

# **Addendum to the Reedley College Accreditation Follow-up Report**

## **November 1, 2013**

### **District Follow Up Report for District Recommendation 1**

#### **District Recommendation 1**

“In order for the colleges and district to fully meet the intent of the previous recommendation, the State Center Community College District (SCCCD) must engage in continuous, timely, and deliberative dialogue with all district stakeholders to coordinate long-term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing and aligning district and college plans and planning processes in the following areas:

- district strategic plan
- facilities
- technology
- organizational reporting relationship of centers
- location of signature programs
- funding allocation
- human resources
- research capacity

(Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, III.A.2, III.A.6, III.B.1.a, III.B.2.b, III.C.2, III.D.1, IV.A.5, IV.B.3.a, IV.B.3.c)

#### **Response to District Recommendation #1**

##### **Introduction**

Since the submission of the Follow Up Report to ACCJC on October, 15, 2013, the districtwide governance process has continuously worked to address each of the areas listed in the commission’s recommendation.

The Addendum covers the period of October 15, 2013 through November 4, 2013 and highlights additional progress in the areas of the Districtwide Enrollment Management Committee, Priority Registration Workgroup Draft, the District Strategic Plan, the draft State Center Community College District Integrated Planning Model and Manual, the District Office Administrative Services Unit Review (ASUR) process, Technology, Funding Allocation, and Human Resources. One taskforce that has demonstrated additional progress during this period is the Enrollment Management Committee. The committee met on October 8, 2013 and reviewed the Priority Registration Workgroup Draft, to collect feedback from each campus, formalized the Enrollment Priorities Draft for distribution to constituency group, and approved their planning timeline [101].

## **District Strategic Plan**

The Board of Trustees received a presentation on the status of the draft State Center Community College District Integrated Planning Model and Manual on October 10, 2013 [102]. Along with the presentation, the Board received the draft Integrated Planning Model and Manual, which is a guide to integrated planning at the district level [103]. The processes described in this manual identify the ways that constituent groups participate in and contribute to district-level long-term and short-term planning. Included in the State Center Community College School District's (SCCCD) integrated planning model is an overview of the planning process and timeline for each component in the model. This model and manual was developed by the Integrated Planning Taskforce prior to the District Strategic Planning Committee (DSPC) assuming responsibility for its continued development and annual review. As we continue to strive for mutual agreement with the Academic Senate constituent with AR 2510 Participation in Local Decision-making, we will continue collegial consultation and ongoing dialogue with constituency groups through November 2013 on the SCCCDC Integrated Model and Manual. A revised draft will be presented to the Board of Trustees on November 7, 2013 for first reading and December 10, 2013 for second reading and consideration for approval.

The District Strategic Planning Committee (DSPC) was given responsibility for the annual assessment of the 2012-2016 SCCCDC Strategic Plan accomplishments, which includes both quantitative and qualitative data from the colleges, centers, and the district offices that support the accomplishments of the strategic plan. DSPC worked with the colleges, centers, and the district offices in the development of this annual report. A PowerPoint presentation on the 2012-2016 SCCCDC Strategic Plan Annual Report on Accomplishments was provided to the Board of Trustees on October 10, 2013 [102, 104]. The report included the Executive Summary of the 2012-2016 SCCCDC Strategic Plan Annual Assessment, which provided a narrative of the changes in quantitative data [105]. It also included the 2012-2016 SCCCDC Strategic Plan Annual Assessment, which focused directly on the quantitative data associated with the goals of the strategic plan [104]. The report also included a revised Planning Calendar and Timeline for the SCCCDC Strategic Plan that changed the annual report to October to allow the institutional researchers the summer to collect spring data for the report [106].

In order for any organization to continuously improve, it must assess its effectiveness on a systematic, ongoing basis. On November 7, 2013, the Board of Trustees will receive a presentation on the District Office Administrative Services Unit Review (ASUR) process [107]. The primary objective of the district ASUR process is to assess and assure quality in the services provided for each Administrative Services Unit's customers and the district as a whole; and to ensure development and alignment of Administrative Services Unit objectives to the goals and objectives in the 2012-2016 Districtwide Strategic Plan. Additionally, the District Office supports its assessment of progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both

quantitative and qualitative data (ACCJC Standard I B. 3. – Improving Institutional Effectiveness).

### **Technology**

Fresno City College's Academic Senate approved the Technology Operating Agreement on October 9, 2013. Feedback is still pending from other constituent groups, including Academic Senates at the colleges and centers per their meeting schedule [108].

CampusWorks has been contracted to conduct a 4.5-day on-campus assessment visit during the week of November 11-15, 2013 to include an Information Technology (IT) security assessment and an IT staff and organization assessment.

The IT security assessment will determine the progress that has been made since the security issues were identified in the 2011/2012 CampusWorks assessment. The CampusWorks team will review the security reports completed by the district's insurance company, an external firm, and internal information. The team will also conduct a review of current policy and procedures and conduct an on-site scan that includes a review of the state of organizational implementation of effective security controls safeguarding information, business processes, applications, and infrastructure.

The IT staff and organization assessment will provide an assessment of the current IT organizational structure, staff readiness, and staffing allocation including assessment of IT positions essential to support the district's strategic objectives.

The results of these assessments will be utilized to inform the development of the districtwide technology and technology staffing plans [120].

### **Funding Allocation**

The District Budget and Resource Allocation Advisory Committee finalized the resource allocation model and developed the narrative to explain it on October 4, 2013 [109]. Chancellor's Cabinet reviewed and provided feedback on the draft narrative for the revised resource allocation model on October 16, 2013 [110]. It is scheduled to be on the agenda for the Communications Council on October 29, 2013 [111], although it was emailed to all constituent group leaders in advance on October 18, 2013 to ensure appropriate time to get it on meeting agendas for review and dialogue [112]. Constituent feedback is scheduled to be submitted in writing by November 22, 2013 or as soon as possible following that date based on their meeting schedule. Recommendations that are submitted by the requested deadline of November 22, 2013 will be discussed in the November Communications Council meeting, although this will be an ongoing dialogue. A status update on the narrative and process will be presented to the Board of Trustees on November 7, 2013 [113]. The Board of Trustees will receive the resource allocation model for a first reading in December 2013. The resource allocation model and narrative will be presented to the Board of Trustees in January 2014 for a second reading and approval.

### **Human Resources**

The Human Resources Staffing Plan Taskforce finalized its planning timeline on August 26, 2013 [114], and it demonstrates the completion of the staffing plan by fall 2013, the review of the staffing plan by constituency groups in spring 2014, and the staffing plan going to the Board of Trustees by June 2014 for first reading and July 2014 for second reading and approval. The taskforce has continued to meet on a regular basis on September 9, 2013 [115], September 13, 2013 [116], September 23, 2013 [117], October 7, 2013 [118], and October 21, 2013 [119] to continue identifying appropriate data to inform the staffing plan and reviewing revised narrative and graphic depictions of the planning processes within the plan.

### **Conclusion**

In accordance with established timelines and through collaborative and ongoing dialogue, district and college plans and planning processes continue to be developed, aligned, and implemented on an ongoing basis. The Addendum identifies the significant work that demonstrates continued commitment to addressing the areas listed in the Commission's recommendation from October 15, 2013 through November 4, 2013 and highlights progress in the areas of the Districtwide Enrollment Management Committee, the District Strategic Plan, the draft *State Center Community College District Integrated Planning Model and Manual*, the District Office Administrative Services Unit Review (ASUR) process, Technology, Funding Allocation, and Human Resources.

## **Evidence for Addendum Response to ACCJC District Recommendation #1**

- 101 Districtwide Enrollment Management Taskforce Agenda/Minutes 10/08/13
- 102 Board of Trustees Agenda 10/10/13
- 103 SCCCCD Integrated Planning Model and Manuel
- 104 SCCCCD Strategic Plan Annual Assessment
- 105 Executive Summary of the 2012-2016 SCCCCD Strategic Plan Annual Assessment
- 106 Strategic Plan Timeline
- 107 District Office Administrative Services Unit Review (ASUR)
- 108 FCC Academic Senate approval of District Technology Committee Operating Agreement
- 109 District Budget and Resource Allocation Advisory Committee Minutes 10/04/13
- 110 Board of Trustees Agenda 10/16/13
- 111 Communications Council Agenda 10/29/13
- 112 Requesting feedback to revised Draft Resource Allocation Model
- 113 SCCCCD Integrated Planning Model and Manuel First Reading
- 114 Human Resources Staffing Plan Taskforce Timeline
- 115 HR Staffing Plan Taskforce Agenda/Minutes 09/09/13 & 09/13/13
- 116 HR Staffing Plan Taskforce Minutes 09/13/13
- 117 HR Staffing Plan Taskforce Agenda/Minutes 09/23/13
- 118 HR Staffing Plan Taskforce Minutes 10/07/13
- 119 HR Staffing Plan Taskforce Agenda 10/21/13
- 120 Contract for an IT Security and Staffing/Organization Assessment 10/21/13

## **Reedley College Follow Up Report for College Recommendation 1**

### **College Recommendation 1**

As recommended by the 2005 Accreditation Team and to build on its achievements to date in developing program review and improving institutional planning, the college should develop a practical, integrated planning model with the following characteristics:

1. A focus on a limited number of mid- to long-term initiatives to improve student learning and student support services.
2. A plan with concrete strategies and actions which are specific, measurable, attainable, results-oriented and time-based, and that specify individuals or groups responsible for their completion.
3. A process that clearly ties this planning model to the college's resource allocation processes.
4. Processes for regularly assessing not only the progress in achieving the goals of the plan but also the effectiveness of the integrated planning model itself.
5. A model that is inclusive of all institutional planning activities and that clarifies the functions of program review and the various resource committees.
6. A planning model that clarifies the relationship of the planning processes at Reedley College and the other planning processes of the State Center Community College District.

(Standards I.B.1 through I.B.7; II.A.2, II.B, II.C, II.A, III.A.6, III.B, III.B.2, III.C, III.C.2, III.D, III.D.1, III.D.3, IV, IV.A, IV.A.1, IV.A.5, IV.B.1, IV.B.3.g.)

### **Introduction**

Since the ACCJC removed the college's warning status and reaffirmed accreditation status in February 2013, Reedley College has made great strides toward a level of sustainable, continuous, quality improvement as evidenced by the implementation of a practical integrated planning model. An integrated budget allocation process is in place, operational at all levels, and clearly tied to all major college planning documents. The college has now turned its focus toward implementing the "Next Steps" section of the 2013 Accreditation Follow-up Report (listed in bold headings in the narrative below). The following is a brief overview of some of the accomplishments and "Next Step" activities at the college since the 2013 Accreditation Follow Up Report was submitted to the ACCJC on October 15, 2013.

### **Annual Analysis of the Budget Allocation Process**

Reedley College has moved from piloting the 2013-2014 fiscal year budget allocation process to full implementation for the 2014-2015 fiscal year. The Office of Administrative Services has provided multiple trainings this semester [968, 969] for all departments and programs. The budget worksheets are now operational on all three campuses, and the Vice President of Administrative Services Office is sending out follow up reminders for worksheet due dates [972]. As reflected in the budget calendar, the worksheets for this semester are due on November 1, 2013 from the vice presidents to the Office of Administrative Services to begin the consolidation process.

The college continues to evaluate methods to improve this local budget allocation process. For example, as members of Madera/Oakhurst College Center Council (MOCCC) were recently undergoing training on the budget allocation process, they recognized a gap as they did not see a place on the calendar that provided for a final MOCCC review of local budget requests. These concerns were taken to the Budget Committee, and the budget calendar was revised to ensure that MOCCC would have appropriate input on the requests [967]. This change is currently under review by constituent groups [966].

Relatedly, as the deans were undergoing budget allocation worksheet training, another gap was recognized. The deans realized that budget requests were making their way through the various stages in the calendar without an effective way to document changes that were being made to the requests as they moved through the process. To address this communication gap, the next cycle of budget request worksheets will include a column for administrative comments and justifications that will inform the original requestors and document necessary adjustments [971].

### **Annual Analysis of the Integrated Plan**

As a result of the annual analysis process, College Council initiated an Integrated Planning Taskforce. Collegewide participants in this initial process include area staff and faculty experts in budget, accreditation, facilities, instructional and non-instructional, technology, distance education, and curriculum [976]. The taskforce met on September 27, 2013 and agreed to re-write, rather than merely revise, the college's integrated planning document [974]. The college has chosen strategic direction 3.2, improving courses/programs through multiple measures of analysis, as its primary driver within the 2013-2014 planning year [970]. Thus, the taskforce has chosen program review as a starting point for integrated plan analysis and improvement. The taskforce began by mapping the goals and outcomes for each college program to resource allocation processes. This is being done to identify gaps between processes at the college [973]. As an example, the taskforce discovered a disconnection between the program review process for substantiating the need for a new faculty member and the faculty prioritization process occurring at the department chairs level. As a result of this analysis, the taskforce has suggested that there may need to be a common data set between both the college's program review and the faculty prioritization processes.

As another example of how the college is analyzing and improving its planning processes, an October 18, 2013 taskforce meeting focused on how annual instructional resource requests rise from program review to the Budget Committee and result in institutional improvement [975]. The Curriculum Committee was used as a model of how program review and curriculum revisions are linked. A gap was later discovered in this model process as well, in that the district-wide Educational Curricular Programs Committee (ECPC) does not provide formal feedback to the appropriate departments once recommendations are approved at that level. The taskforce continues to fact-find and gather experts to address gaps, their efforts eventually resulting in a new integrated plan. For example, the next meeting is scheduled for November when the taskforce will examine budget, accreditation, facilities, technology, and assessments [975 pg. 3].

### **Annual Analysis of the Educational Master Plan (EMP)**

College Council formed an ad hoc committee in spring 2013 that reviewed and finalized recommendations for the revision of the Educational Master Plan (EMP) [964]. These recommendations are now being reviewed by constituent groups [977].

Though the ad hoc group was charged only with reviewing recommendations, it became apparent to the members that more work needed to be done. The ad hoc committee asked College Council to expand its charge to allow review of EMP stated purposes and for permission to rewrite sections of the plan, converting it to a living document subject to annual analysis. As a result of the approval, the co-chairs of the ad hoc committee have written a narrative and sent it to College Council for vetting to all constituent groups [965].

### **Conclusion**

The Addendum provides evidence of significant Reedley College achievements made from October 15, 2013 through November 1, 2013. These Reedley College activities are evidence of a commitment to sustainable, continuous, quality improvement. The “Next Step” efforts build upon college achievements in developing and improving a practical integrated planning model initially documented in the October 10, 2013 Accreditation Follow Up Report.

## **Evidence for Addendum Response to ACCJC College Recommendation #1**

- 964 EMP 2013 Annual Report final
- 965 Educational Master Plan-Narrative final
- 966 College Council draft minutes 10-16-13
- 967 BC Meeting Notes 10-1-13
- 968 Budget worksheet training schedule
- 969 MC-OC Trainings and Discussions
- 970 MOR in Motion Vol 1
- 971 Worksheet Comment Column example
- 972 Training Due Date reminders
- 973 Action Areas
- 974 IPT Meeting Minutes 9-27-13
- 975 IPT Meeting Minutes 10-18-13
- 976 IPT charge
- 977 College Council draft agenda November 2013