

# MOR IN MOTION

*Madera, Oakhurst, Reedley Continuous Quality Improvement*

*Vol. 8 · May 2015*

**WE MOTIVATE AND INSPIRE STUDENTS TO SUCCEED**

## President's Message



*Dr. Sandra Caldwell,  
President*

Dear MOR,

As we are at the end another year (89!) and my second year at Reedley College, I want to be the first to thank each and every one of you for your extraordinary work. You deserve praise and recognition for preparing our students for their next chapter whether it is continuing their education or entering the workforce.

As I reflect on this year and my entire time at Reedley College, I am proud to say that I work here. I have the pleasure of advocating on behalf of a college where its employees have a sincere and unwavering focus on the success of its students. We stand behind our Wildly Important Goal: *We Motivate and Inspire Students to Succeed*. This week is particularly special as we see the fruits of our labor at the commencement ceremonies.

Together we have accomplished great things this year with very visible and impactful results. We have actively promoted **unity across and within college campuses** holding meetings with constituency groups, involving the student body including Pizza with the President, hosting special events such as Transfer Day and Madera Community College Center's Spring Extravaganza.

We have promoted a culture of **continuous quality improvement with integrated planning and accreditation efforts**. In February, the ACCJC reviewed the RC Midterm Report submitted in the fall. In a snapshot, ACCJC found we addressed the necessary College and District Recommendations, sustaining the work accomplished and continued to meet the Standards. We also submitted our Student Success and Support Plan (SSSP) and our Student Equity Plan (SEP). Both were significant and led to very intentional additional positions with more to come. We are moving forward with these plans this summer potentially adding new counselor and equity coordinator faculty positions as we discussed throughout this year. Further, we implemented the RC HR Staffing Plan resulting in multiple new positions added in areas of high need. The new faculty and staff will bring energy and excitement across our locations.

We have improved **implementation of the Strategic Plan** goals. You can find a progress report in this issue.

We improved **integration with the communities and strengthened ties with regional k-12 districts, business and industry**. We currently have a variety of efforts to support student transitions into college and the workforce. We have added internships and partnerships within our pathway efforts from HS through programs and into employment. We have Dual Enrollment agreements signed with all the school districts in our area. We are excited to see the growth and potential of Reedley Middle College High School and the Sanger Paramount Academy. We launched the Apprenticeship program in Madera through a partnership with JBT and have added CTE programs with degrees.

We created and implemented **Vision 2025**. This vision is focused on excellent instruction, student completion and success, modern facilities and support of a potential bond, Madera CCC accreditation, integrating our planning efforts, and supporting community engagement and culture. It will serve as a platform for the new Educational Master Plan and Strategic Plan.

In closing, I want to thank you again for your tireless commitment in shaping MOR to be an educational leader. Have a great summer and come back ready to focus on our students and their success. The future of Reedley College is BRIGHT!!

## *Kissing for a Cause*



Political science instructor Bill Turini was the winner of the Kiss the Frog fundraiser sponsored by Sigma Gamma Honors Society Club from the Madera Community College Center held on May 13.

# Community College Survey of Student Engagement

As you may recall in the March edition of MOR, we started to look at the Community College Survey of Student Engagement (CCSSE) benchmarks which are groups of conceptually related survey items that address key areas in student engagement.

The five benchmarks are: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners

Having already reported on Active and Collaborative Learning and Student Effort, this edition looks at Academic Challenge, Student-Faculty Interaction and Support Learners.

The benchmarks denote areas that the educational research has shown to be important to students' college experiences and educational outcomes.

## What is Academic Challenge?

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performances.

### Survey Says

Reedley College students responded to a series of questions regarding this item. Students were asked, In your experiences at this college during the current school year, about how often have you done each of the following:

*Worked harder than you thought you could to meet an instructor's standards or expectations.*

- 49.7% responded often or very often

*During the current school year, how much has your coursework at this college emphasized the following mental activities:*

*Analyzing the basic elements of an idea, experience, or theory*

- 77% responded some or quite a bit

*Synthesizing and organizing ideas information, or experiences in new ways.*

- 57.3% responded quite a bit or very much

*Making judgments about the value or soundness of information, arguments, or methods*

- 50.8% responded quite a bit or very much

*Applying theories or concepts to practical problems or in new situations*

- 55.9% responded affirmatively

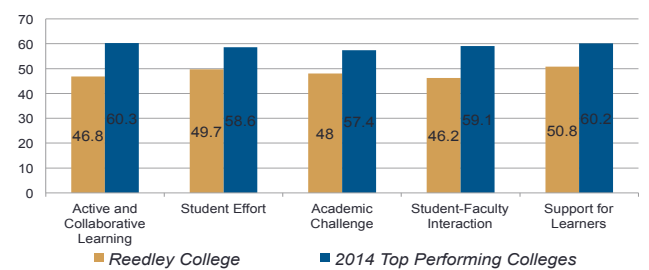
*Using information you have read or heard to perform a new skill*

- 55.3% responded quite a bit or very much

*During the current school year, about how much reading and writing have you done at this college: Number of assigned*

## CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for Reedley College compared to the 2014 CCSSE Cohort and 2014 Top Performing Colleges



*textbooks, manuals, books or book-length packs of course readings.*

- 71.6% responded up to 10

*Number of written papers or reports of any length*

- 66.6% responded up to 10

*Students were asked to mark the response that best represents the extent to which their examinations during the current school year have challenged them to their best at the college with (1) being extremely easy and (7) being extremely challenging.*

- 34.7% responded with (5)

*How much does this college emphasize each of the following? Encouraging you to spend significant amounts of time studying.*

- 74.3% responded often or very often

## Student-Faculty Interaction

In general, the more contact students have with their instructors, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

*In your experiences at this college during the current school year, about how often have you done each of the following:*

*Used e-mail to communication with an instructor*

- 53.9% responded often or very often

*Discussed grades or assignments with an instructor*

- 43.6% responded often or very often

*Talked about career plans with an instructor or advisor*

- 33.7% responded that they have

*Discussed ideas from your readings or classes with instructors outside of class*

- 14.6% responded that they have

*Received prompt feedback (written or oral) from instructors on your performance*

**See 'CCSSE' continued on page 4**

## Progress Report on Strategic Plan Primary Drivers



*The Reedley College Tutorial Center has many services available to students.*

Although significant work has been done on all of the Strategic Plan objectives, this progress report will focus on the primary drivers as identified by President's Advisory Cabinet.

***Objective 1.4: Develop strategies to address unique needs of students to aid their academic success.***

### **Progress**

#### Services Provided

- Tutorial services in almost all courses offered on campus including CTE
- Drop-in tutoring
- Beyond the Classroom
- Extended Tutorial Center hours
- Small group tutoring
- Embedded tutoring
- Online tutoring
- Math focused workshops
- Student Athletic Retention Program (SARP)
- RC WISE (online access to tutors, scheduling, budgeting, and workshops)

***Objective 4.1: Assess, maintain, and develop effective and relevant career technical education programs in collaboration with business and industry.***

### **Progress**

The newly revised Perkins Advisory Committee, which has inclusive representation of Reedley and Madera ad-

ministration and faculty, will oversee the implementation of the Plan's Action items. This committee's charge is being expanded from exclusively making Perkins budget recommendations to assisting with implementing strategic plan objective 4.1

The committee will conduct a survey of all Reedley and Madera CTE programs to assess their activities and events.

Reedley College is in the process of hiring a job developer to assist with internships and permanent job placement.

SCCCD and the Fresno Business Council are conducting a district wide CTE Task Force to focus on inventory of existing programs, reviewing employer needs and gap analysis.

***Objective 5.2: Ensure instruction and services for students are sufficient, equitable and consistent across locations.***

### **Progress**

In order to increase familiarity and collaboration across Madera, Oakhurst, and Reedley, President's Advisory Cabinet worked on several items including:

- Focused and intentional enrollment management so that all locations can best serve the needs of their students
- the hiring of a permanent Vice President of the Madera and Oakhurst Centers to provide strong leadership on campus and within the community
- the development of an Human Resources Staffing Plan to ensure staffing needs are met at all locations
- Continued the MOR in Motion newsletter to disseminate information to all locations

## CLASSIFIED SENATE CORNER

Congratulations to the Reedley College Classified Senate for being selected as the "Model Senate" Award. The award will be presented next month. RCCS President Corinna Lemos was notified in April from the California Community College's Classified Senate of the nomination. Classified Senate will be sending three representatives to attend the 4C's CLI conference. We will be making the scholarship application available by CSEW week with the deadline in June. We are expanding it from the original two classified scholarships to four! Two scholarships will be for classified staff to apply and the remaining two will be for classified staff's dependents to apply, that will be one for RC and the other for Madera Community College Center and the Oakhurst Center. Classified Senate is also supporting two dessert breaks during the CSEW week on Tuesday, May 26 at the Madera Community College Center and on Wednesday, May 27 at Reedley College.

- Corinna Lemos, Classified Senate President

## ACADEMIC SENATE CORNER

First, I want to thank everyone for all your hard work this year especially our RCAS senators. The Reedley College Academic Senate has had a busy year. We worked on revising our Constitution and Bylaws, changed our equivalency process, produced a resolution on dual enrollment and finally completed work on AR 7120.

The RCAS approved a revised Constitution and Bylaws that will be coming to faculty at the beginning of the Fall semester for ratification. Changes included revised duties, 2-year terms for senate officers and added the duties and responsibilities of senators. Look for notices in the Fall for ratification details.

We also revised our equivalency processes and COA. Programs are now allowed to create departmental policies on Equivalencies. If your department wants to create one, make sure to get it to Emily Berg, our Equivalency Chair, before the first week of the fall semester.

The RCAS had a number of discussions regarding dual enrollment this year. At our last meeting, we passed a resolution asserting the need for faculty participation in dual enrollment and our commitment to course rigor.

Finally, after many years of hard work and collaboration, with administration and the other district senates, the RCAS approved AR 7120 Procedures for Recruitment and Employment of Full-Time College Faculty.

Have a wonderful break. We will see you back at Senate for our first meeting on August 25, 2015.

- Stephanie Curry, Academic Senate President

## 'CCSSE' continued from page 2

- 49.3% responded often or very often

*Worked with instructors on activities other than coursework*

- 10.5% responded often or very often

### Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

*How much does this college emphasize each of the following?*

*Providing the support you need to help you succeed at this college*

- 71.9% responded quite a bit or very much

*Encouraging contact among students from different eco-*

*nomie, social, and racial or ethnic backgrounds*

- 45.6% responded quite a bit or very much

*Helping you cope with your non-academic responsibilities (work, family, etc.)*

- 27.6% responded quite a bit or very much

*Providing the support you need to thrive socially*

- 36.4% responded quite a bit or very much

*Providing the financial support you need to afford your education*

- 50.8% responded quite a bit or very much

*How often do you use the following services at this college*

*Academic advising/planning*

- 68.3% responded sometimes or often

*Career counseling*

- 51.8% responded sometimes or often

