staff and students in the open forum. The president serves a large area within four counties and keeps the public informed by serving on community-based entities (i.e., Team Selma) and meets with each of the 13 feeder high school superintendents, city councils and chambers of commerce annually.

The College meets Standard IV.B.

IVC. Governing Board

General Observations

The State Center Community College District (SCCCD) Board of Trustees is comprised of seven elected members, and one non-voting student member, who are responsible for the oversight of three colleges including Fresno City College, Reedley College, and Clovis Community College and two educational centers including the Madera Community College Center and Oakhurst Community College Center. SCCCD serves approximately one million people across more than 5,500 square miles, including most of Fresno and Madera counties and parts of Kings and Tulare counties.

The Board establishes policies that are consistent with the College's mission. The Board reviews Fresno City College's educational programs as part of its authority given through Board policy. The chancellor of the District executes policies and procedures and provides oversight to the needs of the operations of Fresno City College through the college president who reports directly to the chancellor of the District.

Findings and Evidence

The District's locally elected Board has the authority over and has adopted the necessary policies to assure the proper operation and the financial stability of the District. Board Policy 2012, last updated in February 2017, defines board authority and responsibility which includes responsibility for establishing policies, assuring fiscal health and stability, monitoring institutional performance and educational quality. Several other board policies such as Board Policy 2410 "Policy and Administrative Regulations," Board Policy 2510 "Participation in Local Decision Making," and Board Policy 2405 "Review of Board Policies," delineate the legal authority of the Board for policy development, provide for constituent group participation in development and approval of board policies, and establish a regular review of board policies, respectively. On an annual basis, the Board reviews the district mission, vision, values, goals, strategic objectives and key performance indicators indicating their commitment to student learning programs and services. (IV.C.1)

Board Policy 2715 "Code of Ethics/Standards of Practice" illuminates the importance of Trustees to work together as a collective unit. The board has expended energy through Board development workshops and Board self-evaluation to ensure that it acts collectively and within its broad authority to act in support of its collective decisions. While Board members routinely pull items from the consent agenda, after robust discussion, they generally pass each item. Furthermore, once a vote takes place, if an item is passed, Board members act in support of the decision as confirmed from interviews with four of the Trustees. To strengthen their commitment to BP 2715, the Board has worked closely with the chancellor and a consultant to clarify their roles and responsibilities, which includes working more effectively as a cohesive body. The team recommends that they continue to work to keep this commitment. (IV.C.2)

There are clearly defined policies for selecting and evaluating the chancellor and presidents of the SCCCD. Specifically, BP 2431 "Chancellor Selection," BP 7250 "Educational Administrators, and AR 7220 "Administrative Recruitment and Hiring Procedures" establish the guidelines for the recruitment and selection of the chancellor and presidents. The Board makes the final selection for the chancellor position while the chancellor, in consultation with the Board, makes the final selection for college presidents. Both the chancellor and college presidents are evaluated on an annual basis (waiting for evidence of this annual evaluation, but meetings with both the Trustees and chancellor indicate that this does indeed happen annually). BP 2435 "Evaluation of the Chancellor" delineates the process and criteria used for the evaluation of the chancellor. Similar processes are in place for the president. (IV.C.3)

The SCCCD Board of Trustees is comprised of seven trustees elected by the constituents of seven designated areas. There is also a student trustee, who is a non-voting member, who is

elected by the student body each year. BP 2010 defines that governing board members must not be employees of the district nor hold other incompatible office. BP 2012 indicates that the Board is responsible for representing the public interest and advocating for and protecting the District. A number of other board policies and procedures provide the foundation to ensure that the aforementioned responsibilities are met. BP 2345, "Public Participation at Board Meetings" further demonstrates the Board's commitment to providing the public opportunity for comment and input. (IV.C.4)

Board policies are consistent with the District mission and vision which were updated upon adopting its new strategic plan in 2017 and demonstrate the Board's commitment to ensure the quality, integrity, and improvement of student learning programs and services. The Board demonstrates its responsibility for educational quality through approval of curriculum, through the review of reports such as scorecard data, and through the approval of college plans (e.g. student equity plan and educational master plan). Legal matters, such as real estate transitions, personnel issues, and labor negotiations, are also the responsibility of the Board. The Board adheres to regulatory and Board Policy practices that demonstrate that it has ultimate responsibility for legal matters. The District's full-time general counsel provides the Board with advice as appropriate. The Board is responsible for the fiscal health and stability of the District and utilizes a resource allocation process which the District Budget and Resource Allocation Committee establishes and evaluates annually. The resource allocation model was originally approved in January of 2014, with a modification in August 2014, to ensure the fiscal support of the newest college, Clovis Community College. Board Policy 2012 and Board minutes demonstrate the Board exercises ultimate responsibility for resource distribution based on the recommendations of the chancellor to whom the planning is delegated. (IV.C.5)

BP 2010 "Board Membership" specifies the size and structure of the Board, with BP 2012 outlining the Board's duties and responsibilities. Operating procedures such as the election of Board Officers, the Board's regular meetings, and Board evaluations are also codified via board policies. (IV.C.6)

The Board acts in a manner consistent with its policies and bylaws which include setting district policy and exercising oversight over educational programs and quality, and budgetary and legal matters. BP 2405 "Review of Board Policies" and BP 2410 "Policy and Administrative Regulations" delineate the requirements for a regular cycle of review of policies and administrative regulations, District council serves as a resource when establishing and reviewing policies and administrative regulation and the District subscribes to the Community College League of California's Board Policy and Administrative Procedure Service to ensure legal requirements are met. While the Board does show evidence of reviewing and updating some of its policies and administrative regulations, there was no evidence of a regular cycle of review for all policies and regulations. Interviews with the chancellor and Trustees indicate that this is a priority and further, that the establishment of Board docs will facilitate this systematic review of policies and regulations in the future. (IV.C.7)

The Board regularly engages in the review of key indicators of student learning and achievement and institutional plans. Examples include the review of scorecard data, the College's Student Equity/Integrated Plan, the Basic Skills Plan, College's strategic plans and the College's

educational master plans. The District strategic plan includes defining Key Performance Indicators and the Board also receives regular updates during Board meetings and special study sessions throughout the year on these indicators. (IV.C.8)

The Board has an established policy for Board education and Trustee orientation, although the policy cited in evidence is dated 2003. Board development includes workshops, study sessions, and attendance at conferences related to effective trusteeship and advocacy, and a comprehensive new trustee orientation. New Board members attend the Community College League of California (CCLC) orientation and have the benefit of being trained by the Chancellor and experienced Board members NABIL. The Trustees also confirmed their participation in CCLC and ACCT for new trustee trainings.

Board Policy 2100 structures four-year Trustee terms with staggered elections every two years to allow for continuity of Board membership. The Board also has a process for filling off cycle vacancies. (IV.C.9)

The Board has an established process for self-evaluation as outlined in Board Policy 2745. To strengthen the self-evaluation process and their roles as Trustees, the Board worked with a consultant in 2016. A new, comprehensive self-assessment was developed to strengthen the performance of the Board as a whole as well as the performance of each Trustee. The survey element of the board self-evaluation includes numerous Likert scale questions that assess the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. All Governing Board members participated in the survey and facilitated self-evaluation workshop and the results of the self-evaluation summary of strengths, areas of development, and goals were published. The team found evidence through Board meeting minutes, validated through meetings with the chancellor and Trustees, that the Board's self-evaluation is conducted regularly. (IV.C.10)

Board Policy 2715 articulates the Board of Trustees' code of ethics and prohibition on conflicts of interest. There are nine standards of practice in the policy to which board members must adhere and that state "violations of this policy may subject the member violating it to censure by the Board." Board members are required to file conflict of interest forms. Board members have no employment, family ownership, or other personal financial interest in the District or in the College. (IV.C.11)

The Board delegates full responsibility and authority to the Chancellor to implement and administer board policies as outlined in Board Policy 2430. Interviews with the chancellor and Trustees indicate that mutual understanding of "the delegation of authority" needs additional attention. As such, the Board continues to work with a consultant to define and refine the difference between policy and operation. The Board holds the chancellor accountable for District operations through his job description, performance goals, and annual evaluation. The Board works with the chancellor to set annual performance goals guided by his or her job description and the District strategic plan. (IV.C.12)

Board Policy 3200 requires that the chancellor ensure that Board members are informed about accreditation organizations, relevant reports and accreditation actions by all agencies that

accredit district institutions or programs. Board members receive training at the district on Accrediting Commission Eligibility Requirements, Accreditation Standards, Commission policies and accreditation processes. Board members also receive accreditation updates from institutional CEOs at Board meetings and participate in district and external workshops on good trusteeship including their roles in accreditation. (IV.C.13)

Board attention to accreditation requirements, status, and the maintenance of the Board Policy on accreditation are cited as support for the district colleges' efforts to improve. The Board self-evaluation of board roles and responsibilities includes trustees' accreditation responsibilities. (IV.C.13)

Conclusions

The College meets the Standard. The Board acts appropriately and according to its established policies, although many Board Policies and Administrative Regulations have not been reviewed recently or according to an established schedule. While the Board acts with one voice, once a vote has been taken, the perception of the appropriate delegation of authority to the Chancellor is not uniform among Board members.

District Recommendation #1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)

District Recommendation #6 (Improvement): In order to improve effectiveness, the team recommends that the Board continue to strengthen its efforts to act as a collective entity and reach a mutual understanding with the Chancellor about the delegation of authority. (IV.C.2, IV.C.12)

IVD. Multi-College Districts

General Observations

The State Center Community College District (SCCCD) is made up of three colleges, Fresno City College, Reedley College, and Clovis Community Colleges and two educational centers including the Madera Community College Center and Oakhurst Community College Center. The district Chief Executive Officer (CEO), identified as the district chancellor, reports to a seven-member Board of trustees. The chancellor selects and supervises the college CEOs (the college presidents) and a district office in which several vice chancellors and other administrative staff report to the chancellor. The district office is an administrative operation that does not directly conduct any educational programs. The three SCCCD colleges are accredited separately while the district office is only evaluated through the accreditation review of each college where its operations directly impact the college.

The chancellor establishes clearly defined roles, authority and responsibility between the college and the district. The district functional map clearly defines district and college roles where each has primary or secondary roles in fulfilling each accreditation standard subsection. The chancellor, as district CEO, exercises his leadership in guiding the development of the functional map through the Chancellor's Cabinet.

The chancellor provides leadership in setting and communicating expectations through two bodies, Chancellor's Cabinet which comprises the district's executive leadership, and the Communications Council which comprises the chancellor, presidents, academic and classified senate representatives and faculty and classified union representatives. Chancellor's Cabinet agendas demonstrate how the chancellor directs district-wide activities and provides for coordination between, and support for, the colleges. (IV.D.1)

The district organizational chart identifies functions and personnel who provide district-wide services. Additionally, fourteen district level committees are described in a Role of Constituents in District Decision Making document. The document delineates the coordination of a broad range of functions that include fiscal and human resource allocation recommendations, district-wide curriculum review, planning, institutional research, facilities, inter-institutional leadership collaboration and workforce education planning among others areas. Charge and composition were presented for these committees and taskforces along with integrated planning summary documents identifying goals and delineating college and district responsibilities. However, the absence of minutes or notes about committee actions or progress reports on the planning summary forms make it difficult to review how these representative governance bodies contribute to the decisions made by the chancellor and his staff on resource allocation and support to the colleges and educational centers. (IV.D.2)

A District Resource Allocation Model (DRAM) was developed and approved by the Board of Trustees in 2014 that was designed to accommodate enrollment growth that provided for an important strategic response to the communities served by Clovis Community College. (IV.D.3) The District Budget and Resource Allocation Advisory Committee (DBRAAC) is charged with recommendations on the resource allocation model, cost-savings and revenue strategies, processes for resource allocation among several duties. DBRAAC however currently limits its activity to conducting an annual resource allocation model evaluation. (IV.D.3)

While all colleges and centers appear to have sufficient resources to support programs and improvement, and while the Colleges' budget allocation processes were understood throughout the College, the District's budget allocation process was not as clear to key individuals in the process. Given this, it would be beneficial for the District to re-evaluate the resource allocation model to ensure sufficient resources for the effective operation of the Colleges and District and to provide additional clarity and transparency to the process. (IV.D.3)

Board Policy 2430 "Delegation of Authority" delegates to the chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The chancellor then delegates authority to the college

presidents. The framework for CEO accountability is established through annual goal-setting between the chancellor and each college president. College presidents are evaluated annually based on these mutually-established goals and based on a number of other criteria related to relationships, management, and leadership/personal qualities as outlined in the evaluation tool. Interviews with the chancellor and presidents validated that the evaluations are conducted annually. (IV.D.4)

There is a high degree of integration between district and college planning and in the evaluation of student learning. This is illustrated by the currency and alignment of the development calendars of college and district strategic plans, and their joint evaluations.

The District Strategic Planning Committee (DSPC) meets twice monthly and produces the district strategic plan and action agendas specific to all aspects of operational plans. DSPC guides the joint assessment of key performance indicators by district and each college to monitor and improve student learning and achievement and institutional effectiveness. The DSPC was instrumental in the development of the 2017-2020 Strategic Plan, with evaluation, integration and collaboration serving as its foundation. (IV.D.5)

The district presents a detailed document detailing the roles of constituent groups in district decision-making. A structure of 14 committees addresses planning, finance, quality of educational programs, professional development, technology, facilities and other areas where efficient district-communication and coordination would help ensure effective operations. The structured memberships of these committees include representatives from the colleges and district office. The charges of the committees appear to indicate that communication happens primarily through the committee chairs. (IV.D.6)

The district has provided two sets of documents as evidence of evaluating and maintaining the integrity of decision-making processes. The first is a detailed delineation of primary, secondary or shared district and college responsibility for each accreditation standard. The second is a series of documents updated in 2017 that delineate the leadership roles and responsibilities and assigned functions of college and district committees in meeting the planning goals of the district. Goals addressed are: Communications, strategic plan, facilities, human resources, institutional research, resource development, student access, student learning, and technology planning.

The evidence referenced in these standardized planning summaries includes dates of activities and decisions taken and refers to agendas and minutes of committee meetings which are not themselves provided.

The work of reviewing, updating and refining role delineations, governance and decision-making is satisfactory evidence that the district CEO ensures these roles and functions are being evaluated. The evidence cited does not reflect formal evaluation; the results communicated describe the updated planning document and governance responsibilities not the evaluation itself. (IV.D.7)

Conclusions

The College meets the Standard. There is a robust structure of district-wide committees whose functions include integrated planning and resource allocation review and recommendations. The evidence of these bodies performing their collective complimentary functions is incomplete. Thus, an overall review under the direction of the chancellor of the efficacy of each committee as well as the overall capacity of these governance bodies to communicate their processes, findings and recommendations to the chancellor's cabinet would be beneficial.

Recommendations:

District Recommendation #5 (Improvement): In order to improve effectiveness, the team recommends that the District strengthen the functions of District committees to broadly communicate formal outcomes and recommendations. (III.D.1, IV.D.2, IV.D.3, IV.D.6, IV.D.7)

Quality Focus Essay (QFE) Feedback

The Quality Focus Essay (QFE) elaborates on the work that the College has begun on the long term improvement of student learning and achievement over a multi-year period. The Accreditation & Institutional Effectiveness Committee at Reedley College engaged in a series of dialogues to identify topics and the results were two topics emerged to improve accessibility and enhance data-informed goals and planning.

The topic on accessibility concerns both the physical plant and facilities and teaching and learning in the distance education modality. Concerns have surfaced regarding a disparity in student success rate between face-to-face and distance education learning environments. To begin addressing the identified gap, the college hired a full time Faculty Instructional Designer (FID). This Instructional Designer has worked with faculty on improving course design, integrating student services into online courses, and facilitating the College transfer to Canvas. In 2017, an accessibility tool, ALLY, was implemented to assist faculty in identifying gaps in digital course materials. The tool provides an accessibility score for each file they upload into Canvas. Based on initial information provided from the ALLY tool, the college developed three multi-year outcomes:
- Number of trainings and number of faculty attending
- Use ALLY tool to establish baseline measure and determine training success
- Student survey addressing accessibility

The second aspect concerned the accessibility of the facilities and campus locations. In their spring 2016 DSP&S Program Review Report, the department identified various areas of improvement relating to campus accessibility infrastructure. Needs included:
- Wheelchair accessible counters
- Safe wheelchair accessible ramp at MCCC Child Development Center
- Confidential meeting spaces for counselor/student conversations
- Larger office spaces to accommodate wheelchairs
- Classroom modifications for up-front wheelchair use
- Functional building access buttons
- Re-design current DSP&S Lab to accommodate students in wheelchairs

In response the colleges has committed to developing an integrated Accessibility Plan which will included elements on:
1. Definition of Accessibility for Courses (online and traditional) and Services
2. Review current policies and practices (identify needed changes)
3. Training for faculty, staff, and administrators
4. Process to review accessibility of courses and services
5. Data analysis on effectiveness of plan

The second focus area of the QFE concerns data-informed goals and planning. The use of data and the practice of date-informed decisions have long been a hallmark of the instructional, student services, and administrative programs' program review reports and subsequent goal setting. Data-informed planning has been an area of emphasis for the college for multiple years. The College has collected data from a variety of sources including internal MIS data, CCSSE,

SENSE, focus groups, CCCCO Scorecard, and CTE data from the Chancellor's office. The college has embarked on several large scale transformative process, including the Central Valley Promise, Guided Pathways, degree audit, and multiple measures (MMAP). Data, both qualitative and quantitative, are instrumental to the successful implementation of these processes. The college has identified several outcomes, including:

- Number of trainings and presentations
- Completion of an enrollment management plan
- Outcome data after implementation of Guided Pathways
- Evaluation data of Enrollment Management and Guided Pathways framework

In order to assist Reedley College in accomplishing their goals as outlined in the QFE, the Team suggests that that the College elaborate on how the Accessibility Plan informs the decision making process of facility scheduled and deferred maintenance prioritization for future campus construction.

While both projects are intended to significantly impact institutional effectiveness, the team suggests that the College develop a mechanism to prioritize research requests and create an overall campus research agenda. The College is engaged in several data intensive projects (MMAP, Guided Pathways, Promise) that are transformative to student success, which will require coordination of college and district based systems and resource alignment over multiple years.