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**REEDLEY COLLEGE**  
995 North Reed Avenue  
Reedley, California 93654

**Progress Report**

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

October 15, 2006

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**CERTIFICATION OF THE PROGRESS REPORT  
OCTOBER 15, 2006**

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 Progress 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 Progress Report accurately reflects our response to date to the recommendations of the 2005 Accreditation Visiting Team.

Signed:

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Leslie W. Thonesen, President  
Board of Trustees

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Thomas Crow, Chancellor  
State Center Community College District

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Barbara A. Hioco, President  
Reedley College

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Terry Kershaw, Vice Chancellor  
North Centers

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Ron Nishinaka, President  
Academic Senate

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Lois Williams, President  
Classified Senate

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LaShanda Mack, President  
Associated Student Body

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Kimberly Perry, Accreditation Liaison Officer

## STATEMENT OF PROGRESS 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. 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.

Beginning in February, the various governance committees formally discussed the development of the Accreditation Progress Report. These committees include 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 report 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 monthly 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.

In mid-July, the Accreditation and Project Co-Chairs and the Leadership Liaison Teams met jointly to review the second draft of each of the recommendation responses. All of the responses 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 of this Progress Report so that only a summary of the dialogue described in the other 5 responses would be necessary, thus allowing more emphasis to be placed on additional, unique dialogue.***

The final draft of the Progress Report was presented to the entire college on August 10, 2006, the opening day of the fall 2006 semester. The 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 September 5, 2006, meeting. Between the initial presentation to the college on August 10, 2006, and the acceptance by the Board on September 5, 2006, opportunities for input to the report were provided as follows:

August 18, 2006	North Centers Division Rep Meeting
August 18, 2006	North Centers Institutional Oversight and Budget Committee
August 22, 2006	Academic Senate Meeting
August 23, 2006	Reedley College Town Hall Meeting
August 23, 2006	North Centers Town Hall Meeting
September 6, 2006	Classified Senate Meeting
September 6, 2006	Reedley College Town Hall Meeting
September 12, 2006	Academic Senate Meeting
September 20, 2006	Reedley College Town Hall Meeting
September 28, 2006	North Centers Town Hall Meeting
October 4, 2006	Reedley College Town Hall Meeting

Signed:

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Barbara Hioco, President  
Reedley College

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Terry Kershaw, Vice Chancellor  
North Centers

**REEDLEY COLLEGE/NORTH CENTERS  
ACCREDITATION RECOMMENDATIONS IMPLEMENTATION TEAMS**

**Project Oversight:**

Strategic Planning 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
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

**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
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

**Recommendation #3: Dialogue**

Bill Turini *	Faculty, Reedley College
Debbie Ikeda	Vice President, Instruction and Student Services, 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  
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  
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  
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

\* Primary Author

## PROGRESS 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 at which any discussion/review occurred)

FEBRUARY	Feb 7, 2006	President's Executive Cabinet Meeting
	Feb 8, 2006	Reedley College, All College Meeting
	Feb 10, 2006	North Center Division Representatives Meeting
	Feb 13, 2006	Reedley College Executive Cabinet Meeting
	Feb 14, 2006	Academic Senate Meeting
	Feb 21, 2006	Reedley College President's Cabinet Meeting
	Feb 22, 2006	Strategic Planning Council Meeting
	Feb 28, 2006	Academic Senate Meeting
MARCH	Mar 9, 2006	Strategic Planning Council Meeting
	Mar 15, 2006	Classified Senate Meeting
	Mar 21, 2006	Reedley College President's Cabinet Meeting
	Mar 24, 2006	Institutional and Budgeting Oversight Committee
	Mar 28, 2006	Academic Senate Meeting
	Mar 30, 2006	Reedley College All College Retreat
APRIL	April 18, 2006	Reedley College President's Cabinet Meeting
	April 19, 2006	Classified Senate Meeting
	April 20, 2006	Strategic Planning Council Meeting
	April 23, 2006	Joint Strategic Planning Council and Institutional Oversight and Budget Committee Workshop
MAY	May 9, 2006	Academic Senate Meeting
	May 11, 2006	Strategic Planning Council Meeting
	May 19, 2006	Accreditation Recommendations Implementation Team Meeting
	May 22, 2006	Joint Strategic Planning Council and Institutional Oversight and Budget Committee Workshop
	May 23, 2006	District Strategic Planning & Data Presentation
Drafts of College Responses	May 16, 2006	
	June 1, 2006	
	July 1, 2006	
	August 1, 2006	
MAY	May 16, 2006	Accreditation Response Co-Chairs Meeting
	May 30, 2006	Accreditation Response Co-Chairs Meeting
JUNE	June 6, 2006	Accreditation Response Co-Chairs Meeting

June 8, 2006 Strategic Planning Council Meeting  
 June 13, 2006 Accreditation Response Co-Chairs Meeting  
 June 20, 2006 Accreditation Response Co-Chairs Meeting  
 June 27, 2006 Accreditation Response Co-Chairs Meeting

JULY

July 6, 2006 Accreditation Response Co-Chairs Meeting  
 July 11, 2006 Accreditation Response Co-Chairs Meeting  
 July 11, 2006 Recommendation #4 Leadership Liaison Team Meeting  
 July 13, 2006 Strategic Planning Council Meeting  
 July 18, 2006 Accreditation Response Co-Chairs and Recommendation #1 Leadership Liaison Team Meeting, 1 – 4 pm  
 July 19, 2006 Accreditation Response Co-Chairs and Recommendation #5 Leadership Liaison Team Meeting, 9 am – 12 noon  
 July 19, 2006 Accreditation Response Co-Chairs and Recommendation #4 Leadership Liaison Team Meeting, 1 – 4 pm  
 July 20, 2006 Accreditation Response Co-Chairs and Recommendations #2/#6 Leadership Liaison Team Meeting, 9 am – 12 noon  
 July 20, 2006 Accreditation Response Co-Chairs and Recommendation #3 Leadership Liaison Team Meeting, 1 – 4 pm  
 July 25, 2006 Accreditation Response Co-Chairs Meeting

AUGUST

Aug 1, 2006 Accreditation Response Co-Chairs Meeting  
 Aug 8, 2006 Accreditation Response Co-Chairs Meeting

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

## **RESPONSE TO THE REQUEST OF THE COMMISSION**

### **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**

In the course of crafting the Institutional Self Study in Support of Reaffirmation of Accreditation, Reedley College identified three planning agenda items addressing student learning outcomes (SLOs).

- 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.
- 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.
- 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.

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 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 various constituent groups represented on the college's 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 Fall 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 this last 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 now. 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. Currently, Reedley College has approximately 75 transfer-level CORs (out of well over 700 CORs) that are now older than five years, and these are the outlines to be revised and updated this 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 currently an Associate Professor at the University of the Pacific. She is conducting 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 groups 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 will be discussing the proposed revisions on October 6.

## **Future Plans**

Dr. Badway is scheduled to conduct one additional general workshop in November and will conduct 3 – 4 advanced workshops during spring 2007. The advanced workshops will focus on developing assessment strategies.

The college will develop a process to determine and implement relevant assessment methodologies, based on collaborative dialogue by the Academic Senate, Classified Senate, Curriculum Committee, Program Review Committee, Strategic Planning Council, IOBC, 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.

## **Evidence**

Student Learning Outcome Development in the Program Review Cycles  
Curriculum Minutes and Outline Revisions

Outlines currently approved by the Curriculum Committee include SLOs

Guidelines on SLO development in the curriculum folder on the Website.

Agendas and notes from presentations by Dr. Badway

Schedule for future workshops to be presented by Dr. Badway

Information distributed at North Center's Division Representative meeting on SLO development

Curriculum Institute 2006 (attended by chair, followed up with a flex workshop in fall)

## RESPONSE TO THE REQUEST OF THE COMMISSION

### **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)

### **Progress and Analysis**

#### *Introduction: Recommendation #2 and Recommendation #6*

The overarching structure serving to guide discussion and decisions concerning the direction of the college is the Reedley College Strategic Plan 2002-2005. The Strategic Planning Council (SPC) discussed at the November 16, 2004, meeting the process by which the 2002-2005 plan would be revised and updated. It was determined that in light of the then pending October 2005 Accreditation site visit that progress on the plan would be updated by May 2005 and that planning agendas from the self-study and any recommendations from the site visit would be the basis for the development of the next strategic plan.

The planning agendas from the self-study pertaining to strategic planning are as follows:

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.

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.

3.A.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.

In February 2006, the Strategic Planning Council met to review the accreditation evaluation team's report which includes the six recommendations and to begin 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).

The Institutional Oversight and Budget Committee (IOBC) for the North Centers is their steering committee for college-wide strategic planning, similar to the SPC at Reedley College. To ensure open communication and collaborative planning, a member of the North Centers IOBC sits on the Reedley College SPC. The North Centers currently has a strategic plan that ends in December 2006.

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 District's Strategic Plan is operational through 2007, and the process of developing the new strategic plan has begun. The goal is that by January 2008, Reedley College, Fresno City College and the North Centers will have separate, yet linked, strategic plans coordinated with the new District Strategic Plan. The District Board of Trustees will approve all final strategic plans.

Strategic Plan Support Teams, one each for Reedley College and the North Centers, were created consisting of faculty, classified staff and administration with the Institutional Researcher and the Director of Technology serving on both. The responsibilities of the teams are to

- Serve as liaisons between college community and project facilitators/consultants
- Provide information (internal, external scans, program reviews, etc.)
- Arrange for logistics of meetings
- Maintain Blackboard site
- Distribute other communications as deemed necessary by the Reedley College Strategic Planning Council or the North Centers Institutional Oversight and Budget Committee
- Bring new proposals from units in the college to the Strategic Planning Council/Institutional Oversight and Budget Committee
- Submit materials to members at least 72 hours prior to meetings
- Prepare meeting agendas and materials and distribute at least 72 hours prior to meetings
- Record & distribute meeting minutes.

#### College-Wide Strategic Planning (Recommendation #2)

As part of their ongoing strategic planning process, the North Centers developed a draft staffing plan in preparation for the revision of the strategic plan and the opening of the new Willow International site in fall 2007. This draft staffing plan identifies the fiscal, physical, and human resources that will be necessary to establish new programs and facilities and operate the centers from spring 2007 through 2012, with movement towards approval of the Willow International Center as the third college of the State Center Community College District. This staffing plan has been disseminated widely to the North Centers faculty and staff and was reviewed by the Institutional Oversight and Budget Committee. In addition, the growth and development of the

North Centers, including phases one and two of the Willow International site, the occupational training center at the Madera Center, and additional growth plans for the Oakhurst Center, were reviewed by the Chancellor with the Board of Trustees at the March 2006 retreat. The full implementation of this draft plan is contingent upon the ability of the district to fiscally support future construction and personnel needs, as well as monies from a state higher education facilities bond proposition to be placed on the November 2006 ballot for the construction of the Willow International phase two project.

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.

The initial joint Reedley College Strategic Planning Council (SPC) and North Centers Institutional Oversight and Budget Committee (IOBC) meeting 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.

On July 19, 2006, the Reedley College Strategic Planning Support Team met and revised the third strategic direction--Teaching and Learning--goal statement and crafted its four objectives. These were posted to Blackboard for comment by the entire SPC.

On July 26, 2006, the Reedley College Strategic Planning Support Team met and revised the fourth strategic direction--Student Services--goal statement and crafted its three objectives and the sixth strategic direction--Information Technology--goal statement and crafted its three objectives. These were posted to Blackboard for comment by the entire Strategic Planning Council.

On July 31, 2006, the Reedley College Strategic Planning Support Team met and reviewed the Planning and Assessment Strategic Direction, goal statement, and its three objectives. The team revised the Infrastructure Strategic Direction, goal statement, and crafted its four objectives.

On August 7, 2006, the Reedley College Strategic Planning Support Team met to review the revised goal statements and objectives for all seven strategic directions and to prepare for the all-college forums scheduled for August 10, 2006.

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 will meet on October 12 to review all draft materials.

### **Future Plans**

On October 18, 2006, the consultants will meet jointly with the Strategic Planning Council and Institutional Oversight and Budget Committee to develop a shared understanding of the details of external scanning activities, identify anticipated outcomes and reach general agreement as to what strategies to be employed. On October 18 and 19, 2006, the consultants will work with each of the Strategic Planning Support Teams to calendar the external scanning activities and to determine the scanning logistics (who/what/where/etc.).

The Reedley College Ad Hoc Committee on Committees began meeting during the fall 2006 semester to develop recommendations in response to the action plan endorsed during the March 30, 2006, All College Retreat. The first meeting occurred on September 28, 2006. The committee was charged to review the specifics of each college committee and provide recommendations as to their vitality, need for continuance, discontinuance and/or consolidation congruent with philosophical and foundational premises to be approved by the president.

Tentatively planned for early December 2006, the consultants will meet jointly with the SPC and IOBC to develop a shared understanding of the details of internal scanning activities, identify anticipated outcomes and reach general agreement as to what strategies will be employed. The

consultants will also work with each of the Strategic Planning Support Teams to calendar the internal scanning activities and to determine the scanning logistics (who/what/where/etc.).

In early January 2007, the consultants will facilitate a joint SPC/IOBC activity on PEST (Political, Economic, Social and Technological factors)/SWOT (Strength, Weaknesses, Opportunities and Threats) and Gap Analysis to begin the process of developing strategic plans integrated with the SCCCD strategic plan.

The interim Reedley College strategic plan directions, goal statements, objectives and preliminary action plans will be finalized in January 2007. This plan will be the basis for the development of a rolling plan which will be integrated with the 2008 SCCCD Strategic Plan. The 2003-06 North Centers Strategic Plan will be extended one semester through the fall of 2007 which also will be the basis for the development of a rolling plan which will be integrated with the 2008 SCCCD Strategic Plan. Both plans will provide for the allocation of fiscal, physical, human and technical resources to ensure programs and services are provided during all operational hours at all locations.

The following table describes the key dates/activities of the joint Reedley College and North Centers strategic planning calendar.

<b>Reedley College/North Centers Strategic Planning Calendar of Activities</b>		
<b>Date</b>	<b>Activity</b>	<b>Outcomes</b>
5/22/2006	Joint meeting of the Reedley College Strategic Planning Council and North Centers Institutional Oversight and Budget Committee facilitated by the Consultants.	<ul style="list-style-type: none"> <li>• Agreed to the basic key performance indicators for each college/center</li> <li>• Shared understanding of the basic strategies for external scanning</li> <li>• Developed revised goal statements/objectives</li> </ul>
8/10/2006	Consultants made presentation to college/center constituents on the framework for strategic planning. Half Day with Reedley College Half Day with North Centers	Shared understanding of the college's activities and directions for strategic planning. Approval and/or recommended revision of revised goals statements and objectives.
9/13-15/2006	Consultants work with Reedley College and North Centers Support Teams on the action planning process. Subsequently work at each location on objectives solidification and the action planning process.	Agreement on the design and deployment of the action planning process for both the college and the center
10/18-20/2006	Meeting with Reedley College and North Centers on external scanning. Subsequently work with each site's strategic support team to develop the external	<ul style="list-style-type: none"> <li>• Shared understanding of the details of external scanning activities and their specific outcomes</li> <li>• Agreement by each group as to what strategies they will employ.</li> </ul>

<b>Reedley College/North Centers Strategic Planning Calendar of Activities</b>		
<b>Date</b>	<b>Activity</b>	<b>Outcomes</b>
	scanning specifics.	<ul style="list-style-type: none"> <li>• Calendar of activities for external scanning</li> <li>• Anticipated outcomes of the external scanning</li> </ul>
12/4-5/2006	General meeting with Reedley College and North Centers on internal scanning. Subsequently work with each site's strategic support team on developing the internal scanning specifics.	<ul style="list-style-type: none"> <li>• Shared understanding of the details of internal scanning activities and their specific outcomes</li> <li>• General agreement by each group as to what strategies they will employ.</li> <li>• Calendar of activities for internal scanning</li> <li>• Anticipated outcomes for the internal scanning</li> </ul>
January 2007	PEST/SWOT and GAP analysis work for both Reedley College and North Centers	<ul style="list-style-type: none"> <li>• To begin the district-wide dialogue for goals 2008 – beyond</li> <li>• Discussions on rolling strategic planning process.</li> </ul>
January 2007	Continue college-wide planning process.	<ul style="list-style-type: none"> <li>• Reedley College's Interim Strategic Direction Objectives &amp; Action Plans Completed</li> <li>• North Centers' 2003-2006 Strategic Plan extended through fall 2007</li> <li>• Reedley College and North Centers adoption of new plans via shared governance process.</li> </ul>
January – June 2007	Complete internal and external scanning and the GAP analysis.	<ul style="list-style-type: none"> <li>• Develop new strategic plans that link with the SCCC District Plan.</li> </ul>
Fall 2007		Reedley College and North Centers New Strategic Plans approved by the State Center Community College District Board of Trustees.

**Evidence**

November 16, 2004 SPC Notes  
 SPC Notes Beginning with 2/24/06  
 FCC's Accreditation Finding Letter  
 All College Retreat Agenda & Notes  
 Blackboard posted items  
 Feb. 10, 2006 IOBC Meeting  
 March 24, 2006 IOBC Meeting  
 May 5, 2006 IOBC Meeting  
 NC Staffing Plan: 2007 – 2012

PowerPoint Presentations  
North Center Action Planning Process Map  
Minutes North Centers Strategic Planning, September 15, 2006  
Action Plan Worksheet

## **RESPONSE TO THE REQUEST OF THE COMMISSION**

### **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**

In the course of crafting the Institutional Self Study in Support of Reaffirmation of Accreditation, Reedley College identified three planning agenda items addressing program review and the role of student learning outcomes.

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

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.

Reedley College and the North Centers have implemented the revised program review process (cycle 2). The first instructional and non-instructional groups in the Program Review, Cycle 2 (2005-2010) cycle 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 will finalize a draft of this timeline at the August 25, 2006 meeting and send 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 will be 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 will be discussing the proposed revisions on October 6.

### **Future Plans**

Dr. Badway is scheduled to conduct one additional general workshop in November and will conduct 3 – 4 advanced workshops during spring 2007. The advanced workshops will focus on developing assessment strategies.

Once the recommendations contained in the program review reports have been validated by the program review committee, they will be forwarded to the Reedley College Strategic Planning Council and the North Centers Institutional Oversight and Budget Committee. The Program Review Chair will work with the Strategic Planning Council in the fall 2006 semester to revise the summary report sent to the SPC after reports are validated. The program review committee will continue to work on the draft of the revised timeline and send it through the shared governance process for possible inclusion in the handbook. The Program Review Committee will continue to assess the program review process as Group 2 progresses through the process and Group 3 begins the process.

### **Evidence**

SLO workshop announcement e-mail  
Program Review Committee Meeting notes April 28, 2006  
Program Review Committee Meeting notes May 3, 2006  
Program Review Committee Meeting notes May 10, 2006  
Program Review Committee Meeting notes May 15, 2006  
Proposed Revised Program Review Timeline  
Program Review Handbook, Cycle 2, 2005-2010

## **RESPONSE TO THE REQUEST OF THE COMMISSION**

### **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 Clovis Center facilities at Willow and International. 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.

Until a certificated librarian can be hired for the North Centers in fall 2007, librarians at Reedley and Fresno City Colleges will continue to provide professional library services to the Clovis, Madera, and Oakhurst centers. Reedley College librarians are available to assist library services assistants at Clovis and Madera with reference questions and professional issues. Reedley College has donated books to the North Center collection. Reedley librarians also select online databases to be purchased and made available to the North Centers. Fresno City College librarians have taken on the task of cataloging for the North Centers. All of these efforts have been facilitated by the district Library Database committee which includes representation from Reedley, Fresno City, Clovis and Madera's libraries and learning resource centers. This committee has addressed issues of online databases, library automation, remote patron authentication, ILL and cataloging.

Reedley College has 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**

A job announcement for the North Centers' librarian will be developed by working with Reedley College librarians, North Centers' library services assistants and District Office Human Resources. The announcement will be disseminated in early 2007. As the North Centers continue to grow, the Library Advisory Committee will make recommendations for additional staff and resources. Additional budget resources will be allocated during the 2006-07 year to North

Center libraries to meet the student growth at the Madera Center and the opening of the new Willow International Center.

**Evidence**

Minutes May 12, 2006 Division Representatives Meeting  
List of Books Donated By CSU Fresno to North Centers  
Library and Learning Resources Program Review 2004  
Minutes from North Centers Library Advisory Committee  
SACCD Library Services Meeting Minutes

## RESPONSE TO THE REQUEST OF THE COMMISSION

### **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**

#### *Introduction: Recommendation #2 and Recommendation #6*

The overarching structure serving to guide discussion and decisions concerning the direction of the college is the Reedley College Strategic Plan 2002-2005. The Strategic Planning Council (SPC) discussed at the November 16, 2004, meeting the process by which the 2002-2005 plan would be revised and updated. It was determined that in light of the then pending October 2005 Accreditation site visit that progress on the plan would be updated by May 2005, and that planning agendas from the self-study and any recommendations from the site visit would be the basis for the development of the next strategic plan.

The planning agendas from the self-study pertaining to strategic planning are as follows:

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.

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.

3.A.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.

In February 2006, the Strategic Planning Council met to review the accreditation evaluation team's report which includes the six recommendations and to begin 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).

The Institutional Oversight and Budget Committee (IOBC) for the North Centers is the steering committee for college-wide strategic planning. The North Centers currently has a strategic plan that ends in December, 2006.

In response to the accreditation recommendations, the North Centers and Reedley College 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 district's strategic plan is operational through 2007, and the process of developing the new strategic plan has begun. The goal is that by January 2008, Reedley College, Fresno City College, and the North Centers will have separate, yet linked, strategic plans coordinated with the new district strategic plan. In the meantime, Reedley College will extend the current plan while developing and implementing a new strategic plan; and the North Centers will extend their current plan through fall 2007. The district Board of Trustees will approve all final strategic plans.

Strategic Plan Support Teams, one each for Reedley and the North Centers, were created consisting of faculty, classified staff and administration with the Institutional Researcher and the Director of Technology serving on both. The responsibilities of the teams are to

- Serve as liaisons between college community and project facilitators/consultants
- Provide information (internal, external scans, program reviews, etc.)
- Arrange for logistics of meetings
- Maintain Blackboard site
- Distribute other communications as deemed necessary by the Reedley College Strategic Planning Council or the North Centers Institutional Oversight and Budget Committee
- Bring new proposals from units in the college to the Strategic Planning Council/Institutional Oversight and Budget Committee
- Submit materials to members at least 72 hours prior to meetings
- Prepare meeting agendas and materials and distribute at least 72 hours prior to meetings
- Record & distribute meeting minutes.

#### *College-Wide Strategic Planning in Coordination with District Planning (Recommendation #6)*

In response to the recommendation in both Reedley and Fresno City Colleges' Accreditation Final Evaluation Report, Chancellor Tom Crow formed a District Office Accreditation Planning and Facilities Committee in February 2006 to begin identifying elements to be used to determine District support in the areas of classified staffing, utilities, insurance and both instructional and non-instructional supplies and materials. The Committee met four times during the spring 2006 semester and developed preliminary custodial/maintenance/grounds and clerical staffing guidelines taking into account unique factors at each site including instructional programs, athletic fields, child development centers, age and condition of buildings, student enrollment, police and pending remodeling and/or new construction.

At the April 2006 meeting, the committee decided to expand membership to include business managers, chief instructional officers, representatives from classified and academic senates, CSEA representatives, and representatives from each of the college's strategic planning committees.

### **Future Plans**

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

In order to solicit input from the community, the district will host a district-wide Workforce Development Summit on October 26, 2006. The purpose of the Summit is to discuss the needs of the communities in the State Center Community College District in terms of workforce preparation. Businesses, community leaders, advisory committee members, faculty, staff, and administrators will take part in the Summit. In preparation for the event, all participants have been mailed detailed information about the Summit, along with information sheets on all college occupational education programs.

### **Evidence**

Agendas of district meetings

Workforce Development Summit invitations

Workforce Development Summit occupational program information sheets

## RESPONSE TO THE REQUEST OF THE COMMISSION

### **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**

Open, informed discussions are crucial to institutional planning and development. In recognizing the significance of this concept, Reedley College included the following planning agenda items in the self study:

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

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.

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.

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.

The various constituent groups at Reedley College collaborate to improve institutional communication. This dialogue includes representatives of all appropriate constituencies, is directed at the improvement of institutional quality, and maintains the goal of broader distribution of information and participation in the on-going dialogue regarding institutional effectiveness.

Broadly, Reedley College and its North Centers have both expanded the use of current practices and implemented new institutional communication practices to broaden the range of input into matters of institutional effectiveness, improvement, planning, and progress.

1. The Reedley location has continued the practice of sponsoring *All College Retreats*. 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 will continue. The purpose of these meetings is to discuss upcoming activities, meeting agendas, and strategies to address issues that may lead to conflict. For example, faculty in departments that were part of the first group to submit reports under the requirements of the second cycle or Program Review expressed concerns regarding the implementation of the revised process. The college president, vice-chancellor of the North Centers, members of the Academic Senate executive committee, and the Program Review Committee chairperson met to discuss the concerns.
3. Students will continue to be voting members of various planning and governance committees.
4. College planning and governance committees are composed of members from Reedley College and the North Centers, including
  - Program Review
  - Curriculum
  - Sabbatical Leave
  - Salary Advancement
  - North Centers Representative on Reedley College Strategic Planning Council
  - Reedley College Representative on North Centers IOBC
5. As a means to improve communication among the various locations that constitute Reedley College (Clovis, Madera, Oakhurst, and Reedley), the college has expanded its capacity and use of the district's PolyCom (distance learning/distance education/ "point-to-point" communication) system. The Reedley College Vice Presidents have formally recommended the use of this technology for meetings where issues that are of interest to all Reedley College campuses will be discussed. Since the October 2005 visit from the ACCJC accrediting team, the college has broadcast:
  - Curriculum Committee meetings,
  - Program Review Committee meetings and program presentations,
  - Academic Standards Committee
  - Strategic Planning Council
  - Sabbatical Leave Committee,
  - Salary Advancement Committee,

- Conducted Accreditation Progress Report planning and response meetings, and
  - Generally increased efforts to use this technology for dialogue on any matters of equal concern to all RC campuses (e.g., Business and Counseling Departments have used the system to conduct some of their department meetings).
6. The college has changed the focus of and expanded the participation in the annual Leadership Retreats. The most recent was held June 30, 2006 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 and modernization
7. The college is increasing the use of Blackboard beyond instruction to a tool for sharing information and facilitating discussion (through the use of the discussion board feature). This technology was utilized in crafting this Progress Report, both for disseminating information and eliciting feedback. 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).
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. The college now sends a cohort of classified staff members and administrators for Disney Institute training. Disney Institute programs provide participants the opportunity to discuss their own work environments and investigate how they may incorporate the generally recognized strengths of the Disney Corporation: leadership development, quality service, customer loyalty, organizational creativity, and teambuilding. By attending this multi-day activity, classified staff members develop new insights that they are to share with their coworkers, as well as have an opportunity for informal dialogue with various college administrators and constituents.
11. Last summer, the college sent its second cohort of faculty and administrators to the annual National Institute for Staff and Organizational Development (NISOD) Conference on Teaching and Leadership Excellence in Austin, Texas. Similar to the Disney Institute for classified staff, this event allows certificated personnel and college administrators to attend workshops, consider new way of looking at old practices, and share these ideas with the entire college community. Also, by having multi-constituency attendance, it provides an opportunity for informal “retreat-style” informal dialogue.

Reedley College has engaged in focused and inclusive dialogue with all constituent groups in various specific areas since the ACCJC/WASC Evaluation Team departed on October 27, 2005. Of greatest significance, the college has sponsored activities to elicit broad and encompassing input into:

1. The crafting of this progress report.
  - The Co-Chair team was comprised of two administrators, one classified staff member, and one certificated staff member.
  - All Leadership Liaison teams (recommendation response teams) had representation from at least three of the four college constituent groups.
  - In most instances, initial oversight of the crafting of the recommendation responses was assigned to one of the college’s governance committees (i.e., Curriculum Committee, Strategic Planning Council/Institutional Oversight & Budget Committee, Program Review Committee). Each of these committees has seats reserved for representatives from each of the college constituent groups.
  
2. The college’s incorporation of on-line instruction.

- At the Reedley campus, breakout sessions were devoted to several aspects of distance education. These breakouts provided themes for Brown Bag Lunch discussions conducted at the college.
  - The spring 2006 opening day meeting at the North Centers included breakout sessions on the topic of “On-line Education: Challenges and Opportunities” coordinated by Vice President of Instruction and Student Services Deborah Ikeda and facilitated by various members of the administrative, certificated, and classified staff. These discussions provided information that filtered into the revised North Centers Technology Plan.
3. The institutional defining, operationalizing, implementing, and assessing of Student Learning Outcomes (SLO) at the course, program, and degree levels. (see response to Recommendation 1).
- The Counseling Department has attended two workshops with Dr. Monte Perez, Vice President of Student Services at Golden West College
  - During the spring 2006 semester, the Curriculum Committee had several discussions on helping instructors understand and write SLOs in their course outlines. Research was done and information posted in the Curriculum folder on the college intranet.
  - To contribute to the overall understanding of crafting and assessing student learning outcomes at the course, program, and degree levels, Reedley College has contracted the services of Dr. Norena Badway, Associate Professor of Education, Department of Educational Administration and Leadership, University of the Pacific as a consultant in this area. Dr. Badway has worked extensively and presented widely on this topic. Workshops were conducted June 12, 13, 28, and September 6 and 7, 2006 to discuss more recent perspectives regarding the topic of outcomes as it relates to higher education in the State of California, and all members of the college community were invited to attend.. Participants included faculty, classified staff and administrators from all Reedley College locations.
4. The development of the college’s new strategic plan. (see response to Recommendation: 2 and 6).
- In February 2006, the Strategic Planning Council (which includes representatives from all four campus constituencies) met to review the accreditation evaluation team’s report and begin formulating a plan to assess the current college strategic plan as part of the development of the next plan.
  - 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.
    - The initial joint Reedley College Strategic Planning Council (SPC) and North Centers Institutional Oversight and Budget Committee (IOBC) took place on April 21, 2006. All college staff was invited to participate for any portion of the six-hour workshop.
    - The second joint workshop took place on May 22, 2006 at an off-campus location to ensure focused participation from attendees.

- As already noted, the morning session of the college's March 30, 2006 *All College Retreat* focused on the strategic master planning process. Members of each of the four college constituencies were in attendance for at least a portion of the day's activities, and two faculty members from the North Centers participated. All breakout sessions were facilitated by a representative group of faculty, classified staff, administration and students.
  - On August 10, 2006, the consultants from the Datatel Institute for Institutional Effectiveness facilitated forums, one at Reedley College and one at the North Centers, for all staff for the purpose of reviewing the draft of the interim strategic plan goals, goal statements, objectives and KPI domains.
5. The assessment, evaluation, and potential revision of the program review process.
- The first group of Cycle Two Program Review written reports were submitted, and based on these submissions, this representative committee determined that due to (a) the expansion of the analysis required in the second cycle, (b) the lack of assistance provided, and (c) the still-developing, college-wide system of identifying and assessing program level student learning outcomes, additional time was allocated to complete the process so that the process could best provide the information necessary for reflection on institutional quality and improvement.
  - Cycle Two, Group 1 departmental oral presentations were conducted in May 2006, however, in light of the committee's assessment, the focus of these meetings shifted. They became an additional opportunity for the programs to provide information to the committee, as well as a means by which the committee could ask questions and provide comments to the program. These oral presentations, then, 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, several aspects of the process were identified as requiring further dialogue and possible revision.
6. Reedley College implemented an expanded administrative evaluation process in spring 2006 which included sending comprehensive surveys to faculty, staff, and other administrators for the purpose of (a) completing the administrators' annual evaluations, (b) gauging campus climate regarding administrative performance, (c) analyzing administrative performance as a team, and (d) developing individual and team goals. The survey results were completely anonymous and resulted in valuable information which is being used to identify needs and changes.

## **Future Plans**

1. The college will be conducting both internal and external scans in an attempt to receive broader input into the development of the new strategic plan. The scanning process will be completed in spring 2007.
2. The college has contracted Dr. Norena Badway to facilitate at least 2 more “general” workshops and to provide workshops specifically targeted for the college Curriculum Committee, Program Review Committee, and Academic Senate. Dr. Badway will conduct advanced workshops for all faculty, staff, and administrators during spring 2007.
3. Leadership retreat information was disseminated to all college staff members.
4. College-wide town hall meetings are being held at both Reedley College and the North Centers.

## **Evidence of Progress:**

Spring 2006 Curriculum Committee minutes  
Spring 2006 Program Review Committee minutes  
Spring 2006 Academic Standards Committee minutes  
Spring 2006 strategic planning minutes  
Spring 2006 Counseling Department meeting minutes  
Spring 2006 Business Department meeting minutes  
Spring/Summer 2006 Accreditation Recommendation Response Co-chairs meeting minutes  
Spring/Summer 2006 Accreditation Recommendation 3 Response team meeting minutes  
Spring 2006 Duty Day schedule  
Notes from breakout sessions  
Copies of fliers/e-mails announcing Brown Bag lunches  
Notes from Brown Bag lunches  
North Centers Faculty/Classified Professionals Duty Day Agenda  
Notes from breakout sessions [9 sets of notes]  
Revised RC-NC Technology Plan  
PowerPoint slides from Presentation  
Copy of June 5, 2006 e-mail sent from Office of Instruction  
Copy of memo mailed from Office of Instruction  
Classified Senate Leadership Workshop notes