

Reedley College

Follow-Up Report



Submitted by

Reedley College

955 N. Reed Avenue

Reedley, California 93654

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 2013

Certification of the Institutional Follow-Up Report

DATE: 10/10/13


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

FROM: Reedley College
995 North Reed Avenue
Reedley, CA 93654

This institutional Follow-Up Report is submitted to demonstrate that the institution has addressed the recommendations noted by the ACCJC, fully resolved deficiencies, and continues to meet accreditation standards.

We certify that there was broad participation by the campus community, and we believe this follow up report accurately reflects the nature and substance of this institution.

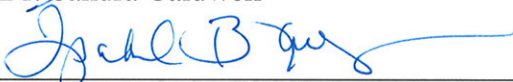
Signed:



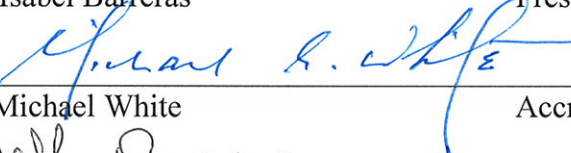
Dr. Deborah G. Blue Chancellor, SCCC



Dr. Sandra Caldwell President, Reedley College



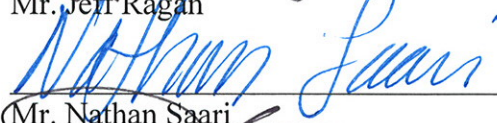
Ms. Isabel Barreras President, Board of Trustees, SCCC



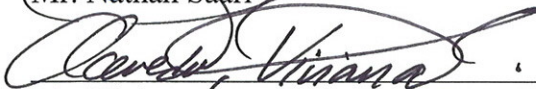
Dr. Michael White Accreditation Liaison Officer



Mr. Jeff Ragan President, Academic Senate



Mr. Nathan Saari President, Classified Senate



Ms. Viviana Acevedo President, Associated Student Government

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Report Preparation

Information concerning Reedley College's removal from Warning status with the ACCJC was communicated to the campus community on February 14, 2013. As directed in the Commission letter dated February 11, 2013, the Follow-Up Report, Follow-Up Visit Report, and Commission action letter was immediately available to signatories, the Board of Trustees, the district chancellor as well as campus and local community members through emails and the [college website](#) [928]. The interim president also included these documents in his weekly email to the Reedley, Madera, and Oakhurst faculty, staff, and administrators [904].

Reedley College began its preparations for this Follow-Up Report in March 2013 in response to the recommendations cited in the letter removing Warning status and reaffirming accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) dated February 11, 2013. The then-interim president led the conversation about the process, responsible parties, evidence collection, and adequate resource support.

The then-interim president identified a small group of the original 2011 self study Accreditation Steering Committee to help prepare this follow-up report. This group included the faculty co-chair for the 2011 self study, the vice president of student services (as Accreditation Liaison Officer), the college president, the vice president of administrative services, and the program review and student learning outcomes coordinator. The Vice Chancellor of Educational Services & Institutional Effectiveness, Dr. George Railey, provided assistance for the district recommendation response.

In June of 2013, a draft outline of the report was emailed to the above participants with a request for comments. In July, a first draft of the response to College Recommendation 1 (CR1) was emailed to a working group from the Accreditation Steering Committee for feedback. The draft was sent to Dr. Railey and the district office writing team on August 1, 2013.

The district compiled a draft of the response to District Recommendation 1 (DR1) on August 7, 2013, and it was combined with the response to CR1 on August 20, 2013. The combined response from both district and college recommendations was sent to constituent groups for review and feedback on August 20, 2013. Feedback was received from constituent groups and worked into the document between September 12-20, 2013, and approval on the combined response was received by all constituent groups by September 20, 2013 [958, 959, 960 pg. 1]. A final draft was created and sent to the Board of Trustees for review on September 13, 2013.

Final changes and formatting to the response was completed on October 2, 2013, and the document was mailed to the ACCJC on October 11, 2013.

Evidence for the Report Preparation

- 904 M White email warning removal
- 928 Chancellor email to cabinet
- 958 ASG Minutes 8-29-13
- 959 RCAS Approval of Follow Up Response Email
- 960 Classified Senate Follow Up Approval email

Participants in Preparation of Reedley College Follow Up Report

Accreditation Liaison Officer

Michael White - Administration

Accreditation Follow Up Report Subcommittee/Working Group

Michael White (Co-chair) - Administration

Anna Martinez (Co-chair) - Faculty

Sandra Caldwell - Administration

Jan Dekker - Administration

Donna Berry - Administration

Sarina Torres - Classified

Eileen Apperson - Faculty

College Council

Viviana Acevedo - Student

Maria Ortiz - Faculty

Donna Berry - Administration

David Clark - Administration

Mary Helen Garcia - Classified

Nate Saari - Classified Senate

Ryan LaSalle - Academic Senate

Stephen "Jay" Leech - Faculty

Lisa McAndrews - Administration

Brett Nelson - Classified

Jeff Ragan - Faculty

Stephanie Curry - Faculty

Jessy Torres - Student

Juan Tirado - Classified

Michael White - Administration

Standing Accreditation Committee

Michael White - Administration

Anna Martinez - Faculty

Sandra Caldwell - Administration

Linda Cooley - Faculty

Michelle Johnson - Classified

Eileen Apperson - Faculty

Sarina Torres - Classified

Cynthia Elliot - Faculty

2013-2014 Academic Senate

Jeff Ragan - Faculty

Bill Turini - Faculty

Pam Gilmore - Faculty

Rick Garza - Faculty

Lore Dobusch - Faculty
Stephanie Curry - Faculty
Jay Leech - Faculty
George Cartwright - Faculty
David Richardson - Faculty
David Lopes - Faculty
Richardson Fleuridor - Faculty
Michelle Stricker - Faculty
Everett Sandoval - Faculty
Jack Hacker - Faculty
Brian Fonseca - Faculty
David Meier - Faculty
Francine Underwood - Faculty
Linda Cooley - Faculty
Ryan LaSalle - Faculty
Jason Asman - Faculty
Marv Watts - Faculty
Jim Gilmore - Faculty
Gracie Spear - Faculty
Case Bos - Faculty
Samara Trimble - Faculty
Jan Zigler - Faculty
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2013-2014 Classified Senate

Nate Saari - Classified
Stephanie Doyle - Classified
Luanne Aldape - Classified
Corinna Lemos - Classified
Juan Tirado - Classified
Rene Hernandez - Classified
Barbra Mendoza - Classified
Jeff Arends - Classified
Michelle Johnson - Classified
Mary Lou Wright - Classified
Mia Navarro - Classified
George Sanchez - Classified
Jim Mulligan - Classified
Julie Current - Classified
Claudia Hernandez - Classified
Yolanda Garcia - Classified
John Cunningham - Classified
Jason Meyers - Classified

2013-2014 Associated Student Government

Viviana Acevedo - Student
Angelica Flores - Student

Alyssa Najera - Student
Miguel Flores - Student
Gabriela Campos - Student
Gloria Saucedo - Student
Nick Turner - Student
Dionisio "Javier" Simon - Student
Abel Arevalo - Student
Adrew "Cole" Egoian - Student
Marcus Flores - Student
Cristian Solorio - Student
German Cervantes - Student
Monique Lozano - Student
Liz Juarez - Student

District Recommendation Follow Up Report Writing Team

Jothany Blackwood - Administration
George Railey - Administration
Janet Barbeiro - Classified
Patricia Gonzalez - Classified
Cyndie Luna - Faculty



Timeline for Preparation of the Response and Submission of the Follow-up Report

Date	Activity
February 14, 2013	College learns of removal of Warning status and is made aware of the required follow-up visit and follow-up report. College communicates news of removal of Warning status and reaffirmation of accreditation to campus community via email and website, as directed in the Commission's February 11, 2013 Action Letter.
March 13, 2013	A subcommittee of the Accreditation Steering Committee meets to begin work on follow up report.
May 22, 2013	An outline of the follow up report is emailed to the subcommittee for review and comments.
July 15, 2013	A first draft of the response to College Recommendation 1 (CR1) is emailed for feedback to working group from Accreditation Steering Committee.
August 1, 2013	An updated draft of CR1, incorporating comments from members of the steering committee working group, is emailed to Dr. George Railey at the district office.
August 7, 2013	District forwards its latest draft of District Recommendation 1 (DR1) to the colleges for incorporation into the overall response.
August 16, 2013	Working group meets to discuss comments on latest draft and plans to edit/finalize an updated draft of overall response to send to constituent groups.
August 20, 2013	A revised draft is sent to constituent groups for feedback and approval.
August 6, 2013	Representatives from the district follow-up response writing team, the Reedley College writing team, and Willow International meet to polish and revise the district follow-up response.
September 11, 2013	Feedback and approval of the follow-up response is received from Academic Senate.
September 12, 2013	The Reedley College writing team meets to incorporate Academic Senate feedback into the follow-up response.
September 13, 2013	A revised final draft of the follow-up response sent to the Board of Trustees.
September 20, 2013	Feedback and approval is received from all constituent groups.
October 2, 2013	Final changes are made to response, copies of response are prepared for ACCJC and team and flash drives are created.
October 11, 2013	College mails the report to the commission and visiting team in preparation for follow-up visit.

Responses to Team and Commission Recommendations

District Recommendation 1

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

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

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

Response to District Recommendation #1

Introduction

Districtwide coordination and planning continues to be at the forefront of State Center Community College District’s strategic planning efforts. The districtwide governance process provides the framework for the ongoing integrated planning that has occurred and continues to address each of the areas listed in the Commission’s recommendation. Ultimately, the alignment of districtwide planning efforts achieves an integrated, system approach to planning that will continue to serve the State Center Community College District (SCCCD) community and its students [700].

Several taskforces are in place and committees have been formalized to support integrated planning and facilitate districtwide dialogue. Others have been added including the Districtwide Enrollment Management Committee, the District Decision Making Taskforce, the Integrated Planning Workgroup (a subcommittee of the District Strategic Planning Committee (DSPC), and the Districtwide Grants Process Workgroup.

The Enrollment Management Committee was developed in spring 2013. The committee’s charges include defining enrollment management, assessing and recommending districtwide policies and procedures affecting enrollment management, and developing a districtwide strategic enrollment management plan guided by the district strategic plan in order to support student success. The charge and membership of the committee was reviewed and approved by Chancellor’s Cabinet on

May 20, 2013 and will be vetted by constituent groups fall 2013 [701, 702, 703, 704,705, 706, 812]. The first meeting was held September 10, 2013 [822].

The District Decision Making Taskforce (DDMT) began meeting in fall 2012 and was charged with developing a draft Decision Making Resource Manual [712, 713, 714, 715, 716, 727, 768]. Upon completion of the manual, DDMT will dissolve and Communications Council will conduct an annual review of the manual. The manual describes how district decisions are made with the intent of improving communication and trust districtwide. The manual is currently being reviewed by Chancellor's Cabinet and is scheduled to go to Communications Council and all constituent groups for recommendations in fall 2013 [799, 800, 801, 802, 803, 804].

District Strategic Plan

The 2012-2016 State Center Community College District (SCCCD) Strategic Plan [717] was adopted by the Board of Trustees in July 2012 and has been implemented. In accordance with the SCCC Strategic Plan Timeline, the colleges and centers updated campus level plans for a 2013-2017 cycle [705, 719, 747]. The updated plans were presented and approved by the Board of Trustees at the July 2, 2013 Board of Trustees meeting [720, 721, 722, 723].

The 2012-2013 Integrated Planning Model and 2012-2013 Integrated Planning Manual was approved by Chancellor's Cabinet on August 26, 2013. It was presented at Communications Council on August 27, 2013 and the Board of Trustees on October 10, 2013 to provide a status update. It will go to the Board of Trustees for a first reading on November 7, 2013 and for a second reading and action on December 10, 2013. Once approved, the model and manual will guide districtwide integrated planning, allocation of resources for planning initiatives, and evaluation of planning processes. In addition to an annual review, the manual will be updated every four years in coordination with the district strategic planning cycle [704, 712, 724, 725, 726, 746, 797]. The development and review of the manual is under the leadership of the District Strategic Planning Committee (DSPC), whose membership reflects all constituent groups across the colleges, centers and the District Office.

The 2012-2016 Strategic Plan Objectives Matrix was developed in spring 2012 by the DSPC to be utilized at the district and campus levels. Prior to implementation, it was reviewed and revised by members of Chancellor's Cabinet and districtwide institutional research offices. To ensure accountability, the matrix identifies action steps, baseline and success measures, timelines for implementation, and responsible parties for each strategic goal and objective. Chancellor's Cabinet approved the matrix in October 2012 [705, 727, 728, 747, 797].

A 2013-2014 Decision Package provided funding for the Society for College and University Planning (SCUP) to train and certify districtwide leaders in integrated planning [730]. Thirty-three faculty, staff, and administrators who are actively engaged in district and campus-level planning were selected to participate in the SCUP Planning Institute. The SCUP Institute Steps I and II was held in spring 2013, and the SCUP Institute Step III is scheduled for October 10-11, 2013 [714, 731,

732, 733, 734]. Upon completion of the three-step planning institute in fall 2013, the 33 participants will receive SCUP certification in integrated planning.

To facilitate continual improvement and planning, the District Office began participating in District Office Administrative Services Unit Review (ASUR). The purpose of the centralized services program review is to assess all District Office units for continual quality improvement. The first cycle of ASUR began in fall 2011, and all district units will participate in a four-year cycle [735, 736, 737]. The review analyzes progress and sets unit goals toward established standards, achieving the SCCCD mission, and supporting district goals and objectives.

As a result of ASUR, in fall 2012 all district units began to develop annual operational plans that connect planning priorities to budget allocation. This process ensures annual planning for all units in order to effectively tie resource allocation to planning priorities as appropriate. The result is an ongoing, transparent planning process to facilitate the District Office meeting its unit and organizational goals [798].

A districtwide ASUR response team recommended that a Districtwide Grants Process Task Force be established to develop a districtwide process for initiating grant applications [707, 708]. The Notice of Intent to Apply (NOI) process was developed as a result of input from faculty and the Vice President's Council, which includes representatives from instruction, student services, and campus business operations [709, 710, 711, 712]. In addition, the NOI process will identify how grant outcomes will meet college and district strategic goals. This process was reviewed by Chancellor's Cabinet on September 9, 2013 [805, 806] and was approved by Chancellor's Cabinet on September 30, 2013 [729].

To continue districtwide communication, The Linkage Report highlights progress toward integrated planning. The report also connects readers to referenced documents and relevant committee minutes including Chancellor's Cabinet, Communications Council (which is comprised of leadership from all constituent groups districtwide), and the Board of Trustees. The report was published through fall 2012 and is being redesigned as a quarterly report beginning fall 2013 [738].

The vice chancellor of educational services and institutional effectiveness presented a timeline and plan for the second Strategic Conversation to the Board of Trustees on January 8, 2013 [739, 740, 741, 742, 743]. A Strategic Conversation is an informal but structured dialogue with the Board of Trustees and their internal stakeholders on a strategic or policy issue and has been utilized by some community colleges on a state and national level. The Strategic Conversation was held on March 5, 2013 [810, 811] at Reedley College to facilitate discussion among the Board of Trustees and internal constituents on student success. Representatives from all constituent groups, including students, were invited to participate [744]. The recommendations that emerged from the Strategic Conversation will be considered by the District Strategic Planning Committee as it reviews the district's Strategic Plan. An evaluation of the Strategic Conversation indicates that it was an effective means of gathering input for planning purposes [745]. The district has extended this process to include planning outcomes and has effectively connected a Strategic Conversation to other district planning processes, including the district's 2012-2016 Strategic Plan [717].

Facilities

The Districtwide Facilities Planning Committee is comprised of districtwide membership from all constituent groups and continues to meet monthly to support districtwide planning. Topics have included the committee's operating agreement, technology infrastructure upgrades, the role of the campus facility plans, and the Facilities Master Plan. Discussion of the Master Plan included the prioritization of campus projects for future development [748]. The committee will continue to meet per its schedule.

State Center Community College District (SCCCD) engaged the Counselors of Real Estate (CRE) and the CRE Consulting Corps, which is comprised exclusively of leaders in the field of real property advisory services, otherwise known as "real estate counseling." The focus of the CRE members' visit on September 16-17, 2013 was to develop a strategic action plan to guide property development issues facing the SCCC. A primary goal was to develop an attainable and sustainable vision for leveraging real property assets to achieve our organizational mission.

The CRE Consulting Corps team will provide a fresh set of eyes to analyze and validate recommendations already under consideration, address the pros and cons of each option, and as appropriate, provide alternative recommendations. The CRE Consulting Corps will assist SCCC in the development of an attainable vision for each college asset described herein with specific action steps to achieve that vision. The team will provide a road map outlining the sequence of appropriate action steps to successfully implement the strategic action plan. The team's review included site visits to the District Office, District Office North, Fresno City College, Willow International, Madera Center, Career and Technology Center (CTC), Reedley College, and the Southeast Center. The team's work included a two-day orientation and tour of the properties followed by interviews, data collection and analysis, subsequent site and market inspections, and thorough project evaluation culminating in a presentation to the Board of Trustees on September 17, 2013. A written report will be submitted within 60-75 days following the presentation to the Board of Trustees.

Technology

The Technology Task Force charge and membership was approved by Chancellor's Cabinet on October 1, 2012 [749, 750]. The task force's charge is to develop and implement a districtwide technology plan to assure that technology planning is integrated with institutional planning. The Technology Task Force met in October 2012 and continued to meet through the spring 2013. A small working group also continued to meet through summer 2013 [751, 752, 753]. During that time, the task force developed a proposed Districtwide Technology Committee operating agreement with constituency representation and districtwide Technology Plan writing teams [754]. The initial draft of the Districtwide Technology Committee operating agreement was submitted to campus constituent groups for review and feedback. Constituent group input was reviewed by the Technology Task Force, and modifications to the draft Districtwide Technology Committee operating agreement and membership were made. The draft was resubmitted to constituent groups

for feedback in May 2013, and a revised operating agreement will be developed and the committee will be implemented in fall 2013. The committee will continue the work of the task force in developing the draft Districtwide Technology Plan. The draft Districtwide Technology Plan will be submitted to Chancellor's Cabinet in December 2013 [755] and to Communications Council in January 2014 so that all constituency groups can review and provide recommendations for the final draft. It is scheduled for a first reading March 4, 2014 and second reading and approval by the Board of Trustees on April 2, 2014 with implementation to immediately follow approval.

In March 2013, Campus Works conducted a Technology Visioning session with the Board of Trustees, Chancellor's Cabinet, and constituent leaders from the colleges and centers [758, 718]. The session assisted in developing a strategic direction to advance districtwide technology to support student success and organizational effectiveness. Campus Works conducted an additional session with management, faculty, staff, and students [758]; and finalized their work at a special Board of Trustees meeting on September 17, 2013 [814].

As a result of the Campus Works session, in fall 2013, the technology department and the vice chancellor of educational services and institutional effectiveness led the development of a districtwide action plan. The action plan focuses on analysis of Datatel usage to improve efficiency and functionality of Datatel districtwide [807, 808].

The Office of the Vice Chancellor of Educational Services and Institutional Effectiveness led the annual Districtwide Technology Summit on May 29, 2013 [756]. The summit provided technology training for districtwide technology staff and updates on campus level districtwide technology initiatives. Trends in educational technology were also presented by the director of information technology (IT) and academic systems at South Orange Community College District [757]. The annual summit will serve as an opportunity for IT training as well as a venue for districtwide dialogue regarding the districtwide Technology Plan.

Organizational Reporting Relationship of Centers

Willow International Community College Center (WICCC) was granted Candidacy status effective March 6, 2013 [759]. ACCJC sent a follow-up letter on April 4, 2013 requiring WICCC to "align the Governance Structure of the State Center Community College District to reflect the Center's status" [760]. This requirement was met by action taken by the Board of Trustees on June 2, 2013 to change the reporting relationship of the campus president for WICCC to report directly to the chancellor and indirectly to the Reedley College president [720, 761].

In addition to the change in reporting structure, the WICCC Academic Senate was recognized as the 113th member senate by the Executive Committee of the statewide Academic Senate effective September 11, 2012 [762-763]. The WICCC Academic Senate developed stand-alone committees with operating agreements for Academic Standards, Curriculum/Articulation, Equivalency, Program Review/SLO, and Flex Day [764, 765, 766, 815]. The WICCC senate has been meeting twice a month since spring 2012, and the stand-alone committees began meeting fall 2012 [767, 816, 817, 818, 819, 820, 821].

Location of Signature Programs

The Signature Programs Task Force is charged with recommending a process to guide the identification, support, and evaluation of new and existing signature programs; to compile a list of the terms required to ensure focused and productive discussions and planning to facilitate the development of a process to identify and assign signature programs districtwide; and to recommend strategies to “showcase” signature programs so as to garner community support and external funding [769]. The membership and charge of the Signature Programs Task Force was approved by Chancellor’s Cabinet on October 1, 2012 [749, 751, 752]. The Signature Programs Task Force met on December 14, 2012 and discussed the taskforce charge and definition of a signature program [770].

The task force met throughout spring 2013 and increased its membership to provide broader representation [771]. A draft signature program definition, delineation criteria utilizing quantitative and qualitative data, and program application process was developed August 2013 [772, 773]. The draft was presented to Chancellor’s Cabinet on September 9, 2013 [805, 806] and was returned for review on September 23, 2013 and September 30, 2013 [813, 729]. It was also presented to Communications Council on October 8, 2013 [823]. The constituent groups will provide feedback in an effort to reach mutual agreement to Communications Council by November 2013. The Signature Programs Taskforce will consider the recommendations and submit a revised draft to Communications Council by late November 2013. This draft will be reviewed by constituent groups prior to final review by Communications Council in January 2014 and Chancellor’s Cabinet in February 2014. The document is scheduled to go to the Board of Trustees for final approval in April 2014. Upon approval, the signature program process will be implemented in spring 2014.

Funding Allocation

The vice chancellor of finance and administration held open forums at Fresno City College on October 10, 2012, Willow International Community College Center on October 12, 2012, the District Office on October 17, 2012, Reedley College on October 18, 2012, and the Madera Center on October 26, 2012 to present the draft budget allocation model for feedback and input [774]. After the campus forums, Chancellor’s Cabinet, Chancellor’s Workgroup, and the District Resource Allocation Model Taskforce (DRAMT) reviewed the feedback received at the campus forums to provide additional feedback to the vice chancellor of finance and administration for the continuing work of the District Resource Allocation Model Taskforce [703, 775, 776, 777].

The District Resource Allocation Model Taskforce (DRAMT) transitioned [778] to the District Budget and Resource Allocation Advisory Committee (DBRAAC). The process started with Communications Council, Chancellor’s Cabinet, and Chancellor’s Workgroup review of the recommendations to the operating agreement from constituent groups at the colleges and centers in

December 2012 [700, 779, 780]. The DBRAAC operating agreement was revised and approved by the DRAMT and forwarded to Chancellor's Cabinet for final approval on April 1, 2013 [781, 782, 783]. Chancellor's Cabinet approved the DBRAAC Operating Agreement and moved forward with implementation and constituent representation from the campuses [724]. In April 2013, constituent representatives from the campuses were appointed to the standing committee [713, 742, 781].

In spring 2013, DRAMT adopted a qualified consensus model to be used as the taskforce transitioned to a standing committee [782]. The taskforce has held continuous dialogue of additional factors to be included in the district resource allocation model. During the discussion in spring 2013, the taskforce modified the draft resource allocation model to clarify the impact each additional factor would have on the resource allocation model [777, 784].

The first meeting of the Districtwide Budget and Resource Allocation Advisory Committee (DBRAAC) was held on May 10, 2013. The committee continued discussion of additional factors to be included in the resource allocation model [783, 785]. On August 23, 2013, the DBRAAC reviewed and held consensus on a districtwide resource allocation model [809, 810, 811]. The committee will continue to meet in the fall to review the resource allocation model narrative and forward to Chancellor's Cabinet, Communications Council and constituent groups for review and input. The resource allocation model and narrative will be presented to Board of Trustees in January 2014. The resource allocation model is scheduled to be implemented in the 2014-15 fiscal year.

Human Resources

In October 2012, Chancellor's Cabinet approved the charge of the Human Resources Staffing Plan Taskforce [727, 787]. The taskforce was given a charge to engage in districtwide collaboration to make recommendations to Chancellor's Cabinet to ensure sufficient staffing resources are allocated for the effective operations of the colleges, centers, sites, and District Office/centralized services; integrate the college's, centers' and district's human resource staffing plans with other planning processes in the district; and ensure that human resources planning and decision-making processes at each college, center, site and District Office/centralized services align with districtwide human resources planning and resource allocation decisions [787].

The first meeting of the Human Resources Staffing Plan Taskforce was held on November 7, 2012. All constituent groups are represented on the taskforce. An overview of the process, ground rules, and charge were reviewed and discussed [788]. In spring 2013, the taskforce reviewed the hiring, approval, and prioritization processes of the colleges, district employee demographic/staffing data, and staffing plans from other colleges to facilitate the development of a districtwide human resources staffing plan [789].

In fall 2013, the Human Resources Staffing Plan Taskforce will develop a draft plan to be reviewed by Chancellor's Cabinet and Communications Council in January 2014. After constituent group review, a final draft will go to Communications Council and Chancellor's Cabinet for approval. It is scheduled to go to the Board of Trustees for approval in July 2014 with implementation to immediately follow approval.

Research Capacity

The District Research Work Group, which is comprised of college and district researchers, met during fall 2012 and spring 2013 and will continue in the fall 2013 as per its schedule [792]. The workgroup functions to connect district research services with campus research in order to address districtwide research needs. The workgroup developed the Districtwide Policy and Procedures for Research with Human Subjects at State Center Community College District [793]. The policy was approved by Chancellor's Cabinet spring 2013 [706].

The workgroup addressed districtwide research agendas, including the development of a districtwide research methodology for prerequisite validation and districtwide research priorities [794]. Chancellor's Cabinet approved the research priorities spring 2013 [795]. Chancellor's Cabinet will be discussing the development of the research methodology for prerequisite validation fall 2013.

To increase research capacity, a permanent part-time research assistant was hired August 7, 2013 to meet the Central California Community Colleges Committed to Change (C6) consortia grant research outcomes. The researcher will assist the campuses with research to support student success [796]. The research assistant is supervised by the vice chancellor of educational services and institutional effectiveness and is a member of the District Research Work Group.

Conclusion

In accordance with established timelines and through collaborative and ongoing dialogue, district and college plans and planning processes have been developed, aligned, and implemented. The colleges' 2013-2017 strategic plans align with the district's 2012-2016 Strategic Plan and were implemented in fall 2013. Ongoing dialogue has also led to the successful organizational reporting relationship of centers.

Committee structures have been finalized and committees have become operational in strategic planning, facilities, funding allocation, and research capacity. Current taskforces focused on enrollment management, technology, signature programs, and human resources will become operative as standing committees in 2013-2014.

Scheduled evaluation and planning processes are in place to ensure that districtwide dialogue continues, plans are successfully aligned, and processes are effective. These structures are designed to ensure that the district, colleges, and centers maintain a culture of dialogue, long-term planning, systematic cycles of evaluation, and continuous quality improvement.

Evidence for Response to ACCJC District Recommendation #1

700	Chancellor's Cabinet Meeting Minutes 12-03-12
701	Districtwide Enrollment Management Taskforce Charge
702	Districtwide Enrollment Management Taskforce Membership
703	Chancellor's Cabinet Meeting Minutes 11-26-12
704	Chancellor's Cabinet Meeting Minutes 04-17-13
705	Chancellor's Cabinet Meeting Minutes 04-29-13
706	Chancellor's Cabinet Meeting Minutes 05-20-13
707	Grant Process Task Force Members
708	Grant Process Task Force Notes
709	Grant Process Task Force - Initial Grant Proposal Outline
710	Grant Process Task Force - Grant Application Approval and Submittal Process
711	Grant Process Task Force – Notice of Intent to Apply Form
712	Chancellor's Cabinet Meeting Minutes 06-24-13
713	Chancellor's Cabinet Meeting Minutes 05-06-13
714	Chancellor's Cabinet Meeting Minutes 05-13-13
715	District Decision Making Taskforce (DDMT) Charge and Membership
716	2013 Decision Making Resource Manual
717	2012-2016 SCCCCD Strategic Plan
718	Board of Trustee Retreat Agenda; March 22-23, 2013
719	SCCCCD Strategic Plan Timeline
720	Board of Trustees Minutes 07-02-13
721	2013-2017 Fresno City College Strategic Plan
722	2013-2017 Reedley College Strategic Plan
723	2013-2017 Willow International Community College Center Strategic Plan
724	Chancellor's Cabinet Meeting Minutes 04-01-13
725	2012-2013 Integrated Planning Model
726	2012-2013 Integrated Planning Manual
727	Chancellor's Cabinet Meeting Minutes 10-29-12
728	2012-2016 District Strategic Plan Objective Matrix
729	Chancellor's Cabinet Meeting Agenda and Minutes 09-30-13
730	Society for College & University Planning (SCUP) Institute Decision Package
731	Chancellor's Cabinet Workgroup Meeting Summary 12-10-12
732	Chancellor's Cabinet Workgroup Meeting Summary 01-07-13
733	Chancellor's Cabinet Meeting Minutes 12-17-12
734	2013 Society for College & University Planning (SCUP) Conference Sign-In Sheets
735	2012-2013 Administrative Services Unit Annual Operational Plan(s)
736	2012-2013 Administrative Services Unit Review Guide and Report Template
737	Administrative Services Unit Review Timeline
738	The Linkage Reports

- 739 Board of Trustees Minutes 01-08-13
- 740 Board of Trustees 2nd Annual Strategic Conversation Presentation 01-08-13
- 741 Chancellor's Cabinet Meeting Minutes 01-07-13
- 742 Chancellor's Cabinet Meeting Minutes 01-14-13
- 743 Chancellor's Cabinet Meeting Minutes 02-04-13
- 744 Strategic Conversation #2 Email All dated 2-11-13
- 745 2013 Strategic Conversation Evaluation
- 746 Communications Council Meeting Minutes 10-30-12
- 747 District Strategic Planning Committee Minutes 04-26-13
- 748 Districtwide Facilities Planning Committee Agendas and Minutes
- 749 Chancellor's Cabinet Meeting Minutes 10-01-12
- 750 Districtwide Technology Task Force Membership and Charge
- 751 Chancellor's Cabinet Meeting Minutes 10-15-12
- 752 Chancellor's Cabinet Meeting Minutes 10-22-12
- 753 Districtwide Technology Task Force Meeting Minutes
- 754 Districtwide Technology Plan Writing Teams
- 755 Districtwide Technology Committee Operating Agreement
- 756 Annual SCCCD Technology Summit 05-29-13
- 757 Jim Gaston Biography and YouTube Presentation available at:
<http://www.youtube.com/watch?v=nnDgxR32hW4>
- 758 Campus Works Summary and Sign in Sheet
- 759 Candidacy Letter from ACCJC dated March 6, 2013
- 760 ACCJC Letter for Initial Accreditation Review dated April 4, 2013
- 761 Board of Trustees Agenda Item: Changing the Reporting Relationship of the President,
Willow International Community College District
- 762 Chancellor's Cabinet Meeting Minutes 03-25-13
- 763 Email from Julie Adams, Executive Director of Academic Senate for CA Community
Colleges
- 764 Willow International Academic Standards Committee Operating Agreement
- 765 Willow International Ad Hoc Curriculum Committee Operating Agreement
- 766 Willow International Equivalency Committee Operating Agreement
- 767 Willow International Academic Senate Meeting Minutes Spring 2013
- 768 District Decision Making Task Force Minutes
- 769 Signature Programs Task Force Charge
- 770 Signature Programs Task Force Minutes 12-14-12
- 771 Signature Programs Task Force Minutes Jan-May 2013
- 772 Draft Signature Program Definition DRAFT 8-23-13
- 773 Signature Program Review Summary Guide
- 774 Resource Allocation Model Open Forum Notes
- 775 Chancellor's Cabinet Workgroup Meeting Summary 10-29-12
- 776 Chancellor's Cabinet Meeting Minutes 11-05-12
- 777 District Resource Allocation Model Taskforce Minutes 01-25-13

778 District Resource Allocation Model Taskforce Membership
779 Chancellor's Cabinet Workgroup Meeting Notes 12-03-12
780 Communications Council Meeting Minutes 12-04-12
781 Communications Council Meeting Minutes 02-26-13
782 District Budget and Resource Allocation Model Taskforce Minutes 01-11-13
783 District Budget and Resource Allocation Advisory Committee Operating Agreement
784 District Resource Allocation Model Taskforce Minutes Spring 2013
785 District Budget Resource Allocation Advisory Committee Meeting Minutes 05-10-13
786 Human Resources Staffing Plan Taskforce Charge
787 Human Resources Staffing Plan Taskforce Charge Memo from Dr. Blue dated 10-30-12
788 Human Resources Staffing Plan Taskforce Minutes 11-07-12
789 Human Resources Staffing Plan Taskforce Minutes
790 2013-2016 Equal Employment Opportunity Plan
791 Draft SCCCD Human Resources Staffing Plan Section 3: Context, Factors, Challenges and
Constraints
792 SCCCD Research Group Agendas and Minutes
793 SCCCD Policy and Procedures for Research with Human Subjects
794 Districtwide Research Priorities
795 Chancellor's Cabinet Meeting Minutes 06-17-13
796 C6 Consortia Grant Research Assistant Job Announcement
797 District Strategic Planning Committee Minutes 04-12-13
798 ASUR Response Team Membership
799 Chancellor's Cabinet Agenda 06-24-13
800 Chancellor's Cabinet Meeting Notes 06-24-13
801 Chancellor's Cabinet Agenda 08-05-13
802 Chancellor's Cabinet Meeting Notes 08-05-13
803 Chancellor's Cabinet Agenda 08-26-13
804 Chancellor's Cabinet Meeting Notes 08-26-13
805 Chancellor's Cabinet Meeting Agenda 09-09-13
806 Chancellor's Cabinet Meeting Notes 09-09-13
807 Datatel (Ellucian) Action Planning e-mail notice
808 Action Planning Agenda; September 4-5, 2013
809 DBRAAC Resource Allocation Model
810 Board of Trustees Agenda: 03-05-13
811 Board of Trustees Meeting Minutes; 03-15-13
812 District Enrollment Management Taskforce (DEMT) Timeline
813 Chancellor's Cabinet Meeting Notes; 09-23-13
814 Board of Trustees Agenda: 09-17-13
815 WI Program Review & Student Learning Outcomes Assessment Committee Operating
Agreement
816 WI PO-SLO Minutes: 09-13-12
817 WI PO-SLO Minutes: 09-20-12

- 818 WI PO-SLO Minutes: 10-17-12
- 819 WI PO-SLO Minutes: 11-26-12
- 820 WI PO-SLO Minutes: 05-01-13
- 821 WI Academic Senate Duty Day Minutes: 08-08-13
- 822 Enrollment Management Agenda 9-10-13
- 823 Communications Council Agenda and Notes 10-08-13

College Recommendation 1

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

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

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

Descriptive Narrative

Reedley College has a strong commitment to educational quality, integrity, effectiveness, and student success. The college is confident that it has fulfilled each of the six characteristics of the integrated planning recommendation (College Recommendation 1) as evidenced by the implementation of the college budget allocation process.

The Reedley College budget allocation process is in place. It was piloted in spring 2013 and is currently being implemented to develop the 2014-2015 budget. The budget development process, which includes the Budget Development Planning Calendar and the Budget Request Worksheets, have been completed and approved by all of the college governance groups [901, 908 pg. 2, 929 pg. 3, 954 pg. 3, 963]. The Budget Committee took the following steps to ensure that all constituency groups had input into and understanding of the process:

1. The new budget request worksheets were presented to Academic Senate, Classified Senate, Strategic Planning Committee, and department chair meetings for input between October 2012 and January 2013 [931 pg. 2, 932 pg. 1, 940, 941 pg. 4].
2. Recommendations from these groups were evaluated by the Budget Committee and updates to the Budget Request Worksheet were made during January 2013 [942 pg. 2].

3. Detail was added to the budget development planning calendar to allow for ample feedback by the various constituency groups as the worksheet moved through the process during January 2013 [913 pg. 1, 942 pg. 3].
4. The pilot of the new budget process began with budget worksheet training sessions on how to complete the worksheets in early February of 2013 [934 pg. 2, 949].
5. Budget managers completed the worksheets and submitted them to Administrative Services division where they were consolidated into one spreadsheet and given to the Budget Committee for evaluation of the requests on February 28, 2013 [935].
6. Feedback and questions flowed back and forth between the Budget Committee and budget managers as the committee evaluated and prioritized the requests during March of 2013 [933, 936].
7. A short survey was sent to constituents who completed the budget worksheets to obtain feedback for improvement of the process during April of 2013 [914].
8. As a result of the budget process pilot, the Budget Committee updated the 2013 draft Reedley College budget principles, guidelines, and priorities. These revisions were reviewed by constituent groups for approval, and received final approval from College Council [908 pg. 2]
9. The Budget Committee also made minor adjustments to the budget development planning calendar and forwarded to College Council for final approval on April 17, 2013 [908 pg. 2].
10. The Budget Committee developed a draft flowchart of the overall Reedley College allocation process and a revised flowchart of the budget allocation process in May of 2013 [913 pg. 2].
11. A tentative budget for 2013-2014 was developed using results from the pilot budget allocation process and worksheets [947].
12. Because the Madera Center and Oakhurst Center were not part of the original budget process pilot, the college accountant/auditor invested several days in summer of 2013 working with administration and account technicians to train them on the new budget worksheet process [953 pg. 7-11, 956].
13. In fall 2013, the college began following the budget calendar and new budget allocation process. The vice president of administrative services (chair of Budget Committee) and faculty co-chair gave a presentation to faculty/staff on opening day [943], and training sessions were offered to budget managers to ensure all departments were aware of the process [943 pg. 6].

Reedley College has completed activities that, when linked to the budget allocation process, define institutional integrated planning. This new process now reflects true integrated planning across our institution:

1. The Strategic Plan – The 2013-2017 Strategic Plan is now complete having been reviewed by all constituent groups in spring 2013 [901, 919, 950 pg. 3, 963]. The Board of Trustees approved the plan on July 2, 2013 [944 pg. 15-16]. As proposed in the “next steps” of the Reedley College October 2012 Follow Up letter [906 pg. 36], internal scans

to complete the Strategic Plan were completed in the forms of a strategic workshop and a survey [915, 916, 920]. External scans were also completed in the forms of demographic research and two charrettes [917, 937 pg.10]. The previous strategic plan was also evaluated in preparation for revising the new strategic plan [939]. Information on the completion of the new plan was provided to faculty and staff on opening day of fall 2013, and a new brochure was created and all external partners who participated in the charrette received a printed copy (e.g. advisory groups or K-12 superintendents from feeder high school districts) [937]. The plan was also posted to the Reedley College [website](#) for the public. In order to tie the budget allocation process to the new plan, the budget worksheet includes a column where requests for funds are linked to a strategic plan initiative/goal and program review goal [902]. Each October, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to the strategic plan. Items requested are ranked according to their linkages to the strategic plan and substantiated program review goals.

2. Program Review – In the well-established process of program review, departments must indicate in their reports how their programs help support the college mission statement and strategic plan [911 pg. 12 & 21]. Student Learning Outcomes assessments are connected to budget allocations as reported within the program review reports (both the five-year and annual) [902, 911, 918, 938 pg. 2]. With the addition of the new budget allocation process, departments need to indicate on the budget worksheet how a request for funds links to a substantiated program review goal (a goal that has been deemed “substantiated” is one that the Program Review Committee has agreed is supported by evidence within a department’s program review report) [902]. Each October, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to a department’s program review report.
3. Educational Master Plan – An ad hoc group of College Council reviewed the Educational Master Plan (EMP) in spring 2013 [908 pg.2]. The Educational Master Plan Annual Progress Report identifies linkages to the strategic plan, and College Council will be finalizing its review in the fall of 2013 [903]. The report linked outcomes to the previous strategic plan while also developing action plans for the current 2013-2017 strategic plan cycle. The ad hoc committee will reconvene in September 2013 to review the report in an effort to connect the EMP to the new strategic plan, incorporate the new budget process, and to solidify a permanent committee to review/revise the Educational Master Plan. The EMP is intended to be a living document that will be more fully integrated into college processes. The budget flowchart that was developed along with the budget calendar illustrates how each plan/process at the college is linked to the EMP [913 pg. 2].
4. College Goals – During 2012-2013, the then interim president worked alongside College Council to develop 2012-2014 college goals [945]. The goals were practical in nature,

derived from the various planning work that was being done throughout the college on various committees. They were linked to the 2012-2016 as well as 2013-2017 Strategic Plan at the request of College Council [946]. The College Council members then took these goals to their constituents for vetting in spring 2013 [901, 929 pg.3, 963]. Linkages to college goals provide another opportunity for budget managers to tie funding requests to the college's overall planning processes, and the new budget flowchart shows how college goals fit in to the planning process as a whole [913 pg.2]. Each October, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to the college goals [913]. The new President's Advisory Council is focused on prioritizing college goals based on the new strategic plan. In September 2013, the committee discussed what goals were the best "drivers" towards outcomes the college will make a priority to achieve this academic year [951].

5. Mission, Vision, and Values -- The college mission, vision, and values were reviewed and revised during two strategic planning charrettes in spring 2013 [917]. They were then reviewed by the campus constituent groups in spring 2013 and approved by the Board of Trustees in July 2013 [901, 908 pg.2, 944 pg. 15-16, 950 pg. 3, 963]. The revised mission, vision, and values were then linked to the product of the strategic planning charrettes. Along with college goals, the mission is illustrated as part of the planning processes of the college in the budget allocation flowchart [913].

The budget process now in place is the operational element of planning at Reedley College. The budget flowchart provides a good visual representation of this planning [913]. Additionally, college integrated planning processes coordinate with district planning activities and deadlines, as shown through the new budget development calendar [913 pg. 1]. With the revised Reedley College budget allocation process now in place campuswide, the college is confident that it has fully met College Recommendation 1.

The college has fulfilled each of the six sub parts of the integrated planning recommendation (College Recommendation 1) and has made even more substantive progress since the ACCJC team's visit in November 2012. The college has been deliberative in ensuring that the new budget allocation planning process ties to each of the recommendation sub parts and has operationalized integrated planning throughout the college.

1. **A focus on a limited number of mid- to long-term initiatives to improve student learning and student support services.** Reedley College has taken a grassroots approach to this goal by having faculty and student services managers link all funding requests to the college strategic plan, their own substantiated program review goals, and to college goals when they submit their budget requests [918]. Student learning and support services goals are included in the strategic plan, program review report, and college goals [945, 946]; and the Budget Development Calendar provides a visual representation of the budget development process [911 pg. 15, 17, 25, & 26, 913 pg.1, 937 pg. 6].

As an example of one of these initiatives, the Communication Department requested funds for various items needed for its long-term goal of establishing the new Communication lab. The department requested basic supplies such as staples, toner for the copier, dry erase markers, batteries for wireless presentation remotes, and cleaning products for student speeches. The department ensured that each request for a resource was linked to its substantiated program review goals and the college strategic plan, and funds for \$208 were approved by College Council and the Budget Committee [902, 961 pg. 7].

Another example of a student services initiative was brought forward by library staff. Librarians requested \$17,000 for library cards and books to update the library's collection. These requests were also clearly tied to strategic plan and program review goals and were approved by College Council and the Budget Committee [953 pg. 5-6, 962 pg. 7].

To ensure that the college is prioritizing these initiatives to improve student learning and student support services, the new President's Advisory Council met in September of 2013 to prioritize college goals based on the new strategic plan. The committee discussed what goals were the best "drivers" towards outcomes the college will strive to achieve this academic year [951].

2. **A plan with concrete strategies and actions that are specific, measurable, attainable, results-oriented and time based, and that specify individuals or groups responsible for their completion.** The college has completed the new 2013-2017 strategic plan, and from this point forward, funding requests from budget managers now require linkages to the new strategic plan. The college Strategic Planning Committee, in concert with the President's Advisory Council, has prioritized several of the 2013-2017 Strategic Directions and associated objectives for this year [951]. Each department's annual program review report includes specific, measurable, attainable, results-oriented, and time based strategies and actions that feed into the annual strategic plan cycle. The annual program review report includes identification of responsible parties, and metrics and deadlines are established within each individual department.

The integrated planning insert that is included in the Participatory Governance Handbook describes how these elements of college planning work together [905 pg. 17]. Integrated planning has been operationalized by the new budget allocation process. In spring 2013, Budget Committee members completed the pilot of the budget allocation process and made changes and updates to the process based on feedback from the survey and their own experience. The first of the budget worksheet requests were evaluated for substantiation to program review and the strategic plan [913, 933, 936]. In fall 2013, the changes were implemented as trainings have begun for fiscal year 2014-2015. The new allocation process completes the overall planning processes of the college, which includes an annual review of the strategic plan [952].

- 3. A process that clearly ties this planning model to the college's resource allocation processes.** As stated previously, Reedley College has completed the activities that, when linked to the budget allocation process, define institutional integrated planning. The budget is now tied to several integral components of overall college planning including the strategic plan, program review, college goals, and the Educational Master Plan. The budget worksheet has been critical in this coordination.

As an example, the Department of Building Services requested \$20,000 above and beyond its annual allocation to purchase custodial equipment and supplies. The department linked its request to the strategic plan (citing direction seven regarding maintenance of appearance, functionality, accessibility, and safety of facilities) and its substantiated program review goals. The request was approved by College Council and the Budget Committee [953 pg. 3-4, 962 pg. 1].

- 4. Processes for regularly assessing not only the progress in achieving the goals of the plan but also the effectiveness of the integrated planning model itself.** To ensure regular assessment of planning and that the Integrated Plan is updated to be consistent with the 2013-2017 Reedley College Strategic Plan, the Reedley College Strategic Planning Committee will have a first review of the plan, then make recommendations to College Council. In the October 15, 2012 Follow Up Report, Reedley College outlined one of its "next steps" stating, "The Reedley College Integrated Plan will be assessed and updated to be consistent with the 2013-2017 Reedley College Strategic Plan" [906 pg. 36]. To accomplish this, College Council has scheduled a review of the Integrated Plan for early fall of 2013 now that the Board of Trustees approved the college 2013-2017 Strategic Plan in July [944 pg. 15-16]. Additionally, the budget calendar will aid this assessment as the budget development process will also be continually evaluated [913 pg. 1]. The Budget Committee has determined that after the 2013-2014 cycle has completed (during March of the spring semester), it will reevaluate the process as part of a continuous cycle of improvement [913 pg. 1, 933 pg. 2, 955].

- 5. A model that is inclusive of all institutional planning activities and that clarifies the functions of program review and the various resource committees.** Any request for funds from any program/department/unit must demonstrate on the budget worksheet how the requested resources tie to program review [918]. As depicted in the newly-created flowcharts, program review is a key element in the Budget Committee's deliberation when allocating funds to these units [909, 910]. The Budget Calendar describes when this process occurs in the annual planning and budget building process [913]. These documents allow all constituent groups and the public to understand college planning processes and resource allocation.

An example of this process in action can be taken from results of cycle three of program review, fall 2012. The Art Department was in need of a replacement kiln and requested

\$7,000 on the budget worksheet. The department tied the request to substantiated program review goals and the college strategic plan. The request was approved by College Council and the Budget Committee, and funds will be distributed once the art faculty member returns from sabbatical [953 pg. 1-2, 961 pg. 1].

6. **A planning model that clarifies the relationship of the planning processes at Reedley College and the other planning processes of the State Center Community College District (SCCCD).** The Reedley College strategic plan is now developed using a similar methodology and on a timeline that is coordinated with the district strategic plan. The current SCCCD strategic plan covers the time period 2012 – 2016 while the Reedley College strategic plan (approved spring 2013) covers 2013 – 2017 [919, 921]. By following one-year in arrears of the district plan, the college is able to intentionally map strategic goals and directions to those of the district. Reedley College’s 2013-2017 Strategic Directions were intentionally mapped to the 2012-2016 State Center Community College District Strategic Directions [917]. The college strategic plan was first presented at the June 4, 2013 Board of Trustees meeting. The then interim president made a presentation at that meeting to explain the alignment of the district strategic plan and the Reedley College strategic plan [922, 923 pg.12]. The district Board of Trustees approved the college strategic plan as well the revised college mission and vision on July 2, 2013 [944 pg. 15-16].

The new college budget development calendar aligns with the district budget development timeline [957]. This calendar demonstrates how college integrated planning coordinates with district planning efforts and a budget that is driven by state deadlines [913].

Alignment of the district and college strategic plans has served to help clarify the relationship of the planning processes within operations across Reedley College campuses and the district as a whole.

Next Steps

Annual analysis of the budget allocation process – As identified on pg. 27, item 4, the Budget Committee has determined that after the 2013-2014 cycle has completed (during March of the spring semester), it will reevaluate the process as part of a continuous cycle of improvement.

Annual analysis of the Integrated Plan – Also mentioned on pg. 27, item 4, the Reedley College Integrated Plan will be assessed and updated to be consistent with the 2013-2017 Reedley College Strategic Plan. To accomplish this, College Council is reviewing the Integrated Plan this fall.

Annual analysis of the Educational Master Plan (EMP) – As mentioned on pg. 24, item 3, the EMP is intended to be a living document that will be more fully integrated into college processes. College Council is currently finalizing its review of the EMP Annual Progress Report, and the EMP ad hoc

committee is reconvening this semester to review the report in an effort to connect the EMP to the new strategic plan, incorporate the new budget process, and to solidify a permanent committee to review/revise the Educational Master Plan.

Evidence for Response to ACCJC College Recommendation #1

901	ASG Minutes 2.27.13
902	Sample budget worksheet Communication
903	2013 Combined Ed Master Plan Annual Report
904	M White email warning removal
905	Participatory Governance Handbook November 2013
906	RC Follow-up Final
908	College Council 04.17.13 Minutes
909	College Council Flowchart 2
910	Flow Chart FINAL
911	Program Review Cycle Three Revision
913	Budget Development Calendar
914	Spring 2013 Budget Survey Results
915	SP Survey
916	SP Survey Analysis
917	SP Charrettes
918	Budget worksheet BLANK
919	RC SP Complete Final Version 7.2.2013
920	Strategic Planning Workshop Agenda and Details
921	SCCCD SP
922	BOT Agenda 06.04.13
923	BOT Minutes 06.04.13
928	Chancellor Email to Cabinet
929	APPROVED RCAS Minutes 4-9-13
932	DC Meeting Notes 11.6.12
931	Classified Senate Meeting Agenda 11-19-2012
933	Budget Committee Meeting Notes 3-7-13
934	Budget Committee Meeting Notes 2-14-13
935	Budget Committee Meeting Notes 2-28-13
936	Budget Committee Meeting Notes 3-14-13
937	SP Brochure
938	DSPS Program Recommendations Annual Report Spring 2012
939	Previous SP summary report
940	Strategic Planning Committee Notes 12-10-12
941	APPROVED RCAS Minutes 10-23-12
942	Budget Committee Meeting Notes 1-24-13
943	Budget Process presentation 8 8 13
944	BOT minutes 7-2-13
945	College Goals 2012-2014
946	College Goals with linkage 2012-2014
947	RC Final Budget
948	Director of Technology budget request
949	Budget trainings 12-13
950	APPROVED RCAS Minutes 4-23-13
951	PAC Strategy Forum Summary
952	Reedley College Strategic Plan Annual Update 2013
953	Example Budget Worksheet Packet

954 Classified Senate Meeting Minutes 3-18-13
955 Budget Committee COA Draft - Revision 10.01.13
956 MC budget training Fall 2013
957 District Budget Timeline
961 Substantiated program goals 9 27 13
962 Noninstructional substantiated program review goals
963 Classified Senate document review email