

# M O R In Motion

Madera, Oakhurst, Reedley Continuous Quality Improvement

Vol. 3 · March 2014

## Message From the President

Dear Reedley College —

Welcome to the March issue of M.O.R. in Motion! This year has gone by quickly with a great deal of work and accomplishment. This edition of the newsletter has a variety of updates on several topics. Please take a moment to read on the different efforts including the survey of student engagement, Strategic Plan, HR Staffing Plan, technology upgrades, plan to attract more students, renovation project at the Madera Center, a grant to improve adult education, and information from the classified and academic senates. As promised, this issue includes a report of the feedback you provided on the ILO's during the Opening Day Conference.

A piece of good news came in the form of accreditation. The recent ACCJC meeting resulted in no further action with us moving forward in the accreditation process. It is still essential that we continue with the current efforts already in motion, particularly related to the district planning efforts. The RC mid-term report is due this October and is well underway in draft form already. Please take a moment to review and provide feedback to the Standing Accreditation Committee.

Thanks to all of you for the work you do on behalf of students and our communities. I am so pleased with the feedback and information that students share with me during the Pizza with the President sessions every month. Just last week almost 60 students showed and talked about the different ways they feel engaged in their learning experience. I love the fact that at RC "We Motivate and Inspire Students to Succeed!"

Dr. Sandra Caldwell, President



*"We Motivate and Inspire Students to Succeed"*

### **Do You Know the Reedley College WIG?**

One of the activities the college as a whole worked on at the Spring Opening Day Conference was to formulate our Wildly Important Goal (WIG). Everyone who attended Opening Day participated in an exercise and decided on the following as our WIG: "We motivate and inspire students to succeed." We are now ready to institutionalize the WIG. We have begun branding Reedley College with this tagline. You will see the WIG on all of our promotional materials.

#### **Madera/Oakhurst Update**

The Madera Center has several renovation projects planned for the cafeteria, bookstore, multipurpose classroom and restrooms. Specifically, the cafeteria kitchen will be expanded. A door/window will be added to the bookstore exterior wall which faces the parking lot. The multipurpose classroom will have graphic sound absorbing boards placed on the walls. Both the men's and women's restrooms will be remodeled.

#### **Tech Bite**

RC now has Aerohive wireless which means access to the network is faster. The IT Department is now working to make sure we have complete wireless coverage throughout the entire campus. By the end of this summer, students at all RC campuses will have a single sign on (one user ID and one password) to access student email, wireless, and BlackBoard.

#### **HR Staffing Plan**

The Human Resources (HR) Staffing Plan assists in identifying and prioritizing staffing needs at Reedley College. The task force working on the HR Staffing Plan recognizes that this is a working document that will continue to evolve and that it needs to align with the District's HR Staffing Plan. The task force has set an initial guideline of 92% of the total budget to be spent on personnel. Next, the group gathered data and evaluated needs at the various sites. They identified current staff and vacancies to determine if we have sufficient levels in staffing. They are considering turnover rates, impending retirements, and skill loss, as well as the workforce that is available internally and externally in addition to staff development. It was noted that the faculty has a prioritization process, but classified does not. This issue will be addressed. The task force will present a draft report at the April 2 College Council meeting.

# Progress Report on the Strategic Plan

Reedley College's Strategic Plan has six Strategic Directions:

1. **Student Success**
2. **Student Access and Services**
3. **Teaching and Learning**
4. **Economic and Workforce Development**
5. **Organizational Development and Effectiveness**
6. **Communication**

Within these six directions there are 25 objectives that will be addressed over the next four years. These objectives will be addressed in a systematic fashion in hopes of fostering a culture of continuous quality improvement at Reedley College. We are currently working on three of the 25 objectives: to improve program review (SP 3.2), provide equitable programs and services across all locations (SP 5.2), and develop a human resources staffing plan in alignment with the district plan (SP 5.3). Progress has been made on all three of these goals. A report form was given to each of the committees involved in addressing those areas. They

are to report back in April – information will be available in the next issue of M.O.R. in Motion.

The Strategic Planning Committee has been working to get all committee operating agreements (COAs) aligned with the new Strategic Plan. All have now been forwarded to College Council.

In addition, the committee has been hosting workshops to get all of the programs to convert to the new Strategic Plan and to focus on three or four strategic directions. Ten workshops were held, and 59 out of 70 of the programs have finished the process. We will now be integrated with the program review process. The committee reporting form is currently going through constituency review. Once it is approved it will be integrated into the program review process/handbook.

The committee is preparing for the annual reporting since all reports are due by May 1. This reporting process will show how we are addressing all of the directions in the strategic plan. That report will be made available in the fall.

## Center for Community College Student Engagement Survey

Student learning and student retention are correlated strongly with student engagement. The more actively engaged students are with faculty and staff, with other students, and with the subject matter, the more likely they are to persist in their college studies and to achieve at higher levels.

M.O.R. and all the colleges of the SCCC will administer the Community College Survey of Student Engagement (CCSSE) survey to students in selected courses every other year using "The Community College Student Report" survey instrument produced by the CCSSE. This is a nationally administered survey specifically designed for community colleges. This year 34 of the California Community Colleges will be participating.

The survey was conducted in March 2014 in M.O.R. classes. The classes were selected by CCSSE to ensure that there is a represen-

tative sample of M.O.R. students and to ensure that the survey has both statistical reliability and validity. Proctors assisted in administering the surveys to classes.

Some very important data is collected through this process. In fact, this survey was identified as a component of our ILO assessment effort by the ILO task force. Results should come back in August or September when the process of data analysis will begin. Once we have the data back we can look at it in several ways to capitalize on the things we are doing well and address items we may be lacking in. We will have the ability to disaggregate the information by campus location as well which will be very helpful to all of our students! To find out more visit: [www.ccsse.org](http://www.ccsse.org) or contact Michelle Johnson.

## District AB86 grant

SCCCD has been awarded an AB86 (improving adult education) grant in the amount of \$495,508. The governor has set aside \$25 million in the state budget to fund this two-year planning grant. The purpose of AB86 is to bring community colleges together with K-12 districts and other partners such as local Workforce Investment Boards and social service organizations in a consortium, to improve adult education in five key areas:

1. **Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate**
2. **Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills**
3. **Education programs for adults with disabilities**
4. **Short-term career technical education programs with high employment potential**
5. **Programs for apprentices**

SCCCD is the fiscal agent for the grant. Initial meetings with ten adult schools were scheduled to begin work on the planning grant. The performance period began on March 5, 2014 and ends June 30, 2015.

# ILO Feedback from Opening Day

At the Opening Day Conference in January we reviewed the Institutional Learning Outcomes (ILOs). Our ILOs define the broad areas of knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with courses, programs and co-curricular activities. Students graduating with an associate degree from Reedley College will be able to meet four student learning outcomes: communication skills, critical thinking and information literacy, global and community literacy, and personal development. At Opening Day, faculty, staff and students were divided into groups to focus on one particular ILO and provide the ILO task force ways to achieve and measure the ILOs. Each ILO had at least two separate groups addressing what we are currently doing or are going to do, what we need to be doing, and how well RC is meeting the ILO. The groups were asked to provide the top three items that need to be addressed under a particular ILO. The ultimate goal will be to demonstrate with qualitative and quantitative measures that we are addressing each ILO. Many groups found that we are doing things to address a particular ILO, but we are not capturing the data to substantiate it. For example, under personal development, the top item is to offer healthy lifestyle workshops. We currently offer those workshops, but now we need to know how many students are participating when we do offer them. We also need to find out what else we need to be doing in this area. Below is the feedback you provided on each of the ILO's. The task force created a matrix with the information and has a proposal. The proposal addresses sustainability of the plan. Specifically, who will be in charge of assessing the plan and when it will be implemented.

## *Personal Development Top Items:*

1. **Healthy Lifestyle Workshop**
2. **Demonstrate Computer Familiarity**
3. **Matriculation**
4. **Academic Support Centers**
5. **Student Activities and Enrichment**
6. **Survey and/or Personal Follow-Up (Exit interview)**
7. **Alumni Association (to conduct follow-up)**
8. **Job Placement and Employment Rates**

## *Communication Skills Top Items:*

1. **Interacting with students**
2. **SLO – Use data**
3. **Graduation Survey**
4. **Employment Rates for Graduates**
5. **Reading and writing across the curriculum – students learning verbal and written skills across the disciplines**

## *Global Literacy Top Items:*

1. **Community invited to participate**
2. **Field trips**
3. **Art on campus/gallery, mural**
4. **Student Internships**
5. **Seed and international programs**
6. **Better publicizing**

## *Critical Thinking Top Items:*

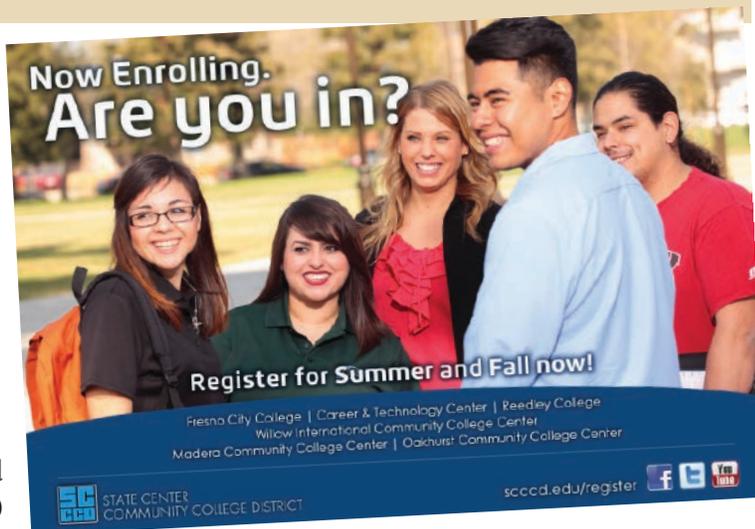
1. **Alumni Office**
2. **Graduation/Completion Survey**
3. **Track students (who have finished their goal) with employers and transfer**
4. **Support critical thinking across the curriculum (must include collaboration and communication between programs)**
5. **Increase and enforce prerequisites**

## Plan to Attract More Students

A comprehensive District-wide plan was created to promote summer session and fall semester in order to increase FTEs. The strategy is to use an advertising campaign that incorporates print, radio, social media, cinema, SCCCD/campus websites, automated phone calls and targeted email. A public relations campaign will include press releases, public affairs shows, calendar sections and interviews to promote the 4-week summer session, 6-week summer session, Extreme Registration, and fall semester.

The campaign is designed to address an internal audience and an external audience. The internal audience includes 31,000 current students, 9,500 returning students from fall 2013, 48,500 applicants who have applied but have not registered or cur-

**See 'PLAN' on back page**



*Above is one of the print publications created for the District-wide marketing plan. Actual Reedley College, Madera Center, and Fresno City College students were used.*

## ACADEMIC SENATE CORNER

The Reedley College Academic Senate has been hard at work this semester. One of our main focuses this semester has been to follow up on Senate members' concerns about the impact of the new District Resource Allocation Model on CTE and other high cost programs. These programs are a vital part of the community college mission and an essential component of the Reedley College and District strategic plans. The Academic Senate is collecting examples and data on tiered FTES funding models. In these models FTES for high cost CTE and lab classes would be weighed more and more funding would be allocated to support those programs. We are also identifying the cost of different types of programs to show the difference between a lecture, lab, and high cost CTE courses. For example a nursing class costs more per FTE than a psychology class. Once we have accumulated all the data we will send it to the District Budget Resource Allocation Advisory Committee (DBRAAC) for discussion. The Academic Senate has received a letter from DBRAAC co-chair Vice Chancellor Ed Eng stating that the committee will consider our proposal.

Other work of the RCAS this semester includes: approving a Distance Education Web Advisor Statement on potential on campus meetings, reviewing Institutional Learning Outcome language to make it more inclusive for multiple types of student goals, providing feedback on the District Technology and Human Resource Plans, and approving a new Strategic Directions Reporting Form.

This month we will also be reviewing the Cycle 4 Program Review Handbook. The Senate wishes to say thank you to Eileen Apperson for guiding the college through Cycle 3 as Program Review Chair.

We are also asking faculty to participate in work groups for the AB86 Higher Ed Consortium Grant as it involves issues of curriculum and student success. If you want more information or are interested in participating, please contact Academic Senate President Stephanie Curry (stephanie.curry@reedleycollege.edu).

Senate meetings are held on the second and fourth Tuesdays of the month at 2 p.m. in Reedley (LRC 104), Madera (AV1-101D), and Oakhurst (7).

## CLASSIFIED SENATE CORNER

Classified Senate launched a Student Food Pantry this semester at all three campuses. There were distributions in February and March. April's date will be posted soon. The last distribution helped over 90 individuals and their families.

Classified Senate is sponsoring two scholarships for RC, MC and OC classified employees who are pursuing their education. The deadline to apply is April 10.

The 14th Annual Mega Conference is on April 15. Please let your department know in advance if you are interested in attending. There will be a van leaving RC if you would like to vanpool.



## *PLAN continued from page 3*

rently enrolled, and the entire campus communities within SCCC. Email notices, SARS telephone calls, campus banners, fliers, posters, website information, college Facebook, ASG communications, plasma screen monitors, student newspapers, District-wide emails, and PowerPoint slides will be used to relay information.

The external audience includes 10,000 2014 high school graduates, 30,000 students enrolled in local 4-year colleges and universities, parents and the general public. In order to reach this external audience, an advertisement will be placed in a Special Education Section that The Fresno Bee will be releasing quarterly. There will be radio advertisements on B95, Q97, Y101, KISS Country, and KLE Spanish Radio. Service area target marketing on Pandora and Facebook will also be used. An advertisement will be placed in the school newspapers of Fresno State, Fresno Pacific, and UC Merced. An advertisement will run before movies at Edwards Theater. In addition, there will be signage and a table with information in the theatre lobby. Radio station live remotes will be used at Fresno City College, Madera Center, Reedley College, and Willow International to promote Extreme Registration.

