REEDLEY COLLEGE

995 North Reed Avenue
Reedley, California 93654

Midterm Report

Submitted to the:
Accrediting Commission for
Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2008

TABLE OF CONTENTS

October 15, 2008

CERTIFICATION OF THE MIDTERM REPORT
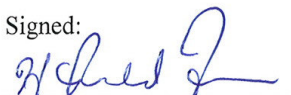## OCTOBER 15, 2008

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

From: Reedley College
        995 North Reed Avenue
        Reedley, California 93654

This Midterm Report is submitted per the requirements of the Accrediting Commission.

We certify that there was broad participation by the campus community, and we believe that the Midterm Report accurately reflects our response to date to the recommendations of the 2005 Accreditation Visiting Team.

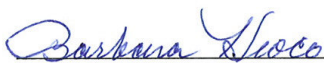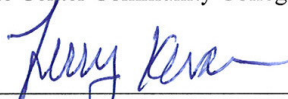Signed:

H. Ronald Feaver, President
Board of Trustees

Thomas Crow, Chancellor
State Center Community College District

Barbara A. Hioco, President
Reedley College

Terry Kershaw, Vice Chancellor
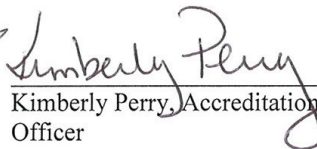North Centers

Ron Nishinaka, President
Academic Senate

Mary Helen Garcia, President
Classified Senate

Crystal Southard, President
Associated Student Body

Kimberly Perry, Accreditation Liaison
Officer

STATEMENT OF MIDTERM REPORT PREPARATION

On January 31, 2006 the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges informed Reedley College that at its meeting on January 11-13, 2006, Reedley's institutional self study report and the report of the October 25 – 27, 2005 visiting team were reviewed. As part of its findings, the Visiting Team had six recommendations.   In addition, the college had identified several planning agendas in its 2005 Self Study Report. Subsequently, the Commission reaffirmed Reedley College's accreditation with a requirement that the college complete a Progress Report which would be followed by a visit by Commission representatives. The Commission requested that the Progress Report be submitted by October 15, 2006 and should focus on the six recommendations contained in the Evaluation Report. This Progress Report was accepted by the Commission at their meeting on January 10-12, 2007, with the requirement that an additional Progress Report be submitted by March 15, 2007 focused on recommendation 5. This Progress Report was accepted by the Commission at their meeting on June 6 – 8, 2007.

Beginning in February 2006, the various governance committees formally began discussing strategies to address the six recommendations as well as the planning agendas. These committees included the Reedley College Strategic Planning Council, Reedley College President's Executive Cabinet, Reedley College President's Cabinet, North Centers Institutional Oversight and Budget Committee, North Centers Division Representatives, Academic Senate and Classified Senate. The structure and process by which the progress and mid term reports would be developed was agreed to by all the constituency groups. Overall oversight was provided by the Reedley College Strategic Planning Council and the North Centers Institutional Oversight and Budget Committee. A small leadership team was identified as the Accreditation and Project Co-Chairs. This team met regularly to establish timelines, review draft responses and to edit the final report. Five Leadership Liaison Teams were established which had responsibility for developing the response to each of the six recommendations. One team was responsible for both recommendations 2 and 6 since both address strategic planning. In addition, for five of the six recommendations, initial oversight of the crafting of the recommendation responses was assigned to appropriate college's governance committees. For example, oversight for the response to recommendation 1, Student Learning Outcomes, was assigned to the Curriculum Committee; for recommendations 2 & 6, planning, oversight was assigned to the Strategic Planning Council/Institutional Oversight & Budget Committee; and for recommendation 4, Program Review, oversight was assigned to the Program Review Committee.
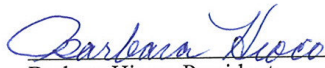
As the development of the progress and mid term reports unfolded it became apparent that responses to all of the recommendations included descriptions and documentation of dialogue, which is the focus of recommendation 3. ***It was decided to place the response to the third recommendation on dialogue at the end all report so that only a summary of the dialogue described in the other five responses would be necessary, thus allowing more emphasis to be placed on additional, unique dialogue.***

In August 2008, the final review draft of the Mid Term Report was sent electronically to all staff and was also made available on the college's electronic Blackboard. Key committee members
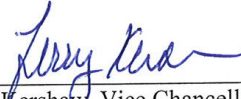
In August 2008, the final review draft of the Mid Term Report was sent electronically to all staff and was also made available on the college's electronic Blackboard. Key committee members and constituency group leaders were provided hard copies. The Board of Trustees formally accepted the Progress Report at their October 7, 2008, meeting.

Between the receipt of the official report of the Commission on February 2, 2006 and the acceptance by the Board of the Mid Term Report, opportunities to provide input to the report were provided as detailed in the following pages.

Signed:

_____
Barbara Hioco, President
Reedley College

_____
Terry Kershaw, Vice Chancellor
North Centers

Project Oversight:
Strategic Planning Council, Reedley College
College Council, Reedley College
Institutional Oversight & Budget Committee, North Centers

Accreditation & Project Co-Chairs:

Deborah Ikeda	Vice President, Instruction and Student Services, North Centers
Linda Nies	Classified Senate President/Past President, Reedley College/North Centers
Kimberly Perry	Vice President, Instruction, Reedley College
Eddie Rea	Associated Student Body
Bill Turini	Faculty, Reedley College
Barbara Hioco	President, Reedley College (Ex-Officio)
Terry Kershaw	Vice Chancellor, North Centers (Ex-Officio)

Recommendation #1: Student Learning Outcomes

Primary Responsibility	Curriculum Committee
Sheryl Young Manning*	Curriculum Committee Chair, North Centers
Renee Dauer	Vice President, Classified Senate, Reedley College/North Centers
Eluterio Escamilla	Director, EOPS
Debbie Ikeda	Vice President, Instruction and Student Services, North Centers
Erica Johnson	Counselor, North Centers
Michael Quinn	Dean, Instruction, Reedley College
Kimberly Perry	Vice President, Instruction, Reedley College
Javier Renteria	Counseling Department Chair, Reedley College
Michael van Wyhe	Faculty, Reedley College
Tom West	Dean, Instruction, Reedley College

Recommendation #2: Planning

Primary Responsibility	Strategic Planning Council, Reedley College
Primary Responsibility	Institutional Oversight and Budget Committee, North Centers
Kimberly Perry *	Vice President, Instruction, Reedley College
Jim Burgess	Manager, Building Services, Reedley College
Jan Dekker	Dean, Instruction, Reedley College
Ruben Fernandez	Vice President, Student Services, Reedley College
Kelly Fowler	Dean, Instruction, North Centers
Chris Glaves	Faculty, North Centers
Barbara Hioco	President, Reedley College
Debbie Ikeda	Vice President, Instruction and Student Services, North Centers
Terry Kershaw	Vice Chancellor, North Centers
Susan Mills	Secretary, Classified Senate, Reedley College

Ron Nishinaka   Academic Senate President, Reedley College
Vikki Piper   Coordinator, Oakhurst Center
Gary Sakaguchi   Director, Technology Reedley College & North Centers
Lesa Schwartz   Faculty, Reedley College
Bill Turini   Faculty, Reedley College
Michael van Wyhe   Faculty, Reedley College

Recommendation #3: Dialogue
Bill Turini *   Faculty, Reedley College
Karen Hammer   Faculty, North Centers
Debbie Ikeda   Vice President, Instruction and Student Services, North Centers
Janell Mendoza   Associate College Business Manager, North Centers
Linda Nies   Classified Senate President/Past President, Reedley College
Kimberly Perry   Vice President, Instruction, Reedley College
Eddie Rea   Associated Student Body

Recommendation #4: Program Review
Primary Responsibility   Program Review Committee

Stephanie Curry *   Program Review Committee Chair, Reedley College
Jim Chin   Dean, Instruction, North Centers
Ruben Fernandez   Vice President, Student Services, Reedley College
Rich Garrigus   Faculty, Reedley College
Randy Genera   Faculty, Reedley College
Tina Masterson   Dean, Student Services, North Centers
Lois Williams   Classified Senate President, Reedley College

Recommendation #5: Library and Learning Resources
Primary Responsibility   North Centers Library Committee

Deborah Ikeda*   Vice President, Instruction and Student Services, North Centers
Stephanie Curry   Librarian, Reedley College
Mary Helen Garcia   Classified Senate, Reedley College
Cynthia MacDonald   Librarian, North Centers
Gary Sakaguchi   Director of Technology, Reedley College/North Centers

Recommendation #6: District Planning
Primary Responsibility   Strategic Planning Council, Reedley College
Primary Responsibility   Institutional Oversight and Budget Committee, North Centers

Kimberly Perry *   Vice President, Instruction, Reedley College
Jim Burgess   Manager, Building Services, Reedley College
Jan Dekker   Dean, Instruction, Reedley College
Ruben Fernandez   Vice President, Student Services, Reedley College
Kelly Fowler   Dean, Instruction, North Centers
Chris Glaves   Faculty, North Centers

Barbara Hioco   President, Reedley College
Debbie Ikeda   Vice President, Instruction and Student Services, North Centers
Terry Kershaw   Vice Chancellor, North Centers
Susan Mills   Secretary, Classified Senate, Reedley College

* Primary Author

MIDTERM REPORT PREPARATION TIMELINE

Commission Action Letter Received by Reedley College……………......February 2, 2006

Appointment of Accreditation Recommendations Response Teams …………Spring 2006

Administrative Review and Analysis of Action Letter and Evaluation Report …
(Includes meetings/events/workshops at which any discussion/review occurred)

    FEBRUARY – MAY 2006
            Academic Senate
            Accreditation Recommendations Implementation Team Meeting
            All College Retreat, Reedley
            Classified Senate
            District Strategic Planning & Data Presentation
            Division Representatives, North Centers
            Executive Cabinet, Reedley
            Institutional and Budget Oversight, North Centers
            Joint Strategic Planning Council and Institutional Oversight & Budget Committee
            President's Cabinet, Reedley
            President's Executive Cabinet, Reedley
            Strategic Planning Council, Reedley

            Progress Report, First Draft

    JUNE 2006
            Accreditation Co-Chairs
            Strategic Planning Council, Reedley College

            Progress Report, Second Draft

    JULY 2006
            Accreditation Response Co-Chairs
            Recommendation #1 Liaison Team
            Recommendation #2 & #6 Liaison Team
            Recommendation #3 Liaison Team
            Recommendation #4 Liaison Team
            Recommendation #5 Liaison Team
            Strategic Planning Council, Reedley

            Progress Report, Second Draft

    AUGUST 2006
            Accreditation Response Co-Chairs
            Opening Day, Fall Semester 2006
            Progress Report, Third Draft

Draft Progress Report Presented to College………………………………..…August 10, 2006

Progress Report to District Office……………...…………………….……….…August 17, 2006

Progress Report to Board of Trustees……………..…………....…………….....September 5, 2006

Town Hall Meetings (Reedley College)……………………………….………August 23, 2006
..…………………………..………….....September 6, 2006
…………………………….………....September 20, 2006
……………………………..…………..October 4, 2006

Town Hall Meetings (North Centers)…………………………………………August 23, 2006
…………………………….…..…...September 28, 2006

Progress Report to Commission……………………..……...……....………...…October 15, 2006

Continuing Action in Response to the Action Letter and Evaluation Report …
(Includes meetings/events/workshops at which any discussion/review/action occurred)

    OCTOBER 2006 – SEPTEMBER 2008
        Academic Senate
        Classified Senate
        College Council, Reedley College
        Curriculum Committee
        District Strategic Plan Support Team
        Division Representatives, North Centers
        Executive Cabinet, Reedley
        Institutional and Budget Oversight, North Centers
        Instructional Deans, Reedley
        Joint Strategic Planning Council and Institutional Oversight & Budget Committee
        Opening Day, Spring Semester 2007, Fall Semester 2007, Spring Semester 2008
            & Fall Semester 2008
        President's Executive Cabinet, Reedley
        Program Review Committee
        Strategic Planning Council, Reedley
        Strategic Plan Support Team, Reedley & North Centers
        Town Hall Meetings, Reedley College

Augmentation to Existing Accreditation Recommendations Response Teams…….. October 2007

Continuing Action in Response to the Action Letter and Evaluation Report and in Preparation of the Mid Term Report (Includes meetings/events/workshops at which any discussion/review/action occurred)

OCTOBER 2007 – NOVEMBER 2007
    Accreditation & Project Co-Chairs Oversight Team
    Accreditation Recommendation Implementation Team #1
    Accreditation Recommendation Implementation Team #2 & #6
    Accreditation Recommendation Implementation Team #3
    Accreditation Recommendation Implementation Team #4
    Accreditation Recommendation Implementation Team #5

    Mid Term Report, First Draft

DECEMBER 2007 – FEBRUARY 2008
    Accreditation & Project Co-Chairs Oversight Team
    Accreditation Recommendation Implementation Team #1
    Accreditation Recommendation Implementation Team #2 & #6
    Accreditation Recommendation Implementation Team #3
    Accreditation Recommendation Implementation Team #4
    Accreditation Recommendation Implementation Team #5

    Mid Term Report, Second Draft

MARCH – APRIL 2008
    Academic Senate
    Accreditation & Project Co-Chairs Oversight Team
    Accreditation Recommendation Implementation Team #1
    Accreditation Recommendation Implementation Team #2 & #6
    Accreditation Recommendation Implementation Team #3
    Accreditation Recommendation Implementation Team #4
    Accreditation Recommendation Implementation Team #5
    Associated Student Body
    Classified Senate

Mid Term Report, Draft Presented to College……………………………………April 2008

Mid Term Report, Draft Presented to College……………………………August 14, 2008

Mid Term Report Presented to District Office…………………………....August 26, 2008

Mid Term Report to Board of Trustees…………………………………...September 2, 2008

Town Hall Meetings…………………………………………………… September 4, 2008
                                          September 17, 2008
                                          October 7, 2008

 Mid Term Report to Commission…………………………………………October 15, 2008

Responses to the Recommendations

From the Accreditation Team

Site Visit

October 25-27, 2005

Recommendation 1: Student Learning Outcomes
The team recommends that the college conduct meaningful, timely, and inclusive dialogue with all constituent groups to identify, develop, and implement student learning outcomes at the course, program, and degree level. The college should determine and implement relevant assessment methodologies and procedures to evaluate student learning outcomes and enhance institutional effectiveness. (Standards I.B.1, I.B.4, I.B.7, II.A.1c, II.A.2a, II.A.2b, II.A.2e, II.A.2f, II.A.2g, II.A.2i, II.A.3, II.A.6, II.A.6a, II.B.1, II.B.4, II.C.1a, II.C.2, III.A.1b, III.A.1c, IV.A.1, IV.A.2b, IV.B.1b)

Progress and Analysis

Reedley College has focused on meaningful, timely and inclusive dialogue with the constituent groups in the implementation of Student Learning Outcomes (SLO) in order to clarify how the college would implement the entire cycle of writing, assessing, and improving student learning outcomes.   As a result of dialogue in such venues as the Town Hall Meetings, Curriculum Committee, Program Review Committee, and Strategic Planning Council meetings, it was agreed that the college needed to establish a common understanding of the concept and process for implementation and assessment of Student Learning Outcomes.

In response to both this recommendation and planning agenda item 2A.1 from the Institutional Self-Study in Support of Reaffirmation of Accreditation, the Reedley College's Curriculum and Program Review committees have continued their dialogue and work on the process of identifying student learning outcomes (SLO) and assessment methodologies in the Course Outlines of Record (COR).   The program review process was revised in March 2007 to include a stronger section addressing the process by which SLOs are developed, assessed and evaluated at the certificate, degree and program levels.

In November 2005, Student Service providers attended an SLO workshop sponsored by the California Community Colleges Chancellor's Office in Visalia.   The presenter was Dr. Monte Perez – Vice President of Student Services at Golden West College. He discussed SLO development for student services; examples include:

        a. Admissions and Records
        b. Counseling
        c. Financial Aid
        d. Extended Opportunities Programs & Services (EOPS)
        e. CalWorks
        f. Disabled Students Programs & Services (DSPS)
        g. Assessment

Participants developed samples of SLO's for student services & assessment strategies for each program.   For example, general counseling will meet with students and develop a student educational plan based on the students' interests, strengths and abilities. The assessment strategy will be completion of the student educational plan. A definition of Student Learning Outcomes was presented first, followed by assessment strategies to evaluate the degree to which SLOs were achieved.

As a result of the November 2005 workshop, a Reedley College and North Centers SLO Training for counselors was held at Fresno Pacific University and was conducted again by Dr. Perez, Vice President of Student Services at Golden West College. The objectives of this workshop, held on April 27, 2006, were to understand the meaning of Student Learning Outcomes, review examples of existing SLO's, and begin developing SLO's for Student Services/Counseling. As a result of this workshop, SLOs and assessment strategies were identified for several counseling programs and aligned with the Reedley College counseling program review planning:

- Counseling – General
- Counseling – 15% (High School Enrichment)
- Counseling – Online
- Transfer Center/Articulation
- Career Center, Employment Resource Center (ERC)
- Assessment
- Disabled Students Program & Services (DSPS)
- Orientation
- Registration to Go
- Early Alert
- Special Programs; TRIO/Extended Opportunities Program & Services (EOPS)
- Probation

During the spring 2006 semester the Curriculum Committee had several discussions on the topic of how to best help instructors understand and construct meaningful and relevant student learning outcomes (SLOs) in their course outlines. Research was conducted, the result of which was posted in the Curriculum folder on the intranet for the college community to review. In addition, dialogue on the topic occurred in several other forums, such as in North Centers Division Representative meetings, North Center Faculty Council meetings, Academic Senate Executive Committee meetings, and Fall2006 Flex Day Workshops. Through the research and discussions, the Curriculum Committee observed more complexities involved in writing SLOs and worked to help faculty better address these intricacies. For example, committee members noted that different kinds of learning can call for different kinds of SLOs, resulting in research, discussion, and dialogue about the various ways SLOs could be constructed to better apply to particular courses and distinct disciplines. The committee members also discussed the various learning domain(s) that might be involved in the SLOs. Such domains include

- The cognitive or knowledge-based domain,
- The psychomotor or skills-based domain, and
- The affective or values-based domain (which includes attitudes and behaviors and can be the hardest type of SLO to assess.)

When considering how much the college accomplished in terms of updating all Course Outlines of Record (CORs) to be current within the last five years and to contain separate, specific and assessable SLOs, the Curriculum Committee concentrated during the 2005-2006 academic year on transfer-level CORs. The Committee progressed from having 55% of the transfer-level CORs updated as of one academic year ago to having 86% of them updated. Committee members started the academic year with a list of 236 CORs to update for the year, and ended with 32

remaining, thus completing 87% of the targeted outlines. Meanwhile, as the year passed, a few more courses moved into the range of being older than five years. At the conclusion of 2005-2006, Reedley College had approximately 75 transfer-level CORs (out of well over 700 CORs) older than five years, and these outlines were revised and updated the 2006-2007 academic year, all as a part of the program review process, as well as moving from the stage of constructing SLOs and into the assessment stage.

In June 2006, the college contracted with an acknowledged expert, Dr. Norena Badway, to conduct a series of workshops through the 2006-2007 academic year. Dr. Badway is a nationally renowned expert on student learning outcomes, program review, and assessment. She is an Associate Professor at the University of the Pacific. She conducts workshops with constituent groups to develop strategies for identifying key learning objectives and assessment techniques to measure improvement at the course, program and degree levels.

Her first series of workshops, "Learning About How Students Learn," focused on detailing the steps in assessing SLOs. The first series of workshops targeted the current programs going through the Program Review cycle, although all faculty and other interested staff were invited to attend.

- The first workshop was held June 12, 2006, focusing on the Automotive Technology and Dental Assisting Programs.

- The second workshop was held June 13, 2006, focusing on the Agriculture, Natural Resources and Manufacturing Programs.

- The third workshop was June 28, 2006, focusing on the Aviation Maintenance Technology and Business Programs. Interested faculty, administration, and classified staff from Counseling, Reedley Strategic Planning Council and the North Centers Institutional Oversight Budget Committee (IOBC) were in attendance. The counselors brought the SLOs and assessment strategies they developed at the Perez workshops and received feedback from Dr. Badway.

Within each of these workshops, every participant planned out the assessment cycle for at least one student learning outcome in one of their courses or program area. Participants worked on choosing a key student learning outcome, determining a method of assessment and the evidence of learning which might include a rubric, and deciding on acceptable learning standards. The implementation strategy in the first series of workshops was presented as follows: 1) identify key outcome or outcomes in selected gatekeeper courses or program areas, 2) measure the students' mastery of each outcome using the assessment method and acceptable learning standards previously determined, 3) devise a plan to improve student performance, and 4) reassess. This strategy of teaching, evaluating, analyzing the results, implementing an improvement strategy, re-teaching, and re-assessing holds real promise for effectively and systematically improving student learning. One of the main keys for this strategy to be successful is that, as Dr. Badway states, it is collaboratively authored and that the expectations for student learning are collectively accepted. This process can be effective in all aspects of the college: instruction, student

services, and administrative services. A positive formal evaluation conducted at the end of the workshops resulted in broadening the presentations to all constituency groups.

As a follow-up to the Dr. Badway workshops, on August 22, 2006, the Vice President of Instruction facilitated two discussions, one with the Agriculture, Natural Resources and Manufacturing Department and the other with the Business Department to review the assessment cycle and apply it to program level student learning outcomes. A four-step process was developed as follows (the statements in parenthesis are the terminology from Dr. Badway's workshops):

- **Step One**: Identify program student learning outcomes and determine in which certificates and/or degrees these learning outcomes are anticipated [Identification and Norming (collaboratively authored and collectively accepted expectations) of Student Learning Outcomes].
- **Step Two**: Determine in which courses elements of the program student learning outcomes are incorporated.
- **Step Three**: Identify which program student learning outcome will be assessed.
- **Step Four**: Complete the Assessment Grid which includes the following elements:
    - Course(s)
    - Assessment Method, Evidence and Rubric Elements [Identification/Prioritization and Norming Assessment (Evidence of Learning, Evaluation of Evidence, Acceptable Standard of Student Performance)]
    - Standard of Learning
    - Assessment Evaluation and Improvement Strategies Timeline [Implement & Evaluate Improvement Strategy]

Dr. Badway conducted two additional workshops on September 6-7, 2006. The focus of the September 6 workshop was the Instructional Group 3 in the Program Review cycle—Fine Arts & Humanities—along with other interested faculty and staff. The objective of the September 7 workshop was to provide information to the Curriculum Committee, the Program Review Committee, and Academic Senate to help those groups clarify their roles in refining and institutionalizing the assessment of the student learning outcomes process. A subcommittee of the Program Review Committee met on September 18 and October 2 to draft revisions to the review elements and process. The Program Review Committee discussed the proposed revisions on October 6, 2006. After review by the various constituency groups, the revised program review process and corresponding handbook was approved in March 2007.

Dr. Badway conducted one additional general workshop in November 9, 2006. She returned to conduct additional workshops on May 3 and 4, 2007. The May 3rd meeting she conducted an advanced workshop on the process by which the full cycle of inquiry for the creation and assessment of student learning outcomes can be completed and incorporated as necessary into the curriculum. On May 4th, she was available for individual assistance to all faculty and staff.

A Student Learning Outcomes Coordinator position was created in fall 2008 to continue working with faculty and staff on the development, assessment, and evaluation of student learning outcomes at the course, program, certificate, and degree levels. The Reedley College Program Review Process is well-established and institutionalized and emphasizes the development,

assessment, and evaluation of student learning outcomes. Thus, the role of the Program Review Committee Chair was expanded to include the duties of the Student Learning Outcomes Coordinator. This position is a faculty position with reassigned time to complete the program review and student learning outcomes coordinator duties and responsibilities.

Following is a summary of progress to date:

- *Courses* – As reported in the April 2008 ACCJC annual report, 99% of Reedley College's course outlines of record include student learning outcomes (725 out of 731 courses). The assessment methodologies incorporated into the course outlines of record include types of writing requirements, problem-solving assignments, skill demonstrations, and objective exams that are used to measure student achievement. Faculty must provide specific examples of these measures when submitting curriculum proposals. The college acquired *Class Climate* software in August 2008 so as to facilitate the assessment of student learning in courses for which there are multiple sections at multiple locations. *Class Climate* is a product of Scantron that can be used to create custom surveys and once created and scanned statistically analyze and graph the data which can then be exported as a PDF file.

- *Degrees and Certificates* – As reported in the April 2008 ACCJC annual report, 62% of Reedley College's degrees and certificates have identified student learning outcomes (58 out of 94 degrees and certificates). The timeline developed by the program review committee and listed in the Program Review Handbook calls for all degrees and certificates to have identified student learning outcomes, the methods of the assessment, and the methods of evaluating of those outcomes by the conclusion of Cycle 2 of program review in fall semester 2009.

  The college is using the program review process to develop program-level student learning outcomes. Starting in spring semester 2008 units that completed the program review process in prior years began submitting an annual progress report responding to the following:
  - o Expected student learning outcomes identified
  - o Programmatic student learning outcomes mapped to courses in the certificate and/or degree
  - o Assessment of expected student learning outcomes defined
  - o Student learning outcomes assessed: methodology, course section(s), faculty involved
  - o Results of the assessment defined
  - o Description of how the analysis of the assessment is being used to plan and implement changes to pedagogy to improve learning

- *Programs* – As reported in the April 2008 ACCJC annual report, 60% of Reedley College's student services and instructional support services have identified student learning outcomes (6 out of 10 service programs). The timeline developed by the program review committee and listed in the Program Review Handbook calls for all programs to have identified student learning outcomes, including the assessment and subsequent evaluation of those outcomes by the conclusion of Cycle 2 of program review in spring semester 2010.

Similar to degree and certificates, beginning spring semester 2008 programs that completed the program review process in prior years began submitting an annual progress report responding to the following:

- o Expected student learning outcomes identified
- o Assessment of expected student learning outcomes defined
- o Student learning outcomes assessed: methodology, course section(s), faculty involved
- o Results of the assessment defined
- o Description of how the analysis of the assessment is being used to plan and implement changes to pedagogy to improve learning

Those programs that have completed program review and have submitted progress reports are:

Instructional Programs

Agriculture Business	Animal Science	Environmental Horticulture
Mechanized Agriculture	Forestry/Natural Resources	Manufacturing
Plant Science	Dental Assisting	Automotive Technology
Aviation	Maintenance Technology	Accounting
Business	Information Systems	Office Technology
History	Sociology	Philosophy
Political Science	Food & Nutrition	Art
Psychology		

Student Services

Disabled Students Programs and Services	Counseling
Extended Opportunity Programs and Services	School Relations
Health Services	

In addition to its role in incorporating SLOs and assessment methodologies into each course outline of record, the Curriculum Committee also has been addressing numerous state-mandated changes. Among these changes was the restructuring of the General Studies degree to include areas of emphasis. The revised interdisciplinary degree, Liberal Arts and Sciences, was approved by the SCCCD Board of Trustees at its June 2008 meeting and was subsequently approved by California Community College Chancellor's Office in September 2008. An ad hoc committee of the Curriculum Committee was created in September 2008 for the purpose of developing SLOs and assessment methodologies for this new degree. The Curriculum Committee also began working on developing general education SLOs in fall semester 2008.

Administrators, faculty, and staff from both Reedley College and North Centers continue to participate in training workshops focused on the development and assessment of student learning outcomes. In addition to the workshops discussed previously in this section, Reedley College faculty, staff, and administrators have attended the following:

- California Community College Chancellor's Office, EOPS Directors Training, April 23-25, 2007

- Research and Planning Group Research Institute: Introduction to Planning, Mt. San Antonio College, April 26, 2007
- EOPS Statewide Conference, October 8-10, 2007
- Central Regional Consortium, Student Learning Outcome Training, November, 16, 2007
- Student Learning Outcomes Regional Conference, November 20, 2007
- North Centers Duty Day Workshop, January 3, 2008
- Various flex day joint meeting of Reedley College and North Centers faculty and staff for the purpose of developing student learning outcomes as part of the program review process
- WASC Assessment Retreat, September 2008

Future Plans

The college further will further develop processes to determine and implement relevant assessment methodologies, based on collaborative dialogue among the Academic Senate, Classified Senate, California State Employees Association, Curriculum Committee, Program Review Committee, Strategic Planning Council, Institutional Oversight and Budget Committee, Department Chairs, and the Institutional Researcher. As a result, the program review process will be collaboratively revised and become a continual process of identification, assessment, evaluation, and improvement in student learning, leading to improved institutional effectiveness. Specific strategies are delineated below.

- Student Learning and Program Review Coordinator
  - It is anticipated that by the conclusion of Cycle 2 of program review in fall semester 2009, all degrees and certificates will have identified student learning outcomes, the methods of the assessment, and the methods of evaluating of those outcomes.
  - It is anticipated that by the conclusion of Cycle 2 of program review in spring semester 2010, all programs will have identified student learning outcomes including the assessment and subsequent evaluation of those outcomes.

- *Class Climate* Software
  - This is a product of Scantron that can be used to create custom surveys and once created and scanned statistically analyze and graph the data which can then be exported as a PDF file.
  - The Student Learning and Program Review coordinator in conjunction with the Student Success coordinator will develop a strategy and timeline by which Class Climate will be used to determine the degree to which student learning outcomes are being met.
  - During fall 2008, basic skills classes (writing, reading, math and ESL) will pilot *Class Climate*. The pilot will include both faculty and student surveys.

- A joint ad hoc committee of the Curriculum and Program Review Committees was created in September 2008 for the purpose of creating SLOs and assessment methodologies for general education, interdisciplinary degrees and the new Liberal Arts and Sciences Associate Degree. It is anticipated that this will be completed by the end of the Spring 2009 semester.

The schedule for the completion of the second cycle of program review at which time all certificates, degrees and programs will have the SLO assessment cycle clearly delineated is as follows:

Fall 2008
Music	Reading	Speech
Linguistics	ESL	Foreign Language
English Composition & Literature		

Spring 2009
Admissions and Records	Tutorial	Business Services
Building Services	Grounds/Maintenance	Food Services

Fall 2009
Math	Biology	Physics
Computer Science	Geography	Engineering
Physical Education	Child Development	Health Science
Criminal Justice	LVN	Nursing Assistant
Health Care Interpreter		

Spring 2010
Library	Campus Police	Office of Instruction
Computer Services	Printing Services	

Conclusion

Reedley College has made significant progress in response to this recommendation. The College has been conducting meaningful dialog inclusive of all constituency groups in the development of student learning outcomes as well as in the identification of assessment strategies at the course, program and degree levels. The curriculum development and program review processes are the main vehicles by which this development has occurred and will continue to occur. It is anticipated that by the end of the 2009-2010 academic year, Reedley College will have fully implemented Recommendation 1.

Evidence

- ACCJC Annual Report, April 2008
- Academic Senate Committee Meeting Notes and Reference Materials
- Course Outlines of Record
- Curriculum Committee Minutes and Reference Materials
- Program Review Committee Minutes
- Program Review Handbook, Revised March 2007
- Program Review Reports
- Student Learning Outcome and Program Review Faculty Position Announcement
- Student Success Faculty Position Announcement
- Workshop Schedules and Materials

Recommendation 2: Institutional Planning

The team recommends that the college develop, implement and evaluate a college-wide strategic plan that incorporates the individual planning efforts of the college and centers. The college-wide strategic plan should include assessment of student and community needs in order to determine the efficiency of college programs and services and to improve institutional effectiveness. Additionally, the strategic plan should identify and define the allocation of fiscal, physical, human and technical resources that are required during all operational hours for existing centers and campuses and those that will be needed as future centers and campuses are developed. (Standards I.B.1, I.B.2, I.B.3,I.B.4, I.B.6, I.B.7, III.A.2, III.B.1,III.B.1a, III.B.1b, III.B.2, III.B.2a, III.B.2b, III.C.1, III.C.1a, III.C.1c, III.C.1d, III.C.2, III.D, III.D.1a, III.D.1b, III.D.2b)

REVIEW OF THE COLLEGE AND CENTERS PLANNING AND GOVERNANCE COMMITTEES

- Strategic Planning Council (SPC), Reedley College
  The Reedley College SPC is comprised of representatives from all college constituencies (management, Academic Senate, Classified Senate, classified union, and Associated Student Body). A representative from the North Centers Institutional Oversight and Budget Committee (IOBC) also serves on the council. The purposes of the council are to:
    o Revise and assess the college's strategic plan
    o Ensure coordination with the district's planning activities
    o Monitor progress on the directions, goals, and objectives of the strategic plan as well as on the performance indicators and outcome measures
    o Plan, implement, and assess the Resource Action Plan process to fulfill the objectives of the strategic plan
    o Review and recommend activities for funding/implementation identified through the Resource Action Plan process to the College Council.

- College Council, Reedley College
  The Reedley College Council serves as the umbrella governance committee for the college and as such is comprised of representatives from all college constituencies (management, Academic Senate, Classified Senate, faculty union, classified union, and Associated Student Body). The council is charged with the responsibility of formulating plans, procedures, and practices for the Reedley campus. To this end, the council charges those campus committees within its jurisdiction to accomplish specific tasks in such areas as accreditation, budget, facilities, program review, strategic planning, student equity, and technology. The council is also responsible for reviewing and reporting the progress and accomplishments of the work of campus committees.

- Institutional Oversight and Budget Committee (IOBC), North Centers
  The purpose of the North Centers IOBC is to assess and improve existing processes for strategic planning, evaluation, and improvement at the North Centers. The committee is comprised of representatives from all college constituencies (management, Academic Senate, Classified Senate, faculty union, classified union, and Associated Student Body) and is co-chaired by the vice chancellor and associate business manager. A representative from the Reedley College SPC also serves on the committee. A fundamental goal of the IOBC is that

the cycle of planning involving evaluation, goal setting, resource distribution, implementation, and reevaluation become part of the organizational culture of the North Centers as it moves towards reaching full college status.

- Strategic Plan Support Teams, Reedley College and North Centers
Reedley College and North Centers each created a Strategic Plan Support Team. Each team is comprised of faculty, classified staff, and administration. The college's institutional researcher and director of technology serve on both teams. The responsibilities of the teams are to:
  - o Serve as liaisons between college community and project facilitators or consultants
  - o Provide information (internal or external scans, program reviews, etc.)
  - o Arrange meeting logistics
  - o Maintain *Blackboard* site
  - o Distribute communications as deemed necessary by the SPC or IOBC
  - o Bring new proposals from units in the college to the SPC or IOBC
  - o Submit materials to members at least 72 hours prior to meetings
  - o Prepare meeting agendas and materials and distribute at least 72 hours prior to meetings
  - o Record and distribute meeting minutes.

Progress and Analysis

The progress and analysis section is organized by time frame, February – September 2006, October 2006 – June 2007, July 2007 – June 2008, and July 2008 to the present. Within each timeframe the processes by which Reedley College and the North Centers collaborated on the assessment of their current respective plans and then developed new plans are described.

February – September 2006

In February 2006, the Strategic Planning Council met to review the accreditation evaluation team's report which included six recommendations and began formulating a plan to assess the current plan as part of the development of the next strategic plan. In particular, the Council discussed recommendations #2 and #6. Recommendation #2 focuses on a college-wide strategic planning process inclusive of all locations. Recommendation #6 expands the planning process to include the State Center Community College District's strategic development, and, in fact, Fresno City College's accreditation report contains the exact same recommendation (#5). As indicated in the Accreditation Progress Report submitted in October 2006, Reedley College extended its 2002-2005 strategic plan through 2006-2007 in order to incorporate the recommendations from the October 2005 accreditation site visit as well as the accreditation self-study planning agendas.

In response to the issue of simultaneously renewing Reedley College's current strategic plan and developing the next strategic plan, at the March 2006 meeting, the Strategic Planning Council scheduled standing monthly meetings. The SPC determined the general strategy is to 1) assess the validity of the current strategic directions, goal statement and objectives by May 2006, 2) to make any revisions based on this assessment by August 2006, 3) begin developing specific

action plans during fall 2006, and 4) begin internal and external scanning during fall 2006. There was also discussion on creating a rolling plan that would be annually updated.

An *All College Retreat* was conducted on March 30, 2006, for the Reedley location with representatives from the North Centers also in attendance. The morning session focused on the strategic master planning process and the afternoon session on the recommendations from the Committee on Committees. The morning session was facilitated by a representative group of faculty, classified staff, administration and students. The outcomes from the first portion of the morning session were 1) to extend the current strategic plan by 12 – 18 months while developing a new strategic plan, 2) to create a strategic plan that is an on-going document with continual renewals/updates, 3) link the Reedley College strategic plan with the North Centers strategic plan as well as with district strategic plan, 4) use the existing committee structure to develop, implement and update the strategic plan, 5) continue to tie the annual college goals to the strategic plan. During the second portion of the morning session, the participants divided into four groups to discuss the status and validity of strategic directions, goal statements and objectives in the 2002-2005 strategic plan and to identify additional directions and/or objectives needed. The overall outcome of the small group discussions was that the strategic directions, goal statements and objectives for each of the strategic directions were still valid.

In response to the accreditation recommendations, Reedley College and the North Centers began joint development of the next strategic plans to ensure that they were linked as appropriate. To begin the implementation of the recommendations, the college, including the North Centers, contracted with a consulting firm to facilitate the strategic planning process. This consulting firm was also contracted with to assist in Fresno City College's similar recommendation. Burt Peachy, who was the consultant for Reedley College's 2002-2005 strategic plan, and Scott Epstein are consultants with the Datatel Center for Institutional Effectiveness.

The initial joint Reedley College Strategic Planning Council (SPC) and North Centers Institutional Oversight and Budget Committee (IOBC) meeting with the consultants took place on April 21, 2006. All college staff were invited to participate for any portion of the six-hour workshop. The objectives of the workshop were:
- Discuss the results of the March 30, 2006 all-college retreat.
- Review the Strategic Planning Framework methodology.
- Outline suggested planning activities for the next 12 – 18 months.
- Identify the next steps.

The morning session was a joint presentation by the consultants describing the strategic planning framework which consists of goals/directions, objectives, key performance indicators (KPIs) and action plans. During the afternoon session the SPC and IOBC met separately to determine their respective fall 2006 calendars, to identify the support team members, and to develop strategies to facilitate functional conversations and communication between the strategic planning effort and constituent groups. The main outcomes of the workshop were

- Development of draft strategic plan framework
- Identification of support team members with representatives from faculty, classified staff and administration

- Decision to use Blackboard as one means of providing information to all staff
- Decision to use the Blackboard Discussion Board features as the main means that members of SPC and IOBC will communicate
- Set a joint Reedley College and North Centers strategic planning calendar and strategy for developing the next strategic plan
- The North Centers decided to take their existing strategic plan and identify goals/directions that were important to continue in the new plan and identified KPI's and action plans necessary to accomplish the goals.

The Strategic Planning Council met on May 11, 2006, with the main meeting objective to develop the key performance indicator (KPI) domains. At the April 21, 2006, joint workshop, the KPI domains that Fresno City College had developed as part of their strategic planning activities were provided as a means of stimulating discussion by the SPC as well as the IOBC. It was also discussed at the April 21, 2006 workshop that Fresno City's, Reedley's, North Centers' and the District's KPIs should be similar and yet allow for variations reflective of any unique programs and services. The outcome of the May 11, 2006 meeting was the identification of Reedley College's draft KPIs and their relationship with Fresno City's KPIs. Another important outcome of this meeting was the decision to include the Strategic Planning Council's meeting agendas, notes and other materials on the Strategic Planning Blackboard site. The Blackboard site was updated to include information from all of the 2005-06 Strategic Planning Council meetings.

The second joint workshop took place on May 22, 2006 at an off-campus location to ensure focused participation from attendees. After a presentation by the consultants reviewing the definitions of goals, objectives, key performance indicators and action plans, the SPC and IOBC met separately to confirm the KPI domains developed since the April 21, 2006, workshop, to begin writing the interim strategic direction (goal) statements and objectives, identify the KPI domains for each objective and to determine the scope of work to be completed prior to the first day of the fall semester--August 10, 2006. Highlights of this workshop are:

> The seven strategic directions had been reaffirmed at the all-college retreat and again during the April 21, 2006 workshop, so the SPC began by reviewing each direction's goal statements and their corresponding objectives. As a result of the discussion, each of the goal statements was revised; and new, expanded objectives were identified. The Strategic Planning Support Team was tasked with refining the statements and objectives during the summer and posting the drafts on Blackboard for comment by the SPC.

> The North Centers identified the KPI's that would be used and are in concert with Reedley College and Fresno City College. Objectives and activities were identified for each KPI, and this resulted in a draft plan to begin July 2007. This document was presented to all North Centers faculty on August 10 at the duty day where most of the time was spent on validating the objectives developed for each strategic direction and confirming the KPI's being used.

The Strategic Planning Council met on June 8, 2006 to review the draft outline of the response to accreditation recommendations #2 and #6. The draft was determined to be complete relative to

the activities since the hiring of the consultants to facilitate the strategic planning process but needed to be expanded to include prior planning activities such as the March 30, 2006 College Retreat. The Council directed the Strategic Planning Support Team to draft definitions for the KPI domains to ensure campus-wide understanding and support. The Council met in the Instructional Resource Center computer lab and received instruction on how to access and navigate the Blackboard Strategic Planning and Accreditation sites.

The Reedley College Strategic Planning Support Team met on June 29, 2006, and a regular meeting schedule was developed. The Support Team met every Wednesday beginning July 12 through August 9, 2006. The Team revised the first strategic direction - Private and Public Partnerships - goal statement, crafted its four objectives and identified the KPI domains. This was posted to Blackboard for comment by the entire SPC.

On July 12, 2006, the Reedley College Strategic Planning Support Team met and reviewed the revised first strategic direction goal statement and objectives and made additional minor revisions. The Team also revised the second strategic direction - Enhancing the College Climate and Integrating with the Community - goal statement and crafted its three objectives. These were posted to Blackboard for comment by the entire SPC.

The Strategic Planning Council met on July 13, 2006 to review the responses to Accreditation Recommendations #2 and #6, Strategic Plan Strategic Directions #1 and #2, revised goal statements and objectives, and Strategic Plan KPI Domain Definitions. The Council recommended expanding the response to include the outcomes from the Reedley College All College Retreat . The KPI Domain definitions as developed by the Strategic Planning Support Team were reviewed, revised and approved. The definitions are as follows:

Student Learning:
All courses, programs, degrees and student support services are engaged in the "Assessment Initiative" process for program improvement. Assessment Initiative components are:
- Identification and Norming (collaboratively authored and collectively accepted expectations) of Student Learning Outcomes
- Identification/Prioritization and Norming Assessment (Evidence of Learning, Evaluation of Evidence, Acceptable Standard of Student Performance)
- Implement Assessment and Analyze the Evidence
- Implement & Evaluate Improvement Strategy
- Build Institutional Capacity leading to continuous Program Improvement

Student Success
Quantitative data from which generalized conclusions regarding student learning can be determined. This data should be part of the identification and norming of student learning outcomes. Data includes enrollment, GPA, success, retention, persistence, completion, placement, certificates, degrees, participation, contact, and demographics.

Human Resources
Staff development and staffing patterns support student learning.

Financial Resources
Appropriations including categorical funding, public funds (bonds), grants, foundations, donations, etc. support student learning.

Infrastructure
Facilities including maintenance and technology support student learning.

Leadership and Governance
Communication/Dialogue, Representation & Data/Information

Community (Relations)
Interaction with individuals, groups, organizations, etc, both on and off campus.

During the summer 2006, the Reedley College Strategic Planning Support Team met and drafted revisions to each of the strategic plan directions, goal statements and objectives. These revisions were posted to Blackboard for comment by the SPC as well as by the entire college community.

Scott Epstein, one of the consultants, in conjunction with the Strategic Planning Support Teams, facilitated the all-college forums, one at Reedley College and one at the North Centers, for all staff on August 10, 2006. The purpose of these forums was to review the draft of the interim strategic plan goals, goal statements, objectives and KPI domains. Highlights of these forums follow.

> The Reedley College forum included a brief overview of the Strategic Planning process by Scott Epstein followed by small group discussions facilitated by members of the Strategic Planning Support Team. Each group reviewed at least one of the seven strategic directions revised goal statements and objectives. The notes were compiled and reviewed by the strategic planning support team and the goal statements and objectives were revised. These newly revised statements and objectives were disseminated to the Strategic Planning Council for discussion at the September 14, 2006, action planning workshop.

> North Centers forum included a strategic planning overview session for all faculty and staff. This was followed by an interactive session to review the goals and objectives that had been developed by the IOBC May 22, 2006 at the joint strategic planning meeting off-campus. At the May 22, 2006 strategic planning meeting Reedley College and North Center faculty and staff worked together to identify common key performance indicators and strategic directions for all sites.

> The North Centers faculty and staff were divided into nine groups after Mr. Epstein's presentation with each group responsible for reviewing one of the strategic planning directions. They were to affirm the goal and objectives that had been developed on May 22, 2006, for their strategic direction and to add or modify objectives. All this information was returned to the Vice President of Instruction and Student Services who

combined the input into one document that is the basis for the strategic plan that will take effect in fall 2007.

The nine groups also worked on updating the existing Strategic Plan that was extended by one semester through spring 2007. The planning groups identified those activities that had been accomplished and deleted them and added other activities that they felt the college should work on for this academic year. This information was submitted to the Vice President of Instruction and Student Services who combined the information into one document, North Centers Strategic Plan 2003-2007.

On September 13, 2006, Scott Epstein met with the Strategic Planning Support Teams from both the Reedley College SPC and the North Centers IOBC. The objectives of the meeting were to
- Begin the development and implementation of the action planning process in support of the strategic goals and objectives that have been developed;
- Understand what structures, processes and documents are needed to support a robust action planning process; and
- Understand how the action plan supports ownership & accountability in the planning process.

The group reviewed a draft document of the Fresno City College's strategic planning processes, which was developed in consultation with the Datatel Center for Institutional Effectiveness. Of particular interest was the section on definitions. The two support teams decided that if there is a term that needs to be defined and Fresno City College has already defined it, and if it is acceptable the SPC and IOBC will use the definition. If the definition is not acceptable, the Fresno City definition will be noted as being different.

Considerable time was spent reviewing several college web sites to see the diversity of how strategic and action planning processes are implemented. Scott Epstein introduced a list of elements to be included in an Action Plan Worksheet. Working separately, RC and NC reviewed, discussed and modified the elements followed by creating of a sample action plan to see how the worksheet could be applied to a real situation.

The Reedley College SPC met on September 14, 2006, and the North Centers IOBC on September 15, 2006, to develop an action planning process for their respective strategic plans. The action plan is a tactical strategy to address a specific college objective (operational). It is localized to the work unit and/or may involve more than one unit in a partnership. The action plan is measurable. It has a finite duration with a specific start and end period. The sum of action plan reporting demonstrates the progress of the strategic plan.

The strategic planning consultant, Scott Epstein, worked with the SPC and the IOBC to develop action planning process maps or flow charts. There was considerable dialogue on how best to integrate a new action planning process with existing campus processes. As a result, a draft action planning process and a flow chart were developed. The draft action planning worksheets developed during the September 13 meeting were discussed at each meeting. All the materials that were developed have been posted to the Blackboard Strategic Planning website for dissemination to all faculty and staff.

The Reedley College Support Team met September 22 to further refine the action planning flow chart, to revise the action planning worksheet and to develop a draft strategic planning/action planning timeline. The SPC met on October 12 to review all draft materials.

October 2006 – June 2007

In mid October 2006 the consultant worked with the SPC and IOBC on external scanning processes. A PEEST analysis (Political, Economic, Education, Socio-cultural, Technological) was presented and used to define and identify those factors that impact the college. The participants in the workshop also completed a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats).

On October 27, 2006, the IOBC met to discuss the environmental scan process that was covered at their meeting with the consultant. As a result of this discussion, it was decided to use the all-college back-to-school staff meeting time in January 2007 to finalize the internal and external scanning process and identify strategic planning areas.

In December 2006 the consultant worked with the SPC and IOBC on internal scanning processes. Several methods of conducting scanning were discussed including annual performance on identified key performance indicators, articulation self-study planning agendas, program review outcomes, climate surveys, campus forums, and student satisfaction surveys. One immediate result of these workshops was the expansion of the strategic planning site on *Blackboard* to include both external and internal scan data, much of which was compiled by the institutional researcher. The intent was to facilitate access to this data by the entire college community.

The consultant also facilitated a discussion during an SPC meeting where members were asked to evaluate the strategic planning process. The committee identified what "worked well," "what did not work well," "ways to improve the process," and "future plans." The SPC incorporated the results of this assessment into future strategic planning forms and processes.

The SPC and IOBC continued working independently to define the scanning processes that would provide information useful and necessary for continuous evaluation and updating their respective annual strategic plans.

The SPC determined that a formal internal scan would be conducted every other year with a formal external scan conducted in alternate years. During early spring semester 2007, the SPC Support Team conducted twelve campus focus groups in order to ascertain the degree to which students, faculty, staff, and administrators were engaged in the implementation of the 2006-2007 Reedley College Strategic Plan. The input from this internal scan was used to develop a draft 2007-2008 strategic plan. This draft was disseminated to the general campus community and to college constituency groups for their review, input, and approval. A final draft was prepared and in April 2007, the SPC approved the 2007-2008 Reedley College Strategic Plan, Performance Indicators and Outcome Measures definitions, and a Strategic Planning and Action Planning Master Calendar and forwarded this recommendation to the College Council which subsequently

approved the 2007-2008 Reedley College Strategic Plan. Noteworthy was the cross-constituency support for the approval process as revealed, in part, by the internal scan conducted in February 2007.

The plan's seven strategic planning directions were:
        Strategic Direction One: Public and Private Partnerships
        Strategic Direction Two: Enhancing the College Climate & Integrating with the
                         Community
        Strategic Direction Three: Teaching and Learning Excellence
        Strategic Direction Four: Student Services
        Strategic Direction Five: Planning and Assessment
        Strategic Direction Six: Information Technology
        Strategic Direction Seven: Infrastructure

The faculty and staff of North Centers met as planned on January 4, 2007, to conduct the internal and external scan. The goal was to identify opportunities to close gaps and develop activities that could be completed in a one-year period. This activity resulted in a draft North Centers Strategic Plan. The five strategic planning areas identified were:
        Strategic Area One – Excellence in Teaching and Learning
        Strategic Area Two – Access, Awareness and Success
        Strategic Area Three – Resource Optimization
        Strategic Area Four – Institutional Awareness and Communication
        Strategic Area Five – Workforce Readiness and Partnership

On February 9, 2007, the IOBC continued work on the draft strategic plan, refining the internal strengths and weaknesses, reviewing the action plans identified to close gaps, and developing measurable objectives with key performance indicators for each of the activities. On April 13, 2007, the IOBC continued to work on the draft strategic plan and outlined the process for a review of the draft plan at the all-college staff meeting prior to the start of fall semester 2007 classes. On May 11, 2007, the IOBC met again with the consultant, made modifications to action plans and key performance indicators, and finalized the draft North Centers 2007-2008 Strategic Plan.

July 2007 – June 2008

In July and August 2007, the Reedley College Strategic Plan Support Team further revised the Resource Action Plan (RAP) form and processes that had been initially developed in September and October 2006.   A handbook was developed and materials created for use in training workshops that were conducted in September and October 2007. A RAP, as defined by the SPC, is a tactical strategy to address specific college goals, strategic directions, strategic objectives, and recommendations developed as a result of program review. To this end, the RAP form required applicants to identify how the proposed activity linked to the 2007-2008 college goals, strategic objectives, program review recommendations, and key performance indicators or outcome measures. Each proposal was to include a description of the issue, evidence, proposed activities, resources timeline, and expected outcome. Career technical education programs and

services also had to identify how the proposed activity would impact the Perkins accountability measures. All forms, directions, and workshop materials were posted on *Blackboard*.

The RAP process was used to determine the allocation of fiscal, physical, human, and technical resources projects for the following funding areas:

- 2007-08 Instructional equipment/CTE equipment
- 2008-09 New faculty positions
- 2008-09 Lottery funds ("Decision Packages")
- 2008-09 Instructional equipment/CTE equipment
- 2008-09 Perkins funding

The RAP timeline and process was as follows:

DATE	PROCESS/ACTIVITY
October 26, 2007	2008-09 New faculty positions and 2007-08 instructional equipment due
October 29	Strategic Plan Support Team reviewed the RAPs for completeness
November 8	Strategic Planning Council reviewed and ranked the RAPs using the following rubric and forwarded the recommendations to the College Council: **Rank A** • Description clearly identifies the issue, evidence, proposal, and outcomes • Activities are clearly and appropriately linked to the 2007-08 RC goals, strategic directions and objectives, and program review • Proposal outcomes are clearly linked to the performance indicators and outcome measures **Rank B** • Description identifies the issue, evidence, proposal, and outcomes • Activities are linked to the 2007-08 RC goals, strategic directions and objectives, and program review • Proposal outcomes are linked to the performance indicators, and outcome measures **Rank C** • Description is incomplete and/or confusing in regards to the identification of the issues, evidence, and outcomes • Activities are not clearly linked to the 2007-08 RC goals, strategic directions and objectives, and program review • Proposal outcomes are not linked to the performance indicators and outcome measure
November 14	College Council reviewed the RAPs and the recommendations from the SPC and forwarded their funding recommendations to the president

DATE	PROCESS/ACTIVITY
November 28	2008-09: Decision packages, instructional equipment and Perkins due
December 3	Strategic Plan Support Team reviewed the second round of RAPs for completeness
December 13	Strategic Planning Council reviewed and ranked the second round of RAPs using the rubric as described above and forwarded the recommendations to the College Council
January 29, 2008	College Council reviewed the second round of RAPs and the recommendations from the SPC and forwarded their funding recommendations to the president
April 1, 2008	Board of trustees approved 2008-2009 decision package funding recommendations
April 2, 2008	Strategic Planning Council reviewed a summary of the funded RAPs in relation to the strategic plan directions, goals, and objectives. As a result, modifications in the RAP form and process were proposed to be implemented fall semester 2008.

At its April 2, 2007, meeting the SPC approved a 2007-08 Strategic Plan Implementation Progress Report template. The progress report was to be used to identify and describe activities conducted during 2007-2008 in support of the strategic plan. The progress report template was piloted with six shared-governance committees—College Council, Enrollment Management, Strategic Planning Council, Health & Safety, Facilities, and Student Success. The SPC reviewed a summary of the progress reports at its September 24, 2008 meeting and forwarded recommendations to the College Council.

On April 21, 2008, Reedley College held a community charrette. The gathering of 150 participants—college staff and community leaders—reviewed the 2007-2008 strategic plan directions, goal statements, and objectives. Work teams consisting of SPC members were formed immediately following the charrette to review the valuable input obtained through the charrette process. A draft version of revised goal statements and objectives was prepared. The SPC reviewed and approved this draft 2008-2009 strategic plan at its June, 25, 2008, meeting. The draft was forwarded to the College Council and had a first reading at its July 14, 2008 meeting. The Academic and Classified senates and the Associated Study Body also reviewed the draft and provided input at the council's September 10, 2008 meeting.

On August 9, 2007, North Centers faculty, classified staff, and administration gathered as planned to review their draft 2007-2008 strategic plan. Following an overview, staff were divided into groups by department and instructed to review the plan and to develop departmental activities to align with the strategic plan objectives for 2007-2008. This activity resulted in the final North Center Strategic Plan for 2007-2008. Follow-up meetings were planned for the year for the purpose of measuring progress on the key performance indicators. At the September 28, 2007, IOBC meeting it was decided that subcommittees for each of the objectives would report

on a quarterly basis on the progress being made towards completion of the objectives. A 2007-2008 strategic planning calendar was also finalized.

On October 26, 2007, the IOBC met and lead administrators were identified for each of the strategic objectives to ensure that the subcommittees were meeting and making progress towards completion. The IOBC reinforced the requirement that all resource allocation requests would have to be tied directly to the objectives in the strategic plan. This was accomplished by developing an action plan form that had to be completed to request any funds. The action plan form requires a strategic planning subcommittee to list how the funds will help accomplish one or more of the strategic objectives.

A progress report on the strategic plan was presented to faculty, staff, and administration at the North Centers all-staff meeting held on January 3, 2008. The strategic objective subcommittees continued meeting during the spring semester to work on completing their designated objectives. The subcommittees presented updates to IOBC at its March 2008, meeting. The IOBC decided to use its April 2008 meeting to review the current plan, identify any strategic objectives that needed to be carried forward to the 2008-2009 year, and began the process for developing the draft 2008-2009 strategic plan. At its May 2008 meeting the IOBC reported on the 2007-2008 strategic plan key performance indicators, and finalized a draft 2008-09 strategic plan for presentation at the fall semester 2008 all-staff meeting.

July 2008 - present

At the July 23, 2008, meeting the SPC approved the 2008-2009 Strategic Plan Implementation Calendar, the 2008-09 Strategic Plan Implementation Template, and the 2009-2010 Resource Action Plan proposal. The Reedley College Resource Action Plan form was revised based upon the input of those who had completed a Resource Action Plan in fall 2007. The form still requires applicants to identify how proposed activities are linked to the 2008-2009 Strategic Plan, the 2008-2009 College Goals and recommendations developed as a result of program review. Added to the form was the requirement to relate how the proposed activity is linked to the evaluation of student learning outcomes. At the August 14, 2008, all-staff meeting day, workshops were conducted for staff on completing 2009-2010 Resource Action Plan proposals.

In addition the Strategic Planning Council approved a master calendar of planning activities that include an annual review of the:
- Strategic Plan
- Strategic Plan outcomes
- Strategic planning processes
- Resource Action Plan forms and process
- Resource Action Plan outcomes
- Performance Indicators and Outcome Measures

The 2008-2009 Reedley College Strategic Plan was approved by the College Council on September 10, 2008. The State Center Community College District Board of Trustees approved on the 2008-2009 Reedley College Strategic Plan on October 7, 2008.

Future Plans

By October 31, 2008, committees and departments will submit plans that detail activities and projects to be undertaken in support of the 2008-2009 North Centers strategic plan.

The 2009-2010 Reedley College Resource Action Plan proposals are due by October 31, 2008. Once received they will be reviewed by the Strategic Planning Council using the same rubric as described earlier in this response. The Strategic Planning Council will forward funding recommendations to the College Council by December 2008.

Conclusion

Reedley College has fully implemented the team's recommendation. Since receiving the recommendation in February 2006, Reedley College has accomplished the following:
- Conducted an All College Retreat focused on strategic planning processes
- Contracted with outside consultants to facilitate the strategic planning process
- Created Strategic Planning Support Teams
- Developed Performance Indicators and Outcome Measures
- Developed, implemented and assessed the 2007-2008 Strategic Plan
- Assessed internal and external needs
    - Conducted an internal scan
    - Conducted a community charrette
- Developed, implemented and assessed a Resource Action Planning process that is being used in the allocation of fiscal, physical, human and technical resources
- Developed the 2008-2009 Strategic Plan

Reedley College will continue to utilize an ongoing and systematic cycle of planning, implementation, evaluation, and change to improve student learning and institutional effectiveness. The college uses internal and external quantitative and qualitative data to evaluate effectiveness in all areas of college operations—instruction, instructional support services, student services, and administrative support services. This evaluation also includes both summative and formative outcomes. The college is committed to broad-based dialogue that includes students, faculty, staff, management, and the community. The annual review of the Strategic Plan coupled with the annual Resource Action Plan process will ensure that the college is engaged in continuous quality improvement.

Evidence

- Board of Trustees Minutes and Materials
- Institutional Oversight and Budget Committee Meeting Notes and Materials
- Resource Action Plan Handbooks
- Strategic Planning Council Meeting Notes and Materials
- Strategic Plans

Recommendation 3: Dialogue
As indicated in the Statement of MidTerm Report Preparation (p. 2), Recommendation 3 follows Recommendation 6.

Recommendation 4: Program Review
The team recommends that the college implement the revised program review process. This process should include the assessment of student learning outcomes along with other assessments that yield quantitative and qualitative data for analysis. This information should be used for planning, decision-making, program improvement, and resource allocation. (Standards I.B, II.A.2, II.A.1c, II.B.1, II.B.3, II.B.4, II.C.2, III.A.1c, III.A.6, III.C.2, IV.A.1, IV.A.2)

Progress and Analysis

Reedley College and the North Centers have implemented the revised program review process (Cycle 2). Cycle 2 began spring semester 2005 and will conclude spring semester 2010. Information provided by those program reviews that have already been completed was used for planning, decision making, program improvement, and resource allocation. The first instructional and non-instructional groups in Program Review, Cycle 2 (2005-2010) concluded the revised three-semester process in spring 2006. The second instructional group began the process during fall 2005 and the non-instructional group in spring 2006. The third instructional group began the process during fall 2006.

Program Review, Cycle 2 (2005-2010) expands the qualitative process from Cycle 1 (1999-2004) by including the identification of student learning outcomes and the assessment method by which student achievement of those outcomes will be measured and determining how future trends may affect student educational needs. The quantitative section involves trend data analysis of student demographics, course offerings, enrollment, FTES/WSCH/FTEF, grade distribution, GPA, persistence, completion, placement, success, retention, degrees and certificates and performance on the Vocational and Technical Education Act (VTEA) core indicators. The Institutional Researcher creates standardized data templates which are provided during the first semester of the process.

From the analysis of the qualitative and quantitative data, each program develops a report that describes long- and short-term goals and identifies the prioritized list of the program's recommendations that would lead to program improvement. Recommendations for staffing, staff development, instructional materials and supplies, equipment and facilities are considered for future planning, decision-making and resource allocations.

Group 1 written reports were submitted in April 2006. Group 1 included Aeronautics, Agriculture Business, Animal Science Automotive, Dental Assisting, Environmental Horticulture, Forestry/Park Technician, Manufacturing Technology, Mechanized Agriculture, and Plant Science Instructional Programs and Disabled Students Services and Programs and Equal Opportunity Programs. The Program Review Committee met April 28, 2006, and May 3, 2006, to review the reports in order to send comments to each program prior to their respective oral presentations. After reading all the reports, the committee determined that due to the

expansion of the analysis required in the second cycle, the lack of assistance provided and the still-developing college-wide system of identifying and assessing program level student learning outcomes, additional time should be allocated to complete the process.

Therefore the oral presentations which were held on May 3, 10 & 15, 2006, became an additional opportunity for the programs to provide information to the committee as well as the means by which the committee provided comments to the program. In addition, these oral presentations included dialogue between the program and the committee as an informal assessment of the process.

As a result of the committee's discussions and this informal assessment, the following areas were identified as requiring further dialogue and potential revision:
- interpretation of data,
- identification and assessment of program level student learning outcomes,
- timeline, and
- steps within the process.

In response to the interpretation of data issue, the program review process was revised beginning with Group 3 in fall 2006 to include a workshop with the institutional researcher at the beginning of the process to review data elements, definitions and how data can be used in their reports. Members of Groups 1 and 2 met with the institutional researcher in summer 2006. Group 2 includes Accounting, Business Administration, Food & Nutrition, General Business, General Office Secretarial, Information Systems, Management, Office Technology and Small Business Management Instructional Programs and Counseling, Health Services and School Relations. Group 3 consists of Art, History, Music, Philosophy, Political Science, Psychology and Sociology instructional programs and Admissions & Records, Guidance Studies, Residence Hall, and Tutorial Services.

During the May 10, 2006 meeting, the Program Review Committee developed a draft of a revised timeline which includes additional opportunities for dialogue and input throughout the three semester process. The Program Review Committee finalized a draft of this timeline at the August 25, 2006 meeting and forwarded it through the shared governance process for discussion, review and approval.

Program review Group 1 revised reports were due to the committee chair on September 15, 2006, with the exception of the EOPS report which was submitted at the end of the fall 2006 semester. The committee met on October 6, 2006 to review the final reports from Group 1.

To address identification and assessment of program level student learning outcomes, the college contracted with Norena Badway in early June 2006 to conduct a series of workshops during the 2006-07 academic year. The first series of workshops entitled "Learning About How Students Learn" were conducted June 12, 13 and 28, 2006. The focus of these first three workshops was on the first two groups involved in the revised program review process; however, all interested faculty and staff were invited to attend. The response to Recommendation 1, Student Learning Outcomes, contains detailed information on these workshops and on Dr. Badway's credentials.

As a follow-up to the Dr. Badway workshops, on August 22, 2006, the Vice President of Instruction facilitated two discussions, one with the Agriculture, Natural Resources and Manufacturing Department and the other with the Business Department to review the assessment cycle and apply it to program level student learning outcomes as described in the Program Review Handbook. A four-step process was developed as follows (the statements in parenthesis is the terminology from Dr. Badway's workshops):

- Step One: Identify program student learning outcomes and determine in which certificates and/or degrees these learning outcomes are anticipated [Identification and Norming (collaboratively authored and collectively accepted expectations) of Student Learning Outcomes].
- Step Two: Determine in which courses elements of the program student learning outcomes are incorporated.
- Step Three: Identify which program student learning outcome will be assessed.
- Step Four: Complete the Assessment Grid which includes the following elements
- Course(s)
- Assessment Method, Evidence and Rubric Elements [Identification/Prioritization and Norming Assessment (Evidence of Learning, Evaluation of Evidence, Acceptable Standard of Student Performance)]
- Standard of Learning
- Assessment Evaluation and Improvement Strategies Timeline [Implement & Evaluate Improvement Strategy]

Dr. Badway conducted two additional workshops on September 6-7, 2006. The focus of the September 6 workshop was the Instructional Group 3 in the Program Review cycle—Fine Arts & Humanities—along with other interested faculty and staff. The objective of the September 7 workshop was to provide information to the Curriculum Committee, the Program Review Committee, and Academic Senate to help those groups clarify their roles in refining and institutionalizing the assessment of student learning outcomes process. A subcommittee of the Program Review Committee met on September 18 and October 2 to draft revisions to the review elements and process. The Program Review Committee discussed the proposed revisions at the October 66, 2006 meeting and forwarded their recommendations to the Academic Senate for review.

The Senate, at its November 29, 2006, meeting created an ad hoc committee to review and make recommendations for a final revision of the handbook. The committee was headed by the senate president, and included the program review chair and four additional faculty members. One of these faculty members had already completed the program review process. The goal of this committee was to read the draft revision and make sure that all the questions were as explicit as possible, and that the language and definitions used were understandable. The committee confined its review to the general and instructional sections of the report. Revision of the non-instructional program section was deferred as the committee determined too few non-instructional programs had been reviewed to have sufficient data to undertake a revision. Changes included:
- Added and revised definitions
- Changed language for clarification of questions

- Student learning outcomes section revised to reflect the four-step process as defined in the Norena Badway workshops
- Appendices added for SLOs, Cycle 1 recommendations, and summary sheets
- Strengthened requirements for collaborative work on the review between North Centers and Reedley College faculty members
- Committee action language changed from "validation" (validated or not validated) to "substantiation" (unsubstantiated, minimally substantiated, substantiated, or well substantiated)

The ad hoc committee's recommendations were submitted to and approved by the Academic Senate in January and February 2007. In March 2007 the revised handbook was submitted and received final approval by the Program Review Committee and the Strategic Planning Council. Members of Instructional Group 3 (that group whose reviews were already underway) were given the option to using the old or revised handbook for their reports.

In fall semester 2007 Instructional Group 4 began the program review process. Non-Instructional Group 4 and Academic Services Group 1 began in spring semester 2008. While the program review process continues to evolve, those participating in the work of revision were gratified by the submission of an exceptional report during the fall semester 2007. The history department, following the revised handbook, created a report that many felt exemplified the goals and potential of program review. That report provided a(n):
- Realistic and analytical look at the program for the previous five years
- Excellent dialogue between faculty members at all college locations and centers
- In-depth analysis of the program's quantitative and qualitative data
- Review of trends of the program
- Clear vision of the future of the program
- Measurable student learning outcomes
- Program recommendations linked to trends, data analysis, and the strategic plan

The program review committee has identified this report as a model Cycle 2 program review report. Program staff will be able to study this report and get a clear idea of a successful approach to the task and the quality report sought by the review committee. This and all other program review reports are made available to all staff through a program review folder on the college's intranet.

The college has taken steps to integrate program review recommendations into institutional planning and resource allocation. For example, the college's new Resource Action Plan process, initiated fall semester 2007, requires applicants to link their resource requests to program review recommendations and the college's strategic plan.

In fall semester 2007 the Program Review Committee began discussion of how to follow-up on SLO analysis coming from program review. The committee felt the need for better mutual feedback as programs undertook their work assessing program SLOs. The committee proposed a change in the handbook requesting that programs submit a yearly progress report to the committee reporting specifically on SLO development, assessment, and evaluation. A proposed

form was created for addition to the appendix of the program review handbook. This additional form requires a formal handbook revision and as will go through the shared governance process.

The Program Review Committee also determined that the summary sheet needed revision to reflect the increased emphasis on student learning outcomes. The summary sheet was revised to focus attention on the development, assessment and evaluation of student learning outcomes as well as conclusions and recommendations identified as a result of the analysis of the quantitative and qualitative data. This revision was approved by the Academic Senate in March 2008.

The Strategic Planning Council also proposed a process revision. Program review summary sheets are currently submitted to the SPC. With the creation of the College Council, the college's new umbrella governance committee, the SPC recommended to the College Council that it would be more appropriate for the College Council to review and approve program review summary sheets. This change would link program review directly with planning, decision making, program improvement, and resource allocation.

Beginning in fall semester 2008, the role of the faculty member who chairs the Program Review Committee was expanded to include working with faculty and staff on the development, assessment and evaluation of student learning outcomes at the course, program, certificate, and degree levels. This is a faculty reassigned time position.

As of this report date Reedley College is half-way through Cycle 2 program review. The tables below lists the programs that have completed program review and the date the remaining programs will complete the process.

PROGRAMS THAT HAVE COMPLETED CYCLE 2 PROGRAM REVIEW

Program	Completion Date
Aeronautics	Spring 2006
Automotive	Spring 2006
Manufacturing	Spring 2006
Dental Assisting	Spring 2006
Environmental Horticulture	Spring 2006
Forestry/Natural Resources	Spring 2006
Agricultural Business	Spring 2006
Plant Science	Spring 2006
Animal Science	Spring 2006
Mechanized Agriculture	Spring 2006
DSP&S	Spring 2006
Business	Fall 2006
Office Technology	Fall 2006
Information Systems	Fall 2006
Food & Nutrition	Fall 2006
EOP&S	Fall 2006
Accounting	Fall 2006

Program	Completion Date
Counseling	Spring 2007
Health Services	Spring 2007
School Relations	Spring 2007
Political Science	Fall 2007
Philosophy	Fall 2007
Sociology	Fall 2007
Art	Fall 2007
History	Fall 2007
Psychology	Spring 2008
Guidance Studies	Spring 2008
Residence Halls	Spring 2008

PROGRAMS PENDING COMPLETION OF PROGRAM REVIEW CYCLE 2

Program	Pending Completion Date
Music	Fall 2008
Reading/Dev. Reading	Fall 2008
Speech	Fall 2008
Linguistics	Fall 2008
ESL	Fall 2008
Foreign Languages	Fall 2008
ASL	Fall 2008
English Composition/Writing Center	Fall 2008
English Literature	Fall 2008
Admissions & Records	Spring 2009
Tutorial	Spring 2009
Business Services	Spring 2009
Building Services/Grounds/Maintenance	Spring 2009
Food Services	Spring 2009
Math	Fall 2009
Biology	Fall 2009
Physics	Fall 2009
Computer Science	Fall 2009
Geography	Fall 2009
Engineering	Fall 2009
Physical Education/Intercollegiate Athletics	Fall 2009
Child Development	Fall 2009
Health Science	Fall 2009
Criminal Justice	Fall 2009
CASS	Fall 2009
LVN Program (Madera)	Fall 2009
Nursing Assistant Program	Fall 2009

Program	Pending Completion Date
Health Care Interpreter Program	Fall 2009
Library	Fall 2009
CALWORKS (modified)	Spring 2010
Campus Police	Spring 2010
Office of Instruction	Spring 2010
Computer Services	Spring 2010
Printing Services	Spring 2010

Future Plans

In September 2008, an ad hoc committee of the Program Review Committee was formed comprised of all the constituency groups to assess the effectiveness of the second cycle of Reedley's program review process and to recommend revisions to the Program Review Committee. The work of this committee will be completed by early 2009, so that all constituency groups will have the opportunity to have input into the revised Program Review Handbook before it goes into effect in fall 2009. In addition, during fall 2008, the draft annual progress report addition to the Program Review Handbook will be reviewed by the Program Review Committee and, pending their approval, will be forwarded to the College Council.

Conclusion

Recommendation 4 has been fully implemented. The revised program review process has been fully implemented and consists of three major sections – quantitative data analysis, qualitative data analysis, and student learning outcomes. Strategies by which student learning outcomes are identified and assessed and changes are made as a result of that assessment are the focus of the student learning outcome section. The conclusions and recommendations developed as a result of the data analysis of these three sections are used for planning, program improvement and resource allocation. Through the program review process Reedley College is systematically assessing and improving student learning and success. The Program Review Committee will continue to monitor the process in order to assess the continuing effectiveness of the process as well as the plan developed as a result of the program review process.

Evidence

- Academic Senate Meeting Minutes and Materials
- Program Review Committee Notes and Materials
- Program Review Handbooks
- Program Review Reports
- Resource Action Plan Handbooks
- Strategic Planning Council Meeting Notes and Materials

Recommendation 5: Library and Learning Resources
The team recommends that the college fully implement the previous team's recommendation by ensuring that professionally qualified library and learning resource staff provide support at all locations where these services are offered currently and will be needed as future centers and campuses are developed. (Standards II.C.1a, II.C.1b, II.C.1c, II.C.2)

Progress and Analysis

Both the spring 2004 Library Program Review and the October 2005 Accreditation Self-Study indicated a need for additional professional library services. The North Centers faculty recommended to the administration at the May 12, 2006, Division Representatives meeting the hiring of a librarian as the top priority for fall 2007 to coincide with the opening of the new Willow and International Center. The IOBC reviewed and affirmed the faculty recommendation, and the administration has agreed that the librarian would be the top priority for hiring in the Fall 2007 academic year.

In response to this recommendation, Reedley College hired a professional librarian in August 2007 to provide support and coordinate services for the North Centers (Madera, Willow International/Clovis, and Oakhurst sites). The college will continue to informally review all library and learning resource staffing each year and will formally review the library and learning resources program through the program review process starting fall semester 2008. This program review will assess, among other things, the status of current staffing, and any need for immediate or future staffing changes or additions.

The new full-time, tenure-track librarian is assigned to Willow International library on Tuesdays, Wednesdays, and alternate Fridays. She is assigned to Madera library on Mondays, Thursdays, and alternate Fridays. Since beginning her duties in August 2007 she has offered professional library reference services and collection development expertise at both sites; conducted library instruction presentations for North Centers students and staff; worked in person and by email with permanent and adjunct faculty seeking instruction or research services; participated as a member of the Curriculum, Student Success, and Technology committees; and attended district librarian meetings and professional development workshops.

The librarian will continue to provide and enhance library services to the North Centers locations through collection development, outreach, instruction, and professional development.   Work is underway on the creation of a collection development policy, the further development of classroom instruction in assignment- or resource-specific research skills, collaborative efforts with faculty to incorporate library instruction into face-to-face and web-based or web–assisted courses, and the introduction of a library blog.

Reedley College has additionally addressed staffing issues by hiring a Library Learning Resource Assistant 1 beginning August 14, 2006, thereby releasing librarians, both full-time and adjunct, to provide professional services to students and staff. The North Centers hired two additional permanent part-time instructional aides that work 19 hours in the evening to assist at the Madera and Clovis Center libraries.

Future Plans

The college is committed to providing quality staff at all locations where library and learning resources services are provided. The library begins the program review process in fall 2008 and will assess, among other things, the status of current staffing, and any need for immediate or future staffing changes or additions.

Conclusion

Reedley College has fully implemented the team's recommendation by hiring new qualified staff to ensure that support is provided to all locations. Processes are in place to regularly review staffing patterns and to make adjustments as necessary.

Evidence

- Library and Learning Resources Program Review 2004
- Minutes from May 12, 2006 Division Representatives Meeting
- Minutes from North Centers Library Advisory Committee
- North Centers' Year End Report, 2008
- SCCCD Library Services Meeting Minutes

Recommendation 6: College Strategic Planning Connection With District Strategic Planning

The team recommends that the college develop, implement and evaluate a college-wide strategic plan that 1) incorporates the individual planning efforts of the college and 2) results in a cohesive planning framework. Simultaneously, the college should remain cognizant of the strategic direction of the State Center Community College District as it moves toward increasing the number of colleges in the district. (Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, III.A.2, III.B.1, III.B.1a, III.B.1b, III.B.2, III.B.2a, III.B.2b, III.C.1, III.C.1a, III.C.1c, III.C.1d, III.C.2, III.D, III.D.1a, III.D.1b, III.D.2b)

Progress and Analysis

The response to Recommendation 2: Institutional Planning provided the progress, analysis and evidence of an integrated strategic planning approach that incorporated the planning efforts at Reedley College and North Centers. What follows in this response is intended to address how the college participated in the development of the SCCCD's revised strategic plan, and how the district plan reflects the strategic plans of the colleges and centers.

In response to the visiting team's recommendation in both Reedley and Fresno City Colleges' Accreditation Final Evaluation Report relative to the potential increase in the number of colleges in the district, Chancellor Thomas Crow formed a Strategic Planning for District-wide Facilities Committee in February 2006. This committee was charged with assisting in the planning process for the support of new and modernized facilities throughout the district. To this end, the committee may determine minimum staffing levels; unique factors at each location to be considered in setting minimum standards; and resource allocation for staffing, utilities, insurance, supplies, and other operational expenses. The committee consists of representatives from faculty, classified, and management staff from Reedley College, Fresno City College, North Centers, and the district office. The committee is chaired by the associate vice chancellor for business and operations. The committee's recommendations are made to the chancellor.

The committee began meeting during fall semester 2006 to assess the current levels of classified staffing at each location; and to begin strategizing for the fall semester 2007 opening of the Willow International expansion of the Clovis Center, the 2009 opening of the Madera Center vocational wing, the 2009 completion of the Fresno City College old administration building modernization project, and the 2012 opening of the Southeast Center.   Consideration was also given to long-range planning for additional colleges in the district, and other projects not yet funded. The inclusion of representatives from each site's strategic planning efforts will provide the necessary coordination between the district, Reedley College, North Centers, and Fresno City College.

In fall semester 2007 the committee reviewed a staffing table comparing each site with respect to FTES, head count, building square-footage per maintenance person, building square-footage per custodian, parking lot acreage per groundsman, landscape acreage per groundsman, FTES and head count per police officer. The committee came to the conclusion that a formula could not be uniformly applied across all sites due to variables such as age of buildings, college activities and events (including sports and athletics), overall acreage, and actual student bodies. At its January

2008 meeting, the committee determined that one of their goals will be to derive and monitor staffing data for each campus and center to determine future staffing levels.

The district's previous strategic plan was in effect 2004-2007. The process of developing the new district strategic plan began in March 2007 with an initial planning meeting of upper management that determined how representatives from the district office and the colleges and centers would be involved in the process. Burt Peachy and Scott Epstein, consultants from the Datatel Center for Institutional Effectiveness who worked with Reedley College, North Centers, and Fresno City College on the development of their respective strategic plans, facilitated the initial stages of the development of the district strategic plan. It was determined at this meeting that similar to the colleges and centers, *Blackboard* would be used to document the work on the district strategic plan.

On April 10-11, 2007, a large group of representatives from the district, and college and center constituent groups, met to begin the process of coordinated planning among the colleges and district office, and to synthesizing the college strategic plans into an overall district strategic plan. The California Community Colleges Chancellor's Office (CCCCO) five strategic directions were used as the initial template for synthesizing the plans. The outcomes of this first meeting were:
- The mapping of the ten strategic directions from the district's 2004-2007 plan, Fresno City College's eight strategic directions, Reedley College's seven strategic directions, and the North Centers nine strategic directions with the CCCCO's five directions (College Awareness, Access and Success, Student Success and Readiness, Partnerships for Economic and Workforce Development, System Effectiveness, and Resource Development)
- Re-naming of the five CCCCO directions based on the mapping exercise to Access, Awareness, and Success; Teaching and Learning; Workforce Readiness and Partnerships; Institutional Awareness and Communication; and Resource Development
- Mapping of each of the district's, colleges' and North Centers' strategic objectives to the five new district strategic directions
- Identification of key concepts and key performance indicators for each of the newly named five district strategic directions
- The identification of the need for a support team similar to that used by the colleges and North Centers in the development and implementation of their respective strategic plans

The seven-member support team was established with a membership representing all locations and constituency groups. The team is chaired by the vice chancellor for economic development and educational services. The team's responsibilities are similar to that of the Reedley College and North Centers support teams and are as follows:
- Serve as liaison between colleges/centers and the district
- Develop draft strategic themes, goals, objectives, and key performance indicators
- Link the district plan to the plans of the colleges and centers
- Support the action planning processes

The team met for a two-day workshop in early May 2007. The outcomes were:

- Affirmation that the district strategic plan would be a "rolling plan" with annual updates (as are the plans of the colleges and North Centers)
- Review and refinement of the mapping conducted in the April workshops
- Development of draft key performance indicators (KPIs)
- Planning for mid May 2007 focus groups

The Vice Chancellor for Workforce Development and Educational Services conducted three focus groups, one each at Fresno City College, Reedley College, and North Centers. The purpose was to obtain input on the five district strategic directions and how well they reflected the strategic goals and objectives of the colleges and centers. The input from these focus groups was used by the strategic plan support team to prepare the first draft of the strategic plan in July 2007. Each of the five strategic directions included a goal statement, three to five objectives, and key performance indicators.

The district hosted a community charrette on October 29, 2007. College, center, and district personnel served as facilitators and recorders. Documented were the participants' overall impressions of the draft strategic plan; as well as their specific recommendations as to the wording of each strategic direction introductory statement, goal statement, and objectives. This input was used to revise the district strategic plan which was presented to the Board of Trustees at its December 4, 2007, meeting. The board approved the 2008 State Center Community College District Plan at its January 8, 2008, meeting.

The district strategic plan support team was established as a standing committee and as such continues to meet to review data collected pertaining to the strategic plan's goals and objectives, and to what extent those goals and objectives may need revision.

Future Plans

The Strategic Planning for District-wide Facilities Committee continues to meet on a regular basis to access the emerging resource needs of the district.

The district Strategic Plan Support Team was established as a standing committee and as such continues to meet to review data collected pertaining to the strategic plan's goals and objectives, and to what extent those goals and objectives may need revision.

Conclusion

Reedley College, the North Centers and State Center Community College District have fully implemented this recommendation. Reedley College and the North Centers in coordination with Fresno City College have developed, implemented and assessed their respective strategic plans, and will continue to do so. The District has created two district-wide, cross-constituency groups that provide a strategic framework for each of colleges and centers taking into account the continued growth in the district.

Evidence

- District Strategic Plan
- District Community Charrette Materials
- District Strategic Plan Forum Notes
- District Strategic Plan Support Team Meeting Notes and Materials
- Fresno City College Strategic Plan
- North Centers Strategic Plan
- Reedley College Strategic Plan
- Strategic Planning for District-wide Facilities Committee Meeting Notes and Materials

Recommendation 3: Dialogue

The team recommends that the college improve communication by engaging in dialogue that is inclusive of all constituents, informed, and intentional about institutional quality and improvement. The dialogue should purposefully contribute to planning and institutional change. This dialogue must include formal and informal pathways for effective communication links and conflict resolution mechanisms so that information and recommendations are equally accessible to all constituent groups and centers. (Standards I.A.3, I.4, I.B.1, I.B.2, I.B.3, I.B.4, IB.5, IB.6, IB.7, IVA.1)

Progress and Analysis

Reedley College and North Centers have undertaken a wide-ranging effort to review their current formal and informal communication practices and implement new or revised practices. The goal of these efforts is to broaden the range of input into matters of institutional effectiveness, improvement, planning, and progress. Among these efforts are the following:

1. Reedley College has continued the practice of sponsoring "all college" retreats. As an example, the second annual retreat, held March 30, 2006, saw members of all constituencies and campuses in attendance. To create a more discursive dynamic, breakout groups were used for brainstorming/discussing the two primary agenda items:
    - the revision of the current strategic plan, and
    - an *ad hoc* committee's recommendation to reform the college's committee structure.

    As an outcome of the discussions pertaining to the first agenda item, the participants elected to extend a modified version of the current plan to fall 2007 with the notation that the new plan will be subject to a continual cycle of evaluation and revision. As an outcome of the dialogue regarding the second item, attendees decided to convene an *ad hoc* Committee on Committees Task Force to implement the recommendations forwarded by the 2004-05 *ad hoc* Committee on Committees.

2. The regular meetings among the college, Academic, and Classified Senate presidents and the regular meetings among North Centers vice chancellor, North Center faculty association president, and Classified Senate representative continue to be a vital part of institutional dialogue. The purpose of these meetings continues to be to discuss upcoming activities, meeting agendas, and strategies to address issues that may lead to conflict. Since the submission of the institution's accreditation progress report in October 2006 the presidents of the constituent representative organizations, in conjunction with the college president and North Centers vice chancellor have agreed to conduct these meetings prior to the closing of the legally required public notice period, established by California's "Brown Act" (California Government Code, § 54950-54962), so that all constituent groups may contribute items for college-wide discussion.

3. Students will continue to be voting members of various planning and governance committees.

4. Faculty, classified staff, and/or administration from both Reedley College and North Centers serve on the all institutional planning and governance committees, this includes the following committees and groups:

- Program Review
- Curriculum
- Sabbatical Leave
- Salary Advancement
- North Centers representative on Reedley College Strategic Planning Council
- Reedley College representative on North Centers Institutional Oversight and Budget Committee
- Academic Senate
- Classified Senate
- Academic Standards

5. The college has continued to expand its use of the district's PolyCom (distance learning "point-to-point" communication) system as a means to improve communication between the various locations that constitute Reedley College (Reedley, Willow-International/Clovis, Madera, and Oakhurst). Presently, the college broadcasts:
   - Academic Senate meetings
   - Academic Standards Committee meetings
   - California School Employees Association (CSEA, Local 379) meetings
   - Classified Senate meetings
   - Curriculum Committee meetings
   - Program Review Committee meetings and program presentations
   - Strategic Planning Council meetings
   - Sabbatical Leave Committee meetings
   - Salary Advancement Committee meetings
   - Accreditation Progress Report planning and response meetings
   More generally, this technology has been used expand the participation of staff at all locations in discussions of common concern. For example, the college's business and counseling departments have each used the system to conduct some of their department meetings.

6. The college has increased use of *Blackboard* as a tool for sharing institutional information and facilitating discussion. For example, *Blackboard* was used for disseminating information and eliciting feedback for the preparation of this midterm report. To assist those who have less familiarity with this technology, the college has reaffirmed its commitment to training. In past semesters, several flex day workshops were offered, but most recently the college has started training individuals based on their committee assignments (e.g., those involved in the RC strategic planning effort have been provided training on the use of Blackboard).

7. Leadership Retreats. The most recent was held off campus at CSU Fresno. The purpose of these retreats is to bring together representatives from the various campus constituencies to discuss plans and goals for the upcoming academic year. This year's gathering focused on topics related to:
   - Student services
   - Growth issues
   - Strategic planning

- Accreditation, and
- Facilities improvement ad modernization

8. Section 70901.2 of the California Education Code, as added by Senate Bill 235 (2001),

> […] [W]hen a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members. *(excerpted from California Education Code, sect. 70901.2(a))*

Reedley College and the North Centers went beyond the requirements of this legislation, and included Classified Senate representation with the college president/vice chancellor and the California State Employees Association local president in the task of appointing classified staff members to appropriate college governance and planning committees.

9. To improve effective communication within the constituency, the Reedley College/North Centers Classified Senate sponsored a Leadership Workshop on May 30, 2006. As a result of this workshop, the Classified Senate has resolved to:

- Establish e-mail distribution lists,
- Send out agendas one week in advance to give members time to contact their senator if they have a comment on an agenda item, an item to add to the agenda, or if they would like to attend the meeting,
- Send out minutes to the senators following the meeting, and take an electronic vote to accept the minutes so that senators may forward the minutes to their area in a more prompt fashion,
- Add a calendar to the website to denote the Reedley College Committee meetings in which classified staff are involved
- Post to the college web site Classified Senate meeting agendas, minutes and materials
- Link the agendas and minutes from all college committee meetings in which classified staff are involved to the Classified Senate web site.

10. As mentioned in the response to Recommendation 2, the college's Strategic Plan Support Team conducted twelve campus focus groups during spring semester 2007. The goal of these discussions was to ascertain the degree to which students, faculty, staff, and administrators from instruction, student services, and administrative services were engaged in the implementation of the 2006-2007 Reedley College Strategic Plan. The feedback generated by this internal scan was incorporated in the draft 2007-2008 strategic plan. This draft was disseminated to the campus community for input and specifically to the constituency groups for their review and approval.

11. On February 7, 2008, an announcement was sent to all members of the college community publicizing the initiation of "a new approach to enhance our communications network" called *Tiger Talk*. Each month, approximately 25 Reedley College employees receive a personal invitation to join the administrative staff at a breakfast or lunch. Over the course of the year, the goal is to allow all RC employees the opportunity to attend one of these gatherings and have the

opportunity to learn about campus projects, events, and activities, as well as have the opportunity to ask questions about the institution.

12. On April 21, 2008, Reedley College hosted a charrette to submit its draft 2008-2009 strategic plan to the broader community. Approximately 150 administrators, faculty, classified staff, students, and community leaders participated. Their feedback was incorporated in the 2009-2010 strategic plan.

One particularly significant effort that was undertaken since the submission of the college's ACCC/WASC Progress Report in October 2006 was Reedley College's comprehensive review of its committee and governance structure. An ad hoc committee was formed during spring semester 2007 and included representatives from all constituencies. Their task was to create a charter and by-laws for a new institutional oversight council. This group, the College Council, began operation at the start of fall semester 2007, and will soon begin the process of assessing its performance during its inaugural year.

One of the first acts of the College Council was to form an ad hoc committee to review and consider revisions to the existing college committee and reporting structure. This group, the RC-WOF Committee, included representation from administration, Academic Senate, Classified Senate, and CSEA. The members of this group posted all of their working documents to *Blackboard* for all staff to review. The group presented their findings and recommendations to each of the constituent representative organizations, as well as a few college committees. The group is currently preparing their final report, based on the feedback they have received.

Finally, the preparation of this accreditation midterm report involved the participation for all segments of the college community.
- The co-chair team was comprised of one administrator and one faculty member
- The steering committee was comprised of the co-chair team plus three administrators, one classified staff member, and one student representative
- Recommendation response teams were chaired by both faculty and administration
- Recommendation response teams had representation from at least three of the four college constituent groups

Future Plans

The college will continue to build on the successful communication strategies described in the response and analysis section.

Conclusion

The various constituent groups at Reedley College regularly collaborate to improve institutional communication. This occurs in formal ways through established committees, processes, and forums, and through informal or ad hoc ways as described above. This dialogue includes representatives of all appropriate constituencies and is directed at the improvement of institutional quality, and serving the goal of wide distribution of information and broad-based participation in the on-going pursuit of institutional effectiveness.

Evidence

- All College Retreat Notes and Materials
- Planning and Governance Committee Membership Rosters
- PolyCom Meeting Logs
- *Blackboard* List of Organizations
- Leadership Retreat Notes and Materials
- Classified Senate Meeting and Workshop Notes and Materials
- Strategic Plan Meeting Notes and Materials
- Tiger Talk Invitations
- Charrette Notes and Materials
- RC-WOF Documents
- College Council Meeting Notes and Materials
- Accreditation Meeting Notes, Materials and Documents

Accreditation Self Study

Update on Planning Agendas

Standard I: Institutional Mission and Effectiveness

1.1   Increase and improve communication and interaction between Reedley College and the North Centers with particular emphasis on the program review process.

Response:

As a means to improve communication among the various locations that constitute Reedley College (Reedley, Willow International/Clovis, Madera, and Oakhurst), the college has continued to expand its use of the district's PolyCom (distance learning "point-to-point" communication) system. Presently, the college broadcasts:

- Academic Senate meetings
- Academic Standards Committee meetings
- California School Employees Association (CSEA, Local 379) meetings
- Classified Senate meetings
- Curriculum Committee meetings
- Program Review Committee meetings and program presentations
- Strategic Planning Council meetings
- Sabbatical Leave Committee meetings
- Salary Advancement Committee meetings
- Accreditation Progress Report planning and response meetings

Additionally, this technology has been used to expand the participation of staff at all locations in a variety of situations for discussions of common concern. For example, the college's business and counseling departments have each used the system to conduct some of their department meetings.

The college's program review process requires reports that encompass all locations. Faculty, staff, and administrators involved in these reviews have used common flex days, as well as other opportunities, to meet and collaborate on the preparation of comprehensive program review reports.

1.2   The institution will increase communication among the faculty and staff relative to duties and responsibilities of the institutional research coordinator, as well as the methods used in the collection, analysis and use of data used in assessing the college's effectiveness.

Response:

The following was implemented to increase access and communication:
- New Institutional Researcher hired in fall 2008
- Created a research *Blackboard* site (through the Reedley College Office of Instruction)
- Standardization of program review data
- Access to program review data provided on college intranet

- External scan information added to strategic planning *Blackboard* site
- Program review orientation meetings conducted by program review chair and researcher
- Created research request form
- Researcher serves on Strategic Planning and Program Review committees, and Strategic Plan Support Team
- Performance indicators and outcome measures developed and benchmarked (used to assess the college's effectiveness in addressing the strategic plan directions, goals, and objectives)

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

The various constituent groups at Reedley College regularly collaborate to improve institutional communication. This occurs in formal ways through established committees, processes, and forums, and through in-formal or ad hoc ways. This dialogue includes representatives of all appropriate constituencies and is directed at the improvement of institutional quality, and serving the goal of wide distribution of information and broad-based participation in the on-going pursuit of institutional effectiveness.

One of the first acts of the College Council was to form an ad hoc committee to review and consider revisions to the existing college committee and reporting structure. This group, the RC-WOF Committee, included representation from administration, Academic Senate, Classified Senate, and CSEA. The members of this group posted all of their working documents to *Blackboard* for all staff to review. The group presented their findings and recommendations to each of the constituent representative organizations, as well as a few college committees. The group presented the final report to the College Council in May 2008. Changes approved by the College Council began to be implemented in August 2008.

Monthly town hall meetings are held which typically include reports on the status of the strategic planning process include the development and implementation of resource action plan as well as status reports regarding accreditation. These meetings are loosely structured to allow for more open dialog.

Standard II: Student Learning Programs and Services

2A.1   Reedley College will continue to develop student learning outcomes and will identify appropriate means to measure the assessment of those outcomes. The existing curriculum development, program review, and strategic planning processes will be utilized to frame the dialogue.

Response:

The Reedley College Curriculum and Program Review committees will continue their dialogue and work on ensuring that all Course Outlines of Record and degrees and certificates identify student learning outcomes and assessment methodologies. Annual program review progress reports will continue to be submitted by programs as they complete the program review cycle. These annual progress reports will examine which student learning outcomes have been assessed, what methodologies were used to assess them, which faculty were involved, what the results of the assessment indicate, and how the analyses of the assessment results are being used to implement changes to improve learning. The strategic planning process will use the conclusions and recommendations from program review in the development of appropriate strategic objectives and goals.

2A.2   Reedley College will diversify class offerings with particular attention to short-term, evening, and web-based classes. This will be reflected in the schedule of classes.

Response:

The college began its assessment of class scheduling by creating several reports for use in the planning process. This planning process has focused in particular on identifying the need for web-based or web-assisted classes, short-term classes, and evening classes. These reports include:

- Capacity Report—a summary of all courses offered and enrollment
- Comparison Report—a measure of enrollment at opening and at census, drops, retention, and success (three complete years of data as of December 2007)
- Wait List Report—oversubscribed class sections, students awaiting an available slot

Several developments have occurred through a continuing assessment of class scheduling. The evening program was expanded and is now offering students the opportunity to complete a two-year degree by taking evening classes exclusively at any one of three off-campus locations—Sanger, Selma, and Dinuba. The schedule of classes includes a chart that students can use to plan their class schedules at these sites. The North Centers evening program was surveyed to ensure students can complete all associate degree requirements by attending evening classes only.

A schedule of classes was developed that will enable a high school student to complete their first year of college while still in high school. This program is being piloted beginning fall semester 2008 at the college's Dinuba site.

There has been a significant increase in the number and breadth of web-assisted classes offered by the college. At North Centers, the number of web-assisted classes increased over 100% from fall semester 2007 to fall semester 2008. Notable at Reedley College is the increase in availability of web-assisted mathematics classes. MATH 101, 103, and 11, some of the most heavily subscribed courses on campus, are now all available in a web-assisted option. MATH 250 will be offered web-assisted beginning spring semester 2008.

Reedley College has focused particular attention on web-assisted classes—classes having a web-based component along with traditional classroom time. Examples of recently developed web-assisted classes include two natural resources courses. In these instances it was determined that student needs would best be met by a class that was predominantly traditional and only 20% web-based. An example of another variation is ENGR 8. Beginning spring semester 2008, students will have the option of choosing either a web-based or face-to-face lecture, while the lab portion remains face-to-face for all enrollees. A variety of other classes are currently being explored for similar web-based or web-assisted options.

During spring semester 2008 the college created a 50% released time faculty position for a teacher trainer in web-based applications. A veteran educator, experienced in web-based teaching, is now assisting faculty wishing to develop web-based or web-assisted classes, as well as those simply wishing to increase the use of *Blackboard* and other technology in traditional classroom settings. A variety of workshops occurred during the spring semester 2008 involving faculty from many disciplines.

The Reedley College vice presidents of instruction and student services, and the institutional researcher, facilitated meetings of the Dean's Student Advisory Council (DSAC), department chairs, and Enrollment Committee (includes counselors and school relations staff) to review the schedule of classes. This review resulted in numerous adjustments being made to the schedule of classes publication. These changes included adding course descriptions; and listing how courses met major, degree, and graduation requirements. A key was created to identify first nine-week, second nine-week, online and distance education classes; and class locations. Classes offered at off-campus locations are listed separately by location, but are also listed within the main section of the schedule along with all other sections of that class (e.g., the college's Dinuba site has its own section, but is also included with the main listing of classes). Web-assisted, distance education, short-term, and evening classes are similarly listed separately, but also included in the main class offerings section. The listing of web-assisted classes in the class schedule clearly identifies that portion of the class conducted on the web that which is conducted in a traditional on-campus setting. The table of contents for the schedule of classes was converted to an alphabetical subject content index at the front of the schedule of classes. Overall the schedule of classes is more user-friendly.

2A.3   Reedley College will provide additional resources to support faculty in order to more effectively deliver distance education courses.

Response:

Since the last accreditation report several steps have been taken that lend institutional support to distance education, both in web-assisted and in Polycom television formats. The North Centers Willow International Community College Center opened fall semester 2007 with two brand new Polycom (point-to-point) distance learning classrooms. These two new classrooms were equipped with the state-of-the-art Polycom units, plasma screens, document cameras, computers, digital projectors, and sound systems to ensure that students at all sites can follow the instructor, regardless of their location. Reedley College has recently updated Polycom systems in several classrooms. Madera Center has installed digital projectors and smart classroom technology in all classrooms on the site.

North Centers also hired a new instructional dean with a special expertise in the use of technology in the classroom. The job title is Dean of Instruction and Technology. The centers ran two Saturday workshops for any full-time or part-time faculty member interested in receiving training in use of *Blackboard*, *PowerPoint*, *Web Advisor*, and *Outlook*. The centers updated their technology plan for 2007-2008.

Both Reedley College and North Centers increased the number of tablet PCs in their inventories and the number of faculty trained in their use for distance education. North Centers added six more tablet PCs while Reedley College added eleven. The math, science, and engineering faculty at Reedley College are especially well equipped, with 70% of the math faculty, and all of the chemistry, engineering, and computer science faculty using tablet PCs.

Both Reedley College and North Centers added site licenses for *Tegrity* software for use in web-assisted courses. The *Tegrity* program allows instructors to capture their in-class instruction on video, capture *PowerPoint* presentations shown in class, and also capture anything written on their tablet PCs. The tablet PCs take the place of white boards, projecting all instructor written information to the screen and allowing the information to be captured in *Tegrity*. The entire instructional lesson can then be uploaded into *Blackboard* and students can review parts of the lecture. Instructors teaching web-assisted classes can post their entire lessons on *Blackboard*.

Both sites purchased copies of *Camtasia* software as an experimental alternative to *Tegrity*. Reedley College also purchased a 15-unit license for *Impatica*, which will run *PowerPoint* presentations as though streamed without having to use a streaming server. The district purchased and installed a streaming media server to run the *Tegrity* and *Camtasia* software.

The *Blackboard* system that supports web-based distance education (as well as non-distance education courses) was upgraded in several ways:

1. The hosting and management of *Blackboard* was moved from the district to an outside expert source.
2. Technical support for instructors using *Blackboard* was upgraded to a 24/7 service.
3. Interested faculty were given training on *Blackboard* and other distance education software tools during several different flex days at all college sites.
4. *Wimba Tools* software was added to *Blackboard*. This software provides voice/audio capability for announcements, email, and discussion boards. *Wimba Live Classroom* software was added to *Blackoard*. This feature provides a synchronous, interactive classroom experience for off-site students using text chat, audio and video, as well as providing a recording and archiving function for later playback.

A new, released time faculty position at Reedley College was created and staffed to provide support and assistance to faculty in distance education. This position provides faculty with training and assistance on *Blackboard*, *Tegrity*, and other web-based teaching tools.

2B.1   The college will develop and implement a plan to extend student services using traditional and technology-based resources, both on-campus and at off-campus sites, including evening and weekend hours.

Response:

Reedley College now offers web-based student services for admissions and records, registration, financial aid, EOP&S progress monitoring, interactive live web-based counseling help, indexed Frequently Asked Counseling Questions, new student orientation, and CAHSEE web-based access to high school exit exam preparation (using *Brain X* software).

Live counseling is web-based synchronous communication, focusing on general counseling questions. The system has an intake form that records session time, date, student demographics, home campus, and the chat transcript. A database tracks the contact and the student evaluation of the service. This convenient, real-time access to a counselor is provided day and evening. Web-based live counseling services have been provided to 1,740 students. The Frequently Asked Counseling Questions system has been accessed 7,426 times. The web-based new student orientation has been used by 503 students since its initiation in fall semester 2007.

In addition to web-based student services, day and evening in-person student services are offered at Reedley College, Willow International Center, Madera Center, Oakhurst Center, and the Kerman South Center site.

2C.1   The ad-hoc information competency committee will continue to meet to assess the information competency needs of students and faculty.

Response:

A joint ad hoc committee of the Curriculum and Program Review Committees was created in September 2008 for the purpose of creating general education student learning outcomes and assessment methodologies. The committee began its work by reviewing examples of other colleges' general education student learning outcomes. Many of these examples include learning outcomes in information skills and competency. It is anticipated that the development of these outcomes will be completed by the end of the Spring 2009 semester.

Standard III: Resources

3A.1   Reedley College will seek ways to more effectively evaluate faculty and others responsible for student progress toward achieving stated student learning outcomes. The evaluation processes will be developed in collaboration with union and senate representatives to ensure compliance with appropriate contracts.

Response:

Since fall 2007, all Reedley College faculty hiring announcements have listed student learning outcome development and assessment as essential responsibilities of all instructional positions. Developed with the appropriate advice and consent of the Reedley College Academic Senate and the State Center Federation of Teachers, the guidelines of the "Self-Evaluation, Tenured Faculty" provide instructors an opportunity to describe and evaluate specifically their participation in the development, assessment, and evaluation of the student learning outcomes of their department courses and programs and of the college's general education requirements, degrees, and certificates.

Also developed with the appropriate advice and consent of the Reedley College Academic Senate and the State Center Federation of Teachers, evaluation criterion number two of the "Faculty Evaluation" form, states "Teaches course in compliance with syllabus and course outline. Syllabus contains contact information, dates, policies, course objectives and SLOs." This provides for the specific evaluation of the instructors' awareness of and assessment of the student learning outcomes in the implementation and modification of the instructional design of the courses they teach.

In addition, and also developed with the appropriate advice and consent of the Reedley College Academic Senate and the State Center Federation of Teachers, the evaluation criteria of "Duties and Responsibilities: Evaluation of Contract Employee by Administration (Years 1 and 2)" provides for the evaluation of instructors' participation in the development, assessment and evaluation of the student learning outcomes of their department courses and programs and of the college's general education requirements, degrees, and certificates.

3A.2   Reedley College will assess its current human resource allocation to develop and implement a classified position transition plan that will meet the current and future needs of the college. This transition plan will be fully integrated with the institutional planning process that begins with the development of the next strategic plan in winter 2006.

Response:

Reedley College implemented a three-year plan in 2002 to transition numerous temporary classified positions to permanent full-time or permanent part-time positions. Due to budget constraints the plan was in hiatus for two years. However, the plan is now

concluded with the recent employment of a Clerk III in the building services department and an Administrative Aide for an instructional dean. There are no immediate plans for additional classified staffing at the Reedley campus.

The North Centers staffing plan shows a steady growth of administrative support staff. The plan is to add six positions in 2009-2010, including an institutional research coordinator, a curriculum assistant, and instructional aides. Ten positions will be added in 2010-2011, and another eight positions in 2011-2012.

3B.1   The college will finalize the three-year equipment replacement plan and incorporate it into the budget planning process.

Response:

Because so much of Reedley College's equipment replacement needs relate to technology, the college has focused its attention on the development of a technology replacement plan. Such a plan was developed and implemented beginning fiscal year 2007-2008. Reedley College and North Centers jointly fund a director of technology. The replacement plan was developed with his leadership, and was used during the March 2008 budgeting process to identify new and replacement technology needs.

The college's equipment inventory is maintained by the district office. In June 2007, a private company was contracted by the district to assess the equipment inventory. The result was an up-to-date inventory. Each department is responsible for annually reviewing their respective inventory list and identifying equipment in need of replacement. Equipment so identified, as well as new acquisitions, may then be requested by faculty, staff, or administration through the new Resource Action Plan proposal process that was initiated in 2007-2008.

The district office also maintains a deferred maintenance program in which equipment is identified that should be replaced or serviced on a five-year basis. Boilers, air-conditioners, electric carts and similar equipment fall under this five-year rotation plan.

3C.1   Reedley College will complete and begin implementation of a technology plan to be fully integrated with institutional strategic planning processes.

Response:

A director of technology was hired in fall semester 2005 that serves both Reedley College and North Centers. Under his leadership the North Centers technology plan was updated and the process for developing an overall technology plan for Reedley College was initiated. The North Centers technology plan is fully integrated with the North Centers

strategic plan goals and the SCCCD strategic plan goals. North Centers' 25-member Technology Committee meets every six weeks. The committee evaluates the centers' technology plan on a continuing basis.

At Reedley College a technology replacement plan was developed in spring semester 2007 and was used to determine new and replacement technology needs for the 2007-2008 fiscal year. The technology replacement plan is reviewed annually. A proposal to fold Reedley College's technology committee into the facilities committee is currently being discussed for implementation fall semester 2008.

3C.2   The college, under the direction of the director of technology (hiring process underway) will develop plans with faculty and staff to further integrate technology across the curriculum to include strengthening of the infrastructure, training of faculty and staff, and enhancing student learning outcomes.

Response:

A director of technology was hired in fall semester 2005 that serves both Reedley College and North Centers. At Reedley College one faculty member has 50% released time to train colleagues and staff in all aspects of web-based teaching and the use of *Blackboard*, *Tegrity* and other technology tools. The trainer organizes and conducts workshops for full-time and part-time faculty and assists with the integration of technology into all phases of instruction. North Centers has a standing committee that addresses issues regarding web-based instruction and suggests improvements.

The computer networking infrastructure was improved and wireless access points are made available all over Reedley, Madera, and Willow International campuses. A model for web-based counseling was developed and implemented to improve advising, retention, and student success. This service is available to all students in the district.

3D.1   The business manager will work with the Budget Advisory Committee and budget area managers to increase college constituent participation in the budget development process and to improve communication within the college regarding financial and budget information.

Response:

The Reedley College vice president of administration has taken actions to improve communication within the college about college, district, and state financial and budgetary issues. Personal presentations and email were used to regularly update the college community on the status of the state budget and community college financing issues, as well as district and college budgetary processes. Presentations were made to various college groups sharing information from organizations such as the Community College League of California, California Association of School Business Officials, and

California Community Colleges Chancellor's Office. Those groups having heard these presentations include the Budget Advisory Committee, Executive Cabinet, and Instructional Department Chairs committee. Additional presentations were also provided to groups of employees in the instructional, student services, and administrative services divisions of the college.

To increase faculty and staff participation in the budget development processes, the college began the Resource Action Plan (RAP) fall semester 2007. The Reedley College Strategic Plan Support Team devised the RAP form and processes, developed a handbook, and created materials that were used in training workshops conducted in September and October 2007. The RAP form addresses how the proposed strategy or activity links to the 2007-08 college goals, strategic objectives, program review recommendations, and performance indicators or outcome measures. All forms, directions, and workshop materials were posted on *Blackboard*. The RAP process was used for funding the following areas:
- 2007-08 Instructional equipment/CTE equipment
- 2008-09 New faculty positions
- 2008-09 Lottery funds ("Decision Packages")
- 2008-09 Instructional equipment/CTE equipment
- 2008-09 Perkins funding

Thirty-four submissions were received—twenty from the instructional areas, six from student services, and six from administrative services. The Strategic Planning Council reviewed the forms for completeness and then forwarded them to the College Council. The council discussed and evaluated the proposals and made their recommendations to the college president.

Standard IV: Leadership and Governance

4.1   The Board Code of Ethics will include a clearly defined policy for dealing with behavior that violates its code.

Response:

The State Center Community College Board of Trustees revised their Code of Ethics/Standards of Practice on October 6, 2006. This revised Board Policy (BP 2715) describes the process by which a board member who violates the Code of Ethics will be censured.

Censure Policy

1. Statement of Purpose. Censure is an official expression of disapproval passed by the Board. A Board Member may be subject to a resolution of censure by the Board should it be determined that any form of Trustee misconduct has occurred.

All Board Members are expected to maintain the highest standards of conduct and ethical behavior. In order to maintain public confidence in the Board, and the governance, the Board will be prepared to investigate the factual basis behind any charge or complaint of Trustee misconduct.

2. Censure Procedure. A complaint of Trustee misconduct is submitted by another member, or by a member of the public. The Board will first consider the complaint to determine whether further investigation is warranted. If the Board does determine such further investigation or consideration is warranted, the complaint will be referred by the Board President for investigation and review to an ad hoc committee composed of three Trustees not subject to the complaint. In a manner deemed appropriate by the committee, a thorough fact-finding process shall be initiated and completed within a reasonable period of time to determine the validity of the complaint. This process may include an external investigator, as appropriate.

The Trustee subject to the charge of misconduct shall be permitted to present information to the committee.

The committee shall, within a reasonable period of time, make a report of its findings to the Board for action.

3. The committee, if it determines censure may be appropriate, will direct the Chancellor to draft a Resolution of Censure and place the matter on the agenda of the next regular or special Board meeting for consideration by the Board as a whole.

<u>Conclusion</u>

In the Self Study, Reedley College identified fifteen planning agendas that can be broadly categorized as follows:
- Planning
- Communication & Participation
- Student Learning and Access
- Resource Identification and Allocation

The college has made excellent progress in addressing these planning agendas, many of which were reflected in the commissions' six recommendations.