

2018 Reedley College Institutional Self-Evaluation Report

*Reedley
College*



Reedley College



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REEDLEY COLLEGE

Institutional Self-Evaluation Report

Support of Reaffirmation of Accreditation

Submitted by:

Reedley College
995 N. Reed Ave.
Reedley, CA 93654

Submitted to:

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

January 3, 2018

CERTIFICATION PAGE

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

From: Dr. Sandra Caldwell
Reedley College
995 N. Reed Ave.
Reedley, CA 93654

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there were effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of the institution.

Signatures:

(Dr. Sandra Caldwell, Chief Executive Officer) *(Date)*

(Mr. John Leal, President, SCCC Board of Trustees) *(Date)*

(Dr. Paul Parnell, Chancellor, State Center Community College District) *(Date)*

(Mr. Dale van Dam, Accreditation Liaison Officer) *(Date)*

(Ms. Stephanie Curry, Academic Senate President) *(Date)*

(Mrs. Kassandra Davis-Schmall, Classified Senate President) *(Date)*

(Mr. Ernesto Duran, Associated Student Government President) *(Date)*

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Introduction

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ISER Timeline

Date	Activity
Spring 2016	Accreditation and Institutional Effectiveness Committee Chose Writing Team Leads and Members
	Writing Team Members began collecting evidence
Fall 2016	Writing Team members submitted drafts of Standard responses
Spring 2017	Accreditation and Institutional Effectiveness Committee and Standard Team Leads revised Standard responses
Spring 2017	Draft Standard responses sent for Constituent Review
Fall 2017	Final Constituent Approval
November - December 2017	Board of Trustees Approval
January 2018	Submit to ACCJC

Reedley College History

In a special meeting on May 24, 1926 the Board of Trustees of the Reedley Joint Union High School District voted unanimously to provide junior college courses of study for the 1926-27 academic year. On September 20, 1926 Reedley Junior College registered its first students. On that day, 30 students were given the opportunity to register for six course offerings. During the ensuing year, 51 students were enrolled on either a full-time or part-time basis.

In 1936, a separate building on the Reedley High School campus was built to house the junior college administration and provide additional classrooms. This building was enlarged in 1941 to accommodate the increasing demands of the community. While the original Reedley Junior College was established to provide affordable lower division college training and enable students to remain at home for the first two years of the college and university period, the college added more courses each succeeding year outside of the traditional four-year college and university curricula. Thus, the title Reedley College was officially adopted July 1, 1946 to more properly reflect its broader range of functions.

By the late 1940's, the Reedley Joint Union High School District decided the College was ready to develop a separate campus and a separate identity. The Board began negotiations to purchase the current campus site at Reed and Manning Avenues, once a part of the historic Thomas Law Reed Ranch. In September 1956, the College moved to its present site. The campus has a 300-acre farm laboratory adjacent to its 72-acre site. The farm includes 220 acres of arable land, more than 40 acres of riparian wetlands and almost 35 acres dedicated to roads and structures. While primarily used for Agriculture and Natural Resources instruction, crop production, and the support of livestock, accessible portions of the farm are widely used by the community for recreational activities such as walking, hiking, and cycling.

On December 3, 1963, the voters of 17 high school districts passed a proposal to form one large junior college district including Reedley College and Fresno City College. Trustees were elected at the same election, and the College came under the supervision of the new board on July 1, 1964. This district was appropriately named the State Center College District and was later changed to State Center Community College District.

In subsequent years, Reedley College’s influence expanded to several communities including Dinuba, Easton, Fowler, Kingsburg, Orange Cove, Oroquieta, Cutler, Parlier, Sanger, and Selma. In 1980, the name of the College was officially changed to Kings River Community College to better reflect the communities it served. The area served by the College continued to grow northward into the rural communities in the greater Fresno area. Serving communities as far-reaching as Clovis, Kerman, Madera, and Oakhurst between 1988 and 1992, Kings River Community College developed three centers that were functioning under the umbrella title of “the North Centers:” Clovis (later named “Willow International”), Madera, and Oakhurst.

In 1998, the original name “Reedley College” was restored as a result of long-standing community wishes to return the name of the institution to the city within which the main campus is located. As the 20th century came to a close and the 21st century began, Reedley College continued to grow to respond to the needs of its community.

In its 90 years, Reedley College has developed into a crucial component of higher education in the central San Joaquin Valley, offering over 80 areas of study taught by approximately 120 full-time faculty members and 200 part-time faculty members at the main campus. An additional 35 full-time faculty members and 100 part-time faculty members teach at the Madera and Oakhurst Community College Centers. Between August 2006 and May 2016, the combined sites under the Reedley College umbrella have provided services to over 125,000 students. Reedley College and its two Community College Centers in Madera and Oakhurst currently (2017) serve more than 16,000 student per year, of which almost 11,000 attend classes on the Reedley campus.

Reedley College History -- Timeline	
Date	Action
May 1926	Reedley Joint Union High School District voted to add junior college classes on the Reedley High School campus
September 1926	Reedley Junior College first classes held
1946	Name changed to Reedley College
1956	Reedley College moved to present location
1963	Voters passed proposal to form one junior college district to include both Reedley College and Fresno City College

Reedley College History -- Timeline	
Date	Action
1964	District was named State Center Community College District
1980	Reedley College's name changed to Kings River Community College
1988	First classes offered in Madera
1990	First classes offered in Oakhurst
1992	Clovis Center established
1996	Madera Community College Center established at its current location
1996	Oakhurst Community College Center established at its current location
1998	Kings River Community College name restored to Reedley College
2007	Willow International Center opened replacing the Clovis Center
2015	Clovis Community College established
2016	Madera and Oakhurst Center names changed to Madera Community College Center and Oakhurst Community College Center, respectively.

Reedley Campus

The main campus of Reedley College is located in Reedley, California (approximately 25 miles southeast of Fresno). It is situated in the eastern portion of California's predominantly agricultural San Joaquin Valley surrounded by grape vineyards, fruit and nut orchards, and fertile farms and ranches which stretch to the snow-capped Sierra Nevada Mountains to the east. The Kings River borders the west side of the campus. Reedley and the College's service area are predominantly farming communities, enjoying ethnically diverse populations.

According to the most recent Census Bureau data available (as of December 2016), Reedley's population is just above 25,000 and has grown 4% between 2010 and 2015. Reedley contributes a wide variety of agricultural products to Fresno County's economy. The area's rich, fertile soil produces stone fruit, grape, nut, vegetable, grain and cotton varieties of the highest quality. Reedley leads the nation as a supplier of fresh fruit, a distinction which earned the area the title "The Fruit Basket of the World."

Reedley College provides comprehensive curriculum offerings, lifelong learning opportunities, comprehensive student services, counseling, and educational services. Across its three sites, in the 2016-2017 academic year Reedley College served more than 16,000

students and offers instructional opportunities that range from traditional classrooms and science laboratories to state-of-the-art occupational training facilities in day, evening, two-way interactive video conference and distance education formats. The College's location near mountains and farmland permits the natural surroundings to become part of the learning environment. Forestry students manage an 800-acre forest at Sequoia Lake, near Kings Canyon National Park, approximately one hour from Reedley. Agriculture students gain experience on the campus' 300-acre farm, the largest on-campus community college farm in the state. In addition, Reedley College is one of only eleven community colleges in California to provide on-campus housing.

The Reedley campus offers over 1,575 class sections each year in 82 areas of study and offers students the options of transfer, associate degrees, associate degrees for transfer, and certificates of achievement and completion. The campus offers Career Technical Education (CTE) programs in Accounting, Agricultural Business (“AgBusiness”), General Agriculture, Animal Science, Automotive Technology, Aviation Maintenance Technology, Business Administration, General Business, Business-Entrepreneurship, Management, Business-Information Systems Management, Business-Marketing, Small Business Management, Child Development, Computer Science, Criminology, Dental Assisting, Developmental Services, Environmental Horticulture, Forestry, Natural Resources Technology, Health Care Interpreting, Human Services, Information Systems, Networking, Web Design, Programming, Manufacturing Maintenance Mechanic, Manufacturing Technology, Machinist/Machine Tool, Welding, Mechanized Agriculture, Diesel Engine Technology, Nursing (LVN and LVN to RN), Office Technology, Administrative Assistant, Medical Administrative Assistant, Agricultural Technology, Pest Control Advisor, and Production Agriculture.

Development of Outreach Campuses

Madera Community College Center (MCCC)

Moving from a site provided by Madera Unified School District in August 1996, the State Center Community College District opened a dedicated site for the Madera Community College Center on Avenue 12 just east of Highway 99 at the edge of the city of Madera. The original development included approximately 25 of the 114 dedicated acres. Operations were initially housed in 24 relocatable classrooms and a permanent student services building, along with a relocatable classroom that continues to function as the Child Development Learning Center and childcare-related programs.

The Madera Community College Center of Reedley College serves approximately 2,500 students each semester, generating approximately 1000 full-time equivalent students (FTES) each semester. MCCC offers a wide variety of academic and occupational programs and opportunities for students. Utilizing services and the course catalog from its parent institution, Reedley College, MCCC offers over 550 class sections each year in 41 areas of study and gives students a choice of transfer, associate degrees, certificates of achievement, and certificates of completion. MCCC offers occupational programs in Accounting, AgBusiness, Business, Criminology, Child Development, Information Systems, Office

Technology, Manufacturing, Licensed Vocational Nursing and Registered Nursing. New or expanded programs being planned for MCCC include AgBusiness, Physics, and Engineering.

The Census Bureau indicates the current population of the City of Madera is approximately 64,500 (est., 2016), an increase of approximately 5% since 2010. The Madera area is one of the fastest-growing population centers in the Central Valley—Census Bureau data project that it will be the fourth fastest growing county in the state through 2060, behind only Yolo, Placer and Kern counties. Therefore, college planning for MCCC includes continued facility expansion to keep pace with student population growth.

In accordance with recent growth already experienced and the projected continued growth in the number of students served at MCCC (and OCCC), Reedley College and the SCCC currently anticipate moving MCCC and OCCC to candidacy for accreditation as a separate, comprehensive community college in the next two to three years. This is a central theme in much of the college's current planning efforts, and is reflected in the college's organizational structure, participatory governance bodies and other functions described throughout this ISER.

Oakhurst Community College Center (OCCC)

The Oakhurst campus, currently serving over 600 students and generating approximately 134 FTEs per semester, was established as a result of Legislative Mandate (State Senate Bill 1607) in 1994. In fall 1996, the campus relocated from Yosemite High School to its current location in the Central Business District of Oakhurst, which is located on California Route 41 between the City of Fresno and Yosemite National Park. OCCC is currently composed of eleven relocatable classrooms, including a science lab, a distance learning classroom and two computer rooms. The distance learning classroom is designed for audio visual connectivity to MCCC as well as to Reedley College.

Students can choose to complete coursework leading to 12 associate degrees and transfer courses at OCCC. Approximately 60 class sections are available to students for general education and transfer programs each semester. Courses associated with CTE programs offered at OCCC include Criminology, Child Development, and Office Technology, as well as Business, Criminology and Natural Resources courses that are offered via two-way interactive videoconferencing.

Census Bureau data indicate that the population of the City of Oakhurst has declined slightly in recent years, but the population of eastern Madera County and cities and towns along State Highway 41 north of Fresno is growing rapidly. The area's current population is approximately 40,000. It is anticipated OCCC will continue to grow to meet the needs of this expanding area.

Passage of Measure C

In June 2016 voters passed a \$485 million bond measure that will provide significant funding for facilities upgrades and expansion throughout the entire State Center Community College District. Reedley College and its students will benefit with a new Fine and Performing Arts Center, an Agriculture Research Center and the expansion and remodel of the Life Science

Building. The Life Science Building will include a Math, Science, and Engineering complex that will house classrooms and laboratories used by the CTE programs Nursing Assistant Training and Dental Assisting.

Measure C Bond funds will be utilized at MCCC to construct the Academic Village II and expand the Center for Advanced Manufacturing to a state-of-the-art facility that responds to the labor market needs of the community. At OCCC, Measure C funding will be utilized to construct dedicated instructional facilities, providing the Center with its first permanent facility, complete with upgraded classroom and laboratory spaces.

SCCCD MEASURE C--REEDLEY COLLEGE FUTURE FACILITES		
REEDLEY (RC)	MADERA (MCCC)	OAKHURT (OCCC)
Stem Complex (Life Science Remodel and Expansion)	Completion of Academic Village I	New permanent, dedicated Campus with upgraded facilities
Agricultural Research Center	Expansion of Center for Advanced Manufacturing	
Center for Fine and Performing Arts		

Administration and Governance

Reedley College is led by a president who reports to the chancellor of the State Center Community College District. The Reedley College administrative team is comprised of a Vice President of Instruction, Vice President of Student Services, Vice President of Madera/Oakhurst, two Deans of Student Services (one permanently located in Madera), a Vice President of Administrative Services, and four Deans of Instruction (one permanently located in Madera).

As of late 2016, in preparation for eventual accreditation as a stand-alone comprehensive college, The Vice President of MCCC and OCCC is in place to oversee the administrative teams of both centers. OCCC also has a Director.

The following directors and managers currently provide oversight of services at all three locations: Equal Opportunity Programs & Services (EOP&S) Director, admissions and records Manager, Director of financial aid, Director of Disabled Students Programs & Services (DSP&S) and a police lieutenant.

Reedley College [Organizational Charts](#)

Constituency Groups/Participatory Governance

College Council

College Council is the central, coordinating governance group of Reedley College. Membership on College Council includes appointees from each constituency group,

including the Reedley College Academic Senate (RCAS), Classified Senate, the campus California School Employee Association (CSEA), the campus State Center Federation of Teachers (SCFT), Classified Managers, Associated Student Government (ASG) and Administrators. All locations are represented. Materials that require constituent review and action start as a first read in College Council. Items are then discussed/voted on through constituent review and brought back to College Council for a second read. This process ensures that all constituency groups have the opportunity to review proposed new initiatives and practices, revised versions of documents, and changes to existing policies. MCCC/OCCC have a College Center Council that operates under the auspices of the College Council and, in some ways mirrors the functions of the College Council, with the intention of gradually developing the capacity of administrators, faculty and staff at MCCC/OCCC to function as a separate college. As necessary, outcomes of the MCCC/OCCC College Center Council are then taken forward to College Council by MCCC/OCCC representatives.

Academic Senate (RCAS)

As noted in the RCAS constitution and bylaws, and “[i]n accordance with California State Education Code and Title V of the California Code of Regulations, the purpose of the Reedley College Academic Senate is to act as the faculty’s representative to the administration and to the governing board with regard to academic and professional matters. The senate will communicate the faculty’s advice and counsel on these to the governing board and to the administration, and will work collegially with them to promote the academic quality of the institution.” Each academic department is invited to appoint at least one representative to RCAS; those departments with multiple full-time faculty members are allowed additional representatives to RCAS in a 1:8 ratio based on the number of full-time faculty in the department. Additionally, RCAS has provided for the formation of various committees under its jurisdiction, including the Madera and Oakhurst Community College Center’s Faculty Association (MOFA). This organization is tasked with representing the faculty of Reedley College who are assigned to one of the MCCC and OCCC campuses in all academic and professional matters which exclusively impact the faculty at those locations. The existence of this organization, however, does not preclude Madera and Oakhurst Community College Centers’ faculty members from sitting as departmental representatives of executive committees to the RCAS. To maintain robust lines of communication between the organizations, the MOFA president is a standing member of the RCAS Executive Committee.

Classified Senate

Classified employees are represented through the Classified Senate. The Classified Senate is led by the Classified Senate President who sits on College Council. The Classified Senate reviews and approves documents in the classified purview and makes recommendations to the President. Membership of the Classified Senate is elected by classified employees at all locations to represent all areas of the College. The classified staff at the Madera Community College and Oakhurst Community College Center campuses have been allocated three senators based on the total number of classified staff working at these centers. These senators sit on the Reedley College Classified Senate and may stand for election as officers.

Associate Student Government (ASG)

Reedley College students participate as a partner in constituency governance through the ASG, which provides for input from student organizations located at both the Reedley campus and at MCCC/OCCC. In addition to their own elected leaders through ASG, student membership and participation are solicited by each campus participatory governance body and ASG representation is sought for ad hoc committees and administrator hiring committees. ASG also has an appointed member on College Council; in fact, the committee operating agreement for College Council states that the committee can only meet quorum if a student representative is present.

The Reedley College ASG is active in the college community, sponsoring or participating several events including Club Rush, various Homecoming activities, the annual Latino Dance contest, Safari Days, Tiger Scholarship Awards and Reception, and Commencement. ASG is also active with the community at large, participating in various annual events such as the Boys & Girls Clubs Annual Bowl-A-Thon, the City of Reedley Fiesta, Relay for Life, and the Valley Children's Hospital's "Kids' Day" fundraiser.

Department Chairs/Division Representatives

Reedley College currently has ten Department Chairs. Nine of Reedley's ten departments are organized under three instructional divisions, each of which is guided by an Instructional Dean; the counseling and developmental services departments report to the Dean of Student Services. Two faculty members are selected by their colleagues for candidacy for each department chair position and forwarded to the Office of Instruction. The College President and the Vice President of Instruction discuss the candidates and the President selects one of the two candidates to serve for a 3-year term as Department Chair.

To ensure adequate representation of faculty assigned to MCCC and OCCC, instructional faculty at Madera and Oakhurst are assigned to one of three instructional Divisions. Each Division selects a representative (a "Division Representative") using the same process and for the same term as described above for Department Chairs at Reedley.

The Department Chairs/Division Representatives meet together regularly with the Vice President of Instruction, the Vice President of MCCC/OCCC and instructional Deans to discuss new or modified curriculum and programs, enrollment management, onboarding of new and adjunct faculty, new initiatives at the District and College level, challenges being experienced in the classroom, and other instructional issues. In accordance with the Department Chairs/Division Representative's Handbook, Department Chairs and Division Representatives have the following responsibilities:

- assist in the development and continuing evaluation of department curricula and programs
- promote departmental review and discussion of course texts and other materials and coordinate the selection of those materials
- assist in the recruitment, selection, daily activities of certificated, classified staff and student assistants according to policy and district evaluation procedures
- assist with orientation of new faculty and staff; assist the division dean in the development of the department's class schedule and instructor loads

- make recommendations to the division dean regarding facilities and equipment maintenance and improvement
- make budget recommendations
- conduct departmental meetings and prepare and distribute minutes of department meetings to all department members.

Union Representation

Unions represent faculty (SCFT) and classified staff (CSEA) on College and Districtwide committees. There are designated union representatives on College Council who actively participate in governance. As appropriate, union-related issues identified through participatory governance committees are forwarded through union representatives for future contract negotiations.

REEDLEY COLLEGE INTEGRATED PLANNING

Vision 2025

In the 2015-2016 academic year, the college went through a collaborative process to set the college's vision for the year 2025. The vision that emerged called for instructional excellence (across all disciplines), leading in student success and completion (with the implementation of a pathways approach), collaborative work toward the accreditation of the Madera Community College Center as the fourth comprehensive college in the State Center CCD, the construction of new and maintenance of existing facilities, collaborative and integrated planning processes, and continued and enhanced community engagement and cultural activities.

Educational Master Plan (EMP)

In 2014-2015, during its most recent revision of the Educational Master Plan (EMP), Reedley College proceeded with an in-house Education Master Plan process, rather than use an outside consultant as the college had in the past. The EMP ad hoc committee was comprised of faculty, administrators, classified staff and students. A member of the faculty and the Vice President of Instruction co-chaired the process and a 2015-2025 Educational Master Plan was completed.

The EMP committee intentionally grounded the recommendations of the Plan in the College's Vision 2025 statement which was developed earlier by all College constituencies. Each constituency had representatives that served on the ad hoc EMP committee and each had many opportunities for input. In spring 2016 the plan was completed and approved by all major campus constituencies including the Academic Senate, Classified Senate, and the College Council. It was shared with the community at large and received positive feedback. One of the tenants of the new version of the EMP was that it should be a "living" document and, as such, should be reviewed regularly and modified annually (if necessary), with more in-depth review and possible major revisions on the 10-year cycle. The EMP was reviewed and updated in spring 2017.

Strategic Plan

The Reedley College Strategic Plan is revised on a 4-year cycle. Development of the current version of the plan (for the period 2017-2021) involved extensive dialog among faculty, students, staff, administrators, and business/community members. The creation of the Strategic Plan was a collaborative process including community feedback forums and discussion in constituency committees. The goal of the plan is to identify the current needs of the student population, to plan for future needs, and to better align student learning programs and services with the College's evolving purpose, character, and student needs. The Strategic Plan is driven by the mission, vision, and core values of Reedley College. The mission and core values of the College were updated in spring 2017. The 2013-2017 Strategic Plan has been completely assessed and the College used the assessment of the 2013-2017 plan in the creation of the new 2017-2021 plan.

One of the strategic outcomes of the assessment process was a decision to narrow the focus of the strategic plan and create and utilize short-term "drivers" to guide the College each year. Drivers are selected in a collaborative process after a review of the progress made during the previous academic year on the goals of the Strategic Plan. Administrators, directors, and representatives of college constituency groups come together in the summer to collaboratively assess the most pressing strategic goals for the coming academic years. The drivers emerge as a result of this discussion and are then used by constituent groups to guide activities and efforts for the following academic year.

Program Review

In 1999, Reedley College initiated the process by which all programs and services would be reviewed on a regular basis. The process includes a comprehensive 5-year review for transfer degree programs and 2-year review for CTE programs and certificates. This process was codified in September 2001 with the publication of the *Reedley College Program Review Handbook*. The handbook includes the college mission, the purposes of program review, and describes the review process and implementation. The College is now in its Cycle Four of Program Review reports (2015-2020), which means that every instructional college program has been through Program Review at least 3 times; non-instructional college programs and "units" have been added to the list of those undergoing the Program Review process over the years. One of the key aspects of the review is the written report, which contains the findings of the discipline faculty and program staff based on analysis of qualitative, quantitative, and SLO data. These reports include trends in the discipline (e.g., pedagogical shifts, instructional methodology, and instructional technology), the professional development needs of both existing and future faculty and staff, the current program goals, and a description of SLO assessments and subsequent action plans.

The Reedley College Program Review Cycle 4 Handbook (May 2015) states that the college's purpose for program review is to "systematically assess" program effectiveness, "influence curriculum, college planning, decision-making, and resource allocation," and "assess the degree to which programs and services effectively support" the mission statement (including the college's philosophy and vision, strategic plan and educational master plan), as well as "promote collaboration and dialog across campuses and disciplines." The Program Review Cycle allows for a formal process of evaluation in instructional programs over three semesters, and includes annual progress reports. Since key demographic factors vary greatly

between Reedley, MCCC and OCCC, the data for the Program Review process is disaggregated between the campus sites to allow for site-specific assessment and improvements by site, as appropriate.

Curriculum

All instructional programs adhere to curriculum approved by the Reedley College Curriculum Committee. The Curriculum Committee is comprised of the Academic Senate Vice President for Curriculum (chair), a representative from each instructional department, Academic Senate representatives, students, the Vice President of Instruction, and deans from each campus.

Whenever curriculum changes to course outlines are proposed, all faculty in the discipline at all District sites are consulted through their department curriculum representatives. Proposed changes originating at each college in SCCCDC are shared at the District Educational Coordination and Planning Committee for discussions on District implications before being presented to the Board of Trustees. In fall 2016, as part of meetings between the Vice Chancellor of Educational Services and Workforce Development, the vice presidents of instruction and the Curriculum Committee chairs, it was decided that the Curriculum Committee chairs of the three SCCCDC colleges would meet on a regular basis to discuss curriculum-related issues just as the Academic Senate presidents do to discuss common issues.

Athletics at Reedley College

Reedley College is one of 105 California Community Colleges that offers students the opportunity to participate in intercollegiate athletic programs. . The Reedley College Athletic Department fields teams in 11

intercollegiate sports, with five men's teams and six women's teams. Intercollegiate athletic teams for women are volleyball, golf, basketball, softball, tennis, equestrian (since 2015) and women’s soccer (2017). Intercollegiate teams for men are football, golf, basketball, baseball, and tennis. Along with all California Community Colleges with intercollegiate athletic programs, Reedley College’s athletic teams are organized and operated under the guidelines of the California Community College Athletics

TEAM	MENS	WOMENS
Volleyball		✓
Golf	✓	✓
Basketball	✓	✓
Softball		✓
Baseball	✓	
Tennis	✓	✓
Equestrian		✓
Soccer		✓
Football	✓	

Association (CCCAA). Significantly, to provide fully supportive services to student athletes, the Reedley College athletic programs are managed by the Vice President of Student Services, through an Athletic Director. Athletic team oversight is necessarily coordinated with the Dean of Instruction that has responsibility for the offerings and operations of the Physical Education Department

The past five years of the Athletic Department and sport specific accomplishments are listed below:

- In 2015 Reedley College moved forward in developing a Varsity Women’s Equestrian team.

- The Men’s Golf team won the 2016 California Community College Athletic Association (CCCAA) State Championship. Additionally, they have won the Central Valley Conference Championship in 2011, 2012, 2014, 2015, and 2016.
- The Women’s Golf team were the Central Valley Champions for 2015 and the CCCAA NorCal Region Champions. Additionally, they finished in 3rd place in the 2015 CCCAA State Championships.
- Softball concluded their 2011, 2014, 2015 seasons as the Central Valley Conference Champions.
- Women’s Tennis concluded their 2011, 2012 and 2013 seasons as the Big 8 Conference Champions.
- The Baseball team made the 2016 CCCAA Regional playoffs for the first time since 1963. The Baseball team repeated as playoff qualifiers in spring 2017.
- Women’s Volleyball hosted the 2012 CCCAA 1st Round Regional playoffs.

Career Technical Education Programs at Reedley College

Career Technical Education (CTE) programs prepare students for entry-level employment in specific occupations and are aligned with business/industry standards. Students in these programs take and complete a sequence of specially-designed and focused courses. Some CTE programs also require students to complete general academic courses. Current CTE programs at Reedley College include Automotive Technology, Dental Assisting, Environmental, Forestry/Natural Resources, Health Care Interpreter, Manufacturing, Mechanized Agriculture, Equipment Service Technician Program, Nursing Assistant Training, Plant Science, Mechanized Agriculture, LVN to RN Nursing Program, Licensed Vocational Nursing Program and Flight Science.

Each CTE program has an established Advisory Board which are comprised of teaching faculty, industry partners (discipline experts and potential employers), and community members. This collaboration is used to share best practices in the CTE fields in order to provide quality curriculum and to help ensure that program completers have the knowledge and skill to be exemplary employees upon program completion. Advisory Board recommendations are referenced in Program Review reports and play an important role in outcomes evaluation and establishing curriculum and budgetary goals.

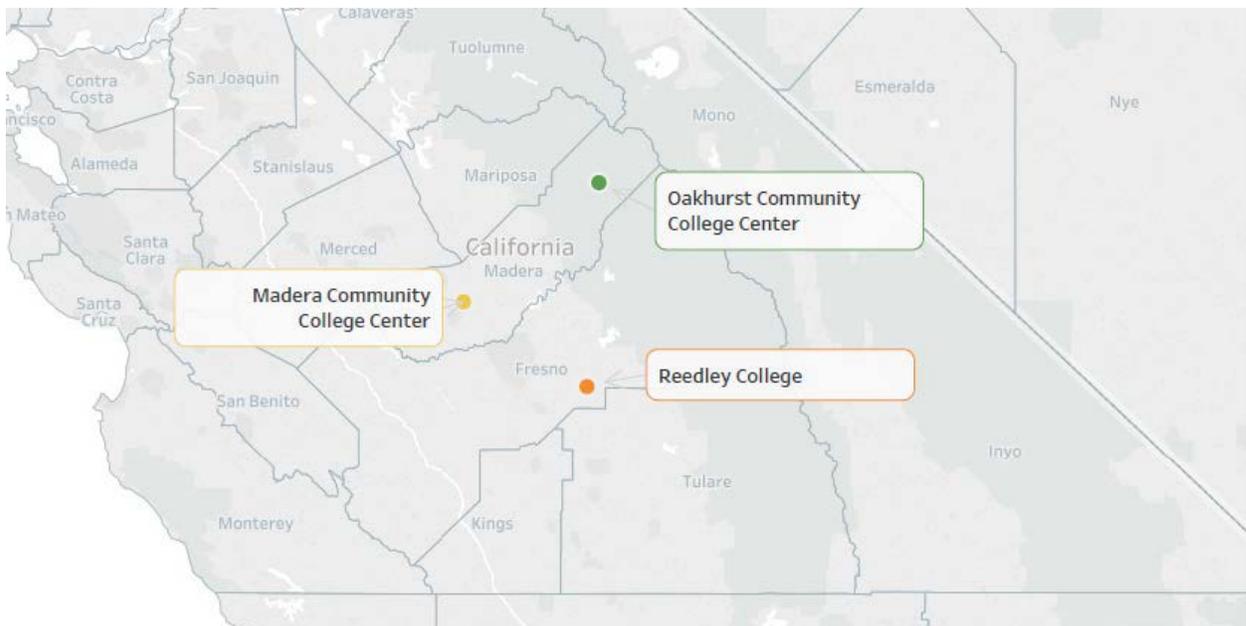
Demographic and Student Achievement Information

The table below summarizes some of the many trends that characterize the Reedley College service area for the time period since our last accreditation visit in 2011. More detailed information, including disaggregated data, are presented in the charts and tables that follow or in the “Standards” sections of the ISER.

Data	Timeframe	Major Trends
Fresno County and Madera County Poverty Level/Educational Attainment	2010-2014	High poverty levels are linked to low educational attainment
Fresno County and Madera County % of families living below poverty	2010-2014	32% of county families live below poverty level. Poverty level increases for single parent households.
Service Area Demographics	2010-2015	Only 25% of the population in Fresno County has attained a AA or above

Description of Service Area

Reedley College is located in south-central Fresno County; both the Madera Community College Center and the Oakhurst Community College Center are located in Madera County as illustrated below.



Source: Tableau

Predominantly, the communities we serve and the students we enroll are within the boundaries of Fresno & Madera counties, although we also have students coming to us from northern Tulare County and northeastern Kings County. Because of the college’s unique programs in agriculture, natural resources and other CTE fields, we draw students from outside the Madera, Fresno, Kings, and Tulare counties area as well. To create a

representative statistical profile of our service area, demographic and socioeconomic data has been compiled below for Fresno, Madera, Tulare and Kings Counties.

County	2010 Census: Population Size			
	Fresno	Madera	Tulare	Kings
	930,450	150,865	442,179	152,982

Source: US Census Bureau; 2010 Census

(<https://www.census.gov/quickfacts/fact/table/fresnocountycalifornia,maderacountycalifornia,tularecountycalifornia,kingscountycalifornia/PST045216>)

The ethnicity and other characteristics of the population in Fresno, Madera, Tulare and Kings Counties are described in the tables below.

2010 Census Data								
County	Fresno		Madera		Tulare		Kings	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Hispanic/Latino of any race	468,070	50.30%	80,992	53.69%	268,065	60.62%	77,866	50.90%
Not Hispanic/Latino	462,380	49.70%	69,873	46.31%	174,114	39.38%	75,116	49.10%
Total Population	930,450	100%	150,865	100%	442,179	100%	152,982	100%
White	515,145	55.37%	94,456	62.61%	265,618	60.07%	83,027	54.27%
Black or African American	49,523	5.32%	5,629	3.73%	7,196	1.63%	11,014	7.20%
American Indian and Alaska Native	15,649	1.68%	4,136	2.74%	6,993	1.58%	2,562	1.67%
Asian	89,357	9.60%	2,802	1.86%	15,176	3.43%	5,620	3.67%
Native Hawaiian and Other Pacific Islander	1,405	0.15%	162	0.11%	509	0.12%	271	0.18%
Some other race	217,085	23.33%	37,380	24.78%	128,263	29.01%	42,996	28.11%
Two or more races	42,286	4.54%	6,300	4.18%	18,424	4.17%	7,492	4.90%
Total Population	930,450	100%	150,865	100%	442,179	100%	152,982	100%

Source: US Census Bureau; 2010 Census

(<https://www.census.gov/quickfacts/fact/table/fresnocountycalifornia,maderacountycalifornia,tularecountycalifornia,kingscountycalifornia/PST045216>)

Population Characteristics	Fresno County	Madera County	Tulare County	Kings County
Veterans, 2011-2015	40,091	8,578	16,097	10,997
Median household income (in 2015 dollars), 2011-2015	\$45,233	\$45,073	\$42,031	\$46,481
Per capita income in past 12 months (in 2015 dollars), 2011-2015	\$20,408	\$17,970	\$17,876	\$18,707
Persons in poverty, percent	25.20%	22.60%	27.20%	22.4
Age and Sex				
Persons under 5 years, percent, July 1, 2016, (V2016)	8.10%	7.50%	8.40%	7.80%
Persons under 5 years, percent, April 1, 2010	8.50%	7.90%	9.30%	8.40%
Persons under 18 years, percent, July 1, 2016, (V2016)	28.60%	27.50%	31.20%	27.30%
Persons under 18 years, percent, April 1, 2010	29.80%	28.40%	32.60%	27.80%
Persons 65 years and over, percent, July 1, 2016, (V2016)	11.80%	13.50%	10.90%	9.70%
Persons 65 years and over, percent, April 1, 2010	10.00%	11.40%	9.40%	7.90%
Female persons, percent, July 1, 2016, (V2016)	50.10%	51.70%	50.00%	44.90%
Female persons, percent, April 1, 2010	50.00%	51.80%	49.90%	43.60%
Language other than English spoken at home, percent of persons age 5 years+, 2011-2015	44.10%	44.70%	50.90%	40.80%
Foreign born persons, percent, 2011-2015	21.40%	21.60%	22.50%	18.60%
High school graduate or higher, percent of persons age 25 years+, 2011-2015	73.50%	70.80%	68.40%	72.20%
Bachelor's degree or higher, percent of persons age 25 years+, 2011-2015	19.40%	13.30%	13.80%	13.40%
Health				
With a disability, under age 65 years, percent, 2011-2015	8.80%	8.90%	8.10%	8.00%
Persons without health insurance, under age 65 years, percent	10.80%	13.00%	11.20%	8.90%
Population estimates, July 1, 2016, (V2016)	979,915	154,697	460,437	149,785

Source: US Census Bureau; 2010 Census

(<https://www.census.gov/quickfacts/fact/table/fresnocountycalifornia,maderacountycalifornia,tularecountycalifornia,kingscountycalifornia/PST045216>)

Prominent Industry Sectors and Employment in the Service Area

The number of persons employed in several prominent industry sectors in the Reedley College four-County service area is compiled in the table below.

	Fresno County, California		Kings County, California		Madera County, California		Tulare County, California	
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
Total:	374,564	+/-3,396	50,960	+/-1,270	53,032	+/-1,414	170,780	+/-2,299
Agriculture, forestry, fishing and hunting, and mining	38,869	+/-1,774	7,898	+/-653	10,545	+/-782	33,244	+/-1,461
Construction	20,008	+/-1,131	1,827	+/-302	2,917	+/-450	7,926	+/-679
Manufacturing	27,843	+/-1,238	4,193	+/-500	4,580	+/-563	13,632	+/-986
Wholesale trade	14,798	+/-1,050	1,239	+/-250	1,268	+/-277	6,689	+/-589
Retail trade	40,067	+/-1,701	4,192	+/-471	5,160	+/-617	19,187	+/-1,042
Transportation and warehousing, and utilities	17,703	+/-1,171	2,009	+/-324	2,495	+/-360	7,611	+/-721
Information	4,852	+/-529	426	+/-130	770	+/-192	1,328	+/-275
Finance and insurance, and real estate and rental and leasing	18,128	+/-971	1,141	+/-251	1,592	+/-359	6,239	+/-619
Professional, scientific, and management, and administrative and waste management services	30,210	+/-1,134	3,004	+/-427	3,605	+/-426	10,675	+/-913
Educational services, and health care and social assistance	88,278	+/-1,696	11,200	+/-769	10,250	+/-816	35,083	+/-1,349
Arts, entertainment, and recreation, and accommodation and food services	32,924	+/-1,715	4,975	+/-497	4,328	+/-577	12,193	+/-987
Other services, except public administration	18,182	+/-1,091	2,157	+/-304	2,323	+/-355	7,021	+/-704
Public administration	22,702	+/-1,061	6,699	+/-646	3,199	+/-471	9,952	+/-737

INDUSTRY BY OCCUPATION FOR THE CIVILIAN EMPLOYED POPULATION 16 YEARS AND OVER
 Universe: Civilian employed population 16 years and over more information
 2011-2015 American Community Survey 5-Year Estimates

Postsecondary Certificate-Level Regional Completions by Institution

Reedley College is the third largest regional producer of post-secondary certificates, which prepare students to find employment immediately after completion. In the region, only the for-profit Institute of Technology and (our sister college) Fresno City College, both located in Fresno, award more CTE certificates than Reedley College. This ranking indicates the relative importance of Reedley's CTE programs to our local service area students and employers.

Ranking	Institutions	3-Year Average of Certificates Issued	% of Regional Total
1	Institute of Technology Inc.	1,901	24%
2	Fresno City College	1,331	17%
3	Reedley College	853	11%

4	UEI College-Fresno	564	7%
5	College of the Sequoias	461	6%
6	San Joaquin Valley College-Visalia	343	4%
7	Kaplan College-Fresno	316	4%
8	Milan Institute-Visalia	271	3%
9	Milan Institute-Clovis	256	3%
10	Advanced Career Institute	245	3%
11	West Hills College-Coalinga	167	2%
12	Clovis Adult Education	151	2%
13	Milan Institute of Cosmetology-Visalia	135	2%
14	San Joaquin Valley College-Online	116	1%
15	Porterville College	109	1%

Source: RC IPEDS

Student Enrollment Data

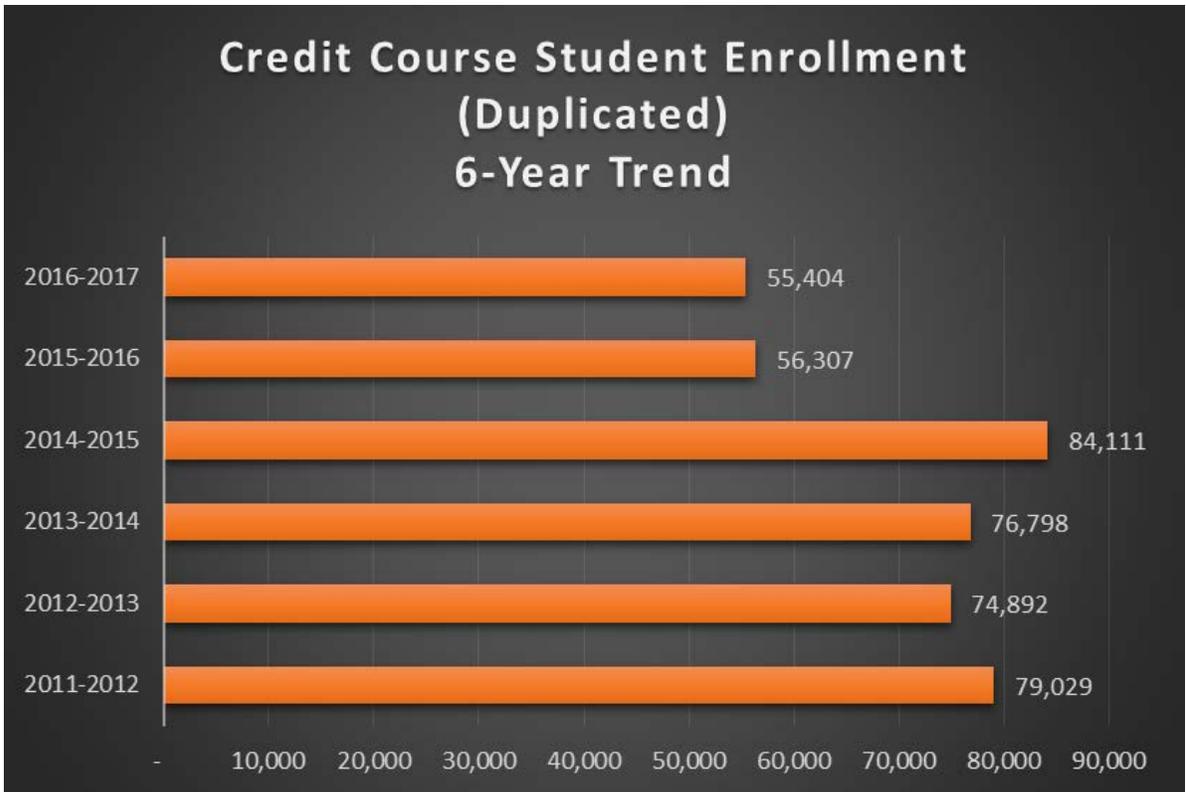
The table below compiles some of the many trends that characterize Reedley College enrollment since the time of our last accreditation visit in 2011. More detailed information, including disaggregated data, are presented in the charts and tables that follow.

Data	Timeframe	Major Trends
Credit and Non-Credit Course Student Enrollment	2011-2017	Overall Enrollment over the time period decreased due to the separation from Reedley of the Clovis Center (to become Clovis Community College) in 2015, but the College enrollment has stabilized after the dramatic drop of that year.
Student Headcount by College Site	2011-2016	All sites have recovered to the pre-recession attendance levels; attendance at all 3 sites continues to increase.
Student Headcount by Academic Year	2011-2016	All sites have bounced back to the pre-recession attendance levels; attendance at all 3 sites continues to increase.
RC/MCCC/OCCC Ethnicity	2011-2016	Two thirds of of students at both Reedley College and MCCC are Hispanic. One half of the students attending OCCC are Hispanic.
RC/MCCC/OCCC Age	2011-2016	The Reedley campus has the youngest student population.

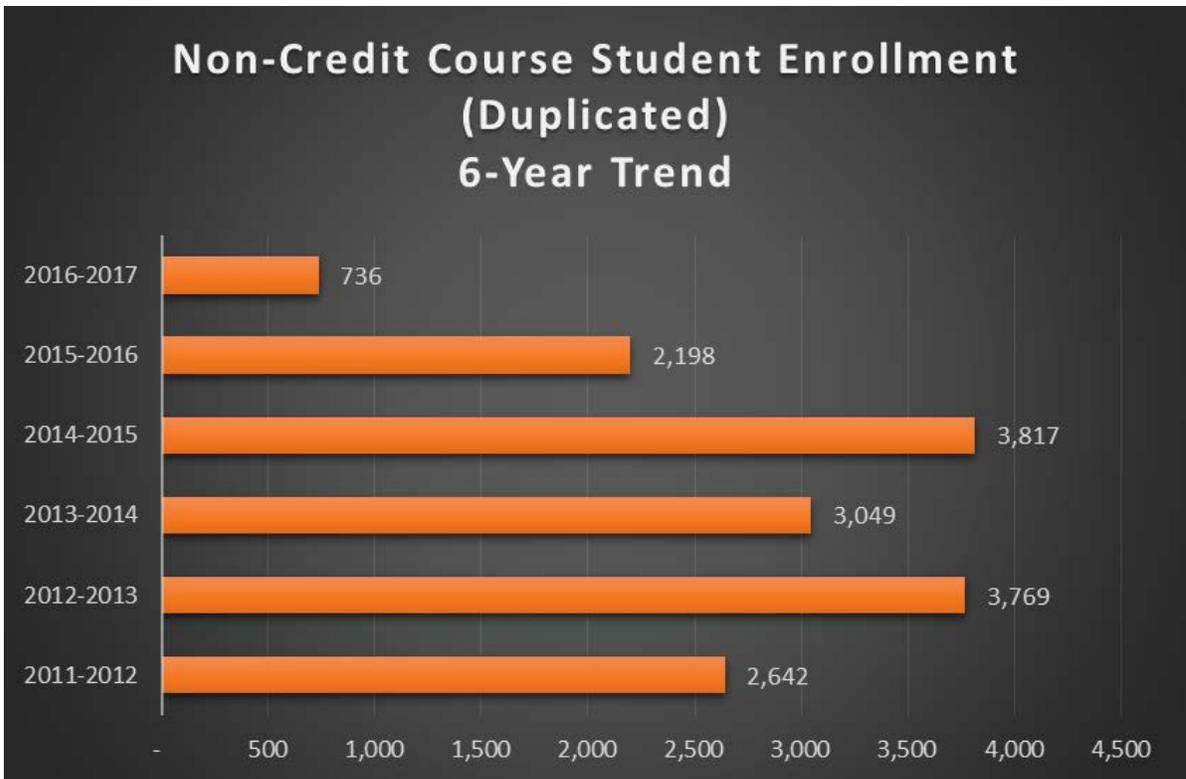
RC/MCCC/OCCC Gender	2011-2016	Women attend at higher rates than men at all three locations. At MCCC and OCCC the ratio of women to men is approximately 65:35.
RC/MCCC/OCCC Full time/Part Time Students	11SP-15FA	Overwhelmingly, the majority of Reedley College students attend part-time.
Educational Goals (Full-time Students)	Fall 2011-Fall 2015	60% of Reedley College students indicate their goal is to transfer to a 4-year baccalaureate-granting institution.
Basic Skills (Reading, Writing, ESL and Math) Course Completion	2010-2015	More than half of students assessed, placed into developmental (pre-transfer-level) courses in one of these disciplines.

Enrollment Trends

The chart below shows total (duplicated) credit and non-credit student enrollment at all Reedley College sites. Until 2014-2015, the data included enrollments at a total of four campuses located in Reedley, Clovis, Madera, and Oakhurst. In 2015 Clovis Community College was accredited as the 113th community college in the state. This accounts for the significant apparent drop in overall enrollment at Reedley College between 2014-2015 and 2015-2016.

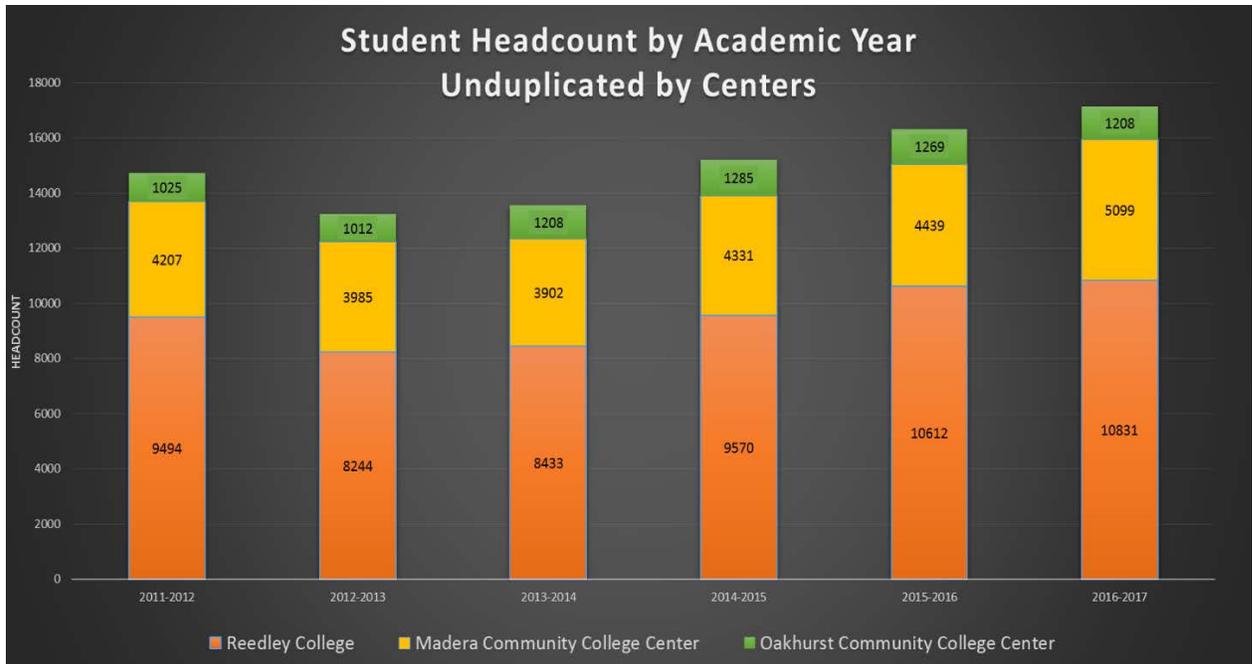


Source: DataMart (<http://datamart.cccco.edu/Courses/Default.aspx>)



Source: DataMart (<http://datamart.cccco.edu/Courses/Default.aspx>)

The following chart reflects enrollment for all students at current Reedley College sites (students attending the Clovis Community College Center prior to 2015 were not counted on this chart).

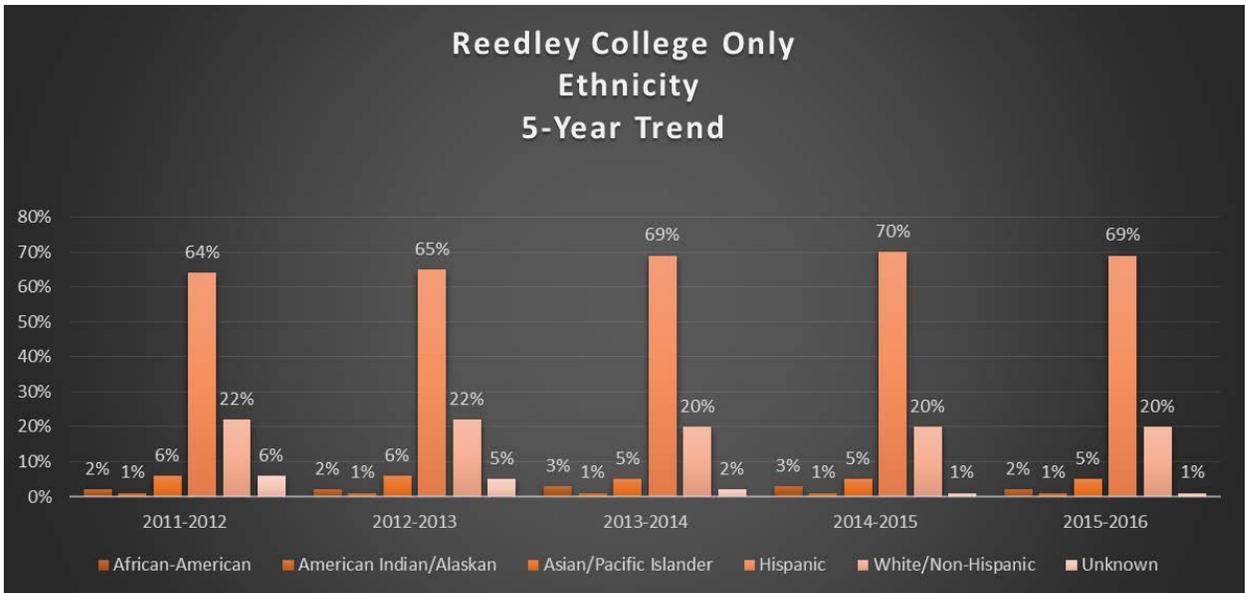


Source: District ATERM report

Numbers reported represent an unduplicated enrollment at each site, however, a student attending classes at both Oakhurst and Madera or both Reedley and Madera would be counted twice.

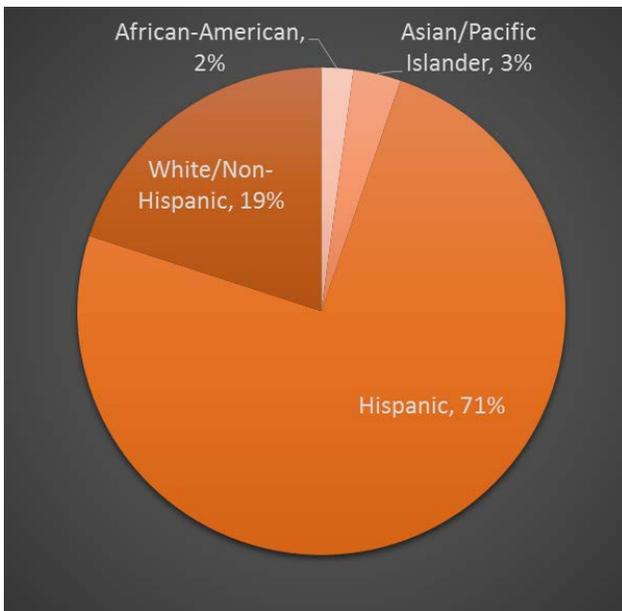
With students attending the Clovis Center/Clovis Community College removed, it is clear that enrollment at Reedley College, including MCCC and OCCC, has been increasing since the 2012-2013 academic year. Data for MCCC alone indicate significant growth in enrollment at that location between spring 2016 and spring 2017.

The charts below illustrate the ethnicity of students enrolled at Reedley College (first the Reedley location only, then MCCC only, then OCCC only). The data represented below are calculated based on unduplicated student counts for the academic years shown.

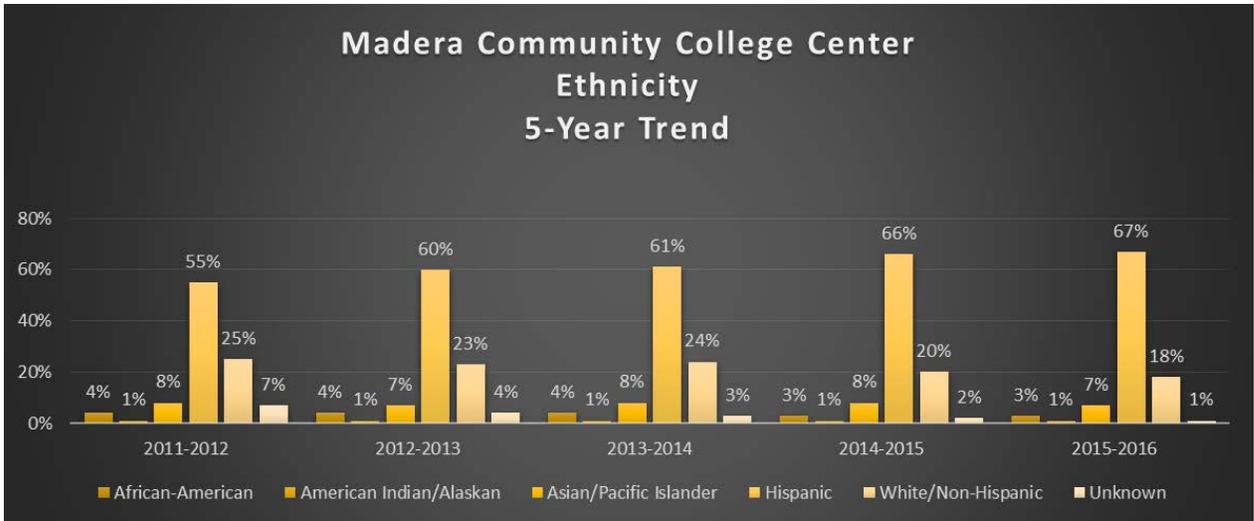


Source: District ATERM report

Reedley College Only 2016-2017 Ethnicity

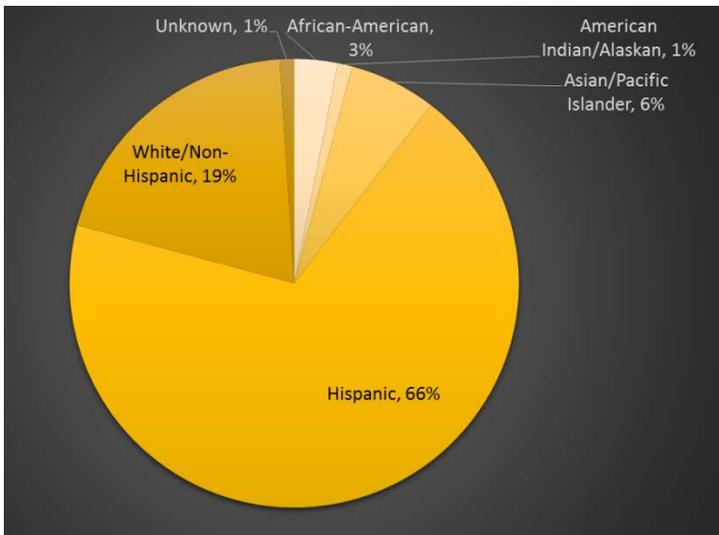


Source: District ATERM report

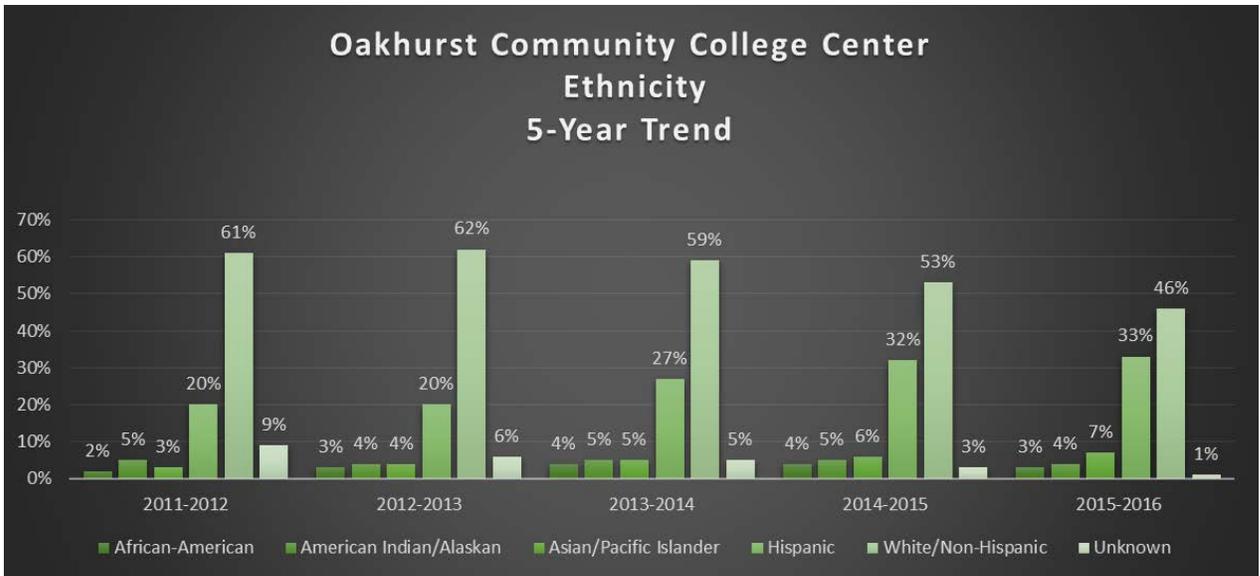


Source: District ATERM report

Madera Community College Center 2016-2017 Ethnicity

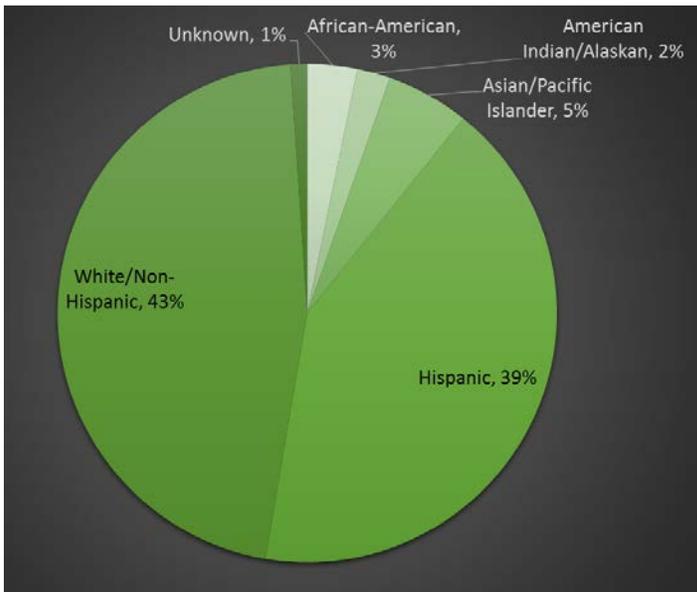


Source: District ATERM report



Source: District ATERM report

Oakhurst Community College Center 2016-2017 Ethnicity



Source: District ATERM report

The charts above indicate that more than two-thirds of Reedley College students at the Reedley campus are of Hispanic origin. This is consistent at two of the three Reedley College campuses: MCCC has approximately the same percentage of Hispanics, while approximately half of the students enrolled at OCCC are Hispanic. White/non-Hispanic student percentages are approximately 20% at RC and MCCC and approximately 30% at OCCC.

Ethnicity data are used in equity reporting and individual program review reports to identify student population trends. For example, these data have been used by the Student Equity Plan to advocate participation in the “A2Men” activities addressing the needs of the African American student population, a disproportionately impacted group.

The tables below compile the age distribution of students enrolled at each Reedley College location between 2011 and 2017.

Reedley College (Reedley Location Only) 6-Year Trend for Enrolled Student Age

	19 or Less	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 +
■ 2011-2012	32%	38%	11%	6%	4%	5%	4%
■ 2012-2013	33%	40%	11%	6%	3%	4%	2%
■ 2013-2014	32%	39%	13%	7%	3%	4%	2%
■ 2014-2015	33%	39%	12%	6%	3%	3%	2%
■ 2015-2016	37%	36%	12%	6%	3%	3%	2%
■ 2016-2017	42%	33%	11%	5%	3%	3%	2%

Source: District ATERM report

Madera Community College Center 6-Year Trend for Enrolled Student Age

	19 or Less	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 +
■ 2011-2012	24%	39%	14%	8%	5%	6%	3%
■ 2012-2013	25%	39%	14%	8%	5%	6%	3%
■ 2013-2014	23%	39%	16%	9%	5%	5%	3%
■ 2014-2015	22%	39%	17%	9%	5%	5%	3%
■ 2015-2016	24%	39%	16%	9%	5%	5%	2%
■ 2016-2017	27%	37%	16%	9%	5%	5%	2%

Source: District ATERM report

Oakhurst Community College Center 6-Year Trend for Enrolled Student Age

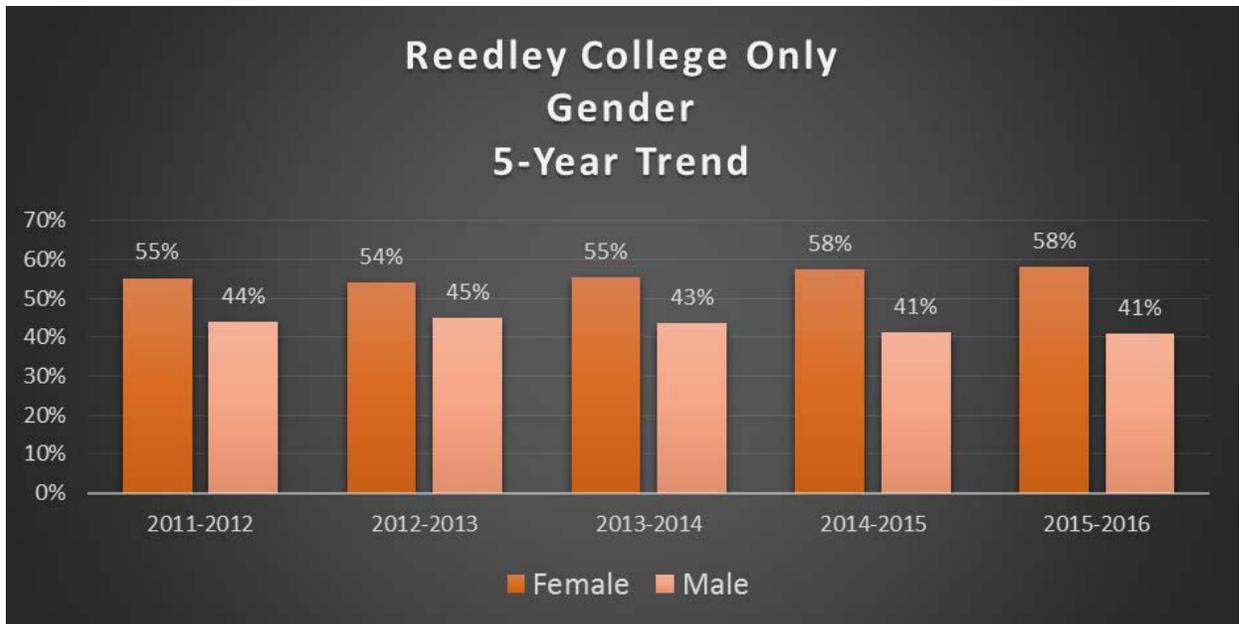
	19 or Less	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 +
■ 2011-2012	21%	36%	15%	10%	4%	8%	5%
■ 2012-2013	23%	36%	14%	10%	1%	6%	5%
■ 2013-2014	22%	34%	16%	12%	6%	7%	4%
■ 2014-2015	18%	37%	19%	11%	6%	6%	3%
■ 2015-2016	20%	38%	19%	9%	7%	5%	3%
■ 2016-2017	23%	36%	16%	10%	6%	6%	3%

Source: District ATERM report

The most recent data available indicate that the student population at the Reedley campus is significantly younger (in general) than the student population at MCCC and OCCC. The data also indicate an increase in the proportion of students at Reedley that are 19 or younger in the last 5 academic years. This may be attributed to a significant increase in the Reedley campus dual enrollment efforts, which now offers college courses at several area high schools. Dual enrollment occurs at MCCC and OCCC as well, but not to the same extent.

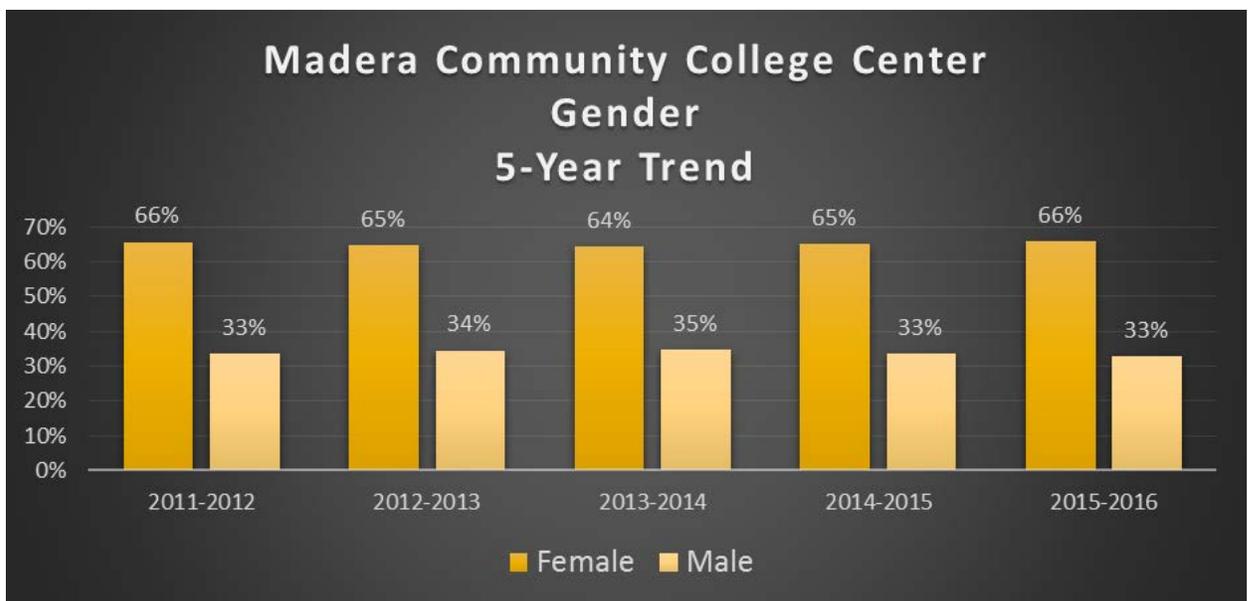
Students 35 or more years old tend to comprise a slightly higher proportion of the total population at MCCC and OCCC than at Reedley.

The chart below indicates that at the Reedley campus, the ratio of females to males is currently 58:41 (and the proportion of females has been increasing over the last 5 academic years).

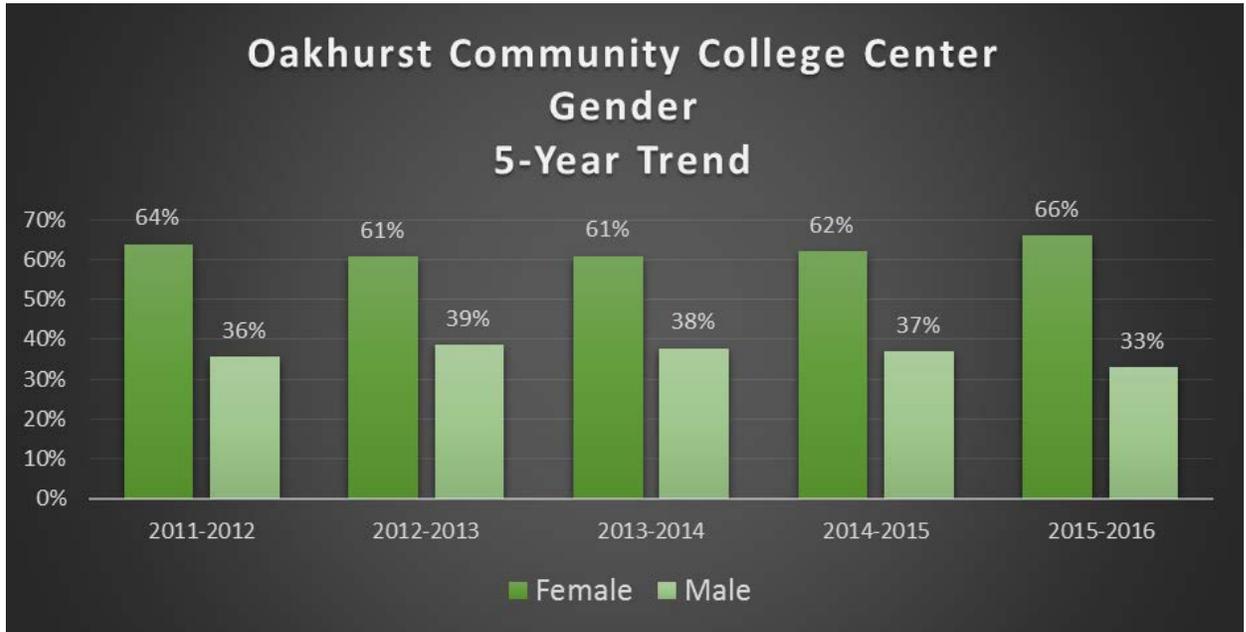


Source: District ATERM report

At MCCC and OCCC the disparity between females and males is more pronounced (approximately two thirds of attending students are female at both locations). The higher female proportion at MCCC and OCCC could be attributable to the existence of fewer CTE programs at these locations or possibly the lack of athletic teams at either MCCC or OCCC.



Source: District ATERM report



Source: District ATERM report

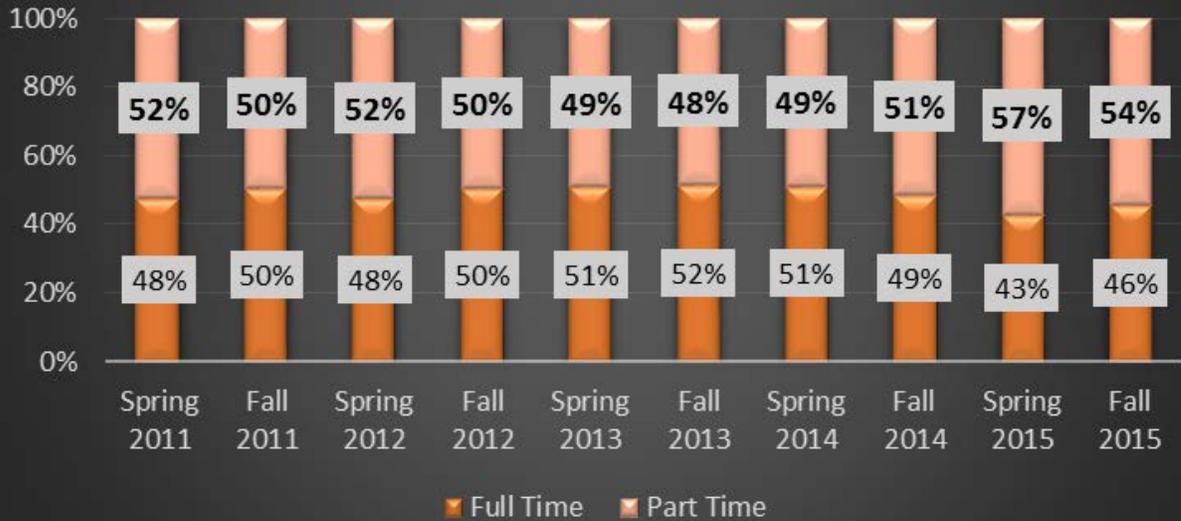
A summary of current gender ratios is compiled in the table below.

2016-2017 Gender	Female	Male
Reedley College	57%	41%
Madera Community College Center	67%	32%
Oakhurst Community College Center	65%	33%

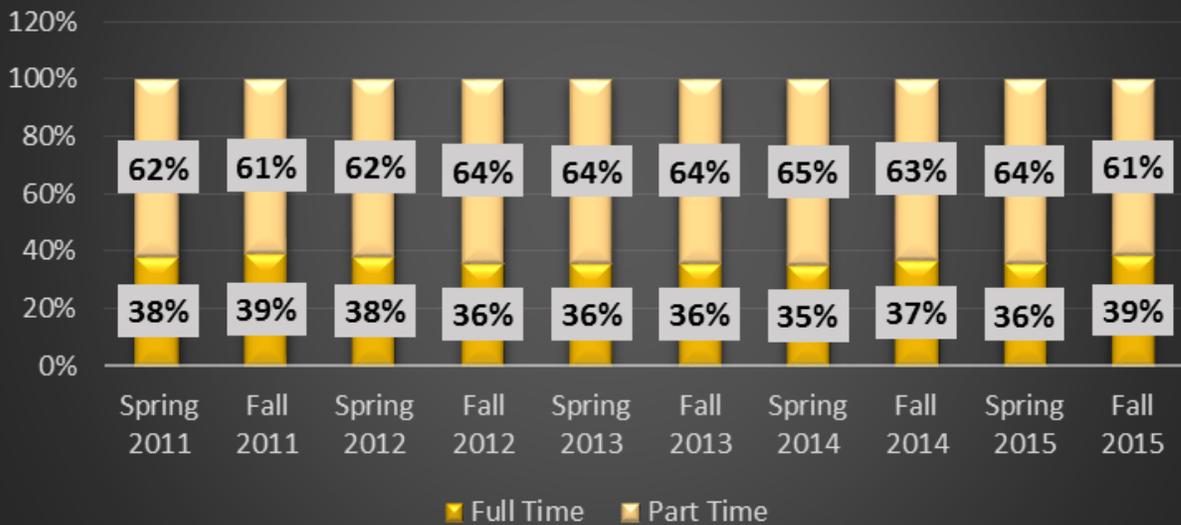
Source: District ATERM report

The following charts depict the proportion of full-time (12 units or more per semester) students enrolled at each site. Note the proportion of full-time students at the Reedley site is slightly higher than at either MCCC or OCCC. This may correlate with the slightly older proportion of students at both MCCC and OCCC and the likelihood that older students have additional family, work and life commitments that makes full-time enrollment more challenging for this group.

Reedley College Full Time vs Part Time



Madera Community College Center Full Time vs Part Time

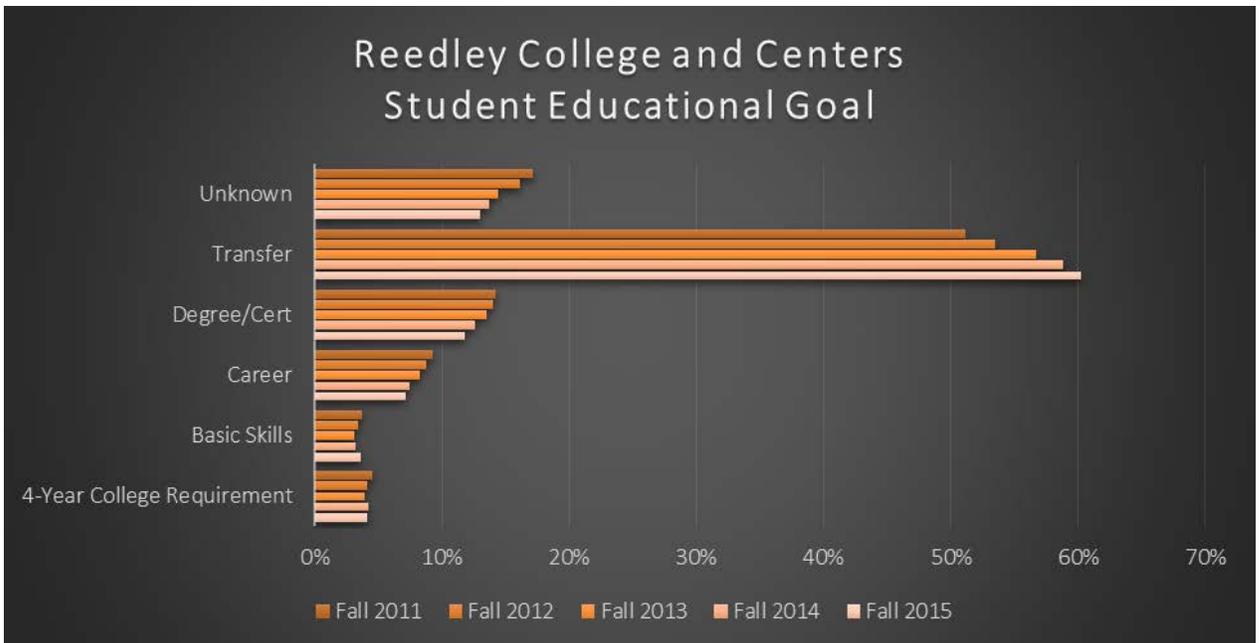


Oakhurst Community College Center Full Time vs Part Time



Source: SCCCD District Fast Facts; Institutional Research

The following chart indicates the educational goal stipulated by students across the three locations of Reedley College on their college applications. The proportion of students seeking to transfer has increased markedly between fall 2011 and fall 2015, with corresponding decreases in those seeking a Reedley College degree or certificate only or those who do not stipulate a reason for attending.



Source: Internal Student Information System (SQL)

The following table compiles placement data for incoming freshmen from the 2015-2016 academic year.

2015-2016 Feeder High School Placement			
LEVELS	PLACEMENT	FREQUENCY	PERCENTAGE
3 Below Transfer Level	Math 250	451	15%
2 Below Transfer Level	Math 201	2004	65%
1 Below Transfer Level	Math 103	593	19%
Transfer Level	Transfer level Math	46	1%

LEVELS	PLACEMENT	FREQUENCY	PERCENTAGE
2 Below Transfer Level	English 252	226	10%
1 Below Transfer Level	English 125	1605	71%
Transfer Level	English 1A	437	19%

LEVELS	PLACEMENT	FREQUENCY	PERCENTAGE
2 Below Transfer Level	English 262	495	22%
1 Below Transfer Level	English 126	895	39%
Transfer Level	Transfer Level English	883	39%

LEVELS	PLACEMENT	FREQUENCY	PERCENTAGE
6 Below Transfer Level	Eligible for ESL 261	16	2%
5 Below Transfer Level	Eligible for ESL 264	8	1%
4 Below Transfer Level	Eligible for ESL 265	10	1%
3 Below Transfer Level	Eligible for ESL 266	28	3%
2 Below Transfer Level	Eligible for ESL 225/226 OR ENGL 252/262	55	6%
1 Below Transfer Level	Eligible for English 125/126	534	63%
Transfer Level	Eligible for English 1A	197	23%

The table above indicates that in 2015-2016, assessment results placed the highest proportion of incoming freshmen in developmental Math two levels below transfer level and developmental English (in both writing [English 125] and reading [English 126]) one level below transfer. The most common placement in English as a Second Language (ESL) was also one level below transfer in both writing and reading.

The college has done considerable work (and utilized the Basic Skills Transformation grant) to revise the Math and English placement testing process between 2015 and spring 2017. As a result, the college is piloting a multiple measures approach to placement in both English and Math. In the short term, use of multiple measures will likely increase the number of incoming students placed in ENGL 1A (the transfer level English course at Reedley College)

beginning in the fall 2017 semester. In addition, the remedial sequence in both disciplines has also been adjusted. In Math, Reedley College is in the process of implementing an alternative to the traditional Algebra-based transfer-level Math pathway and has created a statistics pathway for non-STEM majors. Enrollment in the pre-transfer-level statistics course will begin in the fall 2017 semester. On the STEM Math (algebra) pathway, multiple-measure placement will likely translate into higher enrollments in the course that is one level below transfer (Math 201) and the transfer level course (Math 103). The college looks forward to the receipt of the most recent placement data to assess the effectiveness of multiple measures placement. We also look forward to tracking the retention and success of students placed in to courses in Math and English closer to the transfer level classes in both disciplines.

Accreditation Eligibility Requirements

<p align="center">Checklist for Evaluating Compliance with Federal Regulations and Commission Policies</p>
<p>Public Notification of an Evaluation Team Visit and Third Party Comment</p> <ul style="list-style-type: none"> • The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit. • The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment. • The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment
<p>Analysis and Evaluation: The College complies with Commission policies, submitting required accreditation reports timely and completely. The College posts all ACCJC reports and pertinent correspondence on the website. This includes previous self-study reports, follow-up reports, and annual reports. The College’s accreditation was reaffirmed in 2013. The most recent report was Madera Community College Center’s substantive change report filed in July. Accreditation reports are presented to constituency groups and to the Board.</p> <p>Addressed in Standards: I.C.12</p> <p>Eligibility Requirements: ER 21</p>

Standards and Performance with Respect to Student Achievement

- The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
- The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
- The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

Analysis and Evaluation:

Using internal dialogues involving all stakeholders, Reedley College has self-identified elements of student achievement performance across the institution as appropriate to its mission and has identified the metrics pertinent to each element. The Institutional Set Standards matrix compiles the College's tracked metrics over a 5-year period, the defined baseline for each parameter, a 1-year goal, and a 6-year goal. For example, the successful course completion rate over the last five years is 67.4%. Based on that number Reedley College decided to set the college-wide baseline at 67.3% for successful course completion with a one-year (2017-2018) College-wide goal of 68.0%. Over the next 6 years, the College aspires to be reach an average of 70% for successful course completion. The metrics are used by departments and programs to continuously improve student learning and student success.

Addressed in Standards:

I.A.2; I.B.2; I.B.3; II.A.1; II.C

Eligibility Requirements:

ER 11

Credits, Program Length and Tuition

- Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
- The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
- Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).
- Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
- The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Analysis and Evaluation:

Reedley College awards credit for courses, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with state and federal law. Course credit calculations are described in the 6th Edition of the California Community College Chancellor's Office (CCCCO) Program Course Approval Handbook and appropriately implemented by the College Curriculum Committee and the Office of Instruction.

A student enrolled full time (15 units per semester) may complete degree requirements in two years. The Curriculum Committee and the Office of Instruction (specifically the Curriculum Analyst) verify the credit hours and degree program lengths as part of their review process of courses and programs. Course credits are assigned based on the number of lecture and lab hours and other performance criteria specified in the Course Outline of Record.

Enrollment fees (for state residents) and tuition (for non-residents and international students) are consistent across degree and certificate programs. Enrollment Fees/Tuition per unit is published in the College Catalog. Enrollment Fees/Tuition for special programs and tuition for non-residents and international students are published on those pages as well.

Reedley College complies with ACCJC's Policy on Institutional Degrees and Credits. All degrees require a minimum number of 60 units. The College determines credit hours based on policies and procedures that align with standard practices in higher education. One unit of credit represents between 48-54 hours of course work. The academic year spans at least 30 weeks (Reedley College has a 36-week academic year), and a full-time student enrolls at least in 12 units per semester.

Addressed in Standards:

II.C.4; II.A.5; II.A.9; II.A.10; II.A.12; II.A.15; II.A.16

Eligibility Requirements:

ER 10, 12

Transfer Policies

- Transfer policies are appropriately disclosed to students and to the public.
- Policies contain information about the criteria the institution uses to accept credits for transfer.
- The institution complies with the Commission Policy on Transfer of Credit.

Analysis and Evaluation:

Transfer policies are disclosed to the students and the public in the College Catalog, which is also available on the website. Articulation agreements are founded on quality education by meeting the academic terms, standards, and CORs of the receiving institution. The College has Guarantee Admission Agreements with the CSU system. For the CSU, UC and California Community College system the Intersegmental General Education Transfer Curriculum (IGETC) articulation agreement includes general education courses and certain major course which undergo annual reviews and follows the certification of community college campus, Executive Order 595. For UC system, the University of California Transfer Course Agreement (UCTCA) agreement serves as an evolving list of agreeably transferable courses.

Addressed in Standards:

I.C.2; II.A.10; II.A.11

Eligibility Requirements:

ER 10, 12, 20

Distance education and Correspondence Education

- The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
- The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
- The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Analysis and Evaluation:

The Reedley College Catalog has policies and procedures that require a course to complete the Curriculum Committee's approval process for distance education distance education. In addition, the Reedley College Distance Education Strategic Plan describes the definition of distance education, including the different types of distance education, specific delivery methods and items such as testing, authentication and regular and effective contact. Reedley College has provided 100% reassigned time for a faculty member (as the Instructional Designer/DE Coordinator) to assist with the delivery of DE courses, consult with faculty regarding technology and best practices, and sustain the quality of our distance education offerings. In the last academic year, the DE Coordinator has assisted instructors in DE courses and other faculty using a Learning Management System (LMS) as part of their face-to-face classes with the transition from Blackboard™ to Canvas™. Training modules developed by the DE coordinator include many elements of instructional design that improve student learning in any delivery modality.

Addressed in Standards:

I.C.4; I.C.8; II.A.1; II.A.3; II.A.7; II.B.1; II.C.1

Eligibility Requirements:

ER 9, 11, 15, 17

Student Complaints

- The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Analysis and Evaluation:

Student complaints are submitted on a form filled out by student and recorded in student complaint log kept by Student Services Dean's office, including all details, personnel involved, and resolution. The Academic Standards Committee reviews and approves or denies student petitions on academic matters. Board Policy 5500 outlines student standards of conduct

Addressed in Standards:

I.C.8

Eligibility Requirements:

ER 20

Institutional Disclosure and Advertising and Recruitment Materials

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
- The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

Analysis and Evaluation:

Reedley College's Office of Institutional Research, Marketing Office, and Outreach & Matriculation programs collaborate in efforts to provide advertising and recruiting materials to students and potential students in our service area. The webmaster works with these offices as well, posting pertinent accreditation status and student data to the Reedley College website.

Addressed in Standards:

I.C.2

Eligibility Requirements:

ER 20, 21

Title IV Compliance

- The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
- The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
- Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
- The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV

Analysis and Evaluation:

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and programs or other review activities by the USDE.

Reedley College is in compliance. Reedley College's Financial Aid Office has not received any audit findings in the most recent audit. Reedley College's financial statements provided as accurate view of the organization's finances and they were in accordance with the requirements.

USDE

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrate it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

Reedley College is in compliance. The USDE has not identified any issues about Reedley College's financial responsibility or student financial aid responsibility in our most recent audit.

Loan Default

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

Reedley College's 2013 three-year Cohort Default Rate was 17.9%. This is below the federal requirement (of 30%).

Contractual Relationships

Contractual relationships of the institution to offer or receive educational library, and support services meet Accreditation Standards and have been approved by the Commission through substantive change if required.

Reedley College's contractual relationships to offer educational and support services are appropriate for an institution of higher education. Reedley College contracts with the i3 Group to provide default prevention services to its student loan borrower population. Reedley also contracts with Parker, Pierson, and Associates, a consulting company, for default prevention assistance through a joint contract with the California Community College Chancellors Office.

Reedley College has a limited number of agreements with third-party providers in support of student service programs. Recognizing the large volume of documentation the Reedley College Financial Aid Office has, a third contract is with Shred-It, a document destruction company that destroys personal and confidential information about our students and our student's parents. Secured collection bins in the Financial Aid Office, guarantee that all sensitive information is disposed of properly.

Reedley College demonstrates compliance with the Commission Policy in Contractual Relationships with Non-Regionally Accredited Organizations, as the institution has designated personnel with signing authority for contracts, and such contracts include details regarding the work to be performed or the services to be provided, the period of the agreement, and delineate responsibilities for the institution and the contracted organization.

Addressed in Standards:

III.D

Eligibility Requirements:

ER 5, 18

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

IA. Mission

IA1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

IA1.1-Reedley Forestry Advisory Committee Minutes Fall 2016

IA1.2-SEP Examples Full and Abbreviated

IA1.3-Educational Master Plan

Analysis and Evaluation

The Reedley College mission statement describes its broad educational purposes, intended students, types or degrees and certificates awarded, and shows its commitment to student learning and achievement. The following chart identifies the Reedley College Mission Statements in response to the Mission Statement requirements. The current mission was approved in spring 2017.

Mission Statement Requirements	Reedley College Mission 2013-2017	Reedley College Mission 2017-2021
The mission describes the institution’s broad educational purposes and its intended student population	We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population.	We inspire a passion for learning to meet the academic and workforce goals of our diverse communities.
The types of degrees and other credentials it offers	We offer associate degree programs, career technical education, transfer level and basic skills courses.	Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.
Its commitment to student learning and student achievement	Reedley College, including its centers and sites, provides an accessible educational environment	Reedley College motivates and empowers students to be successful by providing

	ensuring high-quality innovative learning opportunities supported by services for student success.	high-quality, innovative educational opportunities.
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The Reedley College mission, past and present, addresses the four components required in this standard. The mission was developed in conjunction with strategic planning and discussed among all constituencies including faculty, staff, and administration. The mission and strategic planning of the College was aligned with the State Center Community College District’s strategic planning efforts.

First, the mission describes the institution’s broad educational purposes, focusing on the needs of our diverse students whether academic, workforce, or personal. Online Student Education Plans (SEP), Advisory Boards, labor market data and assessment data are used to identify these student needs and goals [IA1.2, IA1.1, IA1.3].

The mission highlights the College’s intended student population with outreach to all sites to equitably serve the population of those students. A diverse population is served through its Centers, addressing the needs of communities in south Fresno County, Madera County, and the mountains of Oakhurst. The College population, which is majority Hispanic and low-income, matches the demographics of our service area. Multiple modes of instruction including distance education, hybrid, remote, and on campus courses are offered.

Degree and certificate programs are community and workforce driven and informed by community need. Advisory Board recommendations are essential to program curriculum improvement and success.

Finally, the College is committed to student learning and student achievement. Instructional and student support services are collaborative, equitable, accessible, innovative, and of high-quality, focusing on supporting students’ goals by providing tutorial, veteran, and psychological services. Programs rely on SLO assessments to ensure program improvement and student success.

IA2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

- | | |
|---|---|
| IA2.1-Program Review Cycle 4 Handbook | IA2.5-Reedley College Student Equity Plan |
| IA2.2-Educational Master Plan | IA2.6-Opening Day Agenda Fall 2016 |
| IA2.3-Integrated Planning Model | IA2.7-ISS Year 3 Trends and Goals |
| IA2.4-ESL Cycle Three Program Review Revision | IA2.8-College Council Notes 05.03.17 |

Analysis and Evaluation

A culture of evidence thrives at Reedley College and data is used to determine how effectively the College is accomplishing its mission. Program Reviews evaluate links to the mission, strategic plan, and educational master plan. The College Office of Research and Evaluation (CORE) provides disaggregated quantitative data. This, coupled with qualitative and SLO data analysis, informs student success and program goals which in turn has a positive impact on the institution [IA2.1 section ID.]

Mission

The mission is at the center of College-wide planning including strategic planning, budget planning, human resource planning, and program review [IA2.2]. The mission, in unison with these plans, is the basis for the Educational Master Plan, which covers a long term view (the current EMP covers the period 2015-2025) with opportunities for short term updates on an annual basis [IA2.3].

Program Review

For example, through the College Program Review process the College identified significant challenges with the ESL program. Data showed that the program had declining enrollment and students were unlikely to complete the ESL sequence or transfer level courses. The Program Review committee denied the first version of the ESL Program Review report stating that they needed to review the data and make a plan to address deficiencies before acceptance. ESL reviewed its data and made a plan to address gaps. They reviewed testing data for ESL, made recommendations for changes, and voted to implement the statewide Multiple Measures model for student placement. The program also streamlined their curriculum, eliminating lower-level courses and focusing their courses to specifically address reading and writing skills. The program also introduced a new slate of credit and non-credit courses to meet the needs of the community. Lastly, they worked with the Basic Skills Coordinator to fund a BSI/ESL counselor. The program's revitalization was so successful that a third ESL instructor was hired in 2015 to institutionalize the program changes. Data analysis through the Program Review process identified gaps in the program that lead to systemic change that benefited the program, the College and the community. As a result ESL FTES increased from 57 in fall 2014 to 133 in fall 2015, a 146% increase [IA2.4].

Student Equity Plan

Equitable outreach to all sites serves our diverse populations. The purpose of the Student Equity Plan adopted in 2015, meets the educational needs of students. The Student Equity Plan focuses on increasing access, course and degree completion, transfer rates, and closing achievement gaps in success for underrepresented students, goals parallel to the Reedley College mission. The 2014 Reedley College Student Equity Plan identified Hispanic and Latino, African American, and male students as disproportionately impacted student groups. Findings from 2015 research resulted in the decision to add low income students to the target populations [IA2.5].

For example, the College-based research indicated that specific ethnic groups have measures of inequity when assessing for disproportionate impact for the five student success indicators, access, basic skills, course completion, transfer, and degree/certificate completion. Of all the disaggregated subgroups, Hispanic students were most often experiencing disproportionate

impact. Although the African-American, Native-American, Pacific Islander, and Filipino ethnic subgroups are affected by disproportionate impact, they make up a relatively small percentage of the student population. There was also disproportionate impact in the various measures for age, gender and disabilities. However these occurrences were stratified across the five-year period that was measured for disproportionate impact. The varying patterns make it challenging to determine the statistical significance when measured for disproportionate impact, especially when applied to the small ethnic subgroups for African-Americans, Native-Americans, Pacific Islanders, and Filipino students.

Equity Funding was used to host the first College Cultural Competency summit in fall 2016. The full day program had over 80 participants including faculty, staff, administration, and one SCCCD Board Member. The keynote speaker was Dr. Veronica Neal from De Anza College. Breakout topics included

- First Generation Students
- Intercultural Communication
- Supporting Men of Color for Academic Success
- Equity Minded Syllabus Review
- Analyzing Misunderstanding Across Cultures
- Creating a “Calling In” Culture

The syllabus workshop in particular had immediate impact, as 100% of the attendees stated in the evaluation survey they were “very likely” to implement or “I will implement this strategy.” The summit was so successful that Dr. Neal’s Keynote and the Equity Minded Syllabus review was the centerpiece of the spring 2017 College-wide Opening Day.

Scorecard

Identifying needs of underperforming students, CORE presented the Student Success Score Card data at Opening Day August 11, 2016. This College-wide discussion and evaluation of underperforming subpopulations of remedial math, English, and ESL students data centered on the questions: What do the data mean for Reedley College? What does the data mean for programs? What does the data mean for classrooms? What does the data mean for students? [IA2.6]. This information was gathered to further inform the College’s mission to serve Reedley College students.

Institutional Set Standards (ISS)

The College uses its Institutional Set Standards (ISS) to determine gaps in student success and set aspirational goals. ISS information is compiled and tracked by the College Office of Research & Evaluation (CORE). One-year and six-year goals, established by the Accreditation & Institutional Effectiveness Committee, are reviewed each spring by that committee and presented to constituency groups for feedback. In spring 2017, the Accreditation and Institutional Effectiveness Committee evaluated the 2016-2017 College’s ISS goals and reviewed its outcomes. New goals were developed for 2017-2018 as well as the six-year goal. [IA2.7, IA2.8].

IA3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard
IA3.1-Educational Master Plan

Analysis and Evaluation

Reedley College programs and services are aligned with the mission. The mission is at the center of College-wide planning including strategic planning, budget planning, HR planning, and program review. The mission, in unison with these plans, is the basis for the Educational Master and its subsequent goals [IA3.1]. The Integrated Planning graphic below exhibits the role of the mission in driving integrated planning.

Integrated Planning Graphic 2017

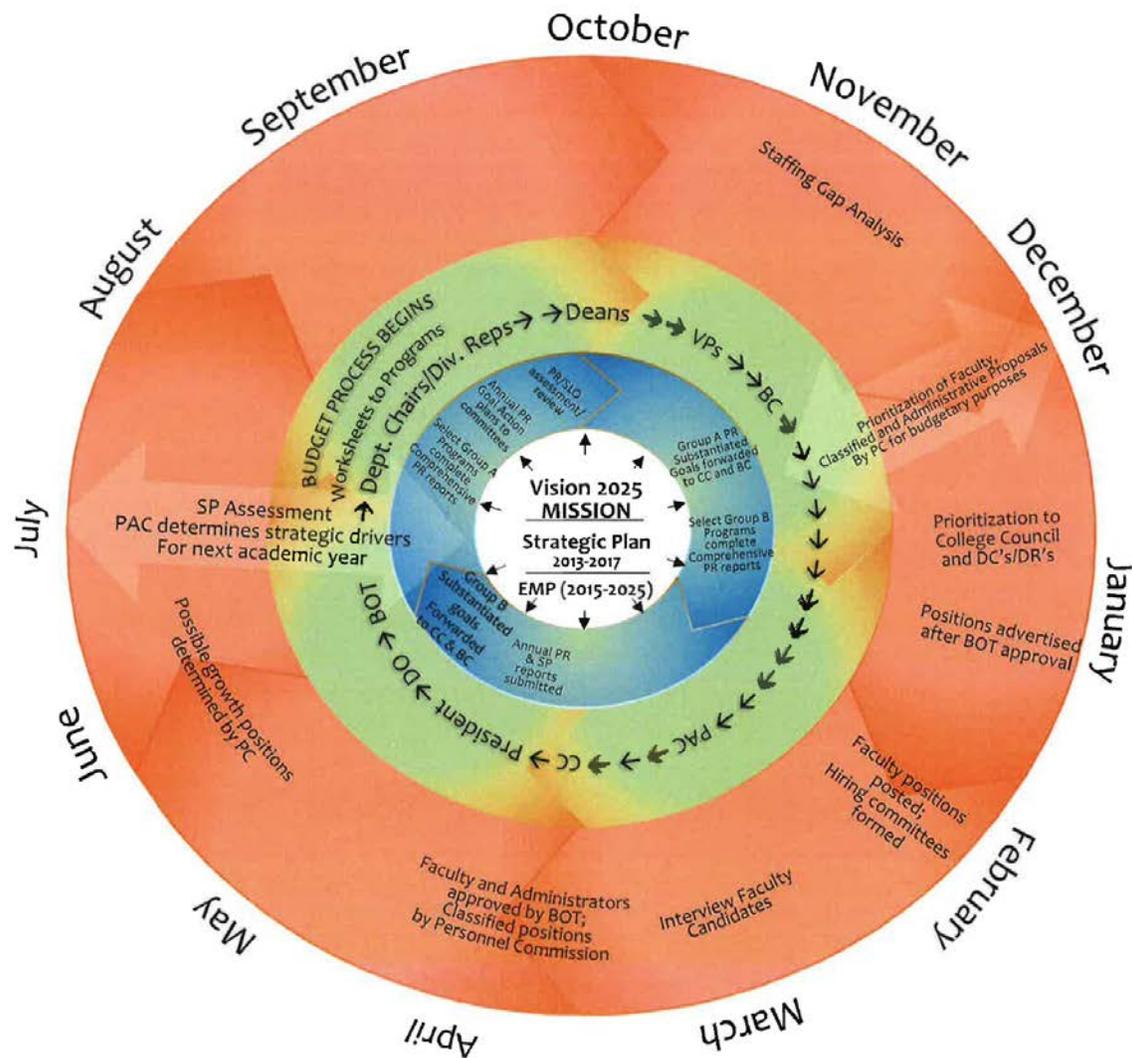
REEDLEY COLLEGE INTEGRATED PLANNING



Integrated Planning Model



Integrated Planning Cycle



The above Integrated Planning Model begins in the center with **Vision 2025, Mission, the Reedley College Strategic Plan** and the **Educational Master Plan** as major drivers of the integrated planning cycle. Annually in July the President’s Advisory Cabinet (PAC) meet to

determine the three strategic “drivers” the College will focus on for the upcoming academic year.

The **Budget Planning** cycle (indicated in green on the model) starts in the first month of the academic year and follows Program Review and the Reedley College Strategic Plan. In August/September budget worksheets are prepared by the departments and compiled by Department Chairs/Division Reps. Budget requests are substantiated with Program Review and Strategic Plan goals and the budget requests are forwarded to the Deans’ offices. From there, substantiated budget requests are forwarded to the vice president’s office to be submitted to the Budget Committee in November. In February the Budget Committee sends its proposals to College Council. The College Council approved budget proposals are reviewed by President’s Advisory Cabinet and a final budget is prepared in March/April for Board approval. Typically, departments are informed in May of the approved departmental budget for the following academic year.

The **Human Resource Staffing Plan** cycle (indicated in orange on the model) begins in early October with a gap analysis for classified staff and faculty followed by a faculty prioritization process that is presented by Department Chairs and Division Representatives at the Department Chairs/Divisions Reps meeting. In November the staffing prioritizations are reviewed by Deans and College Council and forwarded to the President’s Advisory Cabinet by the Dean’s Council and College Center Council. In that month, the President’s Advisory Cabinet merges the staffing needs for Madera Community College Center and Oakhurst Community College Center with the requests made for the Reedley campus so that one document is created. Several criteria are taken into consideration including program review data, strategic planning objectives, gap analysis and justifications. An extensive discussion by all the internal parties prepares the document for President’s Cabinet. The final component is the budget and the Governor’s Preliminary Budget, which is released in January. At that time the President’s Cabinet will determine what positions may be funded pending the Governor’s Budget Revise, which comes out in May. This new and improved process allows for integrated planning and the opportunity to recruit qualified candidates. To further show the integrated process of hiring practices, selection committees for faculty job openings are approved by the Academic Senate (in order to check for AR 7120 compliance), the Vice President of Instruction or the Vice President of Student Services and finally the President of the college in February.

One **Program Review** group (indicated in blue in the model) starts in August. The second **Program Review** group starts in January with a different preassigned set of programs. The process is specifically separated to spread the load across semesters for the Program Review committee members.

In addition to the plans listed, the **Distance Education Plan** is linked to the Program Review Process. The Plans for the **Student Support Services Plan (SSSP)** and the **Student Equity Plan** were developed in 2015 and completed in November of that year. Both of these plans are linked to Program Review, the budget, and the Strategic Plan.

When the process of rewriting the Educational Master Plan (EMP) began in 2015 one of the goals was to determine any gaps in our planning processes. As part of our commitment to continuous quality improvement, several gaps were revealed are now being corrected. The **Facilities Master Plan** and the **Technology Plan** were identified as needing to be revised. In addition, the Ad Hoc EMP Committee also requested that the College Farm and the new Reedley Middle College High School develop written plans, due to the significant resources associated with those programs and their impacts to the overall College operations. . All of these plans will need to show how they are interconnected to the other plans and processes at Reedley College.

Plans and Evaluation Timelines:

Driven by the Mission, the Reedley College Strategic Plan and Vision 2025, planning documents are shown in the integrated planning cycle Vision 2025, the College Mission Statement, and the Strategic Plan, and the Educational Master Plan form the center of the College Planning cycle; as such they are referred to and integrated into all other planning processes and provide the guiding principles of the integrated planning cycle.

1. **Facilities Master Plan.** This plan is driven by the Educational Master Plan (EMP). It is in the process of being updated by the Facilities Committee. With approval of the June 2016 Bond Measure (Measure C) this plan will require major revisions as the College can now access significant additional funding to remodel, expand and construct new infrastructure at the Reedley, Madera, and Oakhurst sites. An update of this plan is expected in spring 2017. With the recent update and approval by the Board of Trustees on our Educational Master Plan, the college is beginning the process, in conjunction with the District to update our Facilities Master Plan. Currently the District has developed a districtwide task force to begin the process of interviewing and selecting an outside consultant to help us complete this project. The task force is made up of constituents from each college and areas of the college including Academic, Classified, and Administrator.

2. **Distance Education Plan.** Written by the Distance Education (DE) Committee, this plan addresses the learning management system (LMS) Blackboard, which will be phased out. Canvas was piloted by many faculty, Districtwide, and Academic Senates decided to transfer to Canvas as the LMS for all courses offered in the District. Instructional design, regular and effective contact, and authentication are essential elements of the DE plan.

3. **Integrated Plan: Basic Skills Initiative, Student Equity and Student Success & Support:** This plan is driven by the Ed Code and Title 5 requirements surrounding Basic Skills Initiative (BSI), Student Equity, and Student Success and Support Programs (SSSP). This plan identifies five goals, integrated across the three initiatives that work toward increasing student success while closing achievement gaps. All goals align with Reedley College’s Strategic Plan. The Reedley College 2017-2018 “Mega” Plan is scheduled to be finalized fall 2017.

4. **Technology Plan.** Assessed each year to evaluate if the initiatives have been completed and update the priority and schedule for the remaining initiatives. During this time the Technology Committee considers any new initiatives that are needed to support the

technology goals and how that is updated into the plan. Implementation is normally on a yearly schedule coinciding with the budgeting process. The budgeting process is a major factor in the scheduling and implementation of initiatives since they require a significant funding source. As of this writing, the Technology plan is scheduled to be approved in fall 2017.

5. Farm Strategic Plan. Finalized in spring 2016. It contains action steps for the 300-acre College Farm Laboratory and the 800-acre College Forest around Sequoia Lake in the Sierra Nevada.

6. Enrollment Management Plan. The Enrollment Management Subcommittee (EMC) is in the process of writing an Enrollment Management Plan. As the Enrollment Management Plan is written, the EMC has also been focusing on one-year scheduling (to comply with other College initiatives) and advised Department Chairs to schedule courses with persistence and completion in mind. Increasing the persistence rates and improving the number of degrees and certificates for students is a major focus of the committee. The Educational Master Plan (EMP), which houses the above plans, is updated annually and comprehensively reviewed once every 5 years. The first review of this plan at large will start in 2019, to be completed in 2020. The second review will begin in 2024 and will be completed in 2025. A new Vision 2035 should be developed that year. The Reedley College EMP review/revision cycle also follows the timeline for revision of the Reedley College Strategic Plan (2013-2017) which follows the District Strategic Plan (2012-2016). Due to these links, the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

IA4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

IA4.1-BOT Adopted RC SP 06.06.17

IA4.2-RC Classified Senate Minutes 03a.2017

IA4.3-Academic Senate Minutes 03.28.17

IA4.4-College Council approval of SP Spring 2017

IA4.5-District-wide Strategic Alliance Powerpoint

IA4.6-Annual Report 2015-2016

IA4.7-College Catalog 201-2018

IA4.8-HS Report Reedley 2015-2016

IA4.9-RC Strategic Alliance Packet

IA4.10-RC CTE Madera Booklet 717

IA4.11-RC CTE Program Booklet 717

IA4.12-Reedly College Strategic Alliance 2017

IA4.13-Schedule of Courses SUFASP 2017-2018

IA4.14-Strategic Planning Feedback Forums

IA4.15-Educational Master Plan

Analysis and Evaluation

Mission Articulation and Publication

The Reedley College mission statement is widely publicized on the College website, within the Educational Master Plan, the College Catalog, Schedule of Courses, Annual High School

Reports, the College Annual Report, and the CTE Booklet [IA4.15, IA4.7, IA4.13, IA4.8; IA4.6; IA4.10, IA4.11].

Mission Review and Board Approval

The previous Reedley College mission was approved by Academic Senate April 29, 2013, College Council May 1, 2013 and Board Approval July 2, 2013. The mission was evaluated for revision, including commitment to distance education, during 2017-2021 Strategic Plan drafting. The College’s Vision, Values, Strategic Planning goals and objectives, Wildly Important Goal, Vision 2025 along with District’s proposed Mission, Vision, Values and Goals informed the Mission revision.

On September 19, 2016 a District-wide Strategic Alliance meeting gathered input on Mission, Vision, Values, and Strategic Plan goals for the District. Following suit, and in alignment with the District, the College Strategic Planning Committee and President’s Advisory Cabinet met on September 23, 2016, drafting three versions of the Reedley College mission, vision, values, and strategic plan goals. These were sent out to the College community in a survey to gather feedback. Five feedback forums were held at all locations for College-wide and community input during the November 2016. Information from the survey and the feedback forums were taken back to the Strategic Planning Committee. The committee synthesized a draft Reedley College Strategic Plan, Mission, Vision and Values and goals. That draft was presented as a starting point at the Strategic Planning Alliance meetings in spring 2017 at all three locations. Feedback from the Alliance meetings was gathered and taken back to the College Strategic Planning Committee. The final draft of the College Strategic Plan went through constituency approval process beginning in March 2017, with Board approval in June 2017 [IA4.14, IA4.9, IA4.5, IA4.4, IA4.2, IA4.3, IA4.1, IA4.12].

IB. Assuring Academic Quality and Institutional Effectiveness

IB1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

IB1.1-College Council Notes 10.04.17	IB1.9-Opening Day Agenda Fall 2016
IB1.2-RC Classified Senate Minutes 03.2016	IB1.10-Participatory Governance Handbook
IB1.3-RC Classified Senate Minutes 03a.2016	IB1.11-Program Review COA
IB1.4-DC-DR Agenda 8.10.17	IB1.12-Program Review Cycle 4 Handbook
IB1.5-Flex Day Fall 2017 Schedule	IB1.13-RCAS Minutes 09.26.17
IB1.6-Integrated Planning Model	IB1.14-SLO Assessment Forms
IB1.7-MOR Newsletter May 2017	IB1.15 Opening Day Agenda Spring 2017
IB1.8-Opening Day Agenda Fall 2015	IB1.16-Opening Day Eval Fall 2016

Analysis and Evaluation

Dialog for Continuous Improvement and Student Success

Reedley College engages in continuous collegial dialog in various formats including but not limited to Opening Day reports, MOR newsletters, professional development workshops, program review, poly com committee and workgroup meetings, and constituency reporting. Topics for collegial dialog and feedback related to academic quality have included student learning outcomes, integrated planning, equity, and student success as a method driving continuous quality improvement of student learning and achievement.

There is sustained and inclusive collegial dialog across the distant campuses. The College's Opening Day provides opportunity for personal interaction on pertinent topics in both large and small groups [IB1.8, IB1.9]. Topics have focused on student success and continuous quality improvement. Outcomes from these meetings have informed the work of the SLO, Strategic Planning, and Educational Master Plan Committees and the College Office of Research and Evaluation [IB1.16]. Opening Day also includes Department Chair/Division Representative meetings division and department meetings.

The MOR newsletter conveys information across the institution. MOR newsletters are produced quarterly and include information regarding planning, student success, reports from both Classified and Academic Senates along with important updates from the President [IB1.7]. MOR newsletters are distributed and posted electronically and available in hardcopy on all campuses.

While some workshops are held during FLEX day [IB1.5], other workshops offered throughout the year include TracDat™ training, SLO topics, Canvas™ training, Strategic Planning review, Budget process training, Educational Master Plan review and feedback forums, to name a few. Long distance committee and workgroup meetings are held utilizing video conferencing to assure important discussion and decision-making is collaborative across campus sites.

One of the purposes of Program Review is to: “Promote collaboration and dialog across campuses and disciplines” [IB1.11]. There are three questions within Program Review reporting which asks specifically about dialog. For example, in the SLO reporting section it asks programs to provide examples in describing “in what ways the program maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning, including work with adjunct faculty” [IB1.12].

Finally, constituency reporting is an integral component to Reedley College collegial dialog. Shared governance allows constituency representatives through committee and department membership. These representatives report to and seek feedback from their constituency groups. The representational framework is a foundational method for soliciting recommendations and providing information [IB1.4, IB1.3, IB1.13, IB1.1].

Academic Quality

The following three areas have been topics of collegial discussion and dissemination in all of the above listed communicative methodologies: learning outcomes, integrated planning, and student success.

Robust student learning outcomes discussions are ongoing at the course, program and institution levels. For example, the SLO Committee hosted Opening Day workshops in fall 2014 where faculty and staff reported out on best practices. In fall 2015 Institutional Learning Outcomes were mapped to the Community College Survey of Student Engagement (CCSSE) results, again looking for best practices. One result from these workshops was the One Book/One College project [IB1.8, IB1.9 and IB1.16].

This commitment to productive dialog and student success is also evident in the College's approach to distance education. In spring 2016, as a part of the HR Staffing Plan, the College hired its first Instructional Designer. This person meets regularly with District personnel. This was especially important as the College moved from Blackboard to Canvas™. The Instructional Designer hosted upwards of 50 Canvas™ workshops for faculty and staff. Additionally, the Instructional Designer created DE training/certification modules which increased support and training in the LMS transition. In spring 2017, embedded tutors and supplemental instruction for online courses were implemented.

Disaggregated Distance Education (DE) to traditional course success rates are disseminated to Department Chairs routinely. Data shows a disparity in course success rate between DE and traditional course delivery methods. As a result, the Instructional Designer met with instructors to improve course design and worked with Tutorial Center and Supplemental Instruction coordinators to place tutors in DE formats, first targeting courses with lowest success rates. Additionally, Smarthinking (online tutorial) is available to students who cannot make it to traditional tutoring hours on campus for both DE students and face to face students. A link is embedded into every Canvas shell.

Student Outcomes

The Institutional Learning Outcomes are additionally assessed using community-based Advisory Board surveys conducted at Advisory Board gatherings. For example, in these surveys, it was recognized that local employers value soft skills, namely professional attire. This prompted the SLO Committee to support "professionalism" workshops at the Career Center. In 2016-2017 the Career Center, in collaboration with Latino Faculty and Staff Association, TRIO, Student Support Services, and Business Department for the Latino Faculty and Staff Association's Mentoring for Success Professional Career Network activities where career professionalism is presented. This illustrates effective dialog across College programs to ensure student success.

SLO assessments and subsequent action plans are a staple of program/department meetings. Within the Program Review report, SLO assessments require programs to answer questions about the type of "dialog that occurred while planning assessments, evaluating data results, and determining action plans." If no dialog occurred, programs are asked to provide the reason in detail [IB1.14].

Institutional Effectiveness

The College is committed to the continuous improvement of student learning and achievement. In spring 2016 the Accreditation Committee revised their Committee Operating Agreement (COA) to become the Accreditation & Institutional Effectiveness Committee.

One of their charges was to determine institutional Key Performance Indicators (KPIs). Aspirant goals for Math, English, and ESL were presented to constituency groups for dialog and feedback before being approved in spring 2016. The College utilized the CCSSE survey in 2014 and 2016. The 2014 survey was analyzed during the fall 2015 Opening Day, asking faculty and staff to discuss best practices. CCSSE questions are linked to institutional learning outcomes to measure success and determine SLO Committee goals. The Scorecard was the focus of the fall 2016 Opening Day session as faculty and staff, working in groups, were asked how the College could affect positive change.

The Integrated Planning graphic (see IA3) represents planning processes, which requires constant and transparent lines of communication [IB1.6]. These plans begin with the Mission, Strategic Plan, and Educational Master Plan (EMP), to which all programs respond in their Program Review reports. Major strides have been made in the recent years connecting program review, budgeting, hiring processes, and strategic planning. The EMP Committee, an ad-hoc committee of the Strategic Plan Committee, was formed to create the EMP report which was approved by constituency groups in spring 2016. The report concludes with EMP goals which are supported with the mission, College-wide plans (eg. Budget, Facility, Technology), and program support. These goals compliment the Strategic Plan objectives. The Program Review report asks programs and services to assess the level to which programs and services effectively support the College’s Mission, Strategic Plan, and EMP, their influence on curriculum, college planning, decision-making, and resource allocation. Program goals must be substantiated, as deemed by the Program Review Committee, within the program reports by use of quantitative, qualitative, and Student Learning Outcome data assessments as well as mission, strategic plan, and EMP support. The EMP goals are directly linked to budget allocation, strategic plan, and hiring processes. There is ongoing effort to inform new and adjunct faculty on the relationship of these plans. Connecting the various planning processes across the institution has been successful.

Student Equity

Additionally, equity funds support student engagement activities (eg One Book/One College, student conference attendance, speakers events) in effort to increase student success. Opening Day spring 2017, the College brought a guest speaker to campus to assess syllabi and support materials from an equity-minded perspective, using these materials to examine assumptions, values, and beliefs regarding teaching and learning. Faculty were encouraged to bring their syllabi with them for review and revision [IB1.15].

IB2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

IB2.1-DSPS Program Review Report	Program Review Report
IB2.2-EOPS PLO focus study results	IB2.6-Liberal Arts and Natural Sciences
IB2.3-EOPS Priority Registration	Degree Assessment Report
Workshops Sp 17	IB2.7-Plant Soil Science SLO Poster
IB2.4-EOPS Program Review Report	IB2.8-Program Review Cycle 4 Handbook
IB2.5-Forestry & Natural Resources	IB2.9-Program Review-Strategic Plan

Analysis and Evaluation

Reedley College systematically assesses program learning outcomes within instructional, student services, and administrative programs. Student Learning Outcomes at the course level are approved by the Curriculum Committee. The committee has established policies and procedures for approving new courses and changes to current courses [IB2.10]. Program and Degree Outcomes are written by discipline faculty and published in the College Catalog. Student Learning Outcomes assessments at both course and program level are all reported on in the program review report and guide program goals. Comprehensive Program Review reports are completed every five years [IB2.8]. Annual reports, due each May, ask programs to summarize SLO assessments which have been completed that academic year [IB2.9].

Student Learning Outcomes at the course, program, and institutional level met the ACCJC Proficiency requirement in 2012. Since then, all course and program learning outcomes are systematically assessed within a program's five-year Program Report period. Within each program review report, SLO assessment schedule for the next five years is planned [IB2.7].

Defining and Assessing SLOs, Instructional Programs

Course and program learning outcomes are mapped to the Institutional Learning Outcomes, identifying Beginning, Intermediate, and Mastery levels.

Blended degree (eg. Physical Science degree) outcomes were written by discipline faculty and are assessed systematically as key programs in the degree complete their course SLO assessments and subsequent Program Review reports. These Blended Degree assessments are evaluated by discipline faculty to determine gaps and for continuous quality improvement [IB2.6].

Faculty assess DE delivered classes parallel to that for traditional delivery. However, DE and traditional success data is disaggregated and compared. To guide faculty in distance education, the College established the role of the Instructional Designer/Distance Education Coordinator, held by a faculty member. This coordinator leads training and certification of DE faculty and acts as a knowledge source and guide for creating DE courses. This has led to improvements in DE classes with how faculty deliver their classes and perform online SLO assessments.

Defining and Assessing SLOs, Student and Learning Support Services Programs

As with instructional outcomes assessments, all student support services and administrative offices assess their program learning outcomes on a cyclical basis as determined in their program review reports. Some of these assessments have been focus study groups, student surveys and staff surveys as a means to identify gaps and improve on service. For example, in spring 2014, the SLO Committee Chair conducted focus study groups with all student services programs. Results from these studies were provided along with a gap analysis and suggested areas for improvement for use in their program review reports. For example, during the focus study group session, the EOPS program staff identified a barrier in students'

failure to take advantage of their Priority Registration privilege. Students' progress is often impeded by their inability to build a class schedule that would be conducive to their success while attending college. In many cases, students do not register for each proceeding term and end up on waitlists and in many cases don't get the classes they need. To address this gap, EOPS staff felt it was important to conduct Priority Registration/College Success workshops [IB2.2, IB2.3, IB2.4]. Focus study groups were re-assessed in spring 2017 in efforts toward continuous quality improvement.

Grant-funded programs with the goal of institutionalization use their grant objectives to assess their program in a Program Review for Grant-funded Programs report written three years into the grant [IB2.8].

Both instructional and student services programs have made substantial, positive improvements to their courses and programs as a result of their SLO assessments. For example, the Forestry & Natural Resources program identified the need to split the degree into two separate degrees, reducing the required units from 73 to the standard 60. This change became effective in fall 2016 [IB2.5, page 35]. The Disabled Students Programs and Services program review report identified in their SLO assessment data supported the continued need for testing centers at each site [IB2.1, page 55]. In spring 2016, an Assessment Center was formally established and staffed on the Reedley College campus. Plans for an equitable center at the Madera Community College Center campus are under consideration.

IB3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

IB3.1-College Council Notes 05.03.17

IB3.2- PAC Notes 05.10.17

IB3.3-Accred & I.E. Committee Meeting Notes 4.21.17

IB3.4-BOT Agenda Scorecard

Presentation 6.6.17

IB3.5-DC-DR Meeting Notes 9.5.17

IB3.6-RC ISS 2017 Year 3 goal status

IB3.7-RC ISS Year 3 Trends and Goals

IB3.8-RCAS Minutes 4.25.17

IB3.9-SCCCD 2017 Scorecard

Presentation 6.6.17

IB3.10-State and District 5 year Trend for Year 3 IEPI Goal

Analysis and Evaluation

Establishment of Institution Set Standards

Reedley College systematically evaluates the institution-set standards and publishes updates. The Accreditation and Institutional Effectiveness Committee revised Institutional Set Standards (ISS) in spring of 2017. The ISS includes specific core indicators that align with the Institutional Effectiveness Partnership Initiative (IEPI). On the ISS were a five-year trend, represented for each of the indicators goals created. These were presented to College constituents through the internal approval process and was presented to the Board [IB3.1, IB3.2, IB3.3, IB3.4, IB3.7, IB3.8, IB3.9, IB3.10].

Assessment of Institution Set Standards

The ISS and Student Success Scorecard were presented to the College at the fall 2016 Opening Day. The Director of Institutional Research and Evaluation's presentation focused on three areas: remedial instruction, persistence, and completion. After the presentation, staff and faculty reviewed the ISS and Student Success Scorecard and were given brainstorming questions. The purpose of the questions was to help participants align the ISS and Student Success Scorecard with their day to day activities within their departments or programs and picture how their actions impact the outcomes of our ISS and Student Success Scorecard. Responses from participants indicated that only half of the College understood ISS and Scorecard information presented. To address this gap, the Office of Institutional Research and Evaluation decided to develop a visual dashboard, create a data storage site, and create an ISS status indicators visual [IB3.6] to share with the College. Reoccurring themes from the breakout session were the continuing need for tutoring services, student engagement activities, student services support, and accelerated/compressed course offerings.

In spring 2017, the Accreditation and Institutional Effectiveness Committee evaluated the College's 2016-2017 ISS goals and reviewed its outcomes. New goals were developed for 2017-2018 as well as the six-year goal. These were presented the Department Chairs/Division Representatives meeting [IB3.5].

Publication of Institution Set Standards

The scorecard and ISS data are accessible on the Reedley College website. There is annual distribution and discussion of the ISS by the College Office of Research and Evaluation [IB3.7]

IB4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

IB4.1-Office Technology Program Review Report
IB4.2-OT Program Review Committee Response to Programs

IB4.3-Program Review Strategic Plan Annual Report
IB4.4-RC Fine Arts and Soc Sci Budget Worksheets 2018-2019

Analysis and Evaluation

Reedley College systematically and intentionally uses assessment data and has processes which support student learning and student achievement. SLO assessments, as reported in program review reports, are analyzed to create action plans for the program and establish program goals. These goals, if deemed substantiated by the Program Review Committee, are referenced on budget requests within the budget allocation process [IB4.4]

Program review is the primary process to assess program effectiveness. In addition to SLO data assessment, disaggregated quantitative demographic and grade mark data is also analyzed and compared to College data. For instructional programs this data includes: retention, persistence, and completion. Data is disaggregated to reflect gender differences, location of service, and ethnic differences in student populations. Collegial dialog within the

specific program allows for faculty to address gaps, create action plans, and set formal goals based on data analysis. If the Program Review Committee feels, after reading a program's report draft, that there is lack of analysis of the quantitative and/or SLO data, the committee will offer the program feedback and suggestions for improvement [IB4.1, IB4.2].

Annual Program Review updates are also submitted by each program and asks programs to summarize SLO assessment progress their program has made during the year. This assessment provides the program with an opportunity to address new program needs not covered in their comprehensive report. These annual updates are a way of addressing the progress made on each goal and updating the requirements of the program [IB4.3].

Programs may request additional disaggregated data from the College Office of Research and Evaluation (CORE) at any time. For example, the Composition program has requested success data by part-time compared to full-time instruction to show the disparity, arguing for an additional full-time position. This was granted in spring 2017. The Reading & Writing Center requested success data based on number of hours in attendance in order to increase hours of service. Service hours were increased in spring 2016 from 24 to 36 hours per week.

One example of how outcome assessment made a significant impact is in the English Department. In reviewing their SLO data, the program identified a gap in student understanding of thesis statements and annotated bibliographies. The program revised their paper and annotated bibliography rubric. Part of the revision process included norming sessions with adjunct and full-time instructors to analyze consistency in grading and assignment creation. The program realized that the assessment tool needed to be revised to make the expectations and instructions clear to students and faculty alike.

Institutional Effectiveness

IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

IB5.1-Completed PR Goal Planning-Assessment Goals 2016-2017

IB5.2-Distance Education Comparison Fall 2016

IB5.3-Honors Program Review Report

IB5.4-Integrated Planning Model

IB5.5-Program Review Cycle 4 Handbook

Analysis and Evaluation

Program Review is a driving force within the Integrated Planning Cycle (see IA3) [IB5.4]. Program Review is systematic and ongoing, now in Cycle Four. The report has programs respond to how their program supports the mission and their use of quantitative, qualitative, and SLO data analysis to develop and support program goals. Contents vary slightly with specific questions pertaining to instructional, non-instructional, hybrid (eg. Library, DSPS), and Grant-funded programs wishing for institutionalization and placement within the budget allocation process [IB5.5].

Quantitative Data

Quantitative data sets are provided by the College Office of Research and Evaluation (CORE) at the beginning of a program's writing cycle and cover the previous five years. Program to College comparative data includes grade mark and demographics. Data is disaggregated by location, demographics, and mode of delivery. Programs may request further data such as part-time to full-time instructor success rates. Conclusive data analysis is required and is used to support program goals [IB5.3].

DE vs. Face to Face disaggregated success data is analyzed every semester and presented to faculty through department chairs at the Department Chairs/Division Reps meeting. Based on consistently lower success rates in DE courses, a pilot supplemental instruction program began in spring 2017 in an online History 12 course. Success rates will be reevaluated fall 2017 [IB5.2].

Course and program SLO assessments and action plans are summarized within the Program Review report. Subsequent goals are heavily influenced based on these conclusions. Questions about dialog among program members and across sites emphasizes its importance.

Qualitative Data

While quantitative and SLO sections of the Program Review Report focus on the program's previous five years, qualitative questions focus on future trends, looking toward the next five years. Programs answer questions on the political, educational, sociological, technological, and economic trends for their discipline or service. CTE programs may incorporate MIS data or Advisory Board responses while services may examine the influence of District-wide plans.

At the end of a program's one-year writing time (second week of the third semester), reports drafts are submitted to the Program Review Committee for suggested improvement. By week 14 of the third semester, programs submit final reports. The Program Review Committee scores the program's goals for substantiation within the report, looking specifically for goal support within quantitative, SLO, and qualitative sections. All substantiated goals are presented to the President and College Council and to the Budget Committee for budget allocation purposes. Substantiated goals are a requirement on annual budget requests.

Substantiated goals are forwarded at the beginning of each academic year to the appropriate committee or workgroup for planning purposes. For example, all current facility goals are forwarded to the Facility Committee; all scheduling goals are forwarded to Deans Council. At the end of the academic year, these committees and workgroups report out on progress with aiding the programs to complete their goals [IB5.1].

Every May, Annual Program Review reports are due. These reports examine the completion of goals and offer programs the opportunity to discuss SLO assessment progress and additional, unexpected program needs.

The Program Review process is evaluated at the end of each semester for continuous quality improvement by programs completing their reports.

IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

IB6.1-Program Review Cycle 4 Handbook

IB6.2-Student Equity Plan

Analysis and Evaluation

The institution disaggregates and analyzes learning outcome and achievement data for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. The following are examples of this.

Performance Gap	Strategy	Output/Analysis
Successful completion of Transfer Level Math and English	ME First/Acceleration	Increased number of students completing
Low number of students placing into transfer level Math and English	Implement Multiple Measures	Increase in the number of students placed in transfer level Math and English
Equity Gaps for Men of Color	Mentoring, A2Mend Conference Attendance, Workshop at Cultural Competency Summit	Survey results and disaggregated success data.

Student Equity Plan

The process for identifying significant trends among sub populations includes detailed analysis of student achievement data. Student achievement data is disaggregated among equity groups in the Student Equity Plan. There are a number of activities identified in the Student Equity Plan which serves to improve equity in educational outcomes for the following five success indicators: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. For each activity, quantitative and qualitative data are collected to measure impact of the activity and is used as comparison data for the larger student population.

Equity gaps are tracked yearly using Reedley College Institutional Set Standards which monitors student performance in the following areas: retention rates, course completion (basic skills, reading, writing and math), persistence, certificate completion and transfer rates. All data is disaggregated by race/ethnicity, gender, low income and other special population

groups such as, foster youth, veterans, students with disabilities, etc., to determine gaps between specific populations and monitor overall student achievement.

In order to achieve implementation of our Student Equity Plan a full time equity coordinator was hired to collect, analyze and disseminate data to programs to ensure we are meeting equity needs. Programs and services report on progress relative to each plan component including areas for improvement [IB6.2].

Student Learning Outcomes/Program Review

Course and program SLO assessment data analysis is summarized within cyclical comprehensive Program Review and annual reports. Programs disaggregate data according to inquiry and need. This analysis of students enrolled in individual courses and across campus sites are analyzed and summarized in these reports. Goals and funding for the programs are influenced by this analysis. Grade mark data supplied by the Office of Institutional Research and Evaluation data is disaggregated by location, DE/traditional delivery, course and among subpopulations as requested by programs. Standard data sets are compared to College data sets of the same time periods [IB6.1]. Beyond standard data sets, programs may ask for additional disaggregated data such as grade distribution by age, gender, or ethnicity. For example, the Composition program requested success data for full time to part instructor in their argument for an additional full time hire.

Athletics/Title IX

Through data analysis, program review, and community requests, funds reallocation targeted specific athletic subpopulation groups. Women's soccer was identified within Pizza with the President conversations and the President's involvement in the community as a sport the community wished offered on campus. The women's soccer program was approved through the CCCAA in October 2016 and began competition in fall 2017.

To comply with Title IX and balance the number of male and female student athletes as well as balance the number of head coaches, the College's sports offerings were revised. For example, the College removed an assistant coach in football to become head coach of the female and male golf teams. An equestrian program was started in 2015 and subsequently in the following year a full-time animal science instructor was hired who also head coaches the competitive Equestrian team, which has mostly female student athletes.

IB7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

IB7.1-DE Strategic Plan

IB7.3-Program Review Cycle 4 Handbook

IB7.2-Integrated Planning Model

Analysis and Evaluation

Reedley College systematically evaluates its policies and practices College-wide in the commitment to the mission and academic quality.

The college consistently reviews planning and program policies and procedures on a cyclical basis. For example:

Program/Process	Evaluation Cycle
Program Reviews (Instructional Non Instructional, Administrative)	5 Years
Educational Master Plan	Updated annually, 5 Years full review
Budget Process	Annually
SSSP/Equity/BSI Plan	2 years
Committee Operating Agreements	Annually
Strategic Planning Drivers	Annually
Mission	3 Years
Administrative Regulations/Board Policies	As needed or when updated
Facilities/Maintenance	Annually/5 Year Plan
DE Strategic Plan	Annually

As one example, program review is the primary process to assess program effectiveness. To regularly evaluate its practices, Reedley College follows the program review cycle for all programs [IB7.3]. The program review process works in five year cycles. Reedley College began Cycle Four in fall 2015.

Disaggregated grade mark and demographic data is provided for each program. Members of each program utilize the data to gauge the effectiveness of their program, analyzing the data to see if there are certain areas that require improvements or changes. For instructional programs the data includes: retention, persistence, completion and the data is disaggregated to reflect gender differences, location of service, and ethnic differences in student populations. Programs compare their data to that of the institution. Collegial dialog within the specific program allows for faculty to address the concerns, offer solutions and set goals. After the program review report drafts are submitted the Program Review Committee reviews the submissions offering questions and feedback prior to scoring goals for substantiation.

The implementation of annual program review reporting began in 2011. This allows programs to track their goals and update SLO assessment progress. Program review annual process was also connected with the strategic planning annual process in 2014. As of 2016 both the annual review and the strategic planning annual reports were moved into TracDat. This allows the institution to quickly assess areas for improvement and create goal reports for specific workgroups and committees.

After scoring of substantiated program review goals, programs and the budget committee references these goals for budget request and allocation. Following the Integrated Planning Cycle [IB7.2] ensures the college follows proper procedures to make sure programs are evaluated and budget allocation is data driven.

Reedley College uses multiple data to determine quantitative improvements needed and accomplished. Such examples of data; California Community College Chancellors Office Score Card, Institutional Set Standards, District Office Institutional Research data. For qualitative data, surveys are developed and collected within the research office. All of these types of example data are used to develop plans within the College, and each year goals are assessed to confirm effectiveness of actions and if new plans are needed.

An additional example of how the College regularly evaluates its policies and practices across all areas of the institution, including instructional programs and student and learning support services as it relates to the mission, the Distance Education Committee is reviewing the 2014-2017 Distance Education Strategic Plan and making changes based on Online Education Initiatives (OEI), including online tutoring, test proctoring, and assessment of online readiness [IB7.1].

IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

IB8.1-BOT Adopted RC SP 06.06.17
IB8.2-RC Classified Senate Minutes 03.2016
IB8.3-Academic Senate Minutes 2.23.16
IB8.4-College Council Approval of RC SP Spring 2017
IB8.5-MOR Newsletter Oct 2016
IB8.6-MOR Newsletter Vol 9
IB8.7-Opening Day Agenda Fall 2015
IB8.8-Opening Day Agenda Fall 2016
IB8.9-PAC Strategic Workshop 7.29.16

IB8.10-Program Review Strategic Plan annual Report Form
IB8.11-RC Strategic Plan Annual Assessment Status Progress Report
IB8.12-Strategic Planning Feedback Forums
IB8.13-Educational Master Plan
IB8.14-Education Master Plan Feedback Survey 2016
IB8.15-College Council Minutes 05.18.16

Analysis and Evaluation

Reedley College widely communicates assessment results and evaluation activities so that the institution has common knowledge of strengths and weaknesses and therefore establishes suitable priorities.

Educational Master Plan

The Integrated Planning Model, shown in the Educational Master Plan (EMP) exhibits processes and how they work together [IB8.13]. The creation, progress, and assessment of the EMP and the Strategic Plan are examples of institutional planning that are greatly communicated across the organization.

Reedley College completed the EMP in spring 2016. Prior to this, consultants had drafted an EMP with which the College community was dissatisfied. The EMP ad hoc committee (ad hoc of College Council), requested to address the lack of connection the plan had with College operations. College Council granted the request and the EMP ad hoc committee created an internally written EMP that reflected all of the process and plans at the College. The EMP, and its subsequent goals, relies on all College plans and all programs' linkages to Vision 2025.

The creation and evolution of the EMP is well documented in the plan itself. College-wide members of the committee reported back to their areas on the process of the EMP. Constituency reporting occurred across the College and allowed for feedback from the various entities [IB8.15]. In addition to constituency groups the EMP also utilized Opening Day as a means of informing the College of the progress being made on the document [IB8.7, IB8.8]. This allowed for College-wide input on the progress and the creation of the Wildly Important Goal (WIG), "We motivate and inspire students to succeed," and the foundational themes for Vision 2025. Surveys were distributed to see if the EMP was representative of the College planning processes [IB8.14]. The EMP was presented to all constituency groups for approval, presented to the Board of Trustees, and reported in the MOR newsletters [IB8.6]. The EMP is reviewed and updated annually.

Strategic Plan

The 2013-2017 Strategic Plan is integrated with program review processes and committee operating agreements as programs and committees link their activities or charges to the Strategic Plan. In spring 2015, members from every program and committee at all locations attended Strategic Plan evaluation workshops as programs were asked to map to at least three Strategic Planning objectives. The SMART form, due alongside the Annual Program Review Report, explains how program activities support the objectives [IB8.10]. The SMART form was replaced with TracDat™ reporting in spring 2016. The Strategic Plan Committee Chair held planning retreats with the President's Advisory Cabinet each summer 2013-2016 to decide on strategic drivers and strategic outcomes for the following year [IB8.9]. During fall 2014, 2015, and 2016 Opening Day sessions, strategic drivers were announced to the College. Faculty and staff were asked for feedback on possible ways to accomplish these strategic drivers in fall 2014. This feedback the Strategic Plan Committee establish avenues to complete these drivers. Drivers were announced yearly in the MOR newsletters and to constituency groups [IB8.5]. College Council assigned strategic drivers to specific committees or workgroups at the beginning of every year. Progress on strategic drivers was announced at the end of each year with a Strategic Planning Progress Report [IB8.11].

The 2017-2021 Strategic Plan began with a workshop that included the Strategic Planning Committee and the President's Advisory Cabinet who reviewed the EMP, Vision 2025, WIG, current Strategic Plan, mission, vision, values along with the proposed new District Strategic Plan, mission, vision, and values. Feedback forums were held at all locations [feedback forum flyer]. The Strategic Planning Committee reviewed the feedback, conducted a survey, and synthesized results into a draft of the 2017-2021 Strategic Plan which was presented at a

Strategic Alliance in early spring 2017. The 2017-2021 Strategic Plan was approved by constituency groups and the Board in late spring 2017 [IB8.1, IB8.2, IB8.3, IB8.4].

CCSSE and Scorecard Results Dissemination

Additionally, the College routinely distributes data from the CCSSE, Scorecard and Institution Set Standards (ISS) to the College community at Opening Day sessions. In fall 2015, CCSSE data was presented and analyzed during Opening Day breakout sessions in which gaps were identified and best practices were determined [IB8.7]. In fall 2016, disaggregated Scorecard data was presented at Opening Day. Faculty worked in groups to identify ways in which to meet the needs of the underprepared students [IB8.8].

IB9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

IB9.1-Completed PR Goal Planning –
Assessment Goals 2016-2017

IB9.2-Distance Education Comparison
Fall 2016

IB9.3-EMP Goals

IB9.4-ESL Cycle Three Program Review
Revision

IB9.5-Opening Day Agenda Fall 2015

IB9.6-Program Review Cycle 4 Handbook

IB9.7-RC Strategic Plan Annual

Assessment Status Progress Report

IB9.8-Educational Master Plan

Analysis and Evaluation

Reedley College practices continuous, broad based, systematic evaluation and planning. This process integrates program review, planning, and resource allocation to accomplish the mission, improve institutional effectiveness and academic quality while addressing needs for educational programs and services and for human, physical, technology, and financial resources.

Educational Master Plan

The College's Educational Master Plan (EMP) articulates the long term goals and vision of the College. The EMP was developed locally, based on the College's Vision 2025. Vision 2025 was created collectively with faculty, staff and administrators during Opening Day fall 2015 [IB9.3, IB9.5]. Educational Master Planning- Long term goals are as follows:

REEDLEY COLLEGE VISION 2025

In 2025, Reedley College will be a premier community college by...

...providing excellence in instruction

(Extensive programs, completion at all sites, career technical education, STEAM—or Science, Technology, Engineering, Arts, and Mathematics, transfer, agriculture, general education)

...leading in student success and completion

(Established pathways, effective transitions)

... working toward the accreditation of Madera Community College

(Collaborative methods, supportive structures, engaged dialog)

...building and maintaining modern facilities

(Reedley campus: Science, Fine & Performing Arts and Soccer Field; Madera campus: Academic Village 2, Child Development Center; Oakhurst campus: Permanent Buildings)

...engaging in collaborative and integrated planning

(To better serve our students through instruction and services)

...establishing environments for community engagement and cultural activities

The EMP details out how the College will achieve the Vision 2025 including methods for analyzing progress and goals for success. These goals are linked to program review with a standard question asking programs how they help meet the Educational Master Plan goals [IB9.3].

Program Review

Program Review is the core of the budget allocation process. The program review is a five year cycle process. Reedley College is currently on Cycle Four. Annual Program Review reports, focusing on the completion of substantiated programs goals as well as SLO assessment updates and new program needs, are due each May. There are Program Review Report templates for instructional, non-instructional (student services and administrative), hybrid (programs that are both service and instructional, e.g. Library, DSPS), and grant-funded for programs to become institutionalized through the budget allocation process. All templates ask programs to state how their program supports to the Mission, Strategic Plan, and EMP [IB9.6].

Program Review uses College-comparative, disaggregated grade mark and demographic data provided by the Office of Institutional Research and Evaluation. This includes disaggregated DE/traditional grade mark data which is used to evaluate DE course effectiveness in comparison to traditional courses, determining gaps and opportunities for improvement. The consistently lower success rates in DE courses prompted the creation of the Instructional Designer position. Since the formation of this position, and subsequent training, DE success rates became higher [IB9.2]. Further disaggregated data is available by request. For example, the Composition program examined English 252 (two levels below transfer) persistence rates, determining that few students completed transfer-level English. This prompted the program to eventually remove this additional exit point and write an accelerated course to move students through more successfully.

The analysis of quantitative data, coupled with SLO assessment analysis, and qualitative information exhibits program accomplishments as well as areas for improvement. The Program Review reports culminate into a list of data-driven program goals. Goal options are categorized by: assessment, curriculum/pedagogical, distance education, facilities, scheduling, staffing, supply, technology, and additional goals. Upon routine assessment of the program review process, in fall 2016, the Program Review Committee determined that an

additional “outreach” goal needed to be established as many of these types of activities fell under the miscellaneous “additional goal” category. The Program Review Committee, after first offering programs constructive criticism of their reports, determine if each program’s goals are substantiated within the report, which relies mainly on this quantitative, qualitative, and SLO data analysis. It is these substantiated goals which are required on budget allocation spreadsheets and within HR Gap Analyses.

Additionally, Program Review Goals are forwarded to the appropriate committee or workgroup in the spirit of integrated planning. For example, all technology goals are forwarded to the Technology Committee, all scheduling goals are forwarded to Deans Cabinet workgroup. These committees and workgroups respond annually how program goals directed their decisions for the year [IB9.1].

Integration of allocation, planning, and program reviews are outlined in the Educational Master Plan [IB9.8]. An example of budget allocation and program improvement being a direct result of the program review process is the within the English as a Second Language program. SLO assessment and program review quantitative data analysis and qualitative trends revealed issues that needed to be addressed for the program. The demographics of the program was shifting and the students were exposed to new technology (online registration and orientation) of which they needed assistance. In addition, the program was facing a declining enrollment. The result of these evaluations was to redesign aspects of the ESL program. More dual roster (credit/non-credit) courses were added to the program. More outreach with high schools, adult schools, and community organizations was initiated. Barriers in the matriculation process were addressed and remedied for positive results [IB9.4].

Strategic Plan

The College’s short term goals come out of drivers through the Strategic Plan. Each year a group meets to review the College Strategic Plan and identifies three major drivers and three outcomes that will be the focus for each year’s goals. Through this process the College was able to document the completion of its 2014-2017 Strategic Plan. Each year a report is compiled on the progress of each year’s drivers/outcomes and presented to the President’s Advisory Cabinet to inform the next year’s goals. [IB9.7]

IC. Institutional Integrity

IC1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

IC1.1-RC Student Handbook 2016

IC1.2-RC College Catalog 2017-2018

IC1.3-DE Strategic Plan

IC1.4-Faculty Handbook 2016-2017

IC1.5-MOR Newsletter May 2017

IC1.6-RC ISS 2017 Year 3 goal Status

IC1.7-RCAS Minutes 04.25.2017

IC1.8-SCCCD 2017 Scorecard

Presentation 06.06.17

IC1.9-Schedule of Courses Summer-Fall
2016-Spring 2017
IC1.10-Schedule Development Calendar
su-fall 18-spring 19

IC1.11-Educational Master Plan
IC1.12-Deans Council Agenda 2.23.17

Analysis and Evaluation

Reedley College provides accurate information to students, internal and external stakeholders and the public regarding its mission, learning outcomes, educational programs, and student support services, as well as its accreditation status. College publications, including the College Catalog, the Schedule of Classes, the Faculty Handbook, and the Student Handbook are regularly reviewed by key personnel, updated, and made available to students, personnel and the public.

In addition, many of Reedley's CTE programs are accredited by external accrediting bodies that ensure specialized programs meet the specific criteria applicable to that profession. The table below compiles the CTE programs that currently hold external accreditation.

- Nursing Assistant Training - California Department of Public Health
- Dental Assisting - Dental Board of California
- Child Development – National Association for the Education of Young Children
- Air Maintenance Technician - Federal Aviation Administration
- Mechanized Agriculture - Associated Equipment Distributors Foundation
- Natural Resources - Society of American Foresters

College Catalog

The College Catalog is “intended to serve students and prospective students as a guide to program planning, institutional services and regulations for attendance at this institution” [IC1.2, Page 2]. For accuracy, the catalog is updated annually, and sent to instructional, student services and administrative program leads for review. Addendums with curriculum updates are published as needed. College catalogs from the past several years are posted on the webpage.

Schedule of Classes

The Schedule of Classes provides students with specific course offerings and calendar [IC1.9]. Department Chairs receive the Schedule of Classes for review and revision according to the Schedule Development Calendar [IC1.10]. In prior years, this schedule was produced twice each year, for the summer/fall semesters and for the spring semester. Starting with the 2016-2017 school year, one schedule, published in February 2016, included all information for the summer 2016, fall 2016, and spring 2017 semesters. This ongoing publication schedule allows for students to make plans for a full year in advance. The Schedule of Classes is available on the Reedley College website. Class changes after printing of the Schedule of Courses are updated and found on the online registration site, WebAdvisor [IC1.12].

Faculty Handbook

The Faculty Handbook provides faculty with policies and expectations [IC1.4]. The handbook includes information on the District and College organization (including the College Mission, Values, and Vision 2025), classroom and teaching policies, faculty and student support services, campus rules and procedures, and campus forms. Each year, Deans' Council updates the faculty handbook. The faculty handbook is presented at annual adjunct orientations and posted online.

Student Handbook

The Student Handbook is a guide for students starting at Reedley College [IC1.1]. This handbook begins with the College mission statement and continues by providing students with information about the transition to college, matriculation, student services, degree requirements, fees, financial aid, and college policies. The handbook was updated in 2016 and reviewed and approved by the College Council. The Student Handbook is posted online.

Website

Although information has been posted online for students, personnel, and the public, the College has needed to address the issues of having user-friendly, up-to-date information on its website. To address this need, the College hired a full time Webmaster in 2016. The website has been redesigned to address issues of clarity.

Information Provided to Students and the Public

The College provides accurate and current information on student achievement to the public. A link to the Reedley College Student Success Scorecard is provided on the Reedley College web page and has been the topic of Opening Day sessions. Program Review Reports which were available to the public via Blackboard™ were published on the College webpage in spring 2017 in preparation for the move from Blackboard.

Other College publications that are made public include the Institution Set Standards and the Educational Master Plan [IC1.6; IC1.11]. The MOR Newsletter, printed and online, consistently published strategic planning, CCSSE, and Scorecard information as it relates to student success [IC1.5]. Finally, the monthly Board Report is released to the public and is printed in the local newspaper. This publication makes note of special accomplishments by Reedley College students, personnel, and staff.

The Reedley College website has a section devoted to DE education and services entitled "RC Online." The first link in this section is a video entitled "Not Your Parents' College: the Online Program at Reedley College." This video is an invitation for a student to consider DE education. This introduction is supported by a list of benefits, under "Why Online?" Other video links, "What It Takes to be a Successful Online Student," "The SKiNNY on Online Classes," and "Yes, You Can – Reedley College Online," give students an explanation of what would be required of them as DE students.

Distance education courses are highlighted in a specific section in the schedule of classes each semester [IC1.9 – Distance education Section]. They can also be found by students in a separate section on WebAdvisor when registering for classes.

Faculty participate in ongoing DE certification/training during Flex workshops provided by the Instructional Designer, including all-day events where best practices, design, and implementation are discussed. In addition, distance education faculty consult the Distance education Faculty Handbook available on the Reedley College web page [IC1.3].

Accreditation status and Institutional Set Standards are consistently provided at constituency group meetings, in the MOR Newsletters, and to the Board of trustees [IC1.7, IC1.5, IC1.8]. These updates are public on the College website.

IC2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence of Meeting the Standard

IC2.1-College Catalog 2016-2017

Analysis and Evaluation

The following chart identifies Reedley College 2016-2017 Catalog pages in response to the standard and ER 20.

ER 20 Requirement	Reedley College 2016-2017 Catalog page #
Name, address of institution	1
Mission statement	7
Accreditation status	1
Course, program, degree offerings	60-240
SLOs for programs and degrees	60-240
Academic calendar and program length	11
Academic freedom statement	46
Available Financial Aid	54
Available learning resources	51-57
Names and degrees of administrators and faculty	244-253
Names of board members	244
Admissions	12-18
Student fees and financial obligations	16-18
Degree, certificate, graduation, and transfer	32-43
Academic Regulations, academic honesty	19-29, 46
Nondiscrimination	48
Acceptance of credits and transfer	12, 24
Transcripts	17
Grievance and complaint procedures	47
Sexual Harassment	50
Refund of fees	18

Reedley College provides both a print and an online catalog, listing facts, requirements, policies and procedures, including faculty contact information. Catalog production is

coordinated by the Office of Instruction. As stated in the catalog statement, “Reference copies of the catalog are available in the Library, Counseling Center, Admissions and Records Office, on-line, and in the offices of the Vice President of Instruction and educational advisors. Students are encouraged to purchase and use their own copy of the catalog. Personal copies are for sale in the Reedley College Bookstore.” [IC2.1, Page 2]. Recent versions of the catalog (dating back to 2006) are available on the Reedley College website [IC2.1].

The catalog was formerly updated every two years. It is now updated annually to include changes to curriculum, program learning outcomes, and policies. All departments review the relevant sections of the catalog for accuracy.

The catalog gives a description of student support services (financial and academic) available to students [IC2.1, pages 50-58]. To answer questions students may have about the catalog contents, online counseling is available eleven hours each week. During these live chat sessions, counselors assist students just as they would on campus.

IC3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

IC3.1-College Council Notes 05.03.17

IC3.2-PAC Notes 05.10.17

IC3.3-Board Report Sept 2017

IC3.4-DC-DR Meeting Notes 9.5.17

IC3.5-High School Report.Liberty.2015-2016

IC3.6-Mor Newsletter March 2017

IC3.7-Opening Day Agenda Fall 2016

IC3.8-RCAS Minutes 04.25.17

IC3.9-Mech Ag Advisory Mtg 3.14.17

Analysis and Evaluation

Reedley College uses documented assessments of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Student Learning Outcomes

Student Learning Outcomes at the course and program level are assessed systematically as determined in a program’s program review report. SLO and PLO action plans, based on this assessment and subsequent analysis, are summarized within the program’s Program Review report and reported out to College Council. The College moved storage of SLO and program review reports from Blackboard™ to TracDat™ in fall 2016. These reports are also available on the website. The “Outcomes and Assessments” Blackboard™ site still includes reports summarizing Institutional Learning Outcomes assessment information and yearly SLO Committee reports, information which is also presented to College Council and Academic Senate.

Institutional Learning Outcomes (ILOs) are continuously assessed using internal and external data and direct and indirect assessments, which may include course and program assessment data. ILOs have been mapped to the Community College Survey of Student Engagement (CCSSE) survey and the Reedley College Graduation Survey. Recently the College also assessed ILOs through an employer survey given to advisory committee members. The goal of the survey was to see if employers confirmed that the outcomes are exhibited in their employees and if there were any skills that were not addressed in the current ILOs. One area identified for further review is soft skills. These assessments are also presented in the SLO Committee yearend report heard by College Council and Academic Senate.

Institutional Set Standards

Institutional Set Standards are reviewed and updated each year within the Accreditation & Institutional Effectiveness Committee and presented each spring to College constituency groups and posted to the website. These groups include College Council, Academic Senate, and Department Chairs/Division Representatives [IC3.4, IC3.1, IC3.8, IC3.2].

Scorecard

The Student Success Scorecard has been the focus of Opening Day activities [IC3.7] and available to the College and community on its webpage. We also present these data to the Board of Trustees annually.

Communication

Reedley College regularly communicates with the public through various channels about the quality and institutional effectiveness. College website which is periodically updated with most current information on the educational program is one means of open and transparent communication to the general public and our current and prospective students. Information on CTE programs are presented at the industry advisory committees held once a semester. The Office of Marketing and Communications at Reedley College regularly sends out news releases to local, regional and national media highlighting the success of students and programs. Public are invited to campus forums where information on educational programs are presented. Faculty and administrators attend various community, government and industry events to promote and highlight the success of programs. Some of the events and organizations where Reedley College is represented are: Fresno, Clovis, Madera and Oakhurst Chamber of Commerce, Fresno County Office of Education and Madera County Office of Education, local Rotary Club chapters, Fresno and Madera Fair, International Ag Expo in Tulare, local high school districts' board meetings to name a few. Another way the College shares success and achievement data is through the annual High School Reports. The CORE office compiles access, success, and completion data for students per each feeder high school who in turn shares it with their K-12 partners [IC3.9, IC3.5].

Another source for providing the above assessments of student learning to current and prospective students and the community is the MOR Newsletter which includes regular reports on progress on plans and goals, data, innovative practices and initiatives, and highlights successes [IC3.6]. Reports of progress on the above assessment activities are also reported in Board Reports which are shared with the local newspaper [IC3.3].

IC4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

IC4.1-College Catalog 2017-2018

IC4.2-Faculty Handbook 2016-2017

Analysis and Evaluation

Programs, degrees, and certificates are listed in the College Catalog with a description of purpose, learning outcomes, and required courses. The courses themselves are listed with units, lecture/lab hours, course description and degree and transfer eligibility. Courses undergo a required, systematic update as part of the program review process. Updates are then included in the College Catalog. All information is verified by program faculty before each catalog update. The catalog is available online for DE students [IC4.1].

Faculty are required to make syllabi available to students, including DE students, and submit them to their division dean each semester. All College syllabi are posted on the website. Faculty are encouraged to include in their syllabi the course SLOs and objectives [IC4.2].

Programs assess their student learning outcomes on a systematic basis as determined as a part of the program review process. Dialog within programs concerning assessment analysis and action plans occur across sites and with adjunct, thus ensuring that all courses within the program teach to the student learning outcomes. SLO assessment reports are summarized in annual and cyclical program review reports.

Distance education courses follow the same requirements as traditional courses. They also follow the same SLO assessment schedule as traditional courses.

IC5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

IC5.1-RCAS Minutes 2.11.14

IC5.2-BP 2410

IC5.3-DC-DR Meeting Notes 9.6.16

IC5.4-Deans Council Notes 1.11.17

IC5.5-Participatory Governance Handbook

IC5.6-RCAS Agenda 9.26.17

IC5.7-RCAS Minutes 05.19.17

Analysis and Evaluation

Reedley College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. College committees and workgroups work together to create an atmosphere of shared governance at Reedley College. Participatory governance ensures that these entities work together to review policies, procedures and publications [IC5.5].

Some examples of this review process include the development of a new staffing plan, the review of the faculty evaluation forms, and the updated committee operating agreements to match the updated strategic plan [IC5.1, IC5.6, IC5.3, IC5.4, IC5.7].

The overall governing body for Reedley College is the SCCC Board of Trustees. The development of Board policy by the District Board and administrative regulations by the chancellor are described in Board Policy 2410 [IC5.2).

IC6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

IC6.1-College Catalog 2016-2017

IC6.2-Schedule of Courses SUFASP
2017-2018

Analysis and Evaluation

Reedley College informs students of expected academic expenses. The Catalog and Schedule of Courses list all costs associated with enrollment at Reedley College, including enrollment fees, tuition, health fees, and a note for classes that require extra materials fees [IC6.1, IC6.2]. Educational cost information is also posted on the Reedley College website. The site includes a link to the Reedley College Net Price Calculator:

<https://webprod.cccco.edu/npc/572/npcalc.htm> which includes estimates on tuition and fees, room and board, books and supplies, and other related expenses.

The Reedley College bookstore publishes the required textbooks for each class on the College website at the time of course enrollment. This allows students to see the cost of these books at the time of registration.

IC7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

IC7.1-RC Student Handbook 2016

IC7.3-Faculty Handbook 2016-2017

IC7.2-BP 4030

IC7.4-Faculty Self-Evaluation Form

Analysis and Evaluation

Board Policy 4030 clearly states the college’s support for academic freedom and responsibility [IC7.2].

For each faculty member, intellectual freedom is both a right and a responsibility. As a right, it guarantees the instructor freedom to interpret personal findings and to communicate the conclusions without being

subjected to interference, molestation, or penalty because the conclusions are at variance with those of other persons. As, a responsibility, it carries the obligation to study, to investigate, to present, to discuss and to interpret fairly and objectively facts and ideas related to the instructor's assignments and to avoid teaching material which has no relation to the subject.

The AAUP statement is published in the Faculty Handbook [IC7.3]. The faculty Self-Evaluation Form completed during the Tenure Evaluation process asks faculty to respond to the “Maintenance of ethical standards in accordance with AAUP ethical standards statement.” [IC7.4]

The Student Handbook addresses students’ world views by stating:

“In today’s globally linked world, a college education can help increase a student’s understanding of the community, the nation, and the world as he or she explores interests, discovers new areas of knowledge, considers lifelong goals, and becomes a responsible citizen. The world is rapidly changing and many careers rely on new technology that also requires a well-rounded educational foundation” [IC7.1].

IC8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

IC8.1-Academic Dishonesty Incident Report Form	IC8.3-BP 5500 IC8.4-College Catalog 2016-2017
IC8.2-Academic Standards Committee COA	IC8.5-Faculty Handbook 2016-2017

Analysis and Evaluation

Reedley College has clear, published policies, procedures, and consequences regarding academic integrity. The College Catalog describes the Administrative Policies for Dishonesty, Cheating and Plagiarism along with disciplinary actions for such behavior including the rights and grievance procedures for students [IC8.4, pages 46-47]. The Catalog explains Academic Progress and the Probation Process for students [IC8.4]. Academic Regulations, including but not limited to matters such as attendance, graduation and transfer requirements, pre- and co-requisites, are also explained [IC8.4, page 357].

The Academic Standards Committee’s Committee Operating Agreement (COA) was approved through the Reedley College Academic Senate. As stated in the approved COA, the purpose of the committee is, “To review and approve or deny student petitions on academic matters, including, but not restricted to, grade alleviation; waiver of disqualification suspension period; waiver of program, major, and graduation requirements; and appeal of waiver of course prerequisites, degree and certificate evaluations, and transcript evaluations. The committee will also hear, review, and recommend policies and guidelines relevant to its authority and jurisdiction” [IC8.2].

Faculty are encouraged to include statements of academic honesty and regulations in their syllabi [IC8.5] and to notify the administration of plagiarism or cheating incidents [IC8.1]. Incidents are reported to and handled by the discipline dean and records of academic dishonesty are maintained in the student's permanent file in the Student Services Office. Both traditional and DE faculty use Turnitin.com and other plagiarism detection sites to enhance the integrity of instruction. DE faculty are additionally encouraged to design assignments to guard against fraud. There is a single sign on that authenticates student use.

Finally, Board Policy 5500, which outlines student standards of conduct, opens with, "Regulations shall be established for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and Regulation" [IC8.3].

IC9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

IC9.1-Faculty Handbook 2016-2017

IC9.2-Faculty Self-Evaluation Form

Analysis and Evaluation

Faculty at Reedley College are fair and objective in presenting data and information to students. During tenure-track review, faculty must annually self-assess their performance in terms of pedagogy and personal conviction as those relate to the growth of the discipline [IC9.2]. The Self-Evaluation Form asks faculty to respond to their "Commitment to the profession (Code of Ethics)" [IC9.2]. If granted tenure, the process then continues every three years during which faculty are expected to reflect on how their ideologies are in line with the discipline and needs of the students. Furthermore, faculty members in the discipline (or closely related if the discipline is small) and usually the immediate manager (dean of instruction, dean of students) conduct observations or academic conversations and exit interviews to review how these concepts are balanced, and effective. There are several elements in the self-evaluation that reflect this process:

- *Responsiveness to the educational needs of students by exhibiting awareness of and sensitivity to the following: (a) diversity of cultural backgrounds, gender, age, and lifestyles; (b) variety of learning styles; (c) student goals and aspirations.*
- *Participation in departmental, college or related activities.*
- *Commitment to the profession (Code of Ethics).*
- *Knowledge of subject matter.*
- *Awareness of current developments and research in field.*
- *Maintenance of ethical standards in accordance with AAUP ethical standards statement [IC9.2].*

The Professional Activities section of the review also asks for detailed descriptions of service to the institution and professional development.

The subject of ethics is further outlined in the Reedley College Faculty Handbook. Several sections are of note:

- **3.1 AAUP ETHICS STATEMENT**
Membership in the academic profession carries with it special responsibilities. In the enforcement of ethical standards the academic profession differs significantly from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In our profession, the individual institution of higher learning provides this assurance and so should handle questions concerning propriety of conduct within its own framework by reference to a faculty group (pg. 20).
- **3.18 INTELLECTUAL FREEDOM AND RESPONSIBILITY (BP 4030 ACADEMIC FREEDOM)**
Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth. It is recognized that freedom to think, to read, to speak and to question is necessary to the development of an informed citizenry. This freedom shall be integral to the philosophy of this district and is guaranteed to all staff and students (pg. 31).
- **3.26 COURSE SYLLABUS**
Reedley College instructors are required to provide students with a syllabus for every course they teach. The official course outline of record (COR, sometimes called the Title 5 outline) is the basis for planning your course and your syllabus. The college requires that you prepare a syllabus and that you make it as clear, complete, and as helpful for students as possible. As part of the evaluation process, your dean will review your syllabus to ensure that it meets certain minimum criteria.
- **4.15 STAFF DEVELOPMENT**
Faculty members interested in support for attendance at professional conferences or other forms of staff development activity should consult their department chair or chair of the Staff Development Committee. Occasionally there is grant funding available for adjunct faculty to sign up for webinars or attend conferences.

These are among the numerous resources, practices, and outlets through which faculty are informed to maintain disciplinary, personal, and ethical balance and responsibly collect student success data for the growth of the College [IC9.1].

IC10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Not applicable.

IC11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

We do not operate in a foreign location therefore this is not applicable to Reedley College.

IC12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

IC12.1-Madera Community College
Center Substantive Change Report

IC12.2-Oakhurst Community College
(Outreach) Center Substantive Change

Analysis and Evaluation

The College complies with Commission policies, submitting required accreditation reports timely and completely. The College posts all ACCJC reports and pertinent correspondence on the website <http://www.reedleycollege.edu/about/accreditation/index.html>. This includes previous self-study reports, follow-up reports, and annual reports. The College's accreditation was reaffirmed in 2013. The most recent reports were the Madera Community College Center and Oakhurst Community College (Outreach) Center's substantive change reports filed in July 2016 [IC12.1, IC12.2]. Accreditation reports are presented to constituency groups and to the Board.

IC13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

IC13.1-AMT joint advisory minutes
outline 3.14.17

IC13.2-Reedley Forestry Advisory
Committee Minutes 2016FA

Analysis and Evaluation

The College has an ethical working relationship with external agencies. Many student groups have volunteer relationships with companies and organizations in their respective areas. Academic programs, such as Maintenance Mechanic, Nursing, Aviation Maintenance Technology, Agriculture, as well as other CTE programs, have working relationships in the surrounding communities and rely on Advisory Board interactions [IC13.1, IC13.2]. Advisory Board members advise on curriculum, equipment needs, and have been key in assessing the Personal Growth ILO.

There are several external agencies that the College has relationships with and comply with their regulations and state and/or federal statutes. All CTE programs are vetted by the Central Motherlode Regional Consortium. This group reviews CTE program data regularly and approves any new programs in our region. Several programs (LVN, LVN to RN, Dental Assistant, and Nursing Assistant Training) have independent state licensing boards that are communicated with regularly about our programs and who certify our programs, curricula,

and instructors. There are relationships with the county Workforce Investment Corporations and there are requirements to comply with all of their regulations and policies. Many College grants (Title V, the Apprenticeship Grant, CCPT) require compliance with state and federal regulations to acquire and maintain them. The College complies also with CalWorks state and federal regulations. The College has advisory committees for each Perkins -eligible program that meet twice a year. These consist of industry partners, and university and high school staff. Additional industry partners hire interns and full time graduates from each program area. The Reedley College forest is a partnership with Sequoia lake YMCA camp that allows the College to conduct lab activities and three day field trips on the property. The College farm leases 100 + acres of tree fruit to Moonlight Packing and Wawona Packing companies. This lease is a cooperative agreement that allows plant science lab classes to conduct educational activities on the leased property but the companies will maintain and improve the orchards. Other unique partners such as Caterpillar Inc. and Quinn Company contribute to the Caterpillar Excellence fund. Cedar View Winery and Kings River Winery assist in making Reedley College wine. Various local ranches allow the College to show livestock with the Livestock Show Team and various local horse ranches that allow us to ride their horses with the women's Equestrian Team.

The College communicates changes to ACCJC, students, and public. An example is the Madera Community College Center's Substantive Change Report. All accreditation reports are published on the website.

The College works collaboratively and professionally with K-12 partners across a range of activities and initiatives. One example of K-12 partnership is the extensive Dual Enrollment program that operates with multiple feeder districts to offer college classes at high school campuses throughout the College's service area. Complying with high school, College, and State regulations pertaining to Dual Enrollment requires that Reedley's Dual Enrollment Coordinator work closely with high school and College personnel to create course schedules, enroll students, provide course oversight, onboard and train instructors and enter grades. In this effort, the College works effectively to abide by all applicable regulations and ensure adequate communication occurs so that all parties are informed of challenges and can contribute to solutions.

IC14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

IC14.1-Educational Master Plan

Analysis and Evaluation

Reedley College places education above all objectives. The College is a publicly funded, open-access, not-for-profit institution. The mission statement reflects the institution's commitment to quality education. The institution's priorities to high quality education, student achievement, and learning are documented within the Educational Master Plan,

which houses the Mission, Strategic Plan, Vision 2015, and outlines Program Review, SLO assessment, and curriculum processes [IC14.1].

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

IIA. Instructional Programs

IIA1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

IIA1.1-Curriculum Committee Minutes
10.20.16
IIA1.3-FT Transfer Counselor_COUN
GRID 2016-2017

IIA1.4-FT Transfer Counselor_TRAN
GRID 2016-2017
IIA1.5-University Rep contacts (COUN
GRID) 16-17
IIA1.6-University Rep contacts (TRAN
GRID) 16.17

Analysis and Evaluation

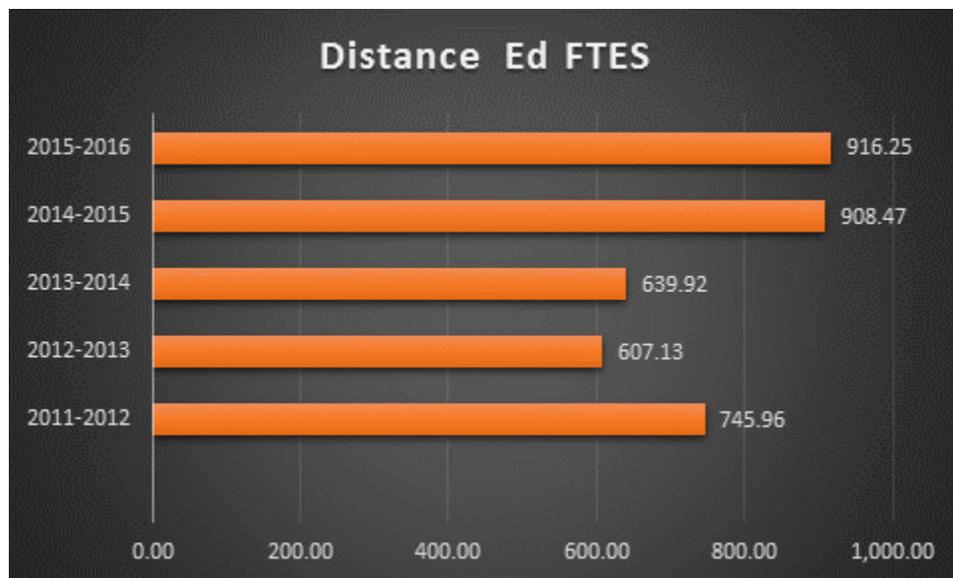
All Reedley College courses and programs are consistent with the mission and higher education standards, regardless of location. All program review reports, written every five years, respond to the question of how the program supports the Mission, Strategic Plan, and the Educational Master Plan. Examples are requested. Annual program review reports ask programs to link yearly activities to strategic plan goals.

Additionally, programs rely on quantitative and SLO data within their program review reports to make sound curriculum decisions. The qualitative trends section asks programs to use external data, such as labor market data, suggestions from advisory boards, and forecast the political, educational, sociological, technological, and economic trends within their discipline and how the program will respond. The program review report also asks programs to analyze the delivery methods and sequencing of courses to ensure students can complete in a timely manner. Data-driven decisions concerning these questions are reflected in a program's five-year goals, which include curriculum, distance education, and scheduling goal options. Together, these elements guide programs' curriculum and degree changes.

The Plant & Soil Science Program’s program review report is an example of a program developing new curriculum based on program review and data analysis. This led to a goal of creating an Enology Program. This new program offers an AS degree and Certificate of Achievement in Enology [IIA1.1].

Distance education (DE) at Reedley College likewise supports the mission and drive toward student success. DE continues to grow, keeping in line with trends across the nation. The College offers 100% on-line, hybrid (which have lectures taught on-line and labs conducted “face-to-face”), and remote tele-communicated live classes. These formats best serve the SCCC District which covers a wide geographic area encompassing 5743 square miles of urban and rural territory. Reedley College is the southern-most campus located in Fresno County and Oakhurst Community College Center, 138 miles from Reedley, is the northern most campus located in Madera County. Madera Community College Center is 86 miles from Reedley. The three campuses have developed and equipped certain classrooms with video and audio technologies to be able to teach classes in one campus which can be watched live in the other two campuses and students and instructor can interact in live time. This mode of instruction is becoming popular for students at Oakhurst Community College Center who can take classes offered at Reedley College without having to drive 138 miles one-way to take classes.

Growth in DE enrollment has practically doubled in the last five years in both FTES generated and enrollment numbers as seen in the chart below.



This trend is expected to continue to grow in the coming years as more and more students choose online education due to the convenience and flexibility it offers for working students and those who live farther away

from our physical campuses.

To ensure the quality of all instructional formats, courses are approved by the Curriculum Committee. For DE courses, specific faculty members of the Curriculum Committee with expertise in online teaching review Distance Education Proposals. Their review includes a careful assessment of effective student contact and interaction, adherence to the course

outline of record, and the degree to which student learning outcomes (SLOs) can be met in the online setting. The Curriculum Committee makes the final decision about whether or not a course is suitable for online delivery and the Instructional Designer/DE Coordinator offers instructional guidance.

Educational experience at the College culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. The Transfer Center has committed counseling to guide students through goal-setting, education planning, and transferring to four-year universities. Students are given access to extensive transfer college information through online resources and informational brochures. In addition to individual counseling appointments, students learn about transfer requirements through workshops where they receive assistance with applications to California State University (CSU) and University of California (UC) campuses. In 2015-2016, Transfer Center personnel offered nine workshops related to UC and CSU transfer admission requirements and transfer applications. Reedley College hosts an annual event, iExplorer, which includes a transfer fair along with a Majors Expo and Campus Connection. At this event, numerous college representatives from the CSU, UC and private/independent institutions disseminate transfer information, interacting with an average of 150 students per event.

Over 145 students visited the Transfer Center during 2016, after the appointment of a full-time Transfer Counselor. These students received individual transfer counseling information. The Career and Transfer Center also provided Reedley College students the opportunity to meet with representatives from four-year colleges and universities. Representatives from CSU, Fresno and Fresno Pacific University provided one-one-one advising with a total of 92 students in 2016 to discuss major, transfer admission, education planning, and career advising. In partnership with special programs such as EOPS, TRiO, Honors and STEM, over 200 transfer-bound students were able to participate in field trips to CSU and UC campuses during 2015-2016. In 2014-2015 career services were first provided by one full-time career counselor and one job placement developer to assist students [IIA1.3, IIA1.4, IIA1.5, IIA1.6]

Reedley College continues to pursue alumni data to assess students' successfully gained employment. In 2016, the CTE programs employed the Santa Rosa Model of collecting alumni data.

IIA2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

IIA2.1-Program Review Cycle 4 Handbook

IIA2.2-SLO Committee notes 3.1.17

IIA2.3-SCFT Full-Time Final Agreement

Analysis and Evaluation

Reedley College faculty, by continuous systematic improvement of instructional courses, ensure professional standards and expectations.

Curriculum

The Course Outline of Record (COR) is the guiding document in creation of instructional content for faculty and programs. In the creation of new courses faculty must complete all steps outlined in the Curricunet program, the Reedley College program used for the curriculum storage and approval process [IIA2.7]. The curriculum outline of record created through the process in Curriunet contains all Title 5 required information for courses. The Curriculum Committee, comprised of representation from a wide range of instructional and non-instructional programs, provides the context to support faculty in maintaining academic and professional standards. The Curriculum Committee Operating Agreement clearly describes their responsibilities in upholding professional standards and expectations [IIA2.6]. Curriculum is updated every five years at the conclusion of the program's program review report process.

Distance Education

Courses to be taught online must have a Distance Education (DE) addendum completed in the Curricunet program and evaluated by the Curriculum Committee. The DE Addendum requires faculty to evaluate the course and declare if modifications must be made to teach the course in an online format. Once the course is approved any instructor who wishes to teach the course online must be certified to do so. The Reedley College Distance Education Committee and the Office of Instructional Innovation provide online certification modules for faculty wishing to teach courses online. During this certification instructors are provided the information to support best practices including but not limited to effective contact with student, online evaluations, and maintaining accessibility in online courses.

Instructional Support

Reedley College provides support by providing recommended and required content for the course syllabus. Information is provided to faculty members in the Faculty Handbook. This handbook is distributed to faculty electronically and is a proponent of the first year faculty meetings and annual adjunct faculty orientations. Additionally, in February 2016 Reedley College hired an instructional designer to provide increased professional support to faculty in a wide range of topics including accessibility, alternative content delivery methodologies.

Program Review

Instructional and non-instructional programs alike have the opportunity to review their courses and programs providing the context for continuous improvement in a standardized process via the Program Review reporting process. As per Program Review Handbook, this process provides:

an opportunity to systematically assess instructional programs, student support services and administrative services using quantitative, qualitative, and student learning data for the purpose of: demonstrating, improving and communicating program effectiveness, identifying program strengths and emerging trends, facilitating improvements through substantiated goals, Assess the level to which programs and services effectively support the College mission and strategic plan, Inform curriculum, college planning, decision-making, and resource allocation, Promote collaboration and dialogue across campuses and disciplines, Conduct systematic review of the SLO process to ensure sustained and continuous quality improvement [IIA2.5].

Standard Data Sets provided by the College Office of Research and Evaluation (CORE) include the following program and Reedley College comparative data:

- Total Enrollment
- Enrollment by Demographics: Age, Gender and Ethnicity
- Retention
- Success
- Program Mark Analysis Report
- FT/PT Enrollment Status
- WSCH/FTEF
- Number of Degrees/Certificates Awarded
- Perkins Core Indicators
- Additional Data

The Program Review Committee supports programs as they complete the requirements of program review during the 3 semester process [IIA2.1 pg. 6]. During this process programs systematically evaluate their program through qualitative and quantitative analysis from multiple sources of information, including but not limited to work force information, student success rates and demographic information. During program review all courses must undergo analysis of data provided by CORE. Through this process programs discover the need to modify, change or even add courses to best meet changes in industry and/or licensing standards. Program Review provides an opportunity for all faculty to improve their programs through discussion across multiple sites of the College every five years.

For example, after reviewing course SLO assessments the child development department combined two Family Child Care courses to create one 3 unit course. This need was identified in the program review process and stated as a program goal. In spring 2017 the new course was brought to the curriculum committee, closing the cycle. Another example is the Nursing Assistance Training (NAT) program's curriculum revisions. Based on changing state regulations the NAT program revised one 6 unit course to create two 3 unit courses. This meets the need of changing state regulations in the industry as well as the needs of the students. The NAT program created two different medical terminology courses, one for business majors who will be working in a medical office and another with the requirements for those entering the nursing field of study.

During the program review, faculty map student learning outcomes to program learning outcomes as well as to institution learning outcomes [SLO mapping documents in tracdat]. Currently this mapping is completed through an online software program, TracDat. This mapping creates the expectation courses will be intentionally created and taught within the

greater context of the College and the discipline. With a recent change in online software programs, the SLO Committee recommended the suspension of the evaluation and remapping of courses until another software program is selected by the College [IIA2.2].

Contractual Obligations

As stated in the SCFT bargaining agreement for part time faculty: “The purpose of the evaluation process for unit members is to improve the quality of instruction, enhance academic growth, promote professionalism, and assess performance of unit members” [IIA2.3]. Part time faculty are evaluated based on a range of criteria all which are aimed “to assure currency, improve teaching and learning strategies, and promote student success.” A few of these criteria include responsiveness to the educational needs of students, concern for student rights and welfare, knowledge of subject matter, demonstration of effective communication with students, effective use of teaching methods appropriate to subject matter, and adherence to institutionally approved curriculum course outlines of record. Part time faculty evaluations occur during their first semester of teaching or service, during their second and/or third semesters of teaching or service, every six semesters of teaching or service thereafter [IIA2.4, Article XII].

The full time contract’s purpose for evaluation also clearly aligns with the requirements of this standard: “The tenure review process should ensure that students have access to the most knowledgeable, talented, creative, and student-oriented faculty available. A four-year probationary period provides sufficient time for certificated contract employees to understand the expectations for tenure, to continue developing skills and acquiring experience to participate successfully in the educational process, and to use the District's and other resources for professional growth. The tenure review process should promote professionalism, enhance academic growth, and evaluate contract employees relative to continued employment consideration by providing a useful assessment of performance, using clear evaluation criteria” [IIA2.3, Article XIII].

IIA3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

IIA3.1-College Catalog 2016-2017
IIA3.2-Liberal Arts and Sciences Natural Sciences emphasis report spring 2016
IIA3.3-PlantSoilScience_SLO_Poster

IIA3.4-Program Review Cycle 4 Handbook
IIA3.5-Faculty Handbook 2016-2017
IIA3.6-Reedley College Curriculum Handbook

Analysis and Evaluation

Reedley College uses well-established institutional procedures for identifying and regularly assessing learning outcomes for all of its courses, programs, certificates, and degrees. Learning outcomes for courses, programs, and certificates and degrees, as well as their mapping to institutional learning outcomes were centralized under the Reedley College SLO

Blackboard page then moved to TracDat in fall 2016. All program SLOs are published in the College Catalog [IIA3.1 need page #].

Program Review

Reedley College’s investment in the outcomes-based approach to student learning centers in its Program Review reporting where course and program learning outcomes are analyze and used in determining a program's five-year goals, including curriculum goals [IIA3.4]. Curriculum changes and additions are approved by the Curriculum Committee. This includes the approval of SLOs.

Programs determine their course, certificate, and program assessment timeline, report this timeline in their program review report, and report on all course and program SLO assessments within the next five-year cycle, including identifying action plans based on these assessments [IIA3.3].

Blended degrees are systematically assessed by discipline faculty at the completion of the key disciplines’ program reviews and SLO reporting cycles [IIA3.2].

Course Outlines of Record (CORs)

The Reedley College Curriculum Handbook requires that all Course Outlines of Record (CORs) include student learning outcomes: “More than just specifying the required components of the course, the outline of record states the content and level of rigor for which students—across all sections of the course—will be held accountable, and specifies the Student Learning Outcomes that the student will demonstrate at the completion of the course” [IIA3.6].

Syllabi

Faculty are encouraged to place course SLOs in their syllabi. The Reedley College Faculty Handbook includes section 3.26.2, Syllabus Check List, which requests that Course Objectives and Student Learning Outcomes be included in each course syllabus, with the added note that “These items...should correspond with the official course outline” [IIA3.5]. All faculty are required to submit their syllabi containing their course SLOs to their Dean at the beginning of each semester. These syllabi are then made available on the College website.

Faculty evaluations asks if the instructor “Communicates expectations of the class session to the students.” Faculty are asked to reflect on their teaching in their self-evaluation.

IIA4. If the institution offers pre-collegiate level 1 curriculum, it distinguishes that curriculum from college level 2 curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

IIA4.1-Basic Skills Transformation Grant

IIA4.2-BSI Project Proposal for CAP
Example 1

IIA4.3-BSI Project Proposal for CAP
example 2
IIA4.4-EligibleStudents Flyer Example
Cohort A
IIA4.5-ENGL Flow Chart
IIA4.6-ESL Flow Chart
IIA4.7-ESL Flow Chart MCCC

IIA4.8-FYE Counselor Guide
IIA4.9-Math Pathways Flow Chart
IIA4.10-Reading Writing Courses Flyer
IIA4.11-FYE Report to DC_OCT16
IIA4.12-STEM Grant Narrative
IIA4.13-BSI Meeting Notes 10.17.16

Analysis and Evaluation

Reedley College offers pre-collegiate level curriculum and distinguishes that curriculum from college level curriculum while supporting students in learning the knowledge and skills necessary to advance and succeed. This begins within the Program Review process, which gives the Math, English, and ESL programs key data to determine basic skills course offerings. This inquiry includes multiple measures including GPA data collected from local high schools and placement test results, which serve to provide an approximate number of needed pre-collegiate, collegiate, and distance learning courses. Course SLO assessments reported within the program review reports guide curriculum changes and the scaffolding of courses in the sequence.

Supplemental Instruction

Basic Skill Initiative funds and the STEM Grant have helped to extend hours in the Math Center and Reading & Writing Center, allowing embedded tutors to provide additional support to students in basic skills courses. The Tutorial Center has been able to expand its offering of Supplemental Instruction through the recent receipt of the Transformations Grant for Basic Skills. A Supplemental Instruction Coordinator position was established in fall 2016. Access to these high-quality resources in multiple locations across campus is essential to closing gaps in achievement. Student Equity funding as well as SSSP have allowed for increased tutor training and professional development for adjunct instructors who often do not have adequate experience working with students within the target population who have had difficulty successfully completing pre-collegiate course sequences [IIA4.5, IIA4.6, IIA4.7, IIA4.9].

At the program level, faculty determines the mode of delivery for its courses. The Department of Reading and Languages, for example, has maintained that the most effective means of instruction for pre-collegiate reading skills, including ESL, is best taught directly, in a face-to-face format choosing not to offer these sections online, and has focused on integrating hands-on lab activities as a regular part of the curriculum.

Students two or more levels below transfer often need assistance to develop critical thinking skills related to methods of online research and analysis. By increasing instructor-student interaction to five hours per week rather than the standard four hours, ESL students are provided increased access and assistance. In the last program review cycle, both the Reading Program and Composition Program decided to phase out completely courses three levels below transfer and begin the process of developing curriculum that not only compressed, but accelerated, the pathway toward English 1A.

Acceleration

Current research and practice in the field of acceleration has prompted faculty in the three departments containing basic skill courses, Math, English, and Reading & Languages, to send teams to the California Acceleration Project (CAP). The Basic Skills Initiative Subcommittee has provided financial support for these efforts [IIA4.2, IIA4.3]. Reading faculty developed a 5-unit accelerated course (ENGL 128) for implementation on the Reedley campus in spring of 2017 and in fall 2017 in Madera. With successful completion of this alternative path, students eligible for ENGL 262 (two levels below transfer) would be prepared for transfer-level English in a single semester, eliminating the two-exit point process. ENGL 130, the 5-unit accelerated course for composition, has been offered since fall 2015 in both Madera and Reedley, and has replaced the option of ENGL 252 (two levels below transfer) [IIA4.5].

For example, the math department has worked to create a seamless pathway for students to complete transfer Mathematics gateway courses. This work was the sabbatical topic of one of the College's math faculty. He attended workshops, collaborated with K-12 and other higher education partners, and worked with a Math Faculty at Clovis Community College. He looked at success and achievement data, curriculum outlines, and major requirements. Conclusions from his sabbatical were discussed in the Reedley College Math Department and recommendations were adopted and implemented:

1. Adopted Multiple Measure Placement
2. Created a Statistics Pathway
3. Created Curriculum for Math 211 (Pre-Statistics) at least 2 courses scheduled for Fall 2017
4. Changed course scheduling to reduce the number of algebra classes and the addition of at least 4 additional Statistics Courses
5. Implemented Co-Requisite remediation (including statistics courses)
6. Created a pathway map for students with several pathway options (STEM, Statistics, Liberal Arts and Elementary Education); these pathways are linked to major requirements

The goal of these changes is to place students in the most appropriate level and in the most appropriate class for their goals.

First Year Experience (FYE)

Recognizing that first year students often do not fully understand the culture of college academia and face a significant number of additional barriers to success, the Basic Skills Subcommittee has sought to scale up a program for student success originally implemented in 2012-13. By creating a series of First Year Experience (FYE) cohorts, faculty and student services work together to encourage highly-motivated high school graduates to complete needed basic skills courses in the first semester or two of their college career. The purpose of the FYE Program at Reedley College is to increase successful completion of transfer level coursework by reducing the number of barriers students face in completing basic skills prerequisite sequence(s) in math as well as in reading and composition. The College has grown from one cohort on the Reedley campus at its inception to four cohorts in the fall of 2016, and another cohort in Madera. STEM-oriented cohorts were added in fall 2017

[IIA4.12]. Evidence suggests that when students are given the opportunity to belong to a group of motivated individuals with a specific first semester schedule, required study hours and access to a named counselor, they are more likely to persist to transfer level coursework in a shorter period of time. [IIA4.10, IIA4.4, IIA4.8, IIA4.11] With the current participation of more than one dozen faculty members from 5 departments and coordinated efforts to further expand, this program is expected to support the majority of first year students, rather than a select few, and fundamentally improve the persistence and retention of students enrolled in basic skills courses at Reedley College [IIA4.1].

Placement and Student Support

An effort to maintain effective placement mechanisms is an integral part of this decision-making process and the implementation of multiple measures to determine appropriate placement has impacted developmental course offerings. The implementation of multiple measures increased the number of students eligible for English 1A. Students which had previously been enrolled in reading and composition courses one level below transfer need increased support in the form of embedded counseling, for example, to be successful in transfer-level courses in their first year of college. Efforts to fund additional Supplemental Instruction and embedded tutoring as well as adding English 1A sections to the slate of FYE options provides support for under-prepared students [IIA4.13].

IIA5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

IIA5.1-AR 4022

IIA5.5-College Catalog 2016-2017

IIA5.2-AR 4025

IIA5.7-Reedley College Curriculum Handbook

IIA5.3-BP 4020

IIA5.8-AR 4020

IIA5.4-BP 4025

Analysis and Evaluation

Reedley College’s degrees and programs follow practices common to American higher education, as evidenced in State Center Community College District’s Board Policies and Administrative Regulations. Specific information about programs and degree requirements is found in the Reedley College Catalog [IIA5.5 Program and Degree pages]. Program, curriculum, and course development and quality assurance originates with faculty and is presented for modification and approval to the Reedley College Curriculum Committee, whose Chair is Vice-President of Curriculum of the Reedley College Academic Senate. All curriculum is approved by the SCCC Board of Trustees, and submitted to the Chancellor’s Office of the California Community Colleges (COCCC). Courses and programs are regularly reviewed and revised by faculty according to student and community needs, as set forth in Board Policy 4020 [IIA5.3]. Reedley College also follows the *California Community Colleges Program and Course Approval Handbook*, which is produced by the California Community Colleges Chancellor’s Office.

Reedley College’s own Curriculum Handbook provides guidelines for the development and review of courses and programs [IIA5.7 pg 6-16] and for Associate’s Degree requirements [IIA5.7 pg 18-19].

Because Reedley College is part of a multi-college District, all curriculum approved by the Reedley College Curriculum Committee is submitted to Educational Coordination and Planning Committee (ECPC), as described in AR 4020 [IIA5.8]. ECPC has membership from all Colleges in the District. ECPC discusses implications of curriculum changes Districtwide. More specific criteria for the course approval process is found in Administrative Regulation 4022 (which refers to AR 4020), and which places College curriculum processes clearly under Title 5, Section 55100 [IIA5.1].

The philosophy and criteria for Associate Degrees and General Education follow practices common to American higher education and are set forth in Board Policy 4025 [IIA5.4]. In addition to Board Policy 4025, philosophy and criteria for the Associate Degree and General Education are also set forth in AR 4025, "Academic Affairs, Philosophy and Criteria for the Associate Degree and General Education" which states that “The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community [IIA5.2].”

Reedley College Curriculum Committee reviews programs as well as courses to ensure requirements are met including 60 unit minimum for an Associate’s Degree [IIA5.7].

IIA6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

IIA6.1-Annual Program Review Report
Example

IIA6.2-Program Review Cycle 4
Handbook

IIA6.3-AnnualReport2014-2015

Analysis and Evaluation

The College is intentional about scheduling using effective practices and data analysis to schedule courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education.

Scheduling

The Office of Instruction works with department chairs to create a one-year schedule for courses. The College recently went to a one-year schedule to ensure that programs are scheduled consistently and that students can prepare for an entire year through the Student Education Planning Process. The College is a pilot college in the Educational Planning Initiative. The Hobsons Starfish™ program is currently being piloted for Student Educational Plans. Once fully implemented the College will use this system to estimate the number and type of courses offered each year and assess for any gaps in course offerings.

Career and Technical Education (CTE) programs have created block scheduling to ensure that students can complete programs in a short amount of time. The block scheduling for Mechanized Agriculture decreased the time students need to complete the certificate program from an average of 3.8 semesters to a more reasonable 2 semesters. Other CTE programs such as Auto, Industrial Technology and Aviation Maintenance Technology have also implemented block scheduling.

At the Madera Community College Center (MCCC) and Oakhurst Community College Center (OCCC) locations, administration and faculty looked at the courses offered and which degrees were fully offered at each location. OCCC has been adding courses with degree completion in mind. Towards this end, OCCC has increased the number of degrees that can be completed at the Center by 71% to 12. The number of certificates has been increased to five, which is a 66% increase [IIA6.3, p 11].

As part of the Reedley College HSI STEM grant application the College reviewed STEM offerings at MCCC. The College found that MCCC was missing vital STEM course sequencing for the Associate Degree Transfer (ADT) programs or courses were not offered on a consistent basis. Courses missing or inconsistent were chemistry, physics, astronomy, and engineering. Often students attending MCCC have a checkered type schedule of attending one or two other community colleges located within a 30 miles radius of the Center just to finish their ADT programs. In order to address this issue the college invested in equipment in order to teach organic chemistry, engineering and physics at MCCC. The College also hired a Physics instructor with load that includes classes at MCCC. Finally, the College is working on a Sciences Instructional Technician position for MCCC.

Multiple Measures

The implementation of Multiple Measures also affected the College's scheduling. Before the implementation of Multiple Measures Placement in March 2017, the College reviewed high school transcript data in order to be able to estimate the changes needed. Additional transfer level courses in English and Math were schedule and basic skills classes were cancelled to meet student need. Changes were also made with the introduction of a statistics pathway. Two additional pre-stats classes were offered and four statistics courses replaced algebra courses in fall 2017.

Program Review

Program Review reports ask programs to provide examples of high-quality instruction of varying delivery modes and teaching methodologies; course offerings, (ie. times, location, delivery, etc.), identifying any needs that are not met; and appropriate breadth, rigor, sequencing, and completion time [IIA6.2]. This narrative, along with other qualitative analysis and quantitative and SLO data inform a program's goals. One goal area is "Scheduling Goals." All substantiated scheduling goals for the College are forwarded to the Deans Council to assist in making scheduling decisions. Programs report on scheduling goal completion in their Annual Program Review reports [IIA6.1].

IIA7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

IIA7.1-DE Regular Effective Contact Policy
IIA7.2- DE Strategic Plan

IIA7.3-Program Review Cycle 4 Handbook

Analysis and Evaluation

Reedley College provides a variety of instructional support services, teaching methodologies, and delivery modes designed to meet students’ diverse and changing needs. Services include the Reading & Writing Center, Tutorial Center, Supplemental Instruction, Math Center, DSP&S, Veterans Programs and Services, and Honors Program. There are also First Year Experience (FYE) courses, cohort courses (such as Forestry/English classes), and orientation events such as Kick Start. Madera Community College Center’s Advantage Program (MCCAP) is designed to help high school seniors successfully transition to college by taking college classes and participating in activities at the Center. To provide targeted support to identified cohorts of students, the MCCC Tutorial Center has offered specialized programs such as Summer Bridge, FYE Acceleration cohort for English 130 with English 126. Differentiated support services on campus such as EOPS, CalWorks and the development of accelerated courses all speak to a commitment of Reedley College towards equitable support of students.

Program Review

As part of Program Review, departments analyze delivery modes, methodologies, sequencing, and scheduling for curriculum within the program. This analysis guides program scheduling, curricular, and distance education five-year goals. If the data analysis in the program review process a department discovers a changing need of students demanding additional student support, program goals are created to address the need. Created program goals are forwarded to the appropriate committee or workgroup, such as the Distance Education or Technology Committee, Curriculum Committee or Deans Council who can best guide programs to complete these goals. Discussion between methodologies and student performance also takes place within the program review report. [IIA7.3].

Distance Education

To best support equity of success in all students to teach a course in the Distance Education (DE) program faculty must receive appropriate training/certification in online teaching. [IIA7.2, p. 7]. The Distance Education Strategic Plan outlines quality policies, action items and goals to ensure continuous equitable quality delivery and improvement in distance education courses. Statements such as “Course design should address multiple learning styles of students” and “Student assessment and evaluation methods must be relevant to the activities, reading assignments, and other learning materials presented in the course” found in the DE Strategic plan point faculty to the importance of equitable teaching methodologies in online instruction [IIA7.2, p. 7]. The DE course proposal addendum submitted to the Curriculum Committee must fully identify how methods of instruction have been adapted for

online delivery and what strategies will be employed to ensure regular and effective contact as required in Title 5 and the proposed Reedley College Distance Education Regular Effective Contact Policy [IIA7.1]. A distance education addendum must be reviewed and approved by the Curriculum Committee before a new distance education course can be developed for online delivery. It is strongly suggested that faculty members developing a new course use the OEI Rubric for Online Instruction as a means of evaluating the design of their courses [IIA7.2 p. 5].

Student Equity Plan

Institutional research from the 2015-2016 Student Equity Plan revealed that Hispanic/Latino, African American, Low-income, and Male students experience the most disproportionate impact within the five success indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The College has taken a targeted approach to close equity gaps so that all students are successful. One of the major components of supporting student equity is by offering professional development to promote cultural understanding and awareness.

Reedley College is a member of the National Consortium on College Men of Color which serves to build capacity necessary to support successful outcomes for men of color. Currently, the College is offering a professional development opportunity for faculty to engage in an online certificate course on Teaching Men of Color. There are continuous on-going professional development seminars on supporting students from diverse backgrounds. In October 2016, the College hosted its first Annual Cultural Competency Summit in which over 80 faculty, staff, and administrators attended workshops on teaching and supporting students from rural areas, first-generation, ESL learners, serving and understanding cross-communication styles. Furthermore, in October 2016, the Health Center offers regular LGBTQ Ally Trainings which focused on how to create a safe and welcoming environment for our LGBTQ students.

The following activities are identified learning support activities in the student Equity Plan. These are best practices that support all students, but has an intensified positive effect for our identified disproportionately impacted populations. The evaluation and assessment of all activities are through an equity-focused practice of disaggregating data and engaging in critical reflection and dialogue.

- Increased drop-in tutorial hours
- Embedded tutors
- Embedded counseling
- FYE courses
- Accelerated courses
- Kick Start
- Summer Bridge
- Mentoring
- Student Focus Groups (To understand the student experience and perspective and to think about ways in which the College can better support students).

IIA8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

IIA8.1-ENGL 1A Rubric

Analysis and Evaluation

Reedley College values the use of unbiased and valid examinations and self-assessments to ensure a deliverance of educational excellence. While most Reedley College programs have autonomy in the assignments which are given, often a common assessment instruments such as a program-wide rubric is used as the assessment tool [IIA8.1]. Other programs, such as in the CTE disciplines, administer the same exam to all students. In these courses, where course content builds upon each other, this understanding of prior learning is fundamental. Many programs use pre and post-test assessments to determine growth in knowledge and identify gaps in learning.

The opening of the College's Testing Center in 2015 marked the commitment and dedication of unbiased testing of our students. All services are routinely scheduled in a daily (excluding Fridays) manner during the academic year. The College's Testing Services web page provides a variety of resources ranging from test prep materials, accommodations, scheduling services, and answers to frequently asked questions.

IIA9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard

IIA9.1-History 12 COR

IIA9.2-PCAH_6thEdition

IIA9.3-RC SEMESTER COURSE UNITS

IIA9.4-Reedley College Curriculum Handbook

Analysis and Evaluation

Reedley College awards course credit, degrees and certificates that abide by student practices in higher education. Course credit, degrees, and certificates are awarded in agreements with all state and federal laws. Units of credits, degrees and certificates follow Course Outline of Records (CORs) [IIA9.4]. The COR is an integration of standards: SLOs, course content, objective, methods of instruction, and evaluation standards based from the Academic Senate for California Community Colleges, and therefore represents a contract between the student, instructor and institution when identifying the expectations of students' grades. As students at the College follow these CORs, the evaluation of student performances validates the acquisition and mastery of each course completed. Course credits are awarded through the performance made by demonstrating proficiency specified by the CORs and reflected by

SLOs [IIA9.1]. Additionally, the mapping of course SLOs requires the determination of "Beginning, Intermediate, or Mastery" of skills.

Reedley College abides by Federal standards for clock to credit hour conversion in the awarding of credit. The course awards units of credit based upon a relationship specified by the Title 5 § 55002.5 which delineates units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. For example, an hour of credit in class or laboratory is termed 50 minutes stated by Title 5 §58023. The minimum number of hours for any three-unit semester lecture would total 48 hours of classroom time plus 96 hours of homework equating 144 hours of learning time. All lecture lab hours to unit ratios are stated inside the Curriculum Handbook along with updates and modifications on the CORs [IIA9.4]. The semester has an official duration of 17.5 weeks; therefore, a minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study and lab work is required for one unit of credit regardless of term length [IIA9.2, page 31]. Since it is not accurate to determine the exact unit value of certain lecture/lab combination, the College formula is based on in-class and outside of class work which lab hours per week include any outside lab hours generated by in-class lab (maximum: 1 outside hour per 2 in-class lab hours) [IIA9.4]. The Reedley College Semester Course Units Lab Hours per Week shows the equation and illustration for calculation of varying lecture hours per week. The course units are counted in 1/2 unit increments which no matter the duration of term, 48 student learning hours earns one unit of semester credit [IIA9.3]. All distance education courses are held to the same standards.

IIA10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Evidence of Meeting the Standard

IIA10.1-College Catalog 2016-2017

Analysis and Evaluation

Reedley College's transfer-of-credit policies are clear and available to students and articulation agreements are appropriate to the mission. This is evident in successful and settled transfer articulation pipelines with California State University (CSU) and University of California (UC) systems. Policies guide intent of transfer as elective based credit, general education and lower division for baccalaureate majors. The success of transfer and articulation policies is a joint effort among academic leaders, faculty committees, and articulation officer [IIA10.1 p.35].

Transfer to four-year institutions continues to be a popular goal for incoming Reedley College students. In order to achieve this, articulation agreements are founded on quality education by meeting the academic terms, standards, and CORs of the receiving institution. The College has Guarantee Admission Agreements with the CSU system. Students

completing an Associate Degree for Transfer (ADT) allows for guaranteed admission to a CSU campus. Earning an ADT may provide greater preparation upon transfer to a UC or private/independent college. Additionally, the College has Guarantee Admission Agreements for 6 UC campuses: Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz [IIA10.1].

The articulation officer facilities work with instructional faculty to map and restructure CORs to meet articulation agreements with four year institutions (public and private) and other community colleges. For the CSU, UC and California Community College system the Intersegmental General Education Transfer Curriculum (IGETC) articulation agreement includes general education courses and certain major course which undergo annual reviews and follows the certification of community college campus, Executive Order 595 [IIA10.1 pp. 35, 131-2]. For UC system, the University of California Transfer Course Agreement (UCTCA) agreement serves as an evolving list of agreeably transferable courses.

Similarly, the UC also requires annual reviews of updated course outlines to match academic standards.

California community colleges and four-year institutions are committed to strengthen the transfer by sharing course agreements and information on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) website, Associates Degrees for Transfer (ADT) in the RCC and the Course Identification Numbering System (C-ID) website [IIA10.1 pp. 35, 119-126, 127]. ASSIST is an online comparison of courses that have met articulation agreements between CCC, CSU and UC [College Catalog 35]. ADT is a listing of both Associate in Arts (AAT) or Associate in Science (AS-T) degrees which enable a pathway to a CSU major and baccalaureate degree [IIA10.1, pg 119-126]. The C-ID database provides navigation for counselors and students to identify which course to take to meet ADT requirements and those that are transferable to other California Community Colleges and CSUs. All function similarly: students are provided with a guarantee of admission to a CSU through completion of an ADT or course that match those of the four year universities. The articulation office maintains, initiates and disseminates general education/breadth, major preparation, course by course and transferable course agreements through the platforms described above.

The College Catalog provides guidelines and procedure for assessing credit acceptance from Advance Placement Programs (AP) Courses that are recognized by the College Entrance Examination Board or Colleges of this District may be awarded credit based on College standards. It is important to note that AP credit is awarded for grades “3”, “4”, or “5” which is compliant with Title 5 regulations, § 55050 and 55052. The College also recognizes credit by examination, credit for military service, and travel study credits.

IIA11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

IIA11.1-RC Grad Survey Results 2016
IIA11.2-Blended Degree Outcomes and Assessment Process
IIA11.3-College Catalog 2016-2017
IIA11.4-Opening Day Workshop Documents Fall 2015
IIA11.5-Opening Day SLO Presentation Fall 2015

IIA11.6-Opening Day Agenda Fall 2015
IIA11.7-RC Advisory Board Survey
IIA11.8-SLO CCSSE Comparison 2014,2016
IIA11.9-SLO Committee 2016-2017 Report
IIA11.10-SLO Committee COA

Analysis and Evaluation

Reedley College is focused on creating an educational environment where communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives are valued. Evidence of this is seen in the College's Institutional Learning Outcomes (ILOs) to which all program outcomes are mapped:

Communication Skills

- *Interpret various types of written, visual, and verbal information.*
- *Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.*

Critical Thinking and Information Literacy

- *Analyze quantitative information and apply scientific methodologies.*
- *Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.*
- *Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.*

Global and Community Literacy

- *Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.*
- *Apply historical and contemporary issues and events to civic and social responsibility.*
- *Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.*

Personal Development

- *Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.*
- *Incorporate physical and emotional principles to make healthy lifestyle choices.*
- *Make ethical personal and professional choices.*

The SLO Committee's main charge is to assess the ILOs [IIA11.10]. One assessment used is the mapping of all courses and programs to the ILOs in TracDat. Using TracDat, where all SLO/PLO assessments are reported and "Beginning, Intermediate, or Mastery" of skills are identified, the College is able to gather data on the degree to which the College is meeting its ILOs.

ILO statements apply to all GE patterns used at the College, including the Reedley College local GE pattern and CSUGE Breadth. Students completing any one of the primary GE patterns are required to take multiple courses in each of these areas, ensuring that every student receives direct instruction in all of these skills [IIA11.3, pp. 32-34; College Catalog IIA11.3, pp. 36-39;]. All degree programs at Reedley College include at least two components: courses required or elective for the major and a sequence of General Education (GE) courses. All programs, whether degrees or certificates, include SLOs for the major or area of emphasis [IIA11.3, Sample Degree Pages from Catalog (Showing PLOs)].

Blended degrees are assessed systematically every five years by discipline faculty and mapped to ILOs to determine the degree of meeting institutional outcomes goals.

In addition to using course SLO assessments as a way to ensure students are acquiring the skills identified in the ILO statements, the SLO Committee has used results from the Community College Survey of Student Engagement (CCSSE) survey to map to ILO skills. The subject of the fall 2015 Opening Day was the examination of the 2014 CCSSE survey data in determining gaps and identifying best practices [IIA11.4, IIA11.5, IIA11.6]. One best practice identified was the One Book/One College project. Exposure to diverse perspectives is a main factor in book selection. Faculty and staff were polled and selected Richard Rodriguez' *Hunger for Memory* (2015-2016), T. C. Boyle's *The Tortilla Curtain* (2016-2017), and Rebecca Skloot's *The Immortal Life of Henrietta Lacks* (2017-2018). The College hosted these authors and promoted additional activities related the books' themes of diversity. The SLO Committee compared the 2014 and 2016 CCSSE data and saw marked improvement, particularly within the Critical Thinking & Information Literacy outcomes of "Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions" and "Synthesize researched information obtained from accurate, credible, and relevant" [IIA11.8].

The College also surveys graduating students and program Advisory Boards as a means of evaluating communication competency, information competency, quantitative competency, analytic inquiry skills, and ethical reasoning skills as represented in the ILOs [IIA11.1, IIA11.7]. The Grad Survey is assessed each year by the SLO Committee to identify gaps and evaluate the ILO statements. In 2016, an average 44% of students had indicated that communication skills, critical thinking and information literacy, global and community literacy, and personal development (Reedley College's Institutional Learning Outcomes areas) skills improved during their education at Reedley College [IIA11.1]. Advisory Board surveys indicate both the importance in ILO skills in their industries and the level to which employed Reedley College graduates exhibit these skills. In response to the skills of Reedley College graduates, the Advisory Board responded positively on all ILO skills they had identified as important to their industry [IIA11.7].

At the end of each academic year the SLO Coordinator compiles the SLO Committee End of the Year report that includes details on ILO assessment and use of that assessment. The SLO Annual Report is shared at College Council and at Academic Senate [IIA11.9].

IIA12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

IIA12.1-College Catalog 2016-2017

IIA12.2-Program Review Cycle 4 Handbook

IIA12.3-RC ILOs

IIA12.4-Reedley College Curriculum Handbook

IIA12.5-Schedule of Courses SUFASP 2017-2018

Analysis and Evaluation

Reedley College provides an accessible educational environment ensuring high-quality, innovative learning opportunities rooted in appropriate student learning outcomes. We offer associate degree programs, career technical education, transfer level and basic skills courses. We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population.

Reedley College offers three general education options for the associate's degree: 1) Reedley College's own GE pattern, outlined below (although this is not an option for students pursuing an Associate's Degree for Transfer), 2) California State Universities' GE pattern (CSU GE), ideal for students planning to transfer to a CSU campus and for students obtaining an Associate Degree for Transfer but not local associate degrees), or 3) Intersegmental GE Transfer Curriculum (IGETC), ideal for students planning to transfer to either the CSU system or the University of California system and for students obtaining an Associate Degree for Transfer but not local associate degrees). Per these requirements, students pursuing an associate's degree from Reedley College must complete a minimum of 18 units (students following an ADT degree are required to take more units for general education) in the following areas: Natural Science; Social & Behavioral Sciences; Humanities; Language and Rationality, which includes English and Mathematics; Health and Physical Education. The College Catalog and the Schedule of Classes outline the courses that meet each requirement, including Distance Education online courses. These publications clearly delineate which courses meet CSU GE and IGETC requirements [IIA12.1, IIA12.5].

The rationale for general education is communicated through the College Catalog, degree requirements, and the College's curriculum process. The content and methodology of traditional areas of knowledge in the general education pattern are determined through the rigorous curriculum process. The process begins at the program level, within the program's program review report, when faculty members first propose the course which goes through the curriculum approval process via the Curriculum Committee. Curriculum changes,

including all DE decisions, are based on data-driven quantitative and SLO analysis [IIA12.2, IIA12.4]. While course and/or program learning outcomes may respond to the students' responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences, the Reedley College Institutional Learning Outcomes, to which all courses and programs are mapped, address these criteria in four areas of importance: Communication Skills, Critical Thinking and Information Literacy, Global and Community Literacy, and Personal Development [IIA12.3].

Transfer to a four-year institution is a major part of the College's Mission; therefore, guidelines set forth by the University of California (UC) and California State University (CSU) systems play a role in these determinations as well. The Articulation Office advises the Curriculum Committee, a subcommittee of the Academic Senate, and helps faculty to find parallel lower division courses at UC, CSU, and other four-year institutions to ensure the course will be transferable and will be approved by other four-year institutions as a general education requirement. If approved, the course is presented to the Academic Senate and then the Board of Trustees for their review and approval. If the class is also seeking CSU GE or IGETC transferability, it is also submitted by the Articulation Officer to the UC and CSU systems for approval into the appropriate GE pattern.

Reedley College's GE patterns are well-established and published in a number of locations, including the College Catalog, counseling offices, and areas of study websites. Students have various options to meet any of the three GE patterns while maximizing flexibility. Students may choose from 42 courses in the Natural Sciences, 43 courses in the Social Sciences, 66 courses in the Humanities, 9 courses in Language and Rationality, and 25 courses that fulfill the local Computer Familiarity GE requirement. The highest enrolled GE courses are mapped to the ILOs. Introductory, practiced, or assessed ILOs are identified. This is also mapped in TracDat, identifying the introduction, practice, and mastery of skills.

DE courses meet the same rigor and requirements as traditional face-to-face courses. The Instructional Designer works with faculty on best DE practices.

IIA13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

IIA13.1-College Catalog 2016-2017

Analysis and Evaluation

Reedley College's curriculum process utilizes well-established procedures to ensure that new programs and changes to existing programs include a focused area of study that includes 18 or more semester units as per California Law, Title 5, section 55063(a). Programs develop

and evaluate appropriate degree and certificate learning outcomes for all degrees and certificates offered by the College, which are published in the College Catalog [IIA13.1].

Students graduating with an Associate in Arts (AA), Associate in Science (AS) degree, or an Associate in Art or Science for Transfer (AA-T/AS-T) must successfully complete a minimum of 60 semester units of degree-applicable college coursework, including the general education requirements listed in the College Catalog. Each major or area of emphasis requires a minimum of 18 units, successfully completed with a grade of C or better. Each major is described in detail in the Catalog. Every program has identified program learning outcomes, which are made available to the public in the College Catalog as well as course learning outcomes that are included in the course outline of record and available to the public through CurricUNET. The five-year curriculum review cycle is linked to the student learning outcomes assessment cycle providing a regular assessment schedule for programs. As courses are systematically updated following program review report completion, the course and program outcomes are mapped to identify the skill's introductory, practice, or mastery of skill level.

IIA14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

IIA14.1-College Catalog 2016-2017

IIA14.2-Mech Ag Advisory Mtg 3.14.17

IIA14.3-Mech Ag Program Review Cycle Four

IIA14.4-Perkins Quarterly Report

IIA14.5-Program Review Cycle 4 Handbook

IIA14.6-RC CTE Madera Booklet 717

IIA14.7-RC CTE Program Booklet 717

IIA14.8-MT Job Description Announcement

Analysis and Evaluation

After completing career-technical certificates and degrees, Reedley College graduates demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. The Career Technical Education (CTE) programs at the Reedley College offer a wide variety of educational options for residents of San Joaquin Valley county residents. Local business members serve on Advisory Boards and convey industry needs. Programs are tailored to prepare diverse students for employment. Students may choose to enter employment at the end of their training, or they may continue their education at a four-year college or university [IIA14.6, IIA14.7].

Vocational programs have advisory committees composed of area professionals and educators. They offer relevant recommendations to keep programs current with evolving professional standards and current development, expected competencies, new trends, and offer advice on equipment and software relevant to the programs. Some the vocational programs are overseen by agencies that require periodic external review as programs must comply with standards established by the external licensing and certification agencies [IIA14.2].

Occupational programs have local advisory committees that identify both the technical and workability skills necessary to be successful at the workplace, review the existing curriculum for relevancy and, as appropriate, provide input into the internship component of programs. Advisory committees also analyze the respective program's performance on the occupational core indicators which are identified by the California Community College Chancellor's Office (CCCCO). These core indicators are academic and skill performance, program completion, placement, and employment retention.

CTE programs are assessed within SLO and program review processes to update courses appropriately. Instructors are provided with staff development opportunities to maintain professional levels of competency, providing students with quality educational experiences. Funding for class equipment, special needs, and instructional material is supported through the program review process [IIA14.6, IIA14.7, IIA14.3].

Reedley College relies on the expertise found in the faculty and in the advisory committees to inform competency levels and measureable SLOs. Hiring processes are in place to ensure faculty expertise in their disciplines. Job announcements for faculty positions include a detailed job description listing minimum qualifications, desirable qualifications, and essential functions of the position. Selection committees are comprised of individuals with the necessary expertise to select knowledgeable faculty [IIA14.8].

In addition to offering certificate programs that require students to meet employment standards, and in some programs, prepare students for outside licensure and certification, the College offers Associate degrees with an occupational emphasis in the following department areas: Fine Arts & Social Sciences Agriculture & Technology, Industrial Technology, Business, Science, Health Sciences, Math & Technology, and Reading & Languages. Example programs include: Automotive Technician Program, Aviation Maintenance Technology, Child Development, Criminology/Law Enforcement, Dental Assisting, Machine Tool Technology, and Welding Technology [IIA14.1 ps. 59-61].

Reedley College students pursue degrees and certificates of achievement and completion to prepare themselves for entry level positions in the work force, for skills upgrade for those already in the work force and for transfer. Students successfully completing these certificate and degree programs demonstrate the technical and professional competencies that meet employment, and as appropriate, transfer standards. These competencies are identified in collaboration with the various program-specific, industry-based advisory committees.

Programs have developed SLOs and, with the contributions from respective Advisory committees, meet the employment sector's labor force needs. Many of these programs are required to undergo further external review by their accrediting agencies. Programs that are monitored by external accrediting agencies are required to provide additional assessment and feedback per their respective accrediting agency's established evaluation requirements and processes and report on these accrediting agency recommendations in the program review cycle report [IIA14.5].

Reedley College has three programs that require outside accreditation. The Dental Assisting program is accredited by the Committee on Dental Auxiliaries (COMDA), Aviation Maintenance by the Federal Aviation Administration and Licensed Vocational Nursing by the Board of Vocational Nursing and Psychiatric Technicians. The Forestry/Park Technology program is recognized by the Society of American Foresters (SAF), the only such recognized program in California [IIA14.1, pg 56, 108, 146, 213].

Several programs require students to pass industry generated exams. Automotive Technology and Aviation Maintenance Technology students must successfully complete state and federal qualification tests to earn their certificates. Students completing the Reedley College Dental Assisting Program are eligible to apply for state licensure. The Committee on Dental Auxiliaries in California regulates the practical and written examinations. Forestry instructors design their curriculum conforming to industry guidelines set by the Society of American Foresters.

Other occupational programs require the completion of an internship as a certificate and/or degree requirement – Agriculture Business, Animal Science, General Agriculture, Grape and Tree Management, Call Center Clerk, Customer Services, File Clerk, General Business, Hospitality Management, Managerial Assistant, Child Development (seven degree and certificates), Dental Assisting, Environmental Horticulture, Health Care Interpreter, Licensed Vocational Nursing and Natural Resources and Forestry.

Reedley College provides all occupational faculty with significant opportunities for professional development in order to keep up with industry standards. The first funds identified and set aside during the annual planning process for the Perkins application are for staff development and advisory committees [IIA14.4].

IIA15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

IIA15.1-AR 4021

IIA15.3-PCAH_6thEdition

IIA15.2-BP 4020

IIA15.4-Program Discontinuance

Analysis and Evaluation

SCCCD Board Policy 4020 states that there shall be “regular review and justification of programs and course descriptions” and SCCC Administrative Regulation 4021, while addressing only career and technical education programs, implies that the Colleges are empowered to establish their own procedures for determining the development, maintenance, alignment, and potential dissolution of programs [IIA15.2, IIA15.1].

The process is supported by the Academic Senate for California Community Colleges which has developed a position paper for information and guidance in the development of local procedures in this area. This paper recommends that program revitalization, consolidation, suspension, and/or discontinuance procedures be based on the following guiding principles: 1) Considerations of program discontinuance are distinct from program improvement; 2)

There be mutual agreement between the affected faculty of a program and the administration, and no students will be adversely affected; 3) Program discontinuance is both academic and professional for local academic senates, and insofar as the policy impacts employment. It is also a matter of collective bargaining. Reedley College abides by these principles.

Reedley College has a process for program elimination, ensuring students are able to complete requirements.

Program revitalization, consolidation, suspension, and/or discontinuance discussions may be initiated by administration or the affected divisions and programs. The following is the criteria for requesting evaluation: a) The Academic Senate and its relevant committees, including the Curriculum Committee, must have a fundamental and integral role in any discussion of revitalization, consolidation, suspension, and/or discontinuance; b) The instructor(s), and the department chair of the program under consideration, will have the opportunity to present the program's relevance to the ad hoc committee; c) The instructor(s), and the department chair of the program being considered for revitalization, consolidation, suspension and/or discontinuance should be given 6 months to do research, and provide documentation of the relevance of the program and what action, if any, should be taken.

Validation of the petition to modify a program requires an initial review to determine whether full review is warranted. This initial review includes an analysis of the primary and secondary criteria verifying which criteria are affecting the program. Full review is necessary if any two of the Primary Criteria are met, or any three of the Secondary Criteria plus one of the Primary Criteria are met. In order to make an informed recommendation, the ad hoc committee analyzes and considers a variety of information and data, including qualitative and quantitative evidence. Program and cross-campus comparisons may be used in the analysis. The group/body requesting program revitalization, consolidation, suspension, and/or discontinuance shall be the party responsible for collecting and providing the information.

The Academic Senate constitutes an ad hoc review committee to review this procedure every five years, or upon formal request of any constituency group.

When a program is eliminated, no new students are allowed to enroll into the program and existing students are allowed to complete program requirements before total elimination of the program. When significant changes are made to a program, students are grandfathered in with existing requirements and are allowed to substitute classes if necessary to complete under the catalog they are following, assuming catalog rights are still in effect. Catalog rights are in effect unless a student has withdrawn for more than one semester. At that point the student must follow the new catalog. The process for program elimination includes revitalization, consolidation, suspension and/or discontinuance of a program [IIA15.4].

It must be noted that the program review procedure is not to be viewed as an incentive to cut programs for financial reasons. Every effort must be made to ensure the maintenance of all programs which are beneficial to the students. Discontinuance is therefore the last choice.

As stated, this process resides under the jurisdiction of the Reedley College Academic Senate, and in considering revitalization, consolidation, suspension, and/or discontinuance the Board of Trustees of the State Center Community College District shall, as it does in the case of curriculum and program development, rely primarily on the advice of the Academic Senate. The process to request consideration of program revitalization consolidation, suspension and/or discontinuance may be initiated by the College President's Cabinet, Academic Senate, Classified Senate, Associated Student Body, or any appropriate advisory committee.

When a petition for evaluation is received, the Executive Committee of the Academic Senate meets with the appropriate vice president(s) (or designee(s)) to validate the petition. If necessary, the President of the Academic Senate may appoint a discipline expert to participate as an ex-officio member [Reedley College Procedure Governing Program Revitalization, Consolation, Suspension, and/or Discontinuance "Procedure for Review" [IIA15.3].

Program revitalization, consolidation, suspension, and/or discontinuance discussions may be initiated by administration or the affected divisions and programs. The following is the criteria for requesting evaluation: a) The Academic Senate and its relevant committees, including the Curriculum Committee, must have a fundamental and integral role in any discussion of revitalization, consolidation, suspension, and/or discontinuance; b) The instructor(s), and the department chair of the program under consideration, will have the opportunity to present the program's relevance to the ad hoc committee; c) The instructor(s), and the department chair of the program being considered for revitalization, consolidation, suspension and/or discontinuance should be given 6 months to do research, and provide documentation of the relevance of the program and what action, if any, should be taken.

Validation of the petition to modify a program requires an initial review to determine whether full review is warranted. This initial review includes an analysis of the primary and secondary criteria verifying which criteria are affecting the program. Full review is necessary if any two of the Primary Criteria are met, or any three of the Secondary Criteria plus one of the Primary Criteria are met. In order to make an informed recommendation, the ad hoc committee analyze and consider a variety of information and data, including qualitative and quantitative evidence. Program and cross-campus comparisons may be used in the analysis. The group/body requesting program revitalization, consolidation, suspension, and/or discontinuance shall be the party responsible for collecting and providing the information.

The Academic Senate constitutes an ad hoc review committee to review this procedure every five years, or upon formal request of any constituency group.

IIA16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard
IIA16.1-Program Review Cycle 4 Handbook

Analysis and Evaluation

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Strategic Plan

In response to the prior accreditation visit, Reedley College strengthened strategic planning efforts by having members of the community, students, faculty, and staff participate. The plan articulates the educational needs of our students and describe a process that allows the College to respond to identified needs. Both the 2013-2017 and 2017-2021 Strategic Plans show the College’s commitment to teaching and learning. In acknowledgment of this, the College seeks to increasingly base strategic decisions on the analysis of systematically collect data and to integrate resource allocation with planning.

Program Review

The Program Review process purposes to assess the level to which programs and services effectively support the mission (commitment, philosophy, and vision), strategic plan, and educational master plan. The process influences curriculum, College planning, decision-making, and resource allocation. It promotes collaboration and dialogue across campuses and disciplines.

The college is in its fourth cycle of program review, a process systematically evaluated and reviewed. As noted in the Program Review Handbook, “the purposes of program review are to:

- Systematically assess instructional programs, student support services and administrative services using quantitative, qualitative, and student learning data for the purpose of demonstrating, improving and communicating program effectiveness; identifying program strengths and emerging trends; and facilitating improvements through substantiated goals
- Assess the level to which programs and services effectively support the Mission, Strategic Plan, and Educational Master Plan
- Influence curriculum, college planning, decision-making, and resource allocation
- Promote collaboration and dialogue across campuses and disciplines” [IIA16.1].

To achieve these goals, the College Office of Research and Evaluation (CORE) provides comparative, disaggregated data on enrollment trends, retention, persistence, and successful completion of courses. Programs analyze this data along with SLO assessments and qualitative measures (trends, external demand, workforce needs, and economic development) to determine program goals, which if deemed substantiated within the report, are forwarded

to appropriate committees, workgroups, and become the basis for the budget allocation process.

It is through this five-year, cyclical program review report writing process that the institution works toward ensuring that all course offerings fit the stated mission of the College and that its programs and services are high quality and appropriate to an institution of higher education [Program Review Handbook]. This includes the evaluation and expansion of DE courses. “Modes of Delivery” is an additional aspect of the program review process, with Curriculum/Pedagogical Goals and Distance Education Goals as goal options for programs. All curriculum goals are forwarded to the Curriculum Committee and DE goals are forwarded to the DE Committee for notification and guidance purposes.

The College also maintains involvement the state wide Intersegmental Major Preparation Articulated Curriculum (IMPAC). The IMPAC project is an intersegmental, faculty-designed and faculty-run project intended to ensure that students transferring from the community colleges to UC and CSU are prepared for work in their chosen major and can avoid having to repeat coursework. It is an initiative of the Intersegmental Committee of Academic Senates (ICAS) representing the faculty of the University of California, California State University, and California Community Colleges, through their respective Academic Senates, and expresses as its goal the improvement of student transfer through increased awareness and involvement of faculty and seeks to ensure that all students are well prepared for upper division work [IIA16.1].

IIB. Library and Learning Support Services

IIB1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

IIB1.1-24 7 Flyer RC

IIB1.2-24 7 Flyer MCCC

IIB1.3-24 7 Flyer OCCC

IIB1.4-Library Program Review

IIB1.5-Library Stats 2015.2016

IIB1.6-Math Center Program Review

IIB1.7-OneClickDigital How To

IIB1.8-RC Library Annual Statistics 2015-2016

IIB1.9-Smarthinking Report

Analysis and Evaluation

Reedley College has strong and robust learning support services that support students and staff at all locations and remotely through online services. Learning Support Services include:

Service	Reedley	Madera/Oakhurst	DE/Remote Students
Library Services (Books, E-books, Audio Books, Online Databases)	✓	✓	✓
Tutorial Center	✓	✓	✓
Reading and Writing Centers	✓	✓	✓
Math Center/Stem Center	✓	✓	✓
Computer Labs	✓	✓	n/a
Supplemental Instruction	✓	✓	✓*
Library/Bibliographic Instruction	✓	✓	✓
Online Tutorial Services (SMARTHINKING™)	✓	✓	✓
24/7 Reference Services (Question Point)	✓	✓	✓

*Piloting

These services are widespread and promoted to both students and faculty through emails, flyers, links in Canvas™ and through Flex Day activities. For example, one way to let students know about 24/7 access to resources was through a flyer sent to all students and faculty and posted online [IIB1.1, IIB1.2, IIB1.3].

Ongoing instruction for students and faculty include bibliographic instruction sessions (81 sessions in 2015-2016 serving 2428 students), flex day presentations, faculty/ library collaborations and the use of LibGuides™. A collaboration between a College librarian and reading faculty member identified the need for audio books. Librarians have also worked with the One Book/One College program to identify resources for students and instructors through a themed LibGuide™ found here: <http://www.reedleycollege.edu/campus-life/library/research-guides.html> [IIB1.7].

Tutorial Services such as Math, Reading and Writing, and Tutorial Centers meet regularly to coordinate services across all programs and all Reedley College locations. Tutorial Services are modeled on a peer-tutoring model. The Math Center also has faculty tutoring options. Each center has a permanent coordinator. In 2015 Reedley College added a permanent Math Center Coordinator, Reading and Writing Center Coordinator and a Tutorial Center Coordinator for MCCC. These positions had previously been staffed with part time faculty or through partial release time of full time faculty members.

Programs review their annual statistics to ensure that students are being served [IIB1.8].

<i>Program</i>	<i># of Students Served (2015-2016)</i>
	<i>*DUPLICATED</i>
<i>Library</i>	200,399*
<i>Tutorial Center</i>	39719*
<i>Reading and Writing Center</i>	10,962*
<i>Math Study Center</i>	1,310

The College has strong and collaborative learning support services that address students' needs regardless of location. Programs work collaboratively across the campuses and throughout the College. Programs systematically assess their effectiveness through qualitative, quantitative, and SLO data analysis, recommend changes and request resource allocations based on this analysis.

Each learning support program completes a full analysis of its program through the program review process. Programs use quantitative, qualitative, and SLO data to analyze the quality, currency and variety of their programs. In fact, there are several questions in the Program Review Handbook that address this standard.

- How many students served by program/service area in the past year? How does this compare with past years?
- Identify and describe the processes and procedures that the program/services area uses to assess and measure outcomes. List the best ways to measure the quality and success of your program. If a student or staff questionnaire has been developed, validated by institutional researcher, and administered, please report results. Use the following as suggestions:
 - Satisfaction (students, staff, and community)
 - Success
 - Participation
 - Retention
 - Demographics (age, gender, ethnicity)
 - Additional data (assess program/services to the standards for the area)
- If your program offers online services, use the collected data to evaluate your online services in comparison to your face-to-face services.
- Give a brief overview of the program assessment completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Respond to the relevancy, appropriateness, currency, and planning.

The Library and Math Center Programs' reviews show how data was evaluated, used, and applied to improve the program. Survey data is often used to assess student needs [IIB1.5]. For example, the full time Math Center Coordinator was recommended in the Math Center Program Review [IIB1.6] and the library reviewed its services and expanded access to e-book and audio books for students and started offering a 3 unit Library Skills course [IIB1.4]. The Reedley College Distance Education Strategic Plan also addresses the need for equitable resources for all of the College's students regardless of location. The plan details out all the resources that are available to online students. A new development is also embedded links to the library and online tutorial services through Smarthinking inside each Canvas course shell. Between June 2016 and June 2017, 560 students used the service for a total of 769 sessions, equaling 495 hours of tutoring time [IIB1.9]. Online Supplemental Instruction was piloted in summer 2016.

IIB2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains

educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

IIB2.1-Library Program Review	IIB2.7-IPEDS Academic Libraries Data RC
IIB2.2-24 7 flyer RC	IIB2.8-RCL BI SURVEYS
IIB2.3-24 7 flyer MCCC	IIB2.9-LIBSKLS 2 (SP 17 and SU 17)
IIB2.4-24 7 flyer OCCC	SLO Assessment
IIB2.5-STEM Justification Example	
IIB2.6-Database Handout	

Analysis and Evaluation

The Reedley College Library works collaboratively with faculty members including librarians in the selection of library materials aimed at supporting student learning. Librarians at Reedley have worked with College faculty in several ways. Below are recent examples.

- The Math faculty identified a problem of students not being able to afford the expensive graphing calculators required for Math Classes. Librarians worked with Math faculty to identify funding to purchase over 100 calculators for student check out.
- Librarians worked with a reading faculty member to review and purchase an audiobook database. This allows student to listen and read at the same time [One Click Digital link].
- The library has worked closely with the One Book/One College activity providing unlimited audiobook access to *The Tortilla Curtain* and creating a LibGuide to support faculty using the book as a text <http://www.reedleycollege.edu/campus-life/library/research-guides.html>.
- The Library has also worked with Biology and Dental Assisting faculty to purchase anatomical models to have available for student and faculty checkout [IIB2].
- MCCC library has a Library Liaison Committee to provide formal collaboration between the library and Center faculty.
- MCCC Library has worked with faculty on events such as National Poetry Week and Banned Book Week.

The Library assesses its effectiveness systematically in several ways and it is committed to assessment and improvement of services. The Library holistically reviews its resources and services through qualitative, quantitative, and SLO analysis every six years is part of the Program Review Process. The Library reviews its collections, equipment, staffing, and facilities as part of that review [IIB2.1]. Included in that review is a student survey (sent to all students on campus and DE), which looks at student needs, student satisfaction, and student recommendations. Data assessed in the Library Program review is used to substantiate goals for the next 6 years.

In addition to this comprehensive review Librarians review data yearly and document it in 1) Yearly Statistics Reports (Local, State and IPEDS) 2) Annual SLO and strategic plan reports, and 3) Bibliographic Instruction Surveys [IIB2.7, IIB2.8].

The Library has made conscious effort to address the needs of DE students. The Library addresses how it meets DE student needs in the comprehensive Program Review report. Librarians review electronic resources to ensure that DE students have equitable access to library resources. A few new additions in library databases include: Blooms Literature (Literature Database), E-brary (E-book Collection), Gale Virtual Reference Library (Reference Database), and One Click Digital (Audiobooks) [IIB2.6].

The Library created a 24/7 library resources promotion to let all students and faculty know that resources and services were available at any time. These promotions were branded for each location, posted on campus, and emailed out to all students and faculty. All students, including those in DE courses, have 24/7 access to Databases, Videos, E-books, Audiobooks, Reference Services, and Tutoring Services [IIB2.2, IIB2.3, IIB2.4].

Library Bibliographic Instruction, Reference Services, Online databases, Faculty Collaboration, and Collection Management activities are all in the context of providing students the resources and services they need to succeed, which is at the core of the College's Mission.

In addition to the Library, all other learning support programs likewise examine equipment and supply needs within their annual and comprehensive program review reports. After analyzing these needs within their reports, programs include facility and supply goals for their future.

IIB3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

IIB3.1-ELC Program Review	IIB3.6-Spring 2017 15 Week Survey and Responses
IIB3.2-Math Center Program Review	IIB3.7-Tutorial Center Program Review
IIB3.3-Program Review Cycle 4 Handbook	IIB3.8-Writing Center Program Review
IIB3.4-SPR 2017 Embedded Tutor Survey and Responses	IIB3.9-Library Satisfaction Survey
IIB3.5-SPR 2017 Walkin Survey and Responses	IIB3.10-Learning Center Survey Results 03.27.2017
	IIB3.11-ELC.Academic Center Survey

Analysis and Evaluation

The College has both formal and informal processes for evaluating learning support services. Qualitative, quantitative and SLO data is used for evaluation and planning purposes via the program review reporting process.

Learning support programs such as the Library, Tutorial Centers, Math Study Center, Reading and Writing Center all systematically evaluate their programs through the program

review process. The program review process includes non-instructional and hybrid (non-instructional program with classes) templates to specifically address the evaluation of these programs. The program review templates include questions used to evaluate services, review the evaluation of student learning outcomes and the use of those outcomes for improvement.

Program review questions include:

- Identify and describe the processes and procedures that the program/services area uses to assess and measure outcomes.
- If your program offers online services, use the collected data to evaluate your online services in comparison to your face-to-face services.
- Describe in what ways the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty.
- Give a brief overview of the program assessment completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Respond to the relevancy, appropriateness, currency, and planning
- Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program?
- Describe future trends unique to your area that are likely to influence your program. How will students be affected by these trends?

In addition to the formal Program Review process, learning supports programs collect satisfaction data to assist in the assessment of their programs [IIB3.3].

Library

Reedley College librarians create individual evaluations after bibliographic instruction sessions to evaluate the session and students' research needs are satisfied. In addition, daily collection and maintenance of statistics from Circulation, Periodicals, and the Reference Room show how many students are using the library and the type of services they're using. The library also periodically produces a large satisfaction survey emailed to all students. In the last survey, two key items were identified: 1) the need for a quiet area for students and 2) student interest in LIBSKLS credit courses. In response, the library is more closely monitoring the reference room to make sure it is a quiet place for students to study and a second 9 week LIBSKLS 2 course has been scheduled each semester since summer 2016 [IIB3.9, IIB3.10].

Tutorial Center, Math Study Center, and Reading and Writing Center

The Tutorial Center evaluates whether its tutors meet the student learning outcomes and adjusts the tutor training classes accordingly [Tutorial Center Program Review]. For students who need more intensive remediation in math or writing skills, the Math Study Center and the Reading & Writing Center provide a half-credit or full-credit class (Math 272/English 272). The Centers assess these students on their attainment of student learning outcomes such as the ability to understand and apply mathematical concepts, or to organize and revise written work [IIB3.2, IIB3.7, IIB3.8]. Madera Community College Center's Extended

Learning Center also evaluates student learning outcomes of its tutors and students in similar ways [IIB3.1, IIB3.11]

More specifically, The Reedley College Reading and Writing Center administers a 15 Week Survey for all students enrolled in the ENG 272 Small Group Tutoring program each semester. Students are asked to evaluate their overall satisfaction, progress, and confidence as a writer, as well as providing feedback on ways the Center may improve services. In addition, the Reading and Writing Center learning outcomes and satisfaction surveys are completed for each student who utilizes walk-in tutoring appointments. These forms also allow the program to track the number of students who use the Reading and Writing Center services, and to track specific subject areas in which students are writing [IIB3.5, IIB3.4, IIB3.6].

The Math Center has asked students to complete an online survey to assess effectiveness of their program. Based on the results of those surveys the program decided to improve the professionalism of their Center by developing a tutor training and evaluation program and have taken step toward applying for College Reading and Learning Association (CRLA) certification [IIB3.2].

The Math Center has also asked students to complete online surveys regarding the effectiveness of a weekly workshop series. The results of those surveys have shown that the workshops are well received, but need to be offered more often. Now that the Math Center coordinator is full time, increased workshop offerings include a statistics study hour to better meet student needs.

In addition to adjusting tutor training to meet the changing needs of tutors and the students they serve, the Tutorial Center conducts mid-semester surveys, utilizing Survey Monkey, for both tutors and tutees. Tutor surveys provide feedback about current practices and center protocol; it either reinforces those current practices to points to logistical problems that can be evaluated in more detail. Often positive substantive changes have come because of tutor suggestions. The tutee survey also asks for areas for improvement, feedback about tutors, and to highlight positive experiences.

IIB4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

IIB4.1-DE Notes September 2017

IIB4.3Smarthinking Contract

IIB4.2-RC DE Notes April 2017

Analysis and Evaluation

Reedley College's formal agreements with outside learning support services are documented, appropriate to the mission, accessible, utilized, and systematically evaluated for effectiveness. The Library hosts a 24/7 reference service contracted through the Community College League of California. The service also provides access to determine the effectiveness of the service through transcripts and follow-up emails from Question Point as student questions are answered. These emails are delivered to and reviewed by College librarians.

Reedley College has had a contract with the online tutoring services, Smarthinking, since 2014. This contract was extended through June 30, 2017 for 730 hours of tutoring for the 2016-2017 school year [IIB4.3]. Usage statistics are reviewed by the Distance Education Committee and Department Chairs. The Distance Education Committee reviews Smarthinking usage reports monthly to determine if additional tutorial minutes are needed to satisfy student requests. The Distance Education Committee also examines ways to advertise the services to faculty [IIB4.2, IIB4.1].

IIC. Student Support Services

IIC1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

IIC1.1-Program Review Cycle 4 Handbook
IIC1.2-SLO CCSSE Comparison
2014.2016

IIC1.3-Learning Center Survey Results
03.27.2017

Analysis and Evaluation

Reedley College regularly demonstrates that services support student learning and enhance the accomplishment of the College mission by regularly evaluating the quality of student support services at all locations and by all means of delivery, including distance education. The College does not offer courses through correspondence education. As required by Eligibility Requirement 15 (ER 15), these services foster student learning and development within the context of the College's mission. Student support services cover a diverse array of comprehensive services to support students. Counselors and staff are available to meet with students in person and communicate via email and telephone. Services provided at local high schools include advising, placement testing, and admissions and financial aid application assistance for concurrently enrolled and graduating seniors who will attend the following academic year.

A comprehensive list of Student Services offered can be found on the College website. Those student support services and programs include: Academic support programs, Student support programs, Student Activities and Associated Students Government, Counseling Services, Financial Aid/EOPS, Disabled Student Programs and Services, and Health Center.

List of Student Services Programs and Services

<ul style="list-style-type: none"> • Admissions and Records • Assessment • Athletics • Bookstore • California Work Opportunity and Responsibility to Kids (CalWORKS) • Career Center • Counseling Programs • Disabled Students Programs and Services (DSPS) 	<ul style="list-style-type: none"> • Extended Opportunity Programs and Services (EOPS) • Financial Aid • Foster Youth- CAFEES • Health Services • Job Placement • Kick Start • Office of the Vice President of Student Services • Psych Services 	<ul style="list-style-type: none"> • Residence Hall • SARP Learning Assistant • Scholarships • Student Activities • Student Equity Program • SSS TRIO • Outreach & Matriculation • Transfer Center • Upward Bound • Veterans • Reedley Middle College High School
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Services are evaluated regularly through Program Review, surveys, and feedback forms. By utilizing these evaluations, student support services are able to ensure that services are meeting the needs of the students at by the delivery of services and by supporting the mission of the institution. Program Review is the assessment tool that combines outcomes assessment, data evaluation, planning, and budgeting for all programs and services at the College on a regular cycle. Program Review is used to identify program strengths, successes, and areas for improvement. It is a guide for establishing goals, obtaining necessary resources, and promoting program awareness within the campus community [IIC1.1]. Evaluation tools utilized with the program review report are focus study groups, online surveys, survey cards, and feedback forms deposited in a suggestion box. An example is the Tutorial Center which produces and distributes a monthly survey. The results of these surveys have demonstrated a need to improve the effectiveness of tutoring services. The feedback from the surveys resulted in extended hours and finals week preparation sessions, creating tutors schedules that accommodated student demand [IIC1.3].

Additionally, the College participates in the Community College Survey of Student Engagement (CCSSE). One study area specific to student services is Support for Learners where Reedley College scored slightly higher than colleges within the cohort in the 2014 survey. The 2016 CCSSE data show a slight increase of 1% over the 2014 data [IIC1.2].

IIC2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

IIC2.1-Program Review Cycle 4 Handbook
IIC2.2-Program Review_ Strategic Plan Annual Report Form

IIC2.3-RC Pizza with the Pres Notes 02.20.15

Analysis and Evaluation

Reedley College utilizes several methods for identifying and assessing learning support outcomes for its student population and then uses that data to provide appropriate student support services programs to achieve those outcomes. Outcomes assessment activities are conducted among individual academic and student support programs as well as the general Student Services level. The College uses these data to continuously evaluate and improve its student support services and programs to foster student learning and align services to the institutional mission.

Working with the Program Review Chair, the Student Services Division has been working to improve the submission of program reviews to better represent the services that students are receiving. Comprehensive program review reports are completed every five years and annual reports are due each May. Comprehensive reports contain course and/or program learning outcomes analyses which inform program goals. Annual reports ask for updated SLO assessments activities and findings. Learning outcomes are assessed systematically within the five-year program review process. Substantiated Program Review goals are based upon SLO data in addition to quantitative and qualitative analysis. These goals are then forwarded through the Budget or HR Staffing plan processes. These areas for improvement are reassessed in annual program review reports to determine whether the program was able to make the improvement or why improvements were not made as identified [IIC2.1, IIC2.2].

Student services programs use online surveys sent via email. For specific workshops or events paper surveys are used. General feedback forms in addition to usage data are utilized as a means to identify gaps and improve on services. One of these assessments has been focus study groups. In spring 2014, the SLO Committee Chair conducted focus study groups with all student services programs. Results from these studies were provided along with a gap analysis and suggested areas for improvement and were re-assessed in spring 2017.

The College President receives students' feedback on student services through "Pizza with the President" gatherings. One of these conversations revealed the concern of veteran students' access to the Veterans Resource Center through a narrow stairway. To address this issue, a new location for the Veteran Resource Center was identified. Subsequently, due to veteran's funds and foundation donations, a dedicated veteran's counselor and office space was also provided. Once the Veterans Resource Center was established, additional services such as tutorial services were added [IIC2.3].

In another assessment it was learned through feedback from feeder high schools at Reg-to-Go that the online orientation component needed improvement to serve DE and off-site student populations. To that end, the Outreach & Matriculation program in collaboration with the Counseling Department developed an improved and shorter online student orientation. The new orientation, a collaboration of the Outreach & Matriculation and Counseling Programs, went live in fall 2014. The result is a better accessibility of the orientation/matriculation component written into SB 1456.

Additionally, Student Complaint & Grievance Procedures and online reporting is available to all students via the Student Services website insert link. These assessment processes, along with other measures outlined above, are used to continuously improve student support programs and services by providing faculty, staff, and administrators with an opportunity to review data and other evidence and use that information to identify areas that foster student success as well as areas that need improvement.

IIC3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

IIC3.1-Reedley College Services by Location and Delivery Mode

IIC3.2-KickStartAgenda 2017

IIC3.3-KickStartProgram17RC

IIC3.4-KickStartRCpostcard2017

IIC3.5-Padres Como Companeros.Spring 2014.Invite Card

IIC3.6-Padres Como Companeros.Spring 2015.Invite Card

IIC3.7-Padres Conference Program 2015 Parents Group 3

IIC3.8-Parents_conference_program

Analysis and Evaluation

Reedley College offers comprehensive, equitable services for students on-campus (face-to-face) and online to provide equitable access to students at all locations [IIC3.1]. As required by Eligibility Requirement 15 [ER 15], these services foster student learning and development within the context of the College mission.

In response to the Student Support Service & programs (SSSP) and Student Equity Plan initiatives, the Student Success Committee, the Director of Outreach and Matriculation, and the Student Equity Coordinator are working to address the gaps that impact students' abilities to succeed and/or access support services. Examples of recent efforts to improve student access include the following:

Kick Start

Reedley College has a long tradition of offering in-person orientation to incoming students. When SSSP mandates required specific topics to be integrated into the orientation, an online orientation was then substituted. In order to continue to facilitate face-to-face engagement with our incoming students, Reedley College began offering a Reedley College/Madera Community College Center Kick Start in summer 2015. This event integrates student services, instructional faculty, and staff from across the campuses. An important component of Kick Start is peer interaction where current students are able to pass along their knowledge to incoming freshmen. Students are also afforded opportunities to engage and interact with faculty and staff, tour the campus, and purchase books and parking passes. Parents also are encouraged to participate in Kick Start with special breakout sessions targeted to their concerns. Topics include Financial Aide, the differences between high school and college, and campus safety. Parents and students leave the event with a variety of resources including

contact information for services and programs available on campus. This half-day event is offered during the summer prior to the start of the fall semester [IIC3.2,IIC3.3, IIC3.4].

First Year Experience (FYE)

The FYE program is to increase the success and persistence of first-year students at Reedley College by reducing and/or eliminating recognized barriers to student success. The desired outcome is to identify a target group that will complete an arranged number of degree-applicable units that work towards satisfying associate-degree competencies and requirements in reading, composition, and mathematics by the end of the first or second semester of the first year. With the use of strategic instructional planning, wrap-around student support services, use of tutorial services, and counseling services students are provided a variety of resources to help reach the objectives of the FYE program.

Counseling has provided support through counseling courses, COUN 53 (College and Life Management) for year 2015-16 and COUN 34 (Career Awareness) for year 2016-17, being included in the first semester set of courses. Students are also provided with a designated counselor, assistance in registering, connections to resources on campus, and drop-in counseling services with the FYE Counselor. Students also have a Student Education Plan (SEP) created during the first semester that plans out the student's individual educational goal. The FYE counselor also provides information and advising on College deadlines, policies, and procedures to help support student success.

Summer Bridge/First Year Experience Program (MCCC)

In 2016, Madera Community College Center (MCCC) first provided a 6-week Summer Bridge Program that provides an academic and supportive environment to promote student success, retention, and transition from high school to community college, especially for low-income and Hispanic students. In this continuing program, summer participants are eligible for enrolling in development English (reading & writing) and Counseling (student success) courses, followed by a structured fall learning community, which includes transfer-level English, Math, and Counseling (Career & Life Management) courses. Comprehensive services included Academic Counseling, Peer Mentoring, and Supplemental Instruction/Embedded Tutoring in all core courses. All participants receive textbook vouchers, meal cards, and transportation assistance. Student engagement activities include sponsored fieldtrips to four year colleges and various student success workshops while attending Madera Community College Center [evidence].

Assessment & Testing Center

As an open-access institution, Reedley College does not utilize an instrument to determine student admission. New students are assessed for placement in the English, mathematics, and English as a Second Language (ESL) course sequences as part of the steps to Enrollment Process. Placement testing is offered year-round on drop-in basis through the Testing Center. Placement testing is also provided at high schools during the matriculation process. The placement assessment is administered electronically. The College uses locally established cut scores based on a composite score. Each of the placement instruments utilized by the College is approved for use by the California Community College Chancellor's Office (CCCCO) and are validated using the Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges.

Parents as Partners Conference (Padres Como Companeros)

Reedley College recognizes that addressing family engagement and support is a critical component for students to achieve success. Family involvement is included in this one-day student orientation and is reinforced through the Annual Parents as Partners (Padres Como Companeros) Conference held in early spring on Reedley's campus for parents and students. The event allows parents an opportunity to learn how to best support their child as a college student with multiple workshops offered such as College Basics, Financial Aid, Choosing a Major, Student Engagement and a Parent Panel. Families are also familiarized with important campus resources that support their student's success at Reedley College [IIC3.5, IIC3.6, IIC3.7, IIC3.8].

Smarthinking™

Reedley College Smarthinking™ is a grant-funded, online-based, 24 hour, 7-day-a-week tutoring service provided by Pearson Education. Real-time tutoring assistance is provided from experienced tutors in most subjects. When a tutor is needed for a low-demand subject area it may be necessary for students to make an appointment. At the appointment time they can be connected to a live tutor online for assistance. The service is available through the Canvas™ online course management system course sites. While this is a high-quality online tutoring service, the College is currently trying to implement locally-based online tutoring through the use of current student tutors and the technology provided by Canvas™. This will provide local online assistance and local hybridized tutoring services to online courses and students needing assistance outside of our regular hours.

On-Line Counseling and Other Initiatives

Reedley College, Madera Community College Center, and Oakhurst Center Online Counseling is currently used District-wide. Xigla software was installed on a stand-alone server. This software, designed for a business to provide technical support to their customers via a web/internet access, was adapted to fit the academic environment as it has the capacity for both a chat type of communication format (synchronous) and an FAQ database that is searchable by the student. Called "Live Help," it has been working for over 10 years since the Title V grant was first established. All sites have staff members assigned to various weekly schedules. Reedley College has one counselor assigned, scheduled for a minimum of 6 to 10 hours weekly during weekday hours. HTML code was written to provide a "button" on a District webpage that shows if a District online counselor is available. The student clicks on the button and answers a few screening questions and is then ushered to a page where they wait for the online counselor to respond to their inquiry. Once the online counselor answers their initial inquiry the student is free to ask any about any issue or question they have and will receive responses immediately in the chat box. Occasionally a student inquiry requires more research by the online counselor; however, this is usually completed via email between the student and the counselor after the research is completed.

Sometimes a combination of a student question and their search of the FAQ database occur and the student has more questions, which are usually resolved in their chat session with the online counselor. The CCCCO has funded the online initiative for several functions within the system. The online counseling function is provided by Cranium Café a cloud based

format. This sophisticated internet-based service allows for video, audio, and/or chat type counseling between academic counselor and student, using technology currently in use such as office computers, laptops, iPads and smartphones. Once the connection is established the counselor and student are able to see and hear each other in real time and can even share (and edit) documents, write on a whiteboard, share links to websites, view videos, and record the session if necessary. This means that documents created and shared by both the counselor and student may be saved in PDF format for future use, so an SEP A/C/U (Abbreviated/Comprehensive/Updated) would be able to be kept in a safe, convenient location locally or District-wide. There is also the option for a “classroom” type of connection between a SCCCD staff member and up to 20 individuals using the Cranium Classroom instead of the Café. This means that District services such as the Business Office, Admissions and Records, or EOPS is able to create online workshops with interactive capabilities of information dissemination as well as a Q & A session.

Deferred Action for Childhood Arrivals (DACA) Workshops

In partnership with the Insure America Project, Reedley College and the Madera Community College Center have conducted Deferred Action for Childhood Arrivals (DACA) application workshops to assist undocumented community college students’ requested consideration of deferred action for a period of two years. Deferred action is a use of prosecutorial discretion to defer removal action from the United States against an individual for a certain period of time and is subject to renewal. This also assists students to be eligible for work authorization. The collaborative partners assisting at the workshops include San Joaquin College of Law, Mexican Consulate, and local county health care centers.

Instructional Support Services

Instructional and academic support services are also available to students through various centers such as Testing Center, Math Center, Reading and Writing Center, Tutorial Center and the Library. Hours are extended during midterms and finals week. To accommodate students during evening and peak registration times, Student Services have extended office hours on Monday through Thursday evenings the week prior to and the first week of the fall and spring semesters. Oakhurst Center has extended services offered the first Saturday of the semester. Services are also provided at local high schools and include college advising, placement testing, admissions and financial aid application assistance for concurrently enrolled and graduating seniors who will attend the College in the following term. In order to serve distance education students or students who are unable to come to the main campus, information, forms and services are available via telephone, email, and the College’s website. Online services include online applications for admissions, financial aid, scholarships, online orientation, transcript requests, forms, and secure online access through Web Advisor for registration, educational planning, and viewing financial aid awards. MCCC has extended evening hours at peak registration times for Admission & Records and Counseling Center. Counseling services provide fall evening hours every Wednesday night. Oakhurst Center provides comprehensive Counseling, Disabled Student Program Services, and Financial Aid Services Monday-Wednesday.

IIC4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational

experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

IIC4.1-BP 5700

IIC4.2-Intercollegiate Courses

Analysis and Evaluation

Reedley College offers co-curricular and athletic programs aligned with the mission and provide expanded social, cultural, and educational activities for students. All co-curricular and athletics programs are reviewed through the Program Review process, as part of the larger instructional programs with which they are associated. The reviews are conducted in the same manner for all academic programs and ensure that program components meet expected standards for higher education. One aspect of the program review reporting process is an analysis of the program's budget.

The College sponsors eleven intercollegiate sport programs throughout the academic year: Football, Women's Volleyball, Men's and Women's Tennis, Men's and Women's Golf, Men's and Women's Basketball, Softball, Baseball, and Equestrian. These programs are consistent with the general offerings found in our service area, including at local high schools. The College's athletic programs are housed within the Division of Student Services under the oversight of the VP of Student Services. Physical Education and Health are under the direct supervision and oversight of the Dean of Instruction. Each sport program is offered as a for-credit educational course.

In conjunction with the intercollegiate for-credit courses, there are three other for-credit courses associated with intercollegiate athletics. All courses associated with the program have been vetted and approved by the campus Curriculum Committee, the District Board of Trustees, and by the California Community Colleges Chancellor's Office (CCCCO) [IIC4.2].

The athletic sport programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), the SCCC Board of Trustees [IIC4.1], State Education Code Section 67360-67365, and Federal Register of Title IX. The CCCAA maintains the general oversight of all athletic sport programs in the California Community College System. Annual gender equity and financial reports are submitted to the U.S. Department of Education (Equity in Athletics Disclosure Act) and to the CCCAA to provide statistics and information to the public. These reports are submitted in October and are inclusive of the prior year activity within the program.

The College's academic and athletic counseling services make a priority to meet the needs of our student athletes academically and athletically. The College has established a support program that focuses on student athlete success. The goal of our Student Athlete Retention Program (SARP) is to assist all student athletes in completing his/her educational goals to comply with all transfer and eligibility requirements (NCAA, NAIA, and COA requirements).

The Student Activities Department coordinates the campus activities program, including the oversight of the Associated Students Government (ASG) and the student clubs. The Student Clubs are regulated by the ASG and the Inter-Club Council committee. The ASG serves to promote the interests of the Reedley College student body at the College, District, regional and state levels. The ASG Senate is comprised of the Executive Board and twelve senators elected at large. The Executive Board includes the President, Vice President, Secretary, Treasurer and Student Trustee. The Reedley Campus and the Madera/Oakhurst Campuses operate separate student governments. As with all other College programs, the Student Activities Office completes annual and comprehensive program review reports in which they respond to how their program supports the mission, analyze their budget, and assess their effectiveness.

The Student Activities Coordinator supervises the Inter-Club Council (ICC) that typically consists of one representative from each student club. All clubs must have a faculty or staff advisor, secure approval for all club events and attend the ICC meetings. ICC meetings are held once a month and are led by the ICC President who is an active member on the Executive Board from the ASG.

REEDLEY COLLEGE STUDENT CLUBS/ORGANIZATIONS	
Active Minds	Pre-Professional Health Club
Aggie Club	Residence Hall Club
Alpha Gamma Sigma Honors	Reedley Middle College High School Ambassadors
American Sign Language (ASL)	S.P.A.C.E. Club
Associated Student Government	Science/Technology/
Catholics In Action	Engineering/Math Ambassadors
Clay Club	Stepping Stone to Success (SSS)
College Entrepreneurship Organization	Ultimate Frisbee Club
Dance Club	Veterans Club
Early Childhood Education Club	MCCC STUDENT CLUBS/ORGANIZATIONS
EOPS Ambassadors Club	Associated Student Government
Forestry Club	Aztlan
Green Club	Phi Beta Lambda
Honors Club	Alpha Gamma Sigma
Mule Packing Club	Building Blocks Together
Multi-Cultural Club	Student Nursing Association
Personal Computer Club	Early Childhood Community Action

In addition to clubs, College sites engage their students on a regular basis to promote student life.

Examples of this include Safari days (RC), Trunk or Treat (OCCC), Rocktoberfest (MCCC), Spring Extravaganza (MCCC), Green Summit (RC), Now Fair (RC), and Homecoming Carnival (RC).

IIC5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

IIC5.1-Retreat Agenda 5.15.15

IIC5.2-Retreat Flier & Agenda 2016

IIC5.3-Examples of Counseling

Workshops provided across locations

IIC5.4-RTG Multiple Training Agenda 2017

IIC5.5-SEP Data 15-16

IIC5.6-Type of Student Counseling Contract

Analysis and Evaluation

The College provides counseling and advising services to support student development and success and provides counseling and advising programs to ensure that students receive timely, useful, and accurate information about relevant academic requirements, including programs of study requirements, graduation, and transfer policies. During the 2015-2016 academic year, the College employed 18 full-time faculty counselors and 20 adjunct faculty counselors at the main Reedley College campus. In addition, the College employed 5 full-time faculty counselors and 8 adjunct faculty counselors assigned to the Madera and/or Oakhurst Community College Centers. In addition, two Learning Assistants and four Ed Advisors (classified staff) are employed full-time to serve in a student-advising capacity. Counselors and Ed Advisors are located in the following service areas: General Counseling, Extended Opportunity Programs and Services (EOPS), CalWORKs/CARE, Disabled Students Programs and Services, Student Support Services/TRiO, STEM, and CTE. Each program is described on the program website. Data from the College's Student Success Scorecard indicates that the student to counselor ratio was 537 to 1 in the 2014-2015 academic year and 740:1 in the 2015-2016 academic year.

Student Success and Support Program (SSSP)

The Student Success and Support Program (SSSP) was created in response to recent California legislation, the Student Success Act of 2012. The program funds colleges for the core services of orientation, assessment, counseling, advising, education planning services, including the development of education plans and follow up for at-risk students. As part of SSSP, new students, in addition to applying to the College, are required to complete math and English assessment, complete a new-student orientation, meet with a counselor, and develop a Student Education Plan (SEP). In order to facilitate the core services for as mandated by SSSP, the College offers opportunities through programs such as Reg-to Go, Extreme Registration, and Express Registration. Reg-to-Go targets incoming freshman from feeder high schools while Extreme Registration and Express Registration target the College

population in general. These events were designed to serve large numbers of recent high school graduates or other students who may have missed the regular enrollment dates. Counselors provide advising and development of the Abbreviated SEPs as well as referrals to support services during these events. Several student services programs such as EOPS and SSS-TRIO also offer orientations to college as part of introducing new students to their programs.

Registration

Counselors currently use SARS and eSARS for scheduling of appointments. This allows the flexibility to create access to appointment or walk-in availability based on the demand at any given time. The counseling department facilitates an SEP campaign biannually before the start of each registration cycle. During these campaigns, counselors not only target students who do not have SEPs, but also students who only have an Abbreviated SEP to create a Comprehensive SEP [IIC5.5].

Beyond registration periods, counselors and/or advisors offer on-going counseling and advising activities for all students to assist them in completing their educational goals. Students seek counseling/advising for a variety of reasons, including, but not limited to: interpretation and application of assessment results; development of educational plans; discussion of academic, career, crisis, probation status, and personal issues; discussion of student rights and responsibilities; review of College policies, procedures, and regulations; and review of student progress toward educational goals. Students receiving services from DSP&S also see a DSP&S counselor to facilitate accessing their accommodations. All student appointments when recorded in our Student Information System (SIS) are mapped back to mandated Management Information System (MIS) reporting codes [IIC5.6].

Type of Student Counseling Contact	RC	MC	OC
Academic Follow up: Probation Support Services	1,590	693	37
Academic Follow-up: Dismissal Support Services	373	106	7
Academic Follow-up: Readmit Petition	280	61	6
AE1 Placement: Through Multi-Criteria	175	233	29
AE2 Placement: Test Services	417	361	108
AE3 Placement: Other College Placement Test	23	21	2
AE4 Placement: Based on EAP	2	4	1
AE5 Placement: TSUM's Other than English/Math	24	1	
Counseling: Academic General	18,567	8,731	940
Counseling: Career Services	2,712	887	47
Counseling: Drop In/Express Counseling	390	1,315	84
Counseling: DSPS Disability Counseling	1,157	50	1,078
Counseling: DSPS LD Assessment Related Services	238		
Counseling: DSPS Learning Strategy Advising	749		
Counseling: Early Alert	61	1	
Counseling: EOPS Appointments	3,327	1,170	
Counseling: On-Line	174		
Counseling: Special Program Intake	672	20	235
Counseling: Special Program Orientation	534	246	
Counseling: Veterans	438	244	61
Counseling: Financial Aid Related	54		
Counseling: High School Enrichment	136	212	35
Counseling: Registration Assistance	1,487	16	479
Counseling: Transfer Services	4,277	2,577	245
Job Development Appointment	1,007		
Online Orientation Assistance	44	17	
Other Support Services	5,067	1,126	213
SEPA	1,638	655	222
SEPC	2,052	586	114
SEPU	2,226	920	134
Special Program Service: DSPS Alternate Media Production	97	2	108
Special Program Service: DSPS Assistive Technology	335		18
Special Program Service: DSPS Mobility Assistance	702		
Special Program Service: DSPS Note Taker Service	8		141
Special Program Service: DSPS Special Tutoring	88		
Special Program Service: DSPS Test Accommodations	781	2	523
Student Workshop	316	4	
TOTAL STUDENT CONTACTS BY LOCATION	52,218	20,261	4,867

Beyond orientations, counselors also provide a variety of group advising activities to orient students to academic programs and services and topics of general interest to support success. [IIC5.3].

Career Resource Center (CRC)

The Career Resource Center (CRC) offers career counseling services, employability preparation, and general career support. Career counseling services include career exploration and counseling, online and paper self-assessments, major selection, career decisions making support, Student Education Plans (SEP) based on an informed goal and next steps, as well as career-related workshops (e.g. How to Choose A Major), and presentations (e.g. Test Drive Your Career). Employability services include interviewing skills, resume writing, mock interviews, job search strategies/tools, job postings and preparation tools, in addition to outreach to gain employer/agency/company collaboration through site visits and attendance at Job Fairs. The general career support includes a CRC Library, laptops for career/job-related exploration, online and paper self-assessments, career/major/job materials and handouts, on-campus and off-campus job, volunteer and internship postings, CRC Workshops, Career Center Presentations, and Student Success Workshops. Events and Expos are also provided, such as the Majors Expo, Career Week, and Experience Expo. Per the institutionalization and expansion of the CRC at Reedley College following the end of the Title V Grant, the following was developed or expanded upon in 15-16 : CRC Budget for 16/17, CRC Manual, CRC Website redesigned, CRC Brochure, Job Developer position added (increased job postings from 59 for August 2015 to an eventual 1,297 for 2106-2017), collaborative projects with ESL and Manufacturing (resume/interview workshops, followed up with mock interviews for each student in preparation for job seeking), 614 attendees for the Student Success Workshops held in the CRC, 633 attendees for Don't Cancel Class Presentations in classrooms (363 in 2016-2017), 514 CRC Additional Workshops/Activities (856 in 2016-2017), iXplore-Majors Expo-Campus Connections (Fall 2015: 199 students completed passports), Experience Expo (Spring 2017: 65 Agency/Companies; 431 Staff/Students/Community in attendance), and a new Job Management System, College Central Network (CCN) (Cost effective, Job Postings (on/off campus), Career Portfolios, Resume Builder, Career Video Library (documents, podcasts, etc.), social media/app interfacing, and many more functions.) Additionally, the career counselor worked with counseling staff to develop a new counseling course, COUN 35, Launch Your Career (1 unit course designed to assist students with the needed strategies and skills to effectively prepare for employability within the workplace. Particular emphasis will be placed on the development of a career portfolio, effective interview techniques and professionalism).

Transfer Center

Transfer services include dedicated counseling to help students with goal-setting and education planning for transfer to a baccalaureate degree institution. Students are provided access to extensive transfer college information through online resources and informational brochures. In addition to individual counseling appointments, students learn about transfer requirements through workshops where they receive assistance with applications to California State University (CSU) and University of California (UC) campuses. In 2016-2017 the Transfer Center staff offered 9 workshops related to UC and CSU transfer

admission requirements and transfer applications. Reedley College assembles an annual College event named iExplorer that includes a transfer fair along with a Majors Expo and Campus Connection. This event is an in-reach activity where numerous college representatives from the CSU, UC and private/independent institutions come to Reedley College to disseminate transfer information and materials, interacting with an average of 150 Students per event. The Majors Expo and Campus Connection is part of the iExplorer event that allows students to gather information about majors, campus clubs, and college resources.

Since the appointment of a full-time Transfer Counselor/Articulation Officer, over 200 students visited the Transfer Center during 2016-2017 and received individual transfer counseling information. The Career and Transfer Center also provided Reedley College students the opportunity to meet in person with representatives from four-year colleges and universities. Representatives from CSU, Fresno, Fresno Pacific University, National University, UC Merced, and UCLA provided one-one-one advising with a total of 111 students in 2016-2017 in the Student Activities Center to discuss transfer admission, major and career advising, and education planning. In partnership with special programs such as EOPS, TRiO, Honors and STEM, over 200 transfer-bound students were able to participate in field trips to different CSU and UC campuses during 2015-2016. In 2014-2015 career services were provided by one full-time career counselor and one job placement developer.

Professional Development

The College prepares faculty counselors and educational advisors for advising students in a variety of ways. Counseling personnel attend staff development activities as well as the annual conferences organized by the CSU and UC systems. Through these staff development activities, counselors maintain up-to-date information and knowledge about counseling techniques, articulation, and other changes.

An example of this training at MCCC provides three counselor trainings per term to full-time and part-time counselors on topics, such as LVN- RN Programs, Career Technology Education pathways, Associate Degree for Transfer, and Admission & Records camps policies and procedures [IIC5.2, IIC5.1, IIC5.4].

The Counseling Department meets twice per month for two hours to discuss topics of interest, share developments within the division, and review concerns and ideas surrounding services to students.

Faculty participate in Flex Day activities and present workshops on topics such as the Student Success and Support Program (SSSP), Articulation, and other pertinent aspects of academic advising. These workshops help support and increase awareness among non-counseling faculty. All new counselor hires (full-time and adjunct) participate in initial and ongoing trainings as facilitated by veteran counselors. New full-time counseling hires are also afforded the opportunity to participate in campus-wide new faculty trainings.

Psychological Services

In addition to the aforementioned counseling services, psychological counseling is available at no charge to students. Psychological Services is a District program designed to help meet the mental health needs of students. Working with Counseling and Health Services,

Psychological Services offers assistance in a number of areas, including Personal Growth, Crisis Resolution, Daily Living Problems, Relationship and Family Issues, and as a Support Network for students with more serious Emotional Disorders. Psychological services include up to eight, one-hour confidential counseling. Care is provided by a clinical psychologist and supervised graduate interns.

IIC6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

IIC6.1-BP 5052

IIC6.2-College Catalog 2017-2018

IIC6.3-College's Steps to Successfully Enroll as a New Student

Analysis and Evaluation

Consistent with its mission of open access, Reedley College has an open admissions policy, approved by the Board of Trustees [IIC6.1]. This policy ensures that, unless specifically exempted by statute or regulation, every course is fully open to enrollment and participation by any person who has been admitted to the College.

Enrollment is subject to an established priority system and may be limited to students meeting properly validated pre-requisites and co-requisites, or other exemptions set out in statute or regulation. Students eligible for admission are defined in the College Catalog as high school graduates, non-high school graduates, high school students, transfer, and international students. The College follows practices that are consistent with the admissions policy approved by the Board of Trustees and adheres to state regulations.

The College defines and advises students on clear pathways to complete degrees, certificate and transfer goals. Admissions criteria are clearly outlined in the College's Steps to Successfully Enroll as a New Student; these criteria are available online and in the College Catalog [IIC6.3]. The five steps to enroll are: 1) Application 2) Orientation 3) Assessment 4) Counseling/Education Planning, and 5) Registration. These five steps are part of a comprehensive Student Success and Support Program offered to all students and required for participation in priority enrollment. Special admissions criteria are also available for high school students and international students. This information is available online and in the College Catalog [IIC6.2].

The website and Catalog also outline specific admissions criteria for vocational programs requiring special preparation, such as the Dental Assisting. An example of a program that has specific admissions criteria is the LVN to RN program. Special admissions criteria for this program can be found online and in the College Catalog [IIC6.2—pg?].

A primary process of the College related to admissions that is continuously evaluated, assessed, and improved is the enrollment process. The College Enrollment Management

subcommittee, along with the District wide Enrollment Management and Reg-To-Go workgroups, meets regularly to assess and improve the enrollment process.

The College defines and advises students on clear pathways to complete degrees, certificates, and achieve transfer goals. The College Catalog includes information for degree, certificate, and transfer-seeking students to provide graduation, general education, and transfer requirements used by students and counselors to design educational plans that guide the student from the first semester to completion. The Counseling Services website offers links to educational planning tools, lists of programs and services, and General Education and transfer curriculum (IGETC/CSU) patterns for students, to facilitate completion and transfer to four-year institutions.

In addition to faculty and staff resources, the College currently employs a comprehensive student information system to provide robust online services for students. Components of this system include: Ellucian Colleague™, WebAdvisor™ (online registration, student records, and education plans), SARS-GRID™ (appointment system), computerized assessment testing, and Hershey™ (document imaging system). These features improve the quality, access, and delivery of services to students and ensure the proper maintenance of student records.

Hobson's Starfish Enterprise Success Platform has been adopted by the state as the preferred system to create and maintain MIS related Student Education Plans (SEP's). Reedley College has been part of the state's pilot program since 2013 and will be fully implementing the system for student educational planning and degree audits in the spring of 2018. Early Alert functionality is planned to be piloted in the spring of 2018 with full implementation across all three campuses for the fall of 2018. Once fully implemented Starfish will also allow us access to more robust projected enrollment data as well as the capability to monitor and better intervene with students who are at risk for academic probation.

IIC7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

IIC7.1-Placement Instruments

Analysis and Evaluation

Reedley College systematically evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. As an open-access institution, the College does not utilize an instrument to determine student admission. New students are assessed for placement in the English, mathematics, and English as a Second Language (ESL) course sequences as part of the steps to enrollment process.

Placement testing is offered year-round, on a drop-in basis through the Testing Center. Placement testing is also provided at the high schools during the matriculation process. The placement assessment is administered electronically. The College uses locally established cut scores based on a composite score from the following placement instruments to determine

placement within each sequence: Each of the placement instruments utilized by Reedley College are approved for use by the California Community College Chancellor’s Office (CCCCO) and are validated using the Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges [IIC7.1].

The College uses locally established cut scores based on a multifactorial score from identified placement instruments to determine placement within each course sequence. The College undertakes periodic review of assessment cut scores to ensure that the scores established for student placement remain effective for accurate placement.

In fall 2014, the effectiveness of student placement within the English and mathematics sequences was evaluated using a consequential validity approach, as recommended by the CCCCCO. Students were asked to assess their satisfaction with their placements into the English and math sequences. During the writing of the Student Equity Plan, the College also completed an analysis of disproportionate impact utilizing student placement scores disaggregated by gender, race/ethnicity, age group, and disability status. Findings for both the consequential validity study of cut scores and the analysis of disproportionate impact among equity groups were shared with the Student Success Committee, English department, and mathematics department.

The institution regularly evaluates its placement instruments for effectiveness and to minimize biases. The College recently completed the validation of its English and mathematics cut scores including an analysis of the impact on demographic/equity groups.

The English, ESL, and the mathematics department adopted the state model for multiple measures placement beginning fall 2017. The College adopted the English Decision Rules as described in the “Multiple Measures High School Variables Model Summary – Phase 2” document found on the [RP Group Website](#). The College adopted this model with the understanding that rigorous validation will be conducted annually for the next 5 years of implementation.

IIC8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

IIC8.1-2016 RC Student Handbook
IIC8.2-Quick Reference Student Records Retention Chart

IIC8.3-Student Services GAPS LIST

Analysis and Evaluation

Reedley College maintains student records permanently, securely, and confidentially and publishes and follows established policies for release of student records. Student records are maintained by the Admissions and Records Office. The College adheres to California Code of Regulations in regard to the type of records that must be retained. All permanent records

are kept in hard copy or in imaged format. The hard copy and imaged records are stored in a secured location. Additionally, permanent student records are maintained with an electronic imaging system (Hershey) [Board policies and ARs, California Code and Title V section].

Access to hard copy records in the secure area is limited to authorized Admissions and Records personnel. Viewing access to imaged documents is limited to authorized personnel in Admissions and Records, Counseling, and Financial Aid. Administrative access to the imaging system is limited to authorized personnel in the Admissions and Records Office, Financial Aid Office, and Information Technology departments [IIC8.2].

The Family Educational Rights and Privacy Act (FERPA) requirements are strictly followed. A student may request access to his/her individual records and may challenge the accuracy of the record or the appropriateness of its retention. A student's consent is required for the release of records covered by FERPA. Directory information is clearly defined in the Catalog and released unless the College determines that such release is not in the best interests of the student. Directory information is released to the Department of Defense, if requested, for recruiting purposes.

Electronic records are stored on servers maintained in the Information Technology Department and backed up nightly to a backup server. The backup server is backed up by tape, and the backup tapes are stored in a secured fireproof safe.

The College publishes these policies in the Student Handbook, printed and online [IIC8.1] and emailed to their college school email account. The College continues to monitor and assess policies and practices to ensure security and confidentiality of student records [IIC8.3].

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

IIIA. Human Resources

IIIA1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

IIIA1.1-AR 7120

IIIA1.2-AR 7121

IIIA1.3-Admin Job Description

IIIA1.4-AR 7220

IIIA1.5-Faculty Job Description

IIIA1.6-HR Staffing Plan

IIIA1.7-IEPI Team Visit

Recommendations

IIIA1.8-Job Description Example

Curriculum Analyst

Analysis and Evaluation

Reedley College has established policies and procedures for recruiting and hiring of all personnel. These policies and procedures ensure that all employees are qualified in education, training, and experience. Policies that ensure the quality of programs are clearly and publicly stated and reflect the mission and goals of the College.

The College works with State Center Community College District (SCCCD) Human Resources Department to hire qualified faculty, staff, and administrators. The Human Resources Department includes the Personnel Commission, which runs classified staffing. Hiring policies and regulations are in Chapter 7000 including:

AR 7120: Procedures for Recruitment and Employment of Full Time College Faculty

AR 7121: Procedures for Recruitment and Employment of First Time Part Time Faculty

AR 7220: Procedures for Administrative Recruitment and Hiring Procedures

AR 7230 regarding Classified Employees states that the recruitment of classified employees is under the authority of the Personnel Commission. The Personnel Commission (a Merit System) also ensures that employees are qualified and job descriptions meet the

requirements. These policies and procedures are publically available on the District website. The policies and procedures are reviewed periodically. AR 7120 was recently reviewed and revised in consultation with the District's Academic Senates [IIIA1.1]. Hiring Committees for full time Faculty and Administrators review AR 7120 and 7220 at the beginning of each search. Committee members are also required to complete EEO training with 18 months to serve on a committee [IIA1.1, IIIA1.2, IIIA.4].

Procedures state that applicants must meet the educational minimum qualifications and include a diversity statement. The District adheres to the standards published by the California Community College Chancellors Office on establishing the minimum qualifications for faculty and administrative positions. Human Resources and the Personnel commission screen applicants for stated minimum qualifications.

Job descriptions also define the desired characteristics and a complete job description. Job descriptions are created in consultation between the College and the District. Job descriptions address position duties, responsibilities, and authority. For example, the College recently developed a new position of Director of Institutional Research, Evaluation and Planning. This job description was designed out of an identified College/District need via IEPI Team visit [IIIA1.3, IIIA1.7]. Other positions are identified through the College's Human Resources Staffing Plan [IIIA1.6].

Classified Job classifications are reviewed by the Personnel Commission and address the duties, essential job functions, qualifications on education and desired experience, knowledge, skills, and abilities. The Personnel Commission is currently conducting a full classification study and is in the process of updating all job classifications [IIIA1.8].

Faculty and Administrative position descriptions also describe the desired characteristics and complete job description. Job descriptions are created in consultation with faculty between the College and the District and address position duties, responsibilities, desirable qualifications, and authority [IIIA1.3, IIIA1.5].

The College hires qualified faculty, staff, and administrators who ensure the integrity and quality of program and services. The District Human Resources and the Personnel Commission have clearly defined policies on recruitment. Job descriptions directly relate to the mission of the institution. All job descriptions have criteria for minimum qualifications, position duties, responsibilities and authority. Hiring policies are available to the public, reviewed, and updated as needed.

IIIA2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

IIIA2.1-HR Gap Analysis Blank Form
IIIA2.2-Faculty Staffing Request
IIIA2.3-Petition Form for All RC
Equivalencies
IIIA2.4-AR 7122
IIIA2.5-AR 7211

IIIA2.6-DC Minutes for HR Staffing Plan
IIIA2.7-Department Chair-Division Reps
Meeting
IIIA2.8-Example Faculty Job Posting
IIIA2.9-Minimum Qualifications for
Faculty and Administrators in CCC

Analysis and Evaluation

Faculty job announcements clearly address the qualifications and experience required for positions, including expertise in the discipline and teaching. Faculty job descriptions explicitly include the essential duties of curriculum development and student learning outcome assessment. The College applies minimum qualifications for each faculty position in the selection of faculty. Faculty members who do not meet the minimum qualifications have the opportunity to apply for an equivalency through an established process. The petition for equivalency is reviewed by the Academic Senate Executive Committee, and the decision is solely their prerogative.

District Human Resources staff and administrative deans and vice presidents work together to refine job descriptions for faculty. The program and service needs are identified through the Human Resources Staffing Plan process at the College. This includes a gap analysis [IIIA2.1] and data driven application [IIIA2.2], which is presented to Department Chairs [IIIA2.7].

Faculty knowledge of subject matter is described in the Essential Functions of the Position section of job announcements. It describes the teaching or service responsibilities, active participation in department obligations, curriculum development, program review, and development and assessment of student learning outcomes. Faculty are required to fulfill the duties and responsibilities of instructors as laid out in AR 7122: Duties and Responsibilities of Instructors [IIIA2.4]. One of the duties and responsibilities outlined in AR7122 is maintaining “a high level of competency in the subjects taught” [IIIA2.8]. AR 7122 includes teaching skills competencies. Job announcements have an option for additional desired qualification for the position.

The District uses the Minimum Qualifications for Faculties and Administrators in California Community Colleges to ensure that faculty meet the minimum qualifications for their discipline. This, and the process of equivalency, are established in AR 7211: Faculty Service Ares, Minimum Qualifications and Equivalencies [IIIA2.5]. Applicants are required to state in their application if they meet minimum qualifications as stated in the job announcement. The Human Resources Office completes minimum qualification screening. Faculty who do not meet the minimum qualifications may apply for equivalency through the established Equivalency Process [IIIA2.3]. The equivalency process requires applicants to have the alternative qualifications established by the discipline faculty or provide a worksheet that crosswalks their degree with the required degree in the minimum qualifications. Equivalency applications are reviewed by subject faculty and voted on the equivalency committee [IIIA2.4].

IIIA3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

IIIA3.1-AR 7220

IIIA3.2-Vice President of Instruction Job Description

Analysis and Evaluation

Reedley College administrators are hired based on their skills and experience in multiple areas including institutional effectiveness and ensuring academic quality. Job announcements detail the required essential functions and minimum qualifications. These requirements are the basis for the paper screening and the screening committee interview, ensuring that qualified administrators are hired.

The College's administrators and academic managers possess the qualifications necessary to perform duties required for institutional effectiveness and academic quality. These qualifications and the hiring process are detailed in AR 7220: Administrative Recruitment and Hiring Procedures [IIIA3.1].

Job Postings, such as a recent Vice President of Instruction (VPI) position, detail the required skills of the administrator in areas of institutional effectiveness and academic quality. The VPI essential functions included areas of: Leadership, Coordination and Integration; Program Planning and Evaluations; Resource Management; Human Resource Management; Program Development and Innovation; and Management. These essential functions are used as evaluation criteria for paper screening of the candidates and in interview questions when hiring administrators. A clear description of the position including responsibilities and authority are detailed in the job announcement. Minimum qualifications of the position are included. Part of those minimum qualifications is the requirement that administrators demonstrate sensitivity to an understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students. This qualification is included in all personnel applications [IIIA3.2].

The Human Resources Department oversees the hiring of all academic District Personnel. They ensure that all hiring is fair and equitable and conforms to the established and published hiring procedures.

IIIA4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

IIIA4.1-Petition Form for all RC Equivalencies

Analysis and Evaluation

Human Resources have established procedures and practices for reviewing minimum qualifications. Applicants must turn in official transcripts from an accredited US institution or an official transcript evaluation when degrees are from non-US institutions. Applicants who do not have degrees that match the minimum qualifications have the option of applying for an equivalency.

District Human resources follow the California Community College standards in establishing minimum qualification for positions. Applicants are required to turn in transcripts when applying for positions to demonstrate that they have met the educational minimum qualifications. Applicants who do not meet the exact required minimum qualifications must apply for an equivalency through the established Equivalency Process [IIIA4.1]. If a faculty is granted an equivalency for a teaching subject, they will be considered to have met the minimum qualifications.

Human Resources review all transcripts to ensure that they are from an accredited institution. Human Resource Technicians use the *Higher Education Directory* to review institutions. If a transcript comes from an institution not in the directory, the technician will investigate the institution and its accreditation status.

The application for employment asks the candidate if degrees were earned from institutions outside of the United States. If they are, the applicant must provide an official transcript evaluation for their non-US degrees that is used to establish minimum qualifications. The Human Resources Department recommends that candidates use transcript evaluation companies that are listed on the Ed.gov website. If an applicant used another service, Human Resources will evaluate that service before accepting the evaluation.

IIIA5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

IIIA5.1-CSEA Bargaining Unit Employee Evaluation
IIIA5.2-Academic Administrator Evaluation Survey
IIIA5.3-AFT Part time Faculty Contract
IIIA5.4-Faculty Classroom Observation
IIIA5.5-Faculty Evaluation Timeline
IIIA5.6-Faculty Online Observation

IIIA5.7-Faculty Professional Activities Evaluation
IIIA5.8-Faculty Self Evaluation
IIIA5.9-Non-Instructional Faculty Observation
IIIA5.10-Personnel File Review Frm 10.31.14

Analysis and Evaluation

The District, in negotiation with employee unions, has established a formal process of employee evaluation that focuses on effectiveness and improvement. Forms and processes

are established and available to employees for review. Goal and improvement plans are part of the process and are reviewed as part of each evaluation period. The District has established procedures for evaluation of all personnel [IIIA5.10].

District Union Contracts and Policies detail out the specific evaluation timelines for all personnel. Each Administrator keeps an ongoing record of evaluations that are located on a shared drive. These lists are shared with the District Human Resources. Each administrator is responsible for completing evaluations in a systematic and timely manner [IIIA5.5].

Each contracted employee category has written criteria for evaluation detailed in the contract. Classified members are evaluated yearly with an established “form prescribed by the district.” This form is used for all classified members at the College [IIIA5.1]. Some areas of review for classified employees include: observance of work hours, compliance with rules, student contacts, safety practices, planning and organizing, job skill level, and initiative, to name a few.

Faculty contracts detail the written criteria for faculty evaluation. These elements include: Self-Evaluations, Observations, Professional Discussions, Review of Professional Documents, Professional Activities, and Surveys [IIIA5.8, IIIA5.7].

Areas of review for teaching faculty include: responsiveness to the educational needs of students, concern for student rights and welfare, commitment to professional ethics, evidence of course objectives being met through evaluation, effective use of teaching methods, and maintenance of ethical standards, to name a few.

Non-instructional faculty, including Librarians, Nurses, Counselors and Coordinators have their own individual criteria listed in the contract [IIIA5.9].

Part of academic administrators’ evaluation includes a survey provided to their subordinates. Areas of the survey include: problem solving, enrollment management, leadership role modeling, vision goal setting and planning, leading people, managing resources and making decisions and communicating [IIIA5.2].

As stated in the AFT Part time Faculty contract, “The purpose of the evaluation process for unit members is to improve the quality of instruction, enhance academic growth, promote professionalism and assess the performance of unit members” [IIIA5.3 p. 13].

The intent of evaluation at SCCCD and Reedley College is for assessing effectiveness and encouraging improvement. This is done through formal evaluations, surveys, self-evaluations and professional discussions with peers and supervisors. Observation forms identify areas where the employee meets standards, areas for improvement and established goals for improvement [IIIA5.6].

Goals or improvements plans are formally listed on evaluation documents. Per contract, faculty and staff have a defined time-period to appeal evaluations. Goals and improvement plans are reviewed between the employee and their supervisor at the time of evaluation. They

are monitored over the next evaluation period. The progress made on these goals and improvement plans are detailed in the next evaluation. For example, the classified evaluation section C asks to “Record PROGRESS ACHIEVED in attaining previous goal for improved work performance, for personal or job related qualifications.”

III A6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

III A6.1-Program Review Cycle 4 Handbook

III A6.2-Administrative Peer Evaluation

III A6.3-AFT Full Time Contract, Article XIII

III A6.4-AFT Part Time Contract, Article XI.1.B.5

III A6.5-AR 7122

III A6.6-Duties and Responsibilities Eval Form

III A6.7-Faculty Professional Activities Evaluation

III A6.8-Faculty Self Evaluation

Analysis and Evaluation

Reedley College faculty and administrators use learning outcomes assessments to make informed decisions to improve teaching and learning. District AR 7122: Duties and Responsibilities of Instructors, states that instructors are required to, “Make systematic evaluations of student progress consistent with established student learning outcomes” (AR 7122, Regulation 13). Instructors and those directly responsible for student learning report this analysis in Annual SLO reports and through the Program Review Process [III A6.1].

In the AFT Full time contract it states that the “Immediate supervisor conducts a duties and responsibilities evaluation” in accordance with District Policy [III A6.3 XIII]. That includes Regulation #13 (outcomes) in AR 7122. In the part time faculty contract there is criteria which states that the classroom instructors will be evaluated based on “evaluation of student progress in keeping with course objectives and adopted course outlines” [III A6.4, Article XII.1.B.5]. Learning Outcomes are explicitly listed in Course Outlines of Recorded.

Faculty members have several ways to show in the evaluation process that they have assessed and used SLO assessment to improve their teaching:

- Records Evaluation includes submission of required paperwork including Syllabus and Records for Evaluation which show evaluation and adopted changes [III A6.6]
- The Self-Evaluation form asks for “Evaluation of student progress in keeping with course objectives and institutionally adopted course outlines”. These course outlines contain required student learning outcomes [III A6.8]
- In completing their contractually-required Professional Activities Evaluation, faculty are encouraged to note how SLO assessment findings have informed professional development (and that of others) in the “Conference/workshop attendance, Staff development leadership and participation, and/or Institutional/district committee participation,” as appropriate [III A6.7]

- Educational Discussions with peers or immediate supervisor, a professional discussion on teaching and learning
- Discussion with the Instructional Designer/DE Coordinator on adding embedded tutor(s) to DE courses to improve student learning

For administrator evaluations (which do not need to be negotiated), the group defined the administrative role as facilitating and supporting the discussion of the results of outcomes for improvement. Administrative peer evaluations include the following questions

- Describe how the administrator uses the results of the assessment of student learning outcomes to improve teaching and learning
- Does the administrator schedule meetings with departments and discuss things such as dual enrollment, persistence and success rates, online versus face-to-face results? Or are there other meetings where these items are discussed by this administrator?
- Give examples of ideas and action plans generated in those meetings to improve teaching and learning [IIIA6.2]

In the process of writing the Standard IIIA6 response, a group of faculty, staff and administrators from across the District met to discuss definitions of personnel directly responsible for student learning (Educational Deans and Faculty), challenges, and examples of how the Standard is currently being met. A follow-up meeting was held to compare responses to the Standard for consistencies and show good faith in the process. As a result of these conversations, and to show continuous quality improvement, it was decided that each College within the District will share their evaluation forms for consistencies across the Colleges.

IIIA7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

IIIA7.1-Faculty Staffing Request	IIIA7.6-PAC Agenda 01.13.16
IIIA7.2-HR Gap Analysis Blank Form	IIIA7.7-PAC Agenda 11.09.16
IIIA7.3-Employee Demographic Summary	IIIA7.8-RC Resource Allocation Process Flowchart
IIIA7.4-Deans, Chairs, Departments & Instructors 2017-2018	IIIA7.9-RC Workforce Numbers
IIIA7.5-HR Staffing Plan	

Analysis and Evaluation

The College employs an appropriate number qualified faculty (full time and adjunct) to ensure the quality of educational program and services and to achieve the College’s mission. Faculty members represent several divisions in the College to ensure that there is full time faculty hired in all essential areas. The College works to ensure there are an equitable number of faculty between Reedley College campus and Madera Community College Center to meet the needs of students and institution. The College has a robust HR process that looks at

internal and external factors, making recommendations for additional faculty using quantitative and qualitative data and transparent communication.

The College uses integrated planning and the HR staffing plan to assess the number of faculty hired each year. The staffing plan reviews staffing budgets, employee classifications, fiscal obligations (50% law, Faculty Obligation Number (FON) etc.), demand and supply forecasts, and a Gap Analysis [IIIA7.5]. This process is completed each fall [IIIA7.6,]. Requests for additional staff, including faculty, begins with a Gap Analysis Worksheet [IIIA7.2], indicating a Demand Forecast, Supply Forecast, and Gap Analysis. These forms are reviewed in a meeting at large with Student Services, Administrative Services and Instruction from all three campuses at a central location, typically the Herndon campus of Clovis Community College. The notes of this meeting are shared with President’s Advisory Council (PAC) who examine requests in context of College needs, strategic planning, program review recommendations, and the College mission. PAC then advises PC who takes the decisions in light of the budget requirements [IIIA7.7].

Faculty request require additional analysis. The College has a formal Faculty Prioritization Process (written into the HR staffing plan). The process is slightly different at Reedley College and Madera Community College Center due to the governance structures. Requests for all faculty are presented on a Faculty Staffing Request Form that requires qualitative and quantitative data on criteria used as rationale for the position [IIIA7.1]. Criteria include:

- Position related to specific District and College Strategic Plans
- Request in program review
- Enrollment trends
- Advisory committee recommendations
- Accreditation or licensure requirements
- New program development
- Need for “anchor position” for program
- Availability of adjunct faculty in discipline and region
- Categorical funding to support position
- Legal mandates

Programs write to whichever of these criteria are relevant. These forms are reviewed at Department Chairs meetings each October. Departments give short presentations on their request and answer any questions. Department Chairs vote to recommend a faculty prioritization list to the College President. The College President, after conferring with members of the President’s Advisory Cabinet, presents prioritization rationale to Department Chairs in December. For example, in fall 2016 requests for Mathematics Instructors were requested for both Reedley and Madera. In the final prioritization, these positions were listed as the top two faculty positions due in part to the program review data presented, including enrollment trends and the lack of availability of adjunct faculty in the region. Replacement, retirement replacement, and new faculty positions are prioritized using this process.

As part of the HR staffing plan, the College/District review the number of faculty each year. The District analyzes enrollment trends and well as legal mandates such as Faculty Obligation Number (FON) and the 50% law to make determinations on how many faculty

per year will be funded at each College. The District Resource Allocation model is set up so that salaries and benefits of ongoing faculty costs are included in the base of the College allocation [IIIA7.8].

As of this writing, the College has 178 full time faculty members. This number includes librarians and counselors. 56.8 percent of our courses are taught by full time faculty members [IIIA7.3, IIIA7.4, IIIA7.9].

IIIA8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

IIIA8.1-Adjunct Orientation Workshop

8.11.16

IIIA8.2-Adjunct Orientation Agenda 2016

IIIA8.3-AR 7122

IIIA8.4-Composition, Literature, and Communication Department Notes

Analysis and Evaluation

The College provides for orientation, oversight, evaluation, and professional development opportunities for adjunct faculty, who are encouraged to engage with the College, participating in professional development and with their department colleagues. Department Chairs make efforts to include adjunct faculty in departmental discussions such as curriculum modifications or rubric development. The administration has provided stipends for adjunct to attend these meetings [Examples from department meetings].

The College provides a yearly Adjunct Orientation Workshop each fall [IIIA8.1, IIIA8.2]. Adjunct faculty are provided a small stipend to attend the orientation. Topics include: Academic Senate, SLO/Accreditation/Institutional Effectiveness, DSPS, Distance Education, Student Conduct vs. Classroom Management, Faculty Handbook, Evaluation, Faculty Responsibilities, and Safety. This orientation provides an opportunity for adjunct faculty to learn about College policies and procedures and ask questions.

Employment policies for part-time faculty are detailed in the AFT Part Time Faculty Contract. The details of these policies are reviewed during the Adjunct Orientation including Absences, Evaluations, Participation in SLO Assessment, Supervision and Duties and Responsibilities of Instructors [IIIA8.3]. These policies are also publically available through the District Human Resources website.

One topic for the adjunct orientation is the Duties and Responsibilities of Instructors, which include teaching, department meetings, SLO assessment, professional development and engagement with the College. Not all adjunct faculty members are able to participate fully outside the classroom but adjunct faculty are encouraged to attend flex days, department meetings, SLO reviews, and on campus events. Adjunct faculty are provided stipends to attend flex day professional development, department meetings, and SLO assessment reviews. Flex day schedules are emailed out to all faculty who might wish to attend. The

English Department is a prime example of including adjunct faculty in departmental discussions including the norming of papers and SLO assessment [IIIA8.4].

IIIA9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

IIIA9.1-Administrative Aide Job Description	IIIA9.5-EDC_88081
IIIA9.2-Article 3, Merit System [88060-88139]	IIIA9.6-Employee Demographic Summary
IIIA9.3-Computer Support Technician Job Description	IIIA9.7-HR Gap Analysis Form CHDEV 17 – 18
IIIA9.4-EDC_88080	IIIA9.8-HR Gap Analysis Form CHDEV 18-19 FINAL

Analysis and Evaluation

The College has staff to cover Educational, Technical, Physical, and Administrative areas of the College. Each of these positions has a clear job description approved by the Personnel Commission and the SCCC Board of Trustees. The College provides a system to regularly request additional classified staff. This process includes an analysis of supply and demand when determining the need for additional positions. The HR process holistically looks at all areas and needs of the College when reviewing application to ensure optimal effectiveness.

SCCCD is a Merit System District. It has a Classified Personnel Director who reports to an independent Personnel Commission in the hiring of classified employees. Commissioners must be registered voters within SCCC and known adherents to the principles of a Merit System. The commission is made up of three members: 1) appointed by the SCCC Board of Trustees, 2) nominated by the Classified Employees and 3) appointed by both groups. Board Policy 7132 states that the Personnel commission will follow Education Code guidelines for a Merit District [IIIA9.2, IIIA9.4, IIIA9.5].

The Personnel Commission approves all new and revised job classifications. These job classifications are created to hire qualified staff that will support the educational technical, physical and administrative operations of the College/District. The personnel commission has job descriptions for 272 classifications. Sample Job descriptions for each of these College operations are posted [IIIA9.1, IIIA9.3]. The College has a sufficient number of classified employees to provide service to all area of the College [IIIA9.6].

Each year the need for additional classified employees is reviewed as part of the HR Staffing Process at Reedley College. Requests for additional classified members are completed through submission of a gap analysis. This gap analysis requires a supply and demand analysis. PAC reviews classified requests together with administrative and faculty requests. The President prioritizes the requests and reports them to College Council. The list is dependent on funding from the District. One request recently reviewed was for additional classified staff to assist in the College’s child development centers. The gap analysis

addressed issues of safety and legal requirements for child to staff ratios. These positions were rated high for potential 2018 funding [IIIA9.7, IIIA9.8].

IIIA10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

IIIA10.1-PAC Staffing Prioritization

Analysis and Evaluation

The College has expanded its administrative capacity to meet the increased needs of the College. Gap analyses of the Center locations lead to an increased number of administrators at those sites. All administrators are hired with required preparation and expertise and are encouraged to expand their expertise through professional development. Administrators provide consistent leadership in integrated planning and accomplishing the mission.

The College maintains a sufficient number of administrators to provide leadership and support the College mission. Administrative leadership is spread across the three College campuses. The College recently added three positions to develop administrative capacity and ensure equitable administration for Center locations. Those positions included: Vice President of Madera/Oakhurst, Dean of Students MCCC and an Oakhurst Director. These positions were created through review of the HR Process and identified needs [IIIA10.1].

Administrators are hired from job postings that detail required preparation and expertise. In addition, administrators are encouraged to improve their expertise through professional development including the Great Deans program. Administrators provide leadership in strategic planning, program review, budgeting, instructional, and student service programs.

This administrative continuity is important for College direction and morale. The President had been at the College for over four years providing consistent leadership. Many managers have been at the College for several years.

IIIA11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

IIIA11.1-AFT Full Time Contract, Final Grievance Policy
IIIA11.2-AR 3435
IIIA11.3-CSEA Agreement Grievance Policy
IIIA11.4-Human Resources AR list

IIIA11.5-New Faculty Orientation Powerpoint
IIIA11.6-New Full Time Faculty Orientation Agenda
IIIA11.7-RC IEPI PRT visit Menu of Options-Successes Feb 2016

Analysis and Evaluation

The College has clearly articulated and publically published personnel policies and procedures. Administrators and Managers are trained in upholding these policies. The District has fully staffed Human Resources Department to address personnel issues and assist employees. Union contracts for faculty and classified personnel have detailed grievance procedures to ensure that all employees are treated fairly and equitably.

SCCCD Personnel Policies and procedures are published on the District website along with Administrative Regulations and Board Policies <http://www.scccd.edu/about/board-of-trustees/index.html> . The Union contracts and other personnel policies and procedures are available on the Human Resources site <http://www.scccd.edu/departments/human-resources/index.html> . These policies and procedures are applied fairly and equitably to all staff.

Chapter seven of the SCCC Administrative Regulations defines Human Resources policies and procedures [IIIA11.4]. These regulations are referred to in the Faculty Handbook and at Faculty, Adjunct and Classified Orientations [IIIA11.5, IIIA11.6].

The District adheres to the collective bargaining agreements with AFT and CSEA. The AFT and CSEA contracts provide clear direction on providing fair and equitable application of personnel policies. Each contract has an established Grievance Procedure [IIIA11.1, IIIA11.3].

Both CSEA and AFT have assigned grievance officers to help employees navigate the grievance procedure.

SCCCD Administrative Regulation 3435: Discrimination and Harassment Complaints describes the process for issuing a complaint. The AR specifically states that SCCC will provide at least two hours of training regarding sexual harassment once every two years for Administrators [IIIA11.2].

IIIA12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

IIIA12.1-AR 3410

IIIA12.2-AR 7120

IIIA12.3-AR 7121

IIIA12.4-Board Presentation 6.6.17-EEO

Data Analysis

IIIA12.5-EEO Data Table

IIIA12.6-SCCCD EEO Advisory

Committee Notes Spt 2016

IIIA12.7-SCCCD EEO Advisory

Committee

IIIA12.8-SCCCD EEO Plan

Analysis and Evaluation

The College/District has a commitment to diversity not only in their mission and strategic plans but also in their hiring and human resource practices. Expectations for inclusivity are included in Board Policy, Administrative Regulations which are actualized in the District Equal Employment Opportunity (EEO) Plan. Evaluations of the effectiveness of these hiring and personnel practices are reviewed through annual reports to the CCCCCO and through rigorous evaluation of the EEO Plan [IIIA12.7].

The College and District are committed to programs, practices and services that support diverse personnel. The District has an EEO Plan that is updated, reviewed, and approved by the BOT every three years [IIIA12.8]. This plan includes policies, procedures, and practices for hiring and supporting the District's diverse personnel. The District has hired an EEO/Diversity and Staff Development Manager to oversee the implementation of the EEO plan. All recruitment announcements state that the District is an "Equal Employment Opportunity Employer" [IIIA12.3]. The Administrative regulations AR 7121 and 7120 (Guidelines for Hiring) also have sections on Equal Employment Opportunity [IIIA12.2]. They state that 1) the BOT, Administration and Academic Senates have the shared responsibility to ensure that the EEO guidelines are part of the overall process of hiring faculty and 2) all participants in the hiring process will receive EEO training.

Board Policy 3410: Nondiscrimination states that the District is committed to "equal opportunity in education employment and all access to institutional programs and activities" [IIIA12.1]. The District has established an EEO Advisory Committee to assist in implementing the plan. Members of all constituent groups are members of the Committee [IIIA12.6].

EEO training is required for administrative and faculty hiring committees. That EEO training includes discussion of: 1) the requirements of the Title 5 regulations on equal employment opportunity (Title 5 sections 53000, et. seq. of the California Code of Regulations); 2) the requirements of federal and state nondiscrimination laws; 3) the requirements of the District's Equal Employment Opportunity Plan; 4) principles of diversity and cultural proficiency; 5) the value of a diverse workforce; and 6) recognizing bias.

As part of the EEO plan, and evaluation of that plan, the District regularly reviews its record in employment equity and diversity. Data is collected annually on employee, newly hired, and applicant demographic data. At least every three years the District reviews and assesses the composition of existing employees and of those who have applied for employment in several job categories: 1) Executive/Administrative/Managerial, 2) Faculty and other Instructional Staff, 3) Professional Non-Faculty, 4) Secretarial/Clerical, 5) Technical and Paraprofessional, 6) Skilled Crafts, and 7) Service and Maintenance [IIIA12.4, IIIA12.5].

Disaggregated hiring and applicant data is also used to assess gaps in hiring and applicant pools.

IIIA13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

IIIA13.1-AFT Full Time Contract Self Evaluation

IIIA13.2-AR 3150

IIIA13.3-AR 7360

IIIA13.4-AR 7365

IIIA13.5-BP 2715

IIIA13.6-BP 3150

IIIA13.7-BP 7365

IIIA13.8-Faculty Self Evaluation

IIIA13.9-Part Time Contract, Article XII

IIIA13.10-California Education Code

88080, 88081, 88087

Analysis and Evaluation

The College/District have designated and published ethical requirements of its employees including its Board of Trustees. Consequences for violating ethical codes are articulated for each employee group. The job of mainlining ethical standards is carried out through the evaluation process.

The College and District uphold a written code of professional ethics for all employees. Regulations (AR 7360 and 73650) have been put into effect for District employees who violate professional ethics. Administrative regulations on Discipline and dismissal specifically state that employees can be penalized or dismissed for the following causes: 1) Immoral or unprofessional conduct, 2) Dishonesty, 3) Persistent violation of or refusal to obey school laws of the state or reasonable regulations [IIIA13.3, IIIA13.4].

Board Policy (BP) 2715 sets forth the Board of Trustees Code of Ethics/ Standards of Practice. The BP also details out the Censure Policy for members who violate the Code of Ethics/ Standards of Practice [IIIA13.5]. SCCCD also has Board Policy 3150 Code of Ethics: Administrators. This regulation addresses definition of ethics, importance of ethics and expectations for Ethical Behavior [IIIA13.6]. Administrative Regulation 3150 also details the Rights and Due Process for Administrators regarding the Code of Ethics [IIIA13.2].

The AFT Full time contract lists maintenance of ethical standards in accordance with American Association of University Professors (AAUP) ethical standards and demonstration of a commitment to the profession (code of ethics) as part of each faculty evaluation [IIIA13.8]. The ethics requirement is addressed in the self-evaluation criteria [IIIA13.1].

Part time faculty members do not complete the same self-evaluation. Their contract states that they will be evaluated on maintaining ethical standards as a part of their evaluation [IIIA13.9, Article XII].

Classified members do not have a specific code of ethics but the CSEA contract does outline personal conduct (ethics) and identifies conduct that would call for disciplinary action. The Classified evaluation asks questions about Compliance with Rules, Public Contacts, Work judgements, and use of the Chain of Command. Finally, Education Code sections 88080, 88081 and 88087 cover the ethical purpose and practices of a Merit System [IIIA13.10].

IIIA14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The

institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

IIIA14.1-Cultural Competency Summit Program

IIIA14.2-Cultural Competency Summit Survey

IIIA14.3-Flex Day Schedule

IIIA14.4-Staff Development Proposal Form

IIIA14.5-Opening Day Spring Agenda Spring 2016

IIIA14.16-Sabbatical Presentation with layout v3

Analysis and Evaluation

The College supports and funds opportunities for professional development for faculty, staff, and administrators. Information and effective practices learned through professional development opportunities is shared with the College community and is used to make improvements.

The College designates funding each year for professional development through the budgeting process, providing a sum distributed by the Professional Development Committee. The Professional Development Committee reviews professional development proposals in which applicants are required to link their project to the College strategic plan and program review goals. The expectation after funding is that the applicant will distribute the information they learned to the wider College community [IIIA14.4].

Flex day activities are provided each semester and are coordinated through the Academic Senate Professional Development Committee. All faculty, staff, adjunct faculty, and administrators are invited to attend Flex Day activities. Examples of recent Flex Day presentations include:

- Integrated Planning 101: Know your EMP from your SP
- An Introduction to Seeking Grant Funds at SCCCD
- Active Threat Training
- LGBTQ Ally Training
- One Book/One College
- CANVAS Overview and Accessibly 101
- Accelerated Mathematics
- College and Center Governance
- Library Resources

[IIIA14.3]

Full time faculty members are eligible to apply for sabbatical leave upon satisfactory completion of at least six years of service in the District. Sabbaticals may be for research, travel, or programs of organized study. For example in 2016, a Mathematics Instructor was granted a semester sabbatical to research and make a plan for the implementation of a Stats Pathway [IIIA14.16]. This new Stats Pathway will be available for students beginning in 2017.

An example of one valuable Professional Development opportunity was the 2016 Cultural Competency Summit. This summit was “intended to support faculty and staff in their work of creating an inclusive campus environment, improving cross cultural communication and developing practices to enhance academic and personal success for all students” [IIIA14.1]. Workshops at the event included:

- Analyzing Misunderstandings Across Cultures
- Creating a “Calling In” Culture
- Intercultural Communication: Discussion Styles
- From Surviving to Thriving: First-Generation College Students and Academic Citizenship
- Reedley College Syllabus Review Workshop
- Supporting Men of Color for Academic Success

Those who attend flex day activities and events such as the Cultural Competency Summit are surveyed after the presentations. Surveys help the event coordinators assess the current and future topics for professional development planning [IIIA14.2].

Formal and information evaluation of the Cultural Competency Summit was so positive that College Council decided that Equity should be the theme for the spring 2017 Opening Day. The Cultural Competency keynote speaker Dr. Veronica Neal from De Anza College and Equity Syllabus Review presenter Dr. Megan Chase from USC Center for Urban Education were the headliners for the College’s equity-themed Opening Day [IIIA14.5].

IIIA15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

IIIA15.1-AFT Full Time Contract

IIIA15.3-CSEA_Agreement_Contract

IIIA15.2-AR7145

IIIA15.4-Managers meeting agenda

10.6.17

Analysis and Evaluation

Personnel files are kept locked and secured and only viewed by appropriate personnel and by the employee when requested. Administrative Regulation 7145 and AFT and CSEA contracts detail right of employees to inspect personnel records and detail the process to review files [IIIA15.1, IIIA15.2, IIIA15.3].

The College President’s office houses the official personnel records for faculty and administrators at Reedley College. They are stored in a locked cabinet in this secure office. Personnel files contain official evaluations, data, directives, and personal communications. The Office of Human Resources houses classified staff personnel records. The Human Resources Department also holds initial employment records, salary schedules, advancement information and other documentation from the District.

In order for faculty and classified staff to view their personnel files, the time must be mutually convenient to the employee and the District. It must be during normal business hours and the employees are released from duty to review the documents without salary reduction. A human resources staff member sits with the employee to review their file to make sure that nothing is removed or added. A union member may accompany an employee to review their file if desired or can review a file with the expressed written consent of the employee. Employees may also request that pertinent information or material that bears upon their position be added to their file. They may also request copies of all materials in their folder. Information of a derogatory nature may not be placed in a personnel file unless the employee has been given notice and the opportunity to review and comment. Those comments are filed in the official personnel file.

Human resources personnel regularly conduct trainings for managers on District and contract regulations regarding evaluations and personnel files [IIIA15.4].

IIIB. Physical Resources

IIIB1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

- | | |
|--|--|
| IIIB1.1-Ist2Know SCCCD Emergency Alert Messaging system | IIIB1.11-Facilities Master Plan Wayfinding |
| IIIB1.2-2015 Sidewalk Review | IIIB1.12-Facilities Modification Construction Request Form |
| IIIB1.3-CDC Potential Pesticide Usage List | IIIB1.13-Health Safety COA |
| IIIB1.4-DE Strategic Plan | IIIB1.14-PR Goal Planning Report-Distance Ed Goals 2016-2017 |
| IIIB1.5-Districtwide Facilities Master Plan Technology Policy Goal | IIIB1.15-SCCCD Measure C&E |
| IIIB1.6-Districtwide Facilities Master Plan | IIIB1.16-Schooldude |
| IIIB1.7-Emergency Procedures Poster | IIIB1.17-The SCCCD Injury and Illness Prevention Program |
| IIIB1.8-Facilities Modification Request Table | IIIB1.18 Timely Notification Bulletin |
| IIIB1.9-Facilities Committee Meeting Notes-Emergency Procedure | IIIB1.19-Verex Alarm Information Training |
| IIIB1.10-Facilities Committee Meeting Notes | |

Analysis and Evaluation

Reedley College assures safe, accessible, secure, and healthful working environments at all of its locations. The Reedley campus serves approximately 10,600 students per year on a 420 acre facility composed of 300 acre farm adjacent to the campus. The campus boasts 70 buildings totaling 317-172 square feet. The Madera Community College Center serves approximately 4,500 students, is comprised of a 50,000 square foot academic village complex housing a science, computer and art laboratory in addition to a 150 seat lecture hall,

classrooms, administration and faculty offices. Currently the campus facilities occupy 1,867 acres with 27 buildings on 86,494 sqft. The Oakhurst campus contains two distance learning classrooms, allowing connectivity to sister campuses, a science lab, a computer lab, a student success center, and an open computer lab. The District Construction Services Department works with Reedley College to identify, plan, coordinate, and implement construction and renovation projects to ensure facilities appropriately serve student needs and enhance educational programs. In 2012 the District, as part of its Districtwide Facilities Master Plan, established a Transition Plan to identify needed accessibility improvements and to provide a systematic approach to correcting known deficiencies. This plan included the creation of an Americans with Disabilities (ADA) Database which assists the District in recognizing, prioritizing, and tracking the progress of upgrades to the facilities to ensure compliance with ADA guidelines as well as Title 24 of the California Building Code. In 2016 State Center Community College District passed a \$485 million bond to address infrastructure and site improvements, modernization, technology upgrades, and an ADA component to address priority needs as identified on the ADA Database [IIIB1.15].

Maintenance

The District Construction Services Department is part of the District Operations team which includes Maintenance, Grounds, Transportation, Police, and Environmental Health and Safety. Each department within District Operations works together in a collaborative effort to ensure the facilities are safe, well-maintained, and upgraded to accommodate the changing needs of the students, faculty, staff, and academic and student services programs. The Construction Services Department assists the campus with ongoing needs for changes and upgrades to the facilities through the use of the campus wide Facilities Modification Request system [IIIB1.12]. These requests for modification are the mechanism used to improve or modify a space for distance education purposes to ensure access for all students. Distance education allows for the campus to increase instructional capacity and serve a diverse group of students. Technology upgrades such as improving fiber, increasing data & electrical capacity, modernization of instructional space and modifying existing unused spaces through the Facilities Modification Request system allows for increased instructional capacity and support services, and fosters student growth within the distance education model. When a need is identified, faculty and staff are able to submit a Request for Facilities Modification to their supervisor for approval and it is then reviewed and approved by the area Vice President and the Vice President of Administrative Services before being submitted to obtain a construction quote [IIIB1.8]. This process acts as a system of checks and balances to ensure the project meets the criteria to move forward.

The Maintenance and Operations Department has provided an electronic maintenance service request system, SchoolDude. The District has utilized this system to make our services more widely available to the Reedley College Campuses. Departments quickly and easily submit requests for service and repairs as well as track the status of their requests. The SchoolDude system also contains a Preventative Maintenance (PM) program. The PM program was developed to generate routine work orders for pre-emptive maintenance tasks that are due on a wide variety of equipment and building infrastructure, such as emergency power generators, HVAC equipment, plumbing systems, and fire and security systems. Scheduling preventative maintenance tasks and providing the SchoolDude system enables the Operations

department to ensure our campus is well monitored and maintained as we seek continuous improvement of our facilities [IIIB1.16].

Safety

Reedley College is committed to providing a safe and healthful work and educational environment that assures facility access. Additionally, the college with support of Maintenance and Operations is responsible for ensuring safety and sufficiency requirements as it pertains to the physical resources of the Reedley College campus. For example, in each Reedley College room a poster clearly articulates emergency procedures, and faculty and staff have been provided active shooter training <http://www.scccd.edu/departments/district-operations/index.html> [IIIB1.7, IIIB1.9,]. Lockset changes occurred to all rooms during the fall 2016 semester allowing instructors to lock and unlock rooms from the inside, increasing safety for students and faculty.

The Operations Department staff, Facility Committees, as well as outside agencies such as, OSHA, State of California, Air Pollution Control District, and other monitoring agencies conduct regular reviews. State Center Community College District (SCCCD) Department of Environmental Health and Safety's charge is to: 1) establish policies and programs designed to protect the health and safety of faculty, staff, and students; 2) provide information to faculty, staff, and students about health and safety hazards; 3) identify and correct health and safety hazards and encourage faculty, staff, and students to report hazards; and 4) provide information and safeguards for those on campus regarding hazards arising from operations at State Center Community College. The Department of Environmental Health and Safety is responsible for, and has developed and implemented, programs to ensure compliance with applicable local, state and federal health, safety, and environmental regulations and requirements.

The SCCCD Injury and Illness Prevention Program [IIIB1.17] provides routine facility inspections with follow up corrective actions. These include but are not limited to safety shower and eyewash stations, energized electrical panels, fire extinguishers, fire alarm pull stations, and emergency egress. The Injury and Illness Prevention Program contains the inspection protocols and safety procedures.

The Reedley College Health and Safety Committee [IIIB1.13] supports the College's Strategic Plan goals and objectives by actively promoting and supporting a healthy safe working and learning environment. The committee reviews the results of routine safety inspections and makes recommendations regarding facility and equipment maintenance, repairs, and improvements.

Grounds Services and Maintenance Operations are also responsible for overseeing safety and sufficiency requirements prescribed by the District Office and each campus. Facilities are subject to regular annual review such as the annual sidewalk inspection review [IIIB1.2].

SCCCD Grounds staff uses Integrated Pest Management practices required under the Healthy Schools Act for District Child Development Centers [IIIB1.3]. The Integrated Pest Management plan can be found on the District website. Grounds Services employees are

licensed by the State of California, Department of Pesticide Regulation, for the application of herbicides and pesticides.

The mission of the State Center Community College District Police Department is to provide a safe environment for the students, faculty and staff of each individual campus and satellite location of the District. The police department carries out this mission by providing a 24 hour dispatch center for police, ambulance and fire response. The dispatch center monitors panic buttons located in each office and classroom allowing dispatchers to listen into a classroom or office in an emergency situation. Dispatch also monitors an intrusion alarm system, CCTV cameras, and fire alarms for each campus so that police and fire can be made aware of an emergency issue quickly. The intrusion alarm system provides our dispatchers access to real-time activity within the buildings. This same system allows officers to review alarm activations and alarm trips post event while conducting a criminal investigation. Officers are present in vehicles, on foot, and as bicycle patrol. The District Police Department website is designed to provide the user with greater access to the Department's resources and services, coupled with links to specific interest websites. Statistical crime data, parking information and personal safety information is also available at <http://scccdpolice.com/>.

Crime or emergency alerts are issued through dispatch using a text alert system designed for emergency situations such as active shooter. Datatel is used for emergency notification system via text messaging [IIIB1.1]. This program is also used for email notifications of emergency alerts or "Timely Notification" bulletins to alert staff and students of potential on-going dangers to the population [IIIB1.18].

Campus security is monitored by the dispatch center in the District's Police Department. Verex is the primary system for monitoring building entrances and exits and selected rooms in order to maintain the integrity of a safe environment through identification of occupants and to allow or deny access [IIIB1.19]

Emergency notification for offices and classrooms is available through the VOiP telephone system. A separate radio-telephone system is used for exterior notification. Both systems are designed to be used by the Dispatch Center at the Police Department or, a secondary means if the Dispatch Center is unavailable to use the system, through remote access by either computer or smartphone for the VOiP system or a telephone call-in for the exterior radio system. Every phone on campus has the capability to create a two way communication to the dispatch center in the case of an emergency. The initial call is muted on the side of the communication center and allows for the safe relay of an emergency situation with the caller's safety in mind. This would allow a caller to advise the dispatch center of a potential dangerous situation as it occurs without alerting a potential violent or dangerous subject.

Access

In 2012 the District, as part of its District-wide Facilities Master Plan (FMP), established a Transition Plan to identify needed accessibility improvements and to provide a systematic approach to correcting known deficiencies. This plan included the creation of an Americans with Disabilities (ADA) Database which assists the District in recognizing, prioritizing, and tracking the progress of upgrades to the facilities to ensure compliance with ADA guidelines

as well as Title 24 of the California Building Code. The FMP also determines way-finding signage at each campus. The Reedley College Facilities Committee is responsible for implementation [IIIB1.11 pg. 53]. Signage on the Reedley campus was updated in fall 2016.

The SCCCD Construction Services Department assists the campus with ongoing facilities needs for changes and upgrades through the use of the campus wide Facilities Modification Request system. These requests are the mechanism used to modify a space for distance education purposes to ensure access for all students. Technology upgrades through the Facilities Modification Request system allows for increased instructional capacity and support services encouraging distance education student growth. When a need is identified, faculty and staff are able to submit a Request for Facilities Modification to their supervisor for approval. It is then reviewed and approved by the Vice President of Business before being submitted for a construction quote.

The Distance Education (DE) Committee as well as the Technology Advisory Committee oversee the analysis of the needs for distance education physical resources including the support of physical library resources for distance education students. Distance education supports access to the same services traditional students have access to. This includes physical resources, as reported in the Distance Education Strategic Plan Action Item [IIIB1.4]. Additionally, a SCCCD Facility Master Plan policy goal recommends the creation of a District standard technology deployment layout in Distance Learning Rooms, among other rooms [IIIB1.6, p. 49].

Within the Program Review process, programs report on distance education goals. Programs assess their individual needs for DE facilities and provide evidence for their claim. These requests are sent to the Technology and DE Committees to support the DE needs of each program [IIIB1.14].

In 2016 SCCCD secured a \$485 million bond to address infrastructure and site improvements, modernization, technology upgrades, and an ADA component to address priority needs as identified on the ADA Database.

IIIB2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

IIIB2.1-5-Year Scheduled Maintenance Plan 2016-2021

IIIB2.3-Technology Plan 2017-2021

IIIB2.4-Budget Committee Worksheet

IIIB2.5-Budget Development Planning Calendar

IIIB2.6-Building Services 2014 Program Review

IIIB2.7-Districtwide Facilities Master Plan Process

IIIB2.8-Districtwide Facilities Master Plan

IIIB2.9-Educational Master Plan

IIIB2.10-Schooldude

Analysis and Evaluation

Reedley College maintains all physical resources necessary to support its programs, services, and mission. State Center Community College District developed a District-wide Facilities Master Plan (FMP) in 2012 based on the needs identified in the Educational Master Plan [IIIB2.8; IIIB2.9]. The planning process for the FMP was highly participatory, engaging the many constituents of the District through various facilities committees which included faculty, administrators, students, and classified staff [IIIB2.7]. The Facilities Master Plan details recommended modifications for each campus, including on-site improvements, modernization projects and potential new buildings and is used to plan for new state and local bonds. The priorities in the FMP were reviewed and updated in the spring 2014 by the Reedley College Facilities Committee in anticipation of going out to the community for a bond. The review included discussions in multiple constituency governance committees to obtain the views and opinions from a broad spectrum of the campus community.

The Maintenance and Operations Department maintains an ongoing and adaptive Five Year Scheduled Maintenance Plan. This Five-Year Plan is a comprehensive list of facilities and/or equipment scheduled for replacement or major overhaul within the next five years [IIIB2.1]. The college has developed a 5 year capital plan to include campus projects that may not appear on the districtwide scheduled maintenance plan, such as classroom or office remodels. The Operations Department implemented an electronic preventative maintenance (PM) program called SchoolDude [IIIB2.10].

The Reedley College budget allocation process launched with the development of the 2014-2015 budget. The budget development process which include the Budget Development Planning Calendar and the Budget Request worksheets, were approved by all College governance groups and are being used throughout the College. It is through budget allocation that programs replace equipment and make requests for larger capital projects to be included on the 5 year capital plan prepared by the College [IIIB2.5]. The resource allocation process begins with individual program goal supported by data-driven quantitative, SLO, and qualitative information. Budget worksheets are submitted for verifications and audit of linkages to program review, strategic plan, and college goals [IIIB2.4].

Building services department was a component of the survey given by the Reedley College Administrative Services Division to evaluate its effectiveness from a faculty/staff perspective [IIIB2.6]. Results of this survey indicate that constituents feel the building services department meet standards, but feel they exceed standards regarding response time and approachability. Condition of classroom furnishings and cleanliness of restrooms were noted by many as needing improvement. Funding for classroom furnishings have been included in budget worksheets for resource allocation and resources approved in 2015-16 and 2016-17.

The SCCCD Operations and Maintenance Office maintain a database of facilities/equipment on campus and their relative condition to determine a replacement timeline. The Operation Department develops the annual Five-Year Equipment Replacement Plan of campus operation needs. ADA compliance, key issuance, ADA transition plans, new technical tools and input from staff is used. The District Operations Department is engaged in ongoing strategic planning. A five year scheduled maintenance plan employs a process of evaluating

each facility and allocating future funds to be used towards repairs, upgrades, and remodeling [IIIB2.1].

In response to distance education commitment and need, Reedley, Madera, and Oakhurst locations have a total of eleven rooms equipped with video conferencing equipment. Seven are conference rooms, which allow staff/faculty to meet without having to drive between facilities. Five lecture rooms support distance learning classes, where the instructor is at one site teaching students at remote locations that can include connections to any other site with video conferencing capability. Meeting rooms are equipped with Large TV panels and computers, with connections for laptops. Skype-Web Cam sessions are available in the Reedley Library Conference Rooms, Industrial Meeting room, and Forestry/Engineering/Math Meeting room [IIIB2.3]. The Oakhurst campus, specifically, has a large planned increase in DE. Phase 1 of improvements adds 5,000 square feet of DE area [IIIB2.9 pg. 141].

IIIB3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

IIIB3.1-5-Year Scheduled Maintenance Plan 2016-2021

IIIB3.2-Facilities Committee Operating Agreement

IIIB3.3-PR Goal Planning Report-Distance Ed Goals 2016-2017

IIIB3.4-Program Review Cycle 4 Handbook

IIIB3.5-BOARD AGENDA 1.12.2016

Analysis and Evaluation

Reedley College regularly assesses its facilities and equipment to assure feasibility and effectiveness of physical resources in supporting institutional programs and services. To document physical or operational deficiencies in each building a Facilities Condition Assessment is systematically conducted by the Foundation for California Community Colleges. This report generates an average life and costs of replacement estimate based on the date of construction or the last documented renovation of the building system. The information generated by the life cycle cost model, and modified by the site assessment, is used by the assessment team to calculate the repair and replacement cost of the particular facility. This information provided in these reports is reviewed and incorporated into the planning and development for each campus assisting in the determination of priority needs. Workload is quantified through the SchoolDude system by tracking the number of calls for service, man hours spent, and wait times for service. The Operations department is also engaged in routine Facilities Committee meetings (committee comprised of faculty, staff, and student representatives) [IIIB3.2]to discuss all aspects of facility maintenance, safety, and services as it relates to the continued support of the mission. The District and College Five Year Maintenance Plan is continually revised and executed [IIIB3.1].

The State Center Community College District (SCCCD) Department of Environmental Health and Safety inspects, tests, and certifies Reedley College's chemical fume hood ventilation systems located in the Math, Science, and Engineering and Health Science

buildings. The certification process is essential for the dispensing of chemistry, biology, and allied health programs, ensuring their program and service needs.

SCCCD participates in an insurance pooling Joint Powers Authority (JPA). The JPA consists of a Board of Directors and a Safety and Loss Control committee. The SCCCD Director of Environmental Health and Safety chairs the Safety and Loss Control committee, and on a routine basis, reviews insurance claim loss data from property, liability, and Workers Compensation programs [IIIB3.5]. This data is analyzed for trends at the campus level, and this mechanism of evaluation frequently results in facility and equipment improvements to ensure continuing quality of campus services. Examples include improved lighting, sidewalk replacement, and upgrades to the campus utility cart fleet.

The current program review process allows programs to identify their goals for growth and support in not only designated facilities goals but also in Distance Education goals, including facilities and equipment specifics. These goals are aggregated each semester and sent to the Facilities Committee Chair and Distance Education Coordinator who reports the goals to the Distance Education Committee. The committees discuss these goals and plan how to best support the programs' facilities and distance education needs [IIIB3.4,IIIB3.3].

IIIB4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

IIIB4.1-5-Year Construction Plan
IIIB4.2-5-Year Scheduled Maintenance Plan 2016-2021

IIIB4.3-DP2016 - MC-OC Equipment inventory - 5 year replacement plan
IIIB4.4-RC Resource Allocation Process Flowchart

Analysis and Evaluation

As new capital projects are constructed to meet the needs of the District, the Total Cost of Ownership (TCO) is evaluated and utilized in the determination process. The total cost of ownership model includes the design and building cost and the total cost to maintain and operate. When determining the TCO of a new capital project the routine maintenance, minor repairs, major modernizations (5-25 years), preventative maintenance, custodial services, supplies, grounds keeping, waste management, utilities, technology and life cycle cost analysis are scrutinized.

The District works with the State Chancellor's Office for ongoing planning and development and to identify long range needs utilizing the information provided in the Five-Year Construction, Scheduled Maintenance, and Equipment Plans as well as updates to Space Inventory [IIIB4.1, IIIB4.2, IIIB4.3]. These plans are updated and revised as needs are identified, modified, and re-prioritized for submitted to the state on an annual basis. All of the information is uploaded to the State Chancellor's Office through the Fusion website and is continually updated.

The Five-Year Construction Plan includes both local and state funded projects and is approved through the Board and due every year to the State Chancellor's office by June 30th. Potential state funded projects are submitted as an Initial Project Proposal (IPP) to the State Chancellor's Office and, once approved, are submitted as a Final Project Proposal (FPP) to the state to request funding. The College also maintains a 5 year Capital plan to include district scheduled maintenance projects and small campus projects such as classroom renovations or office remodels.

Long-range capital plans for the College include maintaining the adaptive Five-Year Scheduled Maintenance Program. This information, along with campus needs and budget considerations, provide for the construction of the Five Year Plan that is implemented as the budget allows and is updated and revised throughout each year. While planning repairs, remodels and upgrades, the total cost of ownership is considered.

The SCCCD Operations and Maintenance Office maintains a database of facilities/equipment on campus and their relative condition to determine a replacement timeline. The Operation Department develops the annual Five-Year Equipment Replacement Plan of campus operation's needs. ADA compliance, key issuance, ADA transition plans, new technical tools and input from staff is used. The College developed a resource allocation flow chart demonstrating the link between the Educational Master Plan, facilities master plan, technology plan and then the College goals, mission statement and strategic plan [IIIB4.4].

Measure E Completed Projects

The following projects have been completed and accepted, with financial details previously presented. These projects will no longer be detailed on future reports:

- Madera Health Fitness Center
- Reedley College New Classroom Building
- Oakhurst Portables
- Reedley College Old Residence Hall Demolition
- Fresno City College Old Administration Building Phase 3
- Madera Vocational Lab R. Reedley College Phase 1 Modernization Projects
- Reedley College New Residence Hall
- Reedley College Old Dorm Site Remediation
- Reedley College Modernization Phase 2: Technology Infrastructure

Measure C Project Status Reports - All Pending

- Life Science Building Modernization & Addition
- Ag Complex Modernization & Addition
- Fine & Performing Arts Center
- Academic Village Addition
- Center for Advanced Manufacturing Addition
- Site Acquisition & Permanent Facilities

IIIC. Technology Resources

IIIC1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

IIIC1.1-Technology Plan 2017-2021

IIIC1.2-DP2017 projects

IIIC1.3-MC-OC Equipment inventory - 5 year replacement plan

IIIC1.4-RC-WI Computer Services Program Review.docx

Analysis and Evaluation

Technology services support College operations, academics, and support services and has become essential to the daily activities of the educational institution. The College continues to move forward in the development and application of technology in support of learning. Technology goals, as presented in the Computer Services Program Review report, support the Reedley College Educational Master Plan (EMP), Strategic Plan (SP) and SCCC District Strategic Plan [IIIC1.4]. The five-year replacement plan and the software plan, as outlined in the Technology Plan, are fundamental in the annual action planning process. Replacing equipment on a regular cycle is crucial for the success of providing access to technology and supporting effective teaching and efficient work environments [IIIC1.1].

District Information Systems

The mission of Information Systems is to provide enterprise-level Information Technology (IT) leadership, implementation, and support to the District’s IT users. Information Systems responsibilities include Ellucian Colleague and WebAdvisor as the enterprise resource planning system (ERP) that manages student information, human resources and financials. Colleague is a comprehensive academic management system used by Admissions and Records, Student Services and Administrative Services to facilitate record keeping and the reporting of student, faculty, and staff activities and transactions. The District Information Systems Department supports Colleague by having a dedicated staff to maintain and update Colleague.

WebAdvisor, a web application for faculty, staff, and students, allows faculty to access current class rosters, submit census reports and grades, and monitor laboratory attendance. Students can access class schedules, add and drop courses, and check grades. WebAdvisor also supplements the Colleague platform by providing web-based student services such as registration, transcript requests, and grade reports. Staff use WebAdvisor to access personal data such as accumulated vacation time, sick time, time in service, and payroll stubs. SCCC is on release of Colleague and runs on HP servers that are upgraded on a scheduled timeline [IIIC1.2].

The District Information Systems (IS) department maintains the phone system Voice-Over Internet Protocol (VOIP) system by Cisco. All locations use VOIP. Email is provided via Microsoft Exchange environment that is tightly integrated with the Cisco VOIP system. It allows voicemails to be stored in Outlook mailbox, to be retrieved from any pc that has

access to the internet. Student email is Outlook 365, a cloud service that also provides use of Microsoft Office products to assist students with relevant software access.

The IS network group is responsible for planning, implementing, maintaining and troubleshooting the Wide Area Network (WAN) that connects all the locations. Internet access was upgraded in 2014 from a 1 gigabyte connection speed to 10 gigabyte connection speed. While the campus' physical connection to the internet is at the District office, the wide area network (WAN) distributes the access to the campuses. They are also responsible for maintaining the firewall, remote access (VPN), and CENIC data and video gateways for videoconferencing and e-mail handling.

Teleconferencing for complex video conferences is supported by District staff. Distance education classes and video conferences between multiple locations are included in the duties for teleconferencing. They also provide training and support for the equipment and operation.

The District helpdesk primarily supports Colleague, WebAdvisor and telephone concerns. Campus IT personnel are responsible for pc/network issues.

Reedley College Computer Technology

The Reedley College Computer Technology Department is under the direction of the Director of Technology. The Director reports to the Reedley College President. Currently the Director is responsible for Reedley College and Madera/Oakhurst Centers. There are currently ten (10) technical staff members reporting to the Technology Director.

Reedley College campus has approximately 1350 computers and 246 virtual stations available to students, staff and faculty. An "open access" lab is housed in the Library with seventy-six virtual stations and six computers to accommodate extended access, and additional nine "open access" virtual stations are located in the Student Center. The Veterans Center has three computers and a printer dedicated for veteran student use. Reedley has 35 computer labs each supporting specific academic programs. These computer labs have 1150 computers (desktops, laptops, tablets), and 246 virtual stations available for student use. The software available in the labs is a standard of Windows 7/10 with Microsoft Office 2013/2016 along with specialized programs to support specific disciplines. There are 58 media enhanced classrooms, with ceiling mounted projectors, computers, document cameras and wireless display support.

The Madera and Oakhurst campuses have approximately 762 computers available to students, staff, and faculty. 30 computer labs with 570 computers (109 desktops, 256 virtual stations and 196 laptops) are available for student use. Madera's open computer lab in the Library has 60 computers available for student use. There are 39 enhanced classrooms that are technology enabled with computers, projectors, and document cameras. There are 497 computers that are for staff and faculty use with 52 printers.

Distance Learning and Video Conferencing at Reedley College, Madera Community College Center and Oakhurst Center has a total of eleven rooms equipped with video conferencing equipment. Seven are conference rooms, which allow staff/faculty to meet without having to drive between facilities. Five lecture rooms support distance learning classes, where the

instructor is at one site teaching students at remote locations that can include connections to any other site with video conferencing capability. Meeting rooms are equipped with large TV panels and computers with connections for laptops. Skype-Web Cam sessions are available in the Reedley Library Conference Rooms (2), Industrial Meeting room, and Forestry/Engineering/Math Meeting room.

IIIC2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

IIIC2.1-Composition Sequence Program Review

IIIC2.3-Program Review Cycle 4 Handbook

IIIC2.2-PR Goal Planning- Technology Goals 2016-2017

Analysis and Evaluation

The College continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services. Instructional, student services, and administrative programs address technology needs and goals within their program review reports. Substantiated program review technology and distance education goals are forwarded each year to the Technology and Distance Education Committees for support in meeting their technology and distance education needs [IIIC2.2, IIIC2.3]. These Committees report out to the Program Review Committee at the end of the academic year as to the progress on goal completion. One successful example is the Composition Program's substantiated program review goal of converting a lecture classroom into a portable computer lab, which was completed in fall 2016 [IIIC2.1].

Computer Services maintains a five-year replacement of computers that are used by students and staff. This plan was initially developed in 2006 and continues to guide the systematic refresh of technology. Direct responsibility of technology planning at the Madera and Oakhurst campuses are included within this five-year plan. The planning cycle continues to be refined and now includes equipment with varying replacement cycles, printers, document cameras, projectors, servers, Virtual Desktop Infrastructure (VDI) equipment, network equipment, security cameras and other devices. The five-year cycle will continue to guide the replacement of staff pc's, laptops and virtual desktops. All of the student-access-computers located in the non-classroom areas have been switched to VDI stations (Student Center, Residence Hall Lab, Tutorial Center, Library Open Lab, Library Lobby, SARS Stations, and the Web Room), lengthening the time frame for replacement and reducing costs. Reedley, Madera, and Oakhurst have moved several classroom computers to Virtual Desktops.

IIIC3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

IIC3.1-1st2know SCCCED Emergency Alert Messaging system
IIC3.2-Technology Plan 2017-2021
IIC3.3-Employee Technology Authorization Request Form
IIC3.4-MC-OC Equipment inventory - 5 year replacement plan
IIC3.5-SCCCED Account Creation Process

IIC3.6-SCCCED Account Creation Workflow
IIC3.7-SCCCED Use Policy
IIC3.8-State Center Community District Terms of Use
IIC3.9-TAC Committee Operating Agreement

Analysis and Evaluation

Reedley College assures that technology resources at all campuses are implemented and maintained to assure reliable access, safety, and security [IIC3.4]. Reedley College has a dedicated staff that supports campus technology for students, faculty, and staff. The District and College staff members work closely together to provide support for all the educational and administrative needs of the campus. Reedley College's Computer Services Department oversees College-wide institutional and instructional computer and virtual desktop support, network connections, software installation, data services, audio visual, video conferencing, and distance learning.

The Technology Advisory Committee (TAC) supports the development of new technologies and reviews the 5 Year Replacement Plan for campus equipment [IIC3.9].

The District video conferencing system is used by committees and cross-functional groups to include staff meeting from distant campuses. The system also has the ability to link into the CENIC video conferencing system for statewide conferences, seminars and other meetings. The system allows for several simultaneous conference rooms to be connected at once.

In the counseling office, the Student Appointment and Recording System (SARS) application is used to schedule and track meetings with individual students. Electronic document imaging is accomplished using On-Base imaging to increase efficiency and responsiveness of Student Services, Financial Aid and Admissions & Records. The Learning Resource Center (LRC) uses the OCLC system to track all library books and materials throughout the District. The collection can be queried using dedicated PCs which provide catalog functionality. Numerous web site links provide connections to on-line research databases to which the school has license, and may be queried by currently-enrolled students. The LRC uses the Tiger One-Card system to convert dollars into printing credits for use within the Library Open Computer Lab and for the copy machines. The card also serves as the student body card, door entry card for the Residence Hall, and can also be used in the cafeteria to pay for meals.

The implementation of new technology into the traditional classrooms provides another opportunity for improving student learning. Distance education has evolved from the simple concept of video conferencing to multiple locations. Online classes are now the major focus of distance education. The College uses Canvas, and other online software components, which help in achieving success for online and traditional face to face classes.

Computers in offices, classrooms or public areas connect to the internet via Cat5/Cat6 network cable or via wireless that is provided by the I.T. Department (RC Technology Plan) Domain devices with wireless capability authenticate to “SCWifi-Staff”. Wireless access by staff for connection of personal devices, requires a valid account and password. Student owned devices access “SCWIFI” this connection requires a valid student ID and password. “SCWIFI-Guest” access is for use on campus for persons who are visiting. Password is required and is available on request. RC has 94 access points on campus. MCCC has 50 access points on campus. OCCC has 05 access points on campus.

Reedley College uses Dell AppAssure for backup. It is a hard drive based backup running every 4 hours Sunday through Saturday. The information is stored on array of hard drives. Safeguards is a collaborative effort between the DO IT department and all the campuses’ IT department. Administrative rights are only given to appropriate individuals. Terminated employees’ account are restricted to only have webadvisor login. Fresno City College (a sister school in the State Center Community College District) has a software that audits the Reedley College domain. Reedley College and it’s centers utilize Sophos anti-virus/malware. Sophos catches most security concerns. If the malware does get through, Reedley College and center techs use Malwarebytes to manually scan the workstations. Firewall protection is provided from the State Center Community College district office. WiFi also has firewall configured so that student and guest access are restricted to only Internet. Service level agreements such as Ellucian, Community College collaborative systems, Canvas, Web Pages/Portal, Instructional Software Online, Library programs, Anti-Virus and Email filters; each have different parameters for service [IIC3.7, IIC3.8].

Reedley College is moving from pc’s and laptops to virtual desktops with approximately 25 *percent* completed. Madera Center moving from pc’s and laptops to virtual desktops with approximately 60 *percent* completed. Oakhurst Center is 90 *percent* virtual desktop. Disaster recovery for enterprise level service are defined and supported at the district office. For Reedley College and Madera Center disaster recover main distribution frame (MDF) or server room locations have battery backups with generator support. Independent distribution frame (IDF) rooms have uninterrupted power supply (UPS) installed for switch protection safety. The Oakhurst Center has UPS support in the MDF and IDF. To provide another level of safety students and staff are on different networks and the WiFi access for students and guests are on a network that has limited access.

Reedley College does have an instructional lab in PHS 352 that is V-LAN’d to prevent student interference with operational network. The District Enterprise System is Ellucian Colleague. Ellucian acquired the Enterprise product Datatel in 2012 which SCCC was already using, and renamed it Colleague. Using the SCCC Technology Access Form [IIC3.3] account access is routed through the district office after the request is generated at the college or center level. The detailed process and work flow can be found in the SCCC Account Creation work flow [IIC3.5, IIC3.6). Emergency notification system is handled by the SCCD district office [IIC3.1].

IIIC4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

IIIC4.1-2017 Technology Student Survey
Response form
IIIC4.2-Flex Day Fa2017

IIIC4.3-Instructional Resources
IIIC4.4-Tracdat Training Flyer

Analysis and Evaluation

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The Technology Survey issued spring 2017 accessed the needs of technology training for students and personnel. The information guided the delivery of technology training in following semesters [IIIC4.1].

Specialized asynchronous training is available to all California Community College faculty through professional learning network (PLN). The adoption of new technology and systems precipitates the need for many of the trainings offerings. With the introduction of each new piece of technology the College provides training to faculty, staff and or admin depending on the need. The selection of TracDat and Curricunet necessitated faculty, staff and admin trainings on each of these programs [IIIC4.4]. After the adoption of Canvas by the OEI and SCCC pilot period, the District and College began a rigorous training schedule on Canvas. Interwoven in these trainings were subjects such as accessibility, course design, and building student relationships using the course management system. Once the faculty-led decision to adopt Canvas was made in spring 2016 the District supported three summer trainings in which Canvas employees were brought in for six hour trainings of faculty, staff, and administrators. Adjunct faculty were provided schedule C compensation for attending these trainings. Individual training continued during the fall 2016 District-wide transition between Blackboard and Canvas. Monthly Saturday trainings were conducted between the three Colleges (Fresno City College, Reedley College and Clovis College) as well as campus trainings provided by the Instructional Designer. As requested, the instructional designer conducted staff and administrative trainings on Canvas. The efficacy of these trainings can be seen in the increased adoption rate of Canvas over our previous LMS, from 40% usage to over 60% usage with Canvas. To support students during the Canvas training Reedley College Tutorial Center tutors were trained in Canvas and provided basic support in navigating the LMS. A basic student orientation was created within the Canvas LMS and instructors provided a link to embed in their course or send to students. Reedley College campus and the campuses of Madera Community College Center and Oakhurst Center, offer numerous technology training classes during the spring and fall faculty flex days [IIIC4.2].

Additionally, staff development funds are available to faculty and staff for off campus travel. Funds are allocated through an approval process by the staff development committee [staff development committee long form and short form]. This allows for participation in

technology training conferences and workshops that are not yet offered on site. Staff development is funded with Lottery Funds and Perkins funds.

Online asynchronous distance education trainings are available to all faculty within the District Canvas LMS. Topics include accessibility, creating online assessment, and designing an online course. An instructional resource Canvas shell provides trainings resources on a breadth of organic topics including instructional videos, captioning, and student communication strategies [IIC4.3].

Distance Education courses have been enhanced by the addition of Distance Education Coordinator (faculty position) and an Instructional Designer (faculty position). Multi-site classes utilize video conferencing technology. Classroom content is enhanced by video recording lectures. Video capture is facilitated by use of Camtasia software. The recorded video is then posted to the College's multimedia server and links are used from Canvas for student access. Instructional tutorial videos are provided to faculty for this process as well as the process of embedding instructional videos into the Canvas LMS.

IIC5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

IIC5.1-AR 6535

IIC5.2-DE Strategic Plan

IIC5.3-MC-OC Equipment inventory - 5 year replacement plan

IIC5.4-Smarter Measure Summary Report
DE Strategic Plan

Analysis and Evaluation

Beginning summer 2017 the District began use of Quest for student success which includes the Smarter Measure Assessment Technology [IIC5.4]. The results of these measures helped to inform the use of technology in the teaching and learning process. Prior to a faculty member teaching a course online they must complete a certification program offered online at <https://scccd.instructure.com/courses/20784> for any faculty including adjunct faculty.

The purchase of any new technology is guided by AP 6535 [IIC5.1]. Any faculty teaching a Distance Education or hybrid course must use the district adopted LMS Canvas. Students enrolled in the distance education or hybrid courses are authenticated through the course LMS integration with the College's student information system. The campus wireless network has been segregated into multiple virtual networks to control access to resources by device type and authentication. See III.C.3 for a detailed explanation.

The Reedley College Distance Education Strategic Plan includes recommendations for program and course development processes for online courses [IIC5.2]. The Distance Education Strategic Plan provides distance education policies for institutional support, student integrity and authentication, faculty readiness, teaching and learning, accessibility and security, program review, and student support. Technology resources are guided by the technology resource allocation guide is decided in part by the five-year technology

replacement plan [IIIC5.3]. As indicated by the excerpted quote found below in the introduction section of the SCCC use policy guides faculty in technology use: “State Center Community College District (“SCCCD”) owns and operates a variety of computer systems for use by its faculty, students, and staff. SCCC encourages the use of its computer systems for education, academic development, public service, and other educational related purposes. When using SCCC computer systems, all users are required to abide by the rules of this Policy and use the system in an ethical and lawful manner.”

IIID Financial Resources

IIID1. Financial resources are sufficient to support and sustain student learning programs and services and improve institution effectiveness. The distribution of resources supports the development, maintenance, allocation, and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

IIID1.1-BOT Approved 1.14.2014

IIID1.2-BP 6200

IIID1.3-Budget Committee Survey

IIID1.4-Budget Development Flow Chart

IIID1.5-Budget Worksheet Survey

IIID1.6-District Integrated Planning

Summary-Human Resources

IIID1.7-General Fund Carry Over Worksheet

IIID1.8-Integrated Planning Model

IIID1.9-MCCC-OCCC grant worksheet

IIID1.10-RC Budget Principles

IIID1.11-RC Grant Worksheet

IIID1.12-RC HR Staffing Plan

IIID1.13-RC Strategic Plan 2012-2016

IIID1.14-SCCCD Budget and Resource Allocation Model

IIID1.15-SCCCD DRAM

IIID1.16-Strategic Plan 2017-2021

Analysis and Evaluation

Sufficient Financial Resources

The District’s financial support is largely from State of California apportionments, which incorporate into one system-wide formula the State Center Community College District’s general fund allocation, property taxes, categorical funding, enrollment fees, Education Protection Act funds, and other state funds. The key component of apportionment is the calculation of full-time equivalent students (FTES). State Center Community College District resident FTES reported for the 2015-16 fiscal year was 29,194. Based on information current at the time, the District combines an estimate of state revenue with an estimate of miscellaneous revenue in order to determine the total allocation available for District distribution to all Colleges.

General fund allocations are distributed to the Colleges through the District’s allocation model adopted by the Board of Trustees [IIID1.14]. On May 13, 2011, a memorandum went to the newly formed District Resource Allocation Model Taskforce informing the group of their charge to develop and recommend to Chancellor’s Cabinet and the Chancellor a District Resource Allocation Model for future resource planning and allocation decisions. The group transitioned from a taskforce to a committee in spring, 2012. In fall, 2013, the District Budget and Resource Allocation Advisory committee (DBRAAC) and constituent groups

approved the model [IIID1.15]. In January 2014, the Board of Trustees approved the model to be implemented in the 2014-15 fiscal year. In May 2014, under the guidance and direction of the Interim Chancellor, the Districtwide Resource Allocation Model (DRAM) was modified because the adopted model did not provide stable funding, and as such the campuses were not sufficiently funded. The modified model provides for base funding equal to last year's allocation plus additional funds to cover new costs. The District allocates remaining funds available to the campuses on an FTES basis. The Interim Chancellor presented the modified model to DBRAAC, which approved it by acclamation. It was evaluated during the 2014-2015 fiscal year. The campus presidents also presented it to their constituent groups. In September 2014, the Board of Trustees approved it with the adopted budget and implemented it in the 2014-2015 fiscal year [IIID1.1].

The allocation model is reviewed annually and modified based on recommendations developed from survey feedback and vetted through the participatory governance process and approved by the Board of Trustees [IIID1.5]. This annual review ensures that funding is sufficient to cover all on going expenditures and build or maintain adequate reserves per Board Policy 6200 [IIID1.2]. Additionally, the model is considers how the Colleges have evolved, and is responsive to the changes that will occur in the future. The model is objective, reasonably applied, flexible and responsive, widely communicated, adequately documented and perceived as equitable.

The District Resource Allocation Model manages general fund revenues to ensure that they are sufficient to cover on-going general fund expenses while building adequate reserves. The District acknowledges difference between the Colleges and recognizes the Colleges' need to direct their resources based on their own plans and objectives. The allocation model provided funding for Reedley College, which consists of Reedley College, Madera Community College Center, and Oakhurst Community College Center is sufficient to support its existing financial commitments. The 2015-16 general fund budget of \$49,871,626 is comprised of district fund allocation of \$37,517,536 in unrestricted funds and \$12,354,090 in restricted funds. Reedley utilizes college strategic goals, mission and vision, and substantiated program review goals in resource allocation. Financial integrity and stability are assured by adherence to SCCCD Board Policy direction [IIID1.10, IIID1.2]. Recent increases in categorical funding (Grant Worksheets) have been instrumental in increasing support for student services, student outreach, and instructional equipment [IIID1.11, IIID1.9]. With the increased state funding, Student Success and Support Plans and Student Equity Plans were implemented in FY 2014-15 and FY 2015-16. This funding has greatly enhanced Reedley College student outreach and overall student support services, consistent with the 2013-2017 Reedley College Strategic Plan goal 1 (to increase *Student Success*) and goal 2 (to provide *Student Access*) to obtain their educational goals and the 2017-2021 Strategic Plan goal 2E (maximize resources (financial and other)). Additionally, the College actively seeks grant funding, industry partnerships, and donor funding to supplement learning programs, student scholarships and facilities improvements.

Over the past four years, Reedley College has made a continual investment in Distance Learning for staff and technology, as seen in need to compile table of dollars. The program resides under the Vice President of Instruction and includes an Instructional Designer, a 20% release for a Faculty Distance Education Coordinator, Online tutoring support through

SmartThinking, NetTutor, and Atomic Learning and video capabilities through licensing with Camtasia. The Faculty Instructional Designer/Distance Education Coordinator became a full reassigned time position, so that one faculty could focus on this important job and support colleagues to the full extent. In 2015, the College remodeled two unused photo development lab classrooms to become Distance Education Classrooms. Professional development for all faculty, full time and part time, is encouraged. Our Instructional Designer developed a 40 hour modular training to teach Distance Education techniques. Successful faculty receive a certificate of completion at the end of the training. These investments underscores the College's commitment to student learning and is aligned with the Reedley College 2013-2017 Strategic Plan goal 3 (to provide the highest quality instructional programs utilizing current and emerging instructional methods that focus on student success) and 2017-2021 Strategic Plan goal 1 (Excellence in Education: a) Instructional Services and b) Student Support) [IIID1.13, IIID1.16].

Planning and Financial Integrity

College and District planning processes emphasize the maintenance of appropriate reserves. The College appropriates resources to programs each year based on the allocation received from the DRAM, but additionally continually evaluates their operational expenditures to determine actual versus budget. In February/March the Administrative Services office presents to Presidents Cabinet (PC), who discusses with Presidents Advisory Cabinet (PAC), a forecast of any potential unspent funding that could be redirected for strategic initiatives. Funding may then be directed to project identified and to contribute to the College carry-over/reserves. In 2015-16 the College appropriated \$795k in carry-over to be applied to a facilities match for a Child Development Center FPP that was at the state in anticipation of the State Bond passing in November, 2016. Remaining College carry-over was added to the College reserves, as indicated in the 2015-16 General Fund Carry-Over Worksheet [IIID1.7]. This process is completed annually to maintain fiscal integrity and stability of resources.

Distribution of Resources

The Reedley College Budget Committee provides an overview of the annual planning and budget development process in the Reedley College budget principles, guidelines, and priorities. As a result of a recommendation from our 2011 accreditation visit, the College implemented an integrated budgeting process which was piloted in 2012-13 and implemented to develop the 2014-2015 budget. The budget development process, which includes the Budget Development Planning Calendar and the Budget Request Worksheets, were approved by all College governance groups and are being used throughout all campuses. The Integrated Planning Model shows how the process is fully integrated from Reedley College's Mission, Strategic Plan, EMP and Vision 2025 to Program Review, which are the key drivers in the planning process, but also integrate Reedley College Human Resources Staffing Plans [IIID1.8]. All educational programs, student support services, and administrative departments are required to complete a budget worksheet annually. Resource requests for operational or discretionary resources including instructional supplies, equipment, and technology are included on the budget worksheet at the program level and are routed and reviewed by Department Chairs, then Deans Directors or Managers, to Vice Presidents. The worksheets are compiled by Administrative Services for Budget Committee review, questions, or comments. The Reedley College Human Resource Staffing Plan provides a plan on how to

approach the staffing at the College and all of its locations. This plan is aligned with the SCCC Human Resources Staffing Plan [IIID1.12, IIID1.6]. The College looks at specific data to guide staffing decision making. The Budget Committee incorporates staffing requests from the Human Resources Staffing Plan into budget development, which is the basis for development of the final budget [IIID1.4]. A final budget recommendation is then made to PAC and PC and ultimately it is presented to College Council and then the President for final approval. In support of continuous quality improvement, the budget committee operating agreement is reviewed and the budget development process is assessed and evaluated annually to provide an effective and efficient process. A survey to constituents is sent annually to provide feedback. As a result of the survey and suggestions from committee members during the budget worksheet review, improvements are made and noted in 2015-16 Budget committee summary of progress, improvements and challenges [IIID1.3]. The next steps discussed are to incorporate categorical and grant funding to follow a similar process. The budget committee is also emphasizing budget monitoring and has been training and providing tools to budget managers to assist in managing their budgets.

IIID2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

IIID2.1-Board Budget Summary Session 2.17.15	IIID2.4-Integrated Planning Model
IIID2.2-Board Budget Update Minutes 5.5.15	IIID2.5-RC Budget Principles
IIID2.3-Budget Development Flow Chart	IIID2.6-Strategic Plan 2017-2021
	IIID2.7-Vision 2025
	IIID2.8--Reedley College Budget Process

Analysis and Evaluation

Financial Planning

The Reedley College Mission and goals clearly defines the broad educational goals of the College [IIID2.6]. The College mission, vision, and goals are the result of dialogue and collaborative efforts and reflects a strong commitment to student learning and success, to educational quality, workforce development and to the needs of the local community. The institution’s mission and goals are the foundation of the decision-making process for financial planning. The central focus begins with emphasis is on linking financial planning to funding programs and services that are congruent with achievement of institutional goals and objectives. These goals are developed through integrated planning processes including the Mission, Vision 2025, Educational Master Plan, Strategic Plan, and Program Review recommendations, as indicated in the Reedley College Integrated Planning Model [IIID2.4]. Budget request recommendations, and these goals directly support the College’s mission. Budget Worksheets are completed by all programs and are routed and reviewed by all department chairs, Deans, Vice Presidents and the President, as indicated in the Reedley College Budget Development Planning Calendar Flowchart [IIID2.3]. Budget worksheets requests link needs with program review goals and strategic planning goals. These requests

are routed to the budget committee to review and make recommendations for funding to Presidents Advisory Cabinet, Presidents Cabinet, and College Council. The College President reviews the recommendations and requests and makes a final decision.

The College Budget Guidelines identify the factors involved in the budget process [IIID2.5]. Maintaining a balanced budget each fiscal year and maintaining a 3% college reserve, while supporting student success, program growth and Vision 2025 are key elements in these guidelines [IIID2.7]. The past fiscal allocations have appropriately funded growth and support the achievement of institutional plans and the College's mission and goals. State apportionment primarily funds the necessary operating costs of the College, including the cost of all full-time faculty, staff, and administrators.

The District's Office of Finance and Administration is responsible for ensuring that the District, Colleges, and Centers' management of state funds comply with existing laws and regulations defined by the Education Code, Title 5, and the Budget and Accounting Manual issued by the State Chancellor's Office. In addition, the District and the College manage funds received from federal government resources and from private sources according to the respective funding agency's fiscal requirements. Due to the State of California's annual legislative budget appropriation cycle and the very real potential of annual appropriation variances and unknown economic factors, the College and District use conservative resource projection models. Financial planning at the College level is an ongoing process subject to adjustment as funding dictates.

Financial Communication

Each fiscal year as part of the budget development process, the district Vice Chancellor of Finance and Administration presents a detailed report to the Board of Trustees outlining anticipated financial projections, state budget details, the impact of facilities construction, the impact of future collective bargaining negotiations, and a variety of other factors that could affect District budget resources. In this manner, the Board gains an overview of the current and expected finances of the District. The District and the College submit final budgets to the Board for approval.

The California Code of Regulations requires the State Center Community College District to schedule for adoption the district's tentative budget on or before July 1 and subsequent adoption of a final budget prior to September 15. In addition, the District must hold a public hearing prior to the adoption of the final budget with appropriate publication in a local newspaper, making the proposed budget available for public inspection. All College budgets are available on the State Center Community College District website: www.scccd.edu. A quarterly financial report is available for trustee and public examination. The Board also archives documents for future reference. This open access and public scrutiny encourages realistic assessment of expenditures at the time the District constructs the budget. The District provides financial information throughout the institution at the District, College, and Center levels. The District e-mails its budget development calendar and end-of-year deadlines to all budget managers each year in order to provide sufficient timing to support institutional and financial planning and management. The internal budget development and approval processes of the College and the District and the general dissemination of

information result in an awareness of financial information among direct participants in these processes.

To ensure that board members have a thorough understanding of the budget process, the State Center Community College District Board of Trustees has identified specific board meetings throughout the year for workshops and discussion of budget-related training and issues. These meetings are open to all members of the community including district administrators, faculty, and staff. The Board holds these meetings approximately three times per fiscal year and more often as needed. The meetings include an overview of the State Center Community College District budget history and development process [IIID2.1, IIID2.2].

Each year the District presents the annual budget to the Board of Trustees for discussion and approval in a public hearing. The District publishes notice of the hearing in local newspapers. After the hearing, the Board takes action to approve a tentative budget by July 1 and adopt a final budget by September 15th. A public record of these approvals is available to the College and the greater community on the board's website, where the Board also archives documents for future reference. In addition, all College budgets and quarterly financial reports are available online and trustees as well as the general public can examine them. This open access and public scrutiny encourage realistic assessment of expenditures at the time the District constructs the budget.

At Reedley College, the state of the budget and associated issues are a standing agenda item at the President's weekly cabinet meeting. The Administrative Services office holds monthly budget meetings with various departments and programs. The Vice President of Administrative Services provides budget review and training at President Advisory Cabinet meetings to keep Directors, Deans, and VPs abreast of the overall financial status of the College [IIID2.8]. Regular reporting to the college governance throughout the budget development process. Once the final budget has been approved, the office of Administrative Services finalizes the budget worksheets with funded items and budget committee comment and distributes them back to VPs, Deans, and Programs to complete the loop of information. Additionally, once the budgets have been approved by the Board, the District Office loads the budget into our system of record, Ellucian DatTel. All budget managers have real-time online access to department budgets and year-to-date account balances via WebAdvisor. Budget managers monitor their budget versus actual on a monthly basis.

IIID3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

IIID3.1-RC Budget Principles

IIID3.2--Budget Development Flow-Chart

Analysis and Evaluation

Financial Planning and Budget Processes

The institution's mission and strategic plan are the foundation of the decision-making process for financial planning. At the College, emphasis is on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives. The College develops these goals through integrated planning processes including the Educational Master Plan, Strategic Plan, Staffing Plan, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Facilities Master Plan, Technology Plan, Program Review recommendations. These goals directly support the College's mission. The College develops these through dialogue and collaboration among all constituencies. In addition, the College links the Board of Trustees Approved Budget, Local Bond Funding for Capital Improvement and District and College Lottery Decision Package Funding to short-term and long-range financial plans.

Participation in Budget Development

At Reedley College, institutional planning processes and the collaborative decision-making process help to establish priorities among competing needs and assist with predicting future funding. Budget processes for financial planning and budget are recorded in the RC Budget Principles, Guidelines, and Priorities and posted on Blackboard in Budget Committee [IIID3.1]. Each fall, the campus community begins the process for financial planning and budget development with the collaborative efforts of administrators, faculty, and staff. Budget Worksheets are completed from the ground up by all programs and are routed and reviewed by all department chairs, Deans, Vice Presidents and the President, as indicated in the RC Budget Development Planning Calendar Flowchart [IIID3.2]. As an example, the Aero budget worksheet is completed by the faculty who teach in this program, it is then forwarded and discussed with the department chair. It is then routed to the Dean of CTE to review and discuss before it is forwarded to the Vice President of Instruction for review and discussion. It is then sent to Administrative Services office for consolidation with all program worksheets for the budget committee to review. All budget worksheets requests link needs with substantiated program review goals and strategic planning goals. Through the collaborative decision-making process, budget committee comprised of a broad spectrum of constituents evaluates prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements. The Budget Committee makes recommendations for funding to Presidents Advisory Cabinet, Presidents Cabinet, and College Council. The College President reviews the recommendations and requests and makes a final decision.

Additional documentation of processes for financial planning and budget decisions are available in RC Budget Committee minutes, College Council Minutes, Board of Trustees Minutes, and the published Tentative and Final State Center Community College District Budget Book. These documents are available in hard copy in the Vice Chancellor of Finance and Administration's office and the Office of Administrative Services' office. They are also available on the State Center Community College District website and the College Blackboard Budget Committee site. Once the budgets have been approved by the Board, the District Office loads the budget into our system of record, Ellucian, DataTel. All budget managers have real-time online access to department budgets and year-to-date account balances via WebAdvisor. Budget managers monitor their budget versus actual on a monthly basis.

IIID4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence

IIID4.1-MCCCC-OCCCC grant worksheet

IIID4.3-RC Grant Worksheet

IIID4.2-RC Budget Principles

Analysis and Evaluation

Financial planning at the District level starts with the Vice Chancellor of Finance and Administration's funding projections, which he bases on an estimate of state funding. These funding projections provide the basis for budget planning for the District and each of its Colleges and Centers and reflect a conservative yet realistic assessment of funding from the state. Our District has also set monies aside in anticipation of the escalating STRS and PERS increases. The passage of Measure E in 2008 and Measure C in 2016 allow the College to maintain levels of access to education, technology, and equipment. Students benefit from Reedley College's continual support of programs that enhance retention and academic success and increased transfer rate and graduations. The State Center Community College District Grants Office investigates additional financial resource development. In addition, the College President, Vice Presidents, Deans, and Directors have written grant proposals with guidance and technical assistance from the District Grants Office staff and consultants. Some examples of grant-funded projects at Reedley College include the following:

- Student Support Services (SSS-TRIO) grant that provides for counseling and advising for high risk transfer students;
- Science, Technology, Engineering and Math (STEM) grant;
- Fresno County and Tulare County CalWORKS grant to assist CalWORKS recipients who attend Reedley College,
- Child Development Training Consortium grant to assist students to obtain a new or renewed Child Development Permit;
- and a Career Advancement Academy (CAA) grant that provides career technical classes with contextualized math instruction.

Reedley College is a recipient of funding from the Perkins Act for its career technical education programs; State of California Lottery funds, and grants or allocations for Basic Skills which helps fund the Tutorial Center and Counseling Department, Credit Matriculation, Disabled Students Programs and Services, BFAP (financial aid), CalWORKS/TANF, and the State Center Community College Foundation Mini-Grants program. Others as identified in the 2015-16 Grant Worksheets [IIID4.1, IIID4.3]. Reedley College has been extremely conservative and achieved its goal to establish and maintain fiscal stability by keeping a balance budget with reserves that exceed the 3% benchmark, as indicated in the RC Budget Guidelines [IIID4.2].

IIID5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial

decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence

IIID5.1-RC Approval Hierarchy
IIID5.2-RC Budget Principles

IIID5.3-SCCCD 2015-16 Financial Audit Report

Analysis and Evaluation

Financial Integrity and Internal Control

The District's financial management system utilizes the chart of accounts to ensure financial integrity and the responsible use of financial resources. The California Community Colleges State Chancellor's Office promulgates this chart of accounts through the Budget and Accounting Manual. To ensure that District budget expenditures fall within the adopted budget or board-approved revisions, the following control mechanisms are in place:

- A financial accounting system that provides budgetary control and accountability
- A budget control department that performs due diligence on every financial transaction
- An accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed
- A position control system through Human Resources to ensure that the District approves and budgets for all full-time positions
- A procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures
- A purchasing department that oversees adherence to purchasing policies and procedures
- Board of Trustees oversight of purchases, contracts, and hiring decisions
- Independent auditors who verify that safeguards are in place and who follow consistent and thorough investigation processes set forth in the California State Audit Manual.

The District uses the requisition and purchase order process in order to monitor and evaluate all proposed expenditures that its Colleges, Centers, and District support service departments submit. Some purchases require a contract between the District and the proposed vendor. The SCCCDC Chancellor delegates initial approval of all contracts to the district Vice Chancellor of Finance and Administration. The Board of Trustees reviews and votes on contracts and agreements over \$15,000 for public works and \$84,100 for goods and services during scheduled public sessions. The District will not process requisitions, purchase orders, and vendor payments involving a contract until an approved contract is in place.

Reedley College's Office of Administrative Services is responsible for aligning the College's process with District procedures and state regulations. The College follows the same procedures as the District. Faculty and staff initiate purchase requisitions which must pass through an approval process involving the Directors/Managers, Deans, Vice Presidents, and the President in accordance with the RC Approval_Hierarchy flowchart [IIID5.1]. The District Purchasing Department processes the purchase orders. As requisitions are created at

the department level, Reedley College department budget managers ensure that funds are available for the purchase by using WebAdvisor or report manager. If a budget transfer is necessary to ensure funds are available, the budget manager prepares the appropriate entry and forwards to the Office of Administrative Services to enter. Upon completion of the budget transfer, the requisition continues through the appropriate approve hierarchy. Additionally, budget managers and Reedley College's Administrative Services Office analyzes the expenditures monthly to ensure that the College does not overspend.

In the February, the Office of Administrative Services, evaluates budget versus actual and forecasts any potential opportunities for carryover dollars. If carryover dollars are identified, the College Presidents Advisory Council (PAC) begins the Strategic Initiatives Process identified in the RC Budget Guidelines, Principles, Priorities [IIID5.2]. Requests to redirect funding for Strategic Initiates follow a process that mirrors the budget development worksheets.

The District ensures that it disseminates financial information in a dependable and timely manner, the District Vice Chancellor of Finance and Administration submits financial reports to the Board of Trustees on a regular basis. In addition, the District is required to submit financial information to the State Chancellor's Office through the quarterly Community College Financial Status Report (CCFS-311Q) and the annual Community College Financial Status Report (CCFS-311).

Each year the evaluation of three years expenditure history and current fiscal years is the starting point in the budget development process. Analysis of the prior year's fiscal expenditures is an effective tool for identifying current and future fiscal needs.

The District Vice Chancellor of Finance and Administration reviews the year-to-date financial status of the District and Colleges at weekly district-wide finance and administration meetings. The Vice President of Administrative Services is the Reedley College representative at these meetings where they discuss financial activity, revenue or expenditure trends and take appropriate action, when applicable.

The Reedley College Vice President of Administrative Services, Vice President of Instruction or Student Services are representatives on the District-wide Information Systems Priority Committee, where they make recommendations for changes, additions, or deletions to the various Datatel modules. The District Director of Finance, District Director of Information Systems, and the Information Systems Priority Committee evaluate and prioritize suggestions and ideas to improve the financial management system. The committee holds these meetings on a monthly basis. If the management system needs changes or modifications to improve its functionality, the committee makes these changes and provides applicable notification and training to the end line users of the system.

Audit Findings

As stated above, an independent firm audits the District each year and evaluates internal controls. As part of obtaining reasonable assurance that the District financial statements are free of material misstatement, the auditors perform tests of the District's compliance with

various provisions of laws, regulations, contracts, and grants. The District discloses results of such tests in the auditor’s report. This feedback is immediate, and the District implements recommendations within the next audit cycle. Each College has input on the recommendations that are made. Funds are allocated in a manner that realistically achieves the College’s stated goals for student learning. The Chancellor’s Cabinet engages in an extensive collaborations concerning resource allocation to all Colleges, and emphasizes the importance of a transparent model and process [IIID5.3].

IIID6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence

IIID6.1-SCCCD 2015-16 Financial Audit Report

IIID6.2-SCCCD Budget and Resource Allocation Model

Analysis and Evaluation

Appropriate Allocation and Use of Financial Resources

The distribution of unrestricted funding to Reedley College each fiscal year is a District function using the District Resource Allocation Model [IIID6.2]. The District complies with state and federal law in the distribution of restricted funds to the Colleges and the Centers. The annual Community College Financial Status Report (CCFS-311) documents the District’s compliance with direct instructional spending requirements. Additionally, the college reviews the budget as a whole, by unit code and in comparison to previous years to ensure that we have ample funding.

Each year, the District provides tentative and final budget books to the Board of Trustees and the public for review. The District includes narrative information regarding the District’s sites, including Reedley College, and detailed financial information for all District funds in these documents. The tentative and final budget books also include prior fiscal year projections or actual information, and the budget information for the new fiscal year.

Credibility and Accuracy

As required by California Education Code Title 5 California Code of Regulations (Sections 59101-59106) and federal audit guidelines related to applicable student financial aid programs, contracts, and grants, the district contracts with an independent audit firm to conduct an annual audit in accordance with the U.S. “Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133.” An independent auditor audits CCCC as part of the district’s annual audit. When corrections to audit exceptions occur at the Center, the Vice President of Administrative Services manages them at the College level with oversight and availability of district management’s advice.

The District has responded appropriately to all audit findings or exceptions in a timely manner by implementing each recommendation in the subsequent year. The District completes its annual audit reports in a timely manner and distributes them to each site. The

annual budget, the annual audit report, and financial reports are available on the district website [IIID6.1].

IIID7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence

IIID7.1-Board Audit Report

IIID7.2-College Council Audit Report

Analysis and Evaluation

Audit compliance is almost exclusively a Districtwide function. An independent auditor audits the District and Colleges as part of the District’s annual audit. When corrections to audit exceptions occur at the College, the Vice President of Administrative Services manages them at the College level with oversight and availability of District management’s advice. Audit exception recommendations are submitted by the appropriate College and reviewed by the District and all other Colleges for implementation.

The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session. The district has responded appropriately to all audit findings or exceptions in a timely manner by correcting and implementing recommendations for each finding in the subsequent year [IIID7.1]. The District completes its annual audit reports in a timely manner and distributes it to each site. The Vice President of Administrative Services presents and discusses audit findings in the President’s Cabinet and College Center Council [IIID7.2].

IIID8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

IIID8.1-SCCCD Financial Audit Report 2015-2016

Analysis and Evaluation

Independent auditors audit Reedley College as part of the District’s annual audit. In addition, staff in the Office of Administrative Services assess internal controls regularly and make changes and tighten controls when necessary [IIID8.1].

IIID9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

IIID9.1-General Fund Carry-Over Worksheet

IIID9.3-SCCCD Proposed Final Budget 2016-2017

IIID9.2-SCCCD Proposed Tentative Budget 2015-2016

IIID9.4-SCCCD Proposed Final Budget 2017-2018

Analysis and Evaluation

Since the state of California began buying down deferrals in 2012-13, the cash flow at the District has been sufficient. The level of District reserve is above average. The state considers five percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. The District historically exceeds this minimum reserve and has maintained a reserve greater than 20 percent for the past three years. The ending balance for the Reedley College unrestricted allocation for the past four years (2012-13, 2013-14, 2014-15, 2015-16) has averaged 3.00 percent [IID9.1, IID9.2, IID9.3, IID9.4]. The District reserve includes the ending balance for Reedley College. Our district has also demonstrated fiscal prudence by setting monies aside for the escalation of the STRS and PERS increases.

IID10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

IID10.1-BP 6470

IID10.2-Categorical Budget Committee Meeting Notes 02.18.16

IID10.3-District Strategic Plan 2017-2020

IID10.4-RC Grant Worksheet

IID10.5-SCCCD Financial Audit Report 2015-2016

IID10.6-SCCCD Board Review of Contracts

Analysis and Evaluation

Management of Financial Aid

Reedley College processes financial aid for eligible students based on authorization of state and federal agencies. This eligibility process ensures effective oversight of financial aid. The Reedley College Financial Aid staff is under the direction of a Director of Financial Aid and they are responsible for documentation of student eligibility and processing the funding of awards. The staff consists of the Director, Financial Aid Assistant II, and Financial Aid Assistant I.

To ensure effective oversight, the Reedley College's Financial Aid Office performs the following:

- Maintains a policy and procedures manual outlining all of its processes
- Sends the Reedley College Financial Aid Director and support staff to program training to stay current in changing rules and regulations
- Provides a list of disbursement dates and guidelines
- Maintains and makes available financial aid information for students
- Works in cooperation with Admissions and Records, Information Services, College Business Services, and Academic Services to assure that the funding, awarding and disbursing of funds meet all deadlines and regulations.

Independent auditors review internal control systems regularly, and the District has had no findings in the last three years regarding internal controls. Reedley College has appropriate separation of duties and adequate internal controls in place for cash handling. The

Accounting Supervisor in the Business Services Office does a monthly safe count, and one other staff member witnesses it [IIID10.5].

Management of Grants

The District's Grants Office provides oversight for grant applications and other externally-funded categorical programs in accordance with the Strategic Plans of the State Center Community College District [IIID10.3]. The District grant writer performs preparation of grant applications within the scope of the U.S. Office of Management and Budget Circular A-133. The Grants Office provides training and consultation in grant compliance for project directors who ultimately have responsibility for the regulations that are under the provisions of the Federal Single Audit Act. Campus project directors are responsible for adhering to generally accepted district, state, and federal audit practices. The Reedley College Office of Administrative Services and accounting support staff monitor and provide ongoing review and budget management of all College grants. Monthly meetings are held with staff responsible for programs such as SSSP, Student Equity Plan, Basic Skills Initiative to discuss alignment of budget with program goals and how year to date actual expenditures are as compared to budget [IIID10.2]. This Office prepares financial documents such as grant budgets and invoices at Reedley College, and the State Center Community College District Finance Office accounting staff reviews them before forwarding them to the granting agencies [IIID10.4].

Contractual Relationships

The District or the College develops contracts and agreements and the district legal counsel and the Vice Chancellor of Finance and Administration reviews them. The Board of Trustees reviews all contracts and agreements over \$15,000 for public works and \$84,100 for good and services and votes on them during scheduled public sessions. The purchasing and accounts payable departments provide an additional level of oversight for these contractual obligations [IIID10.6].

External Sources of Funds

The independent Citizens' Bond Oversight Committee makes sure that the District spends funds from Measure E bonds in accordance with projects and programs outlined in the election ballot. The committee meets four times per year to review expenditures and projects management [IIID10.1].

Auxiliary Organizations

Reedley College has two auxiliary organizations that are directly controlled by the College. These include a Food Services Operation and a Residence Hall. The College bookstore is managed Districtwide by a Bookstore Manager who reports to the Vice President of Administrative Services at Fresno City College. The Reedley College Food Services under the direction of a Food Services Manager reports directly to the Reedley College Vice President of Administrative Services. An Accounting Clerk maintains the bookkeeping for Food Services and is operated as an independent business. The Reedley College Food Services has been operating with the support of the Reedley College general fund. Support funding to reach a break-even level for the operations is requested through the budget development process and is supported by the President and the College constituents as

necessary for student support and services to provide students food services so they can remain on campus throughout the day. Additionally, with a Residence Hall on campus, the need to provide those students three meals a day is imperative. A meal plan is a requirement for the students who reside in the Residence Hall. The bookkeeping of the meal plan is maintained in the Reedley College Business Office. The Reedley College Residence Hall is under the direction of a Residence Hall Manager who reports directly to the College Vice President of Student Services. The Manager maintains the bookkeeping for the Residence Hall and is operated as an independent business. The Residence Hall has been a sustainable operation and has a healthy reserve level of \$10,000 for use in facilities maintenance as the facilities and equipment ages. Budgets and financial results are reviewed by the Board and included in the tentative and final budgets of the District. District Accounting maintains the financial records in our system of record, Ellucian Datatel.

Assessment of Financial Resources

External auditors audit the institution on an annual basis. The district publishes, distributes, and makes available its audits on the District website <http://www.scccd.edu/departments/business-office/index.html>. The State Center Community College District received a total of 11 audit findings since 2008, six of which occurred in 2012. The District corrected each finding in the subsequent year and presents the external audit reports to the Board of Trustees upon completion [IIID10.5].

Liabilities

IIID11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

IIID11.1-5 Year Construction Plan	IIID11.7-FABSCO Board Appointment
IIID11.2-5 Year Scheduled Maintenance Plan 2016-2021	IIID11.8-Gap Analysis
IIID11.3-Technology Plan 2017-2020	IIID11.9-Local Bond Funding
IIID11.4-BOT Review of Irrevocable Trust	IIID11.10-Lottery Decision Package
IIID11.5-District Strategic Plan 2017-2020	IIID11.11-OPEB Report
IIID11.6-Educational Master Plan	IIID11.12-RC HR Staffing Plan
	IIID11.13-SCCCD State Adopted Budget
	IIID11.14-Strategic Plan 2017-2021

Analysis and Evaluation

When developing the annual budget, State Center Community College District first budgets faculty, management, and staff step increases and other expenses that are not under district control, followed by operational fixed costs considerations. This process enables the District to project several years ahead the impact of these costs on reserve funds. The District maintains or exceeds the five-percent-reserve recommendation from the state [IIID11.13].

The College links institutional plans such as District and College Strategic Plans, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, as well as Lottery Decision Package Funding, Local Bond Funding for Capital Improvement, the Educational Master Plan, the Facilities Master Plan, Reedley College Staffing Plan, and the Board of Trustees approved budget to both short-term and long-range operational financial plans [IIID11.5, IIID11.14, IIID11.1, IIID11.2, IIID11.3, IIID11.6, IIID11.9, IIID11.10, IIID11.12]. In addition, the program review process addresses facility needs that arise, and faculty submit recommendations through the HR Staffing Plan, using the Gap Analysis process, for consideration [IIID11.8].

The District has a strong commitment to plan for long- and short-term liabilities by maintaining sufficient cash flow and reserves to support unanticipated operational needs of the institution. The District reserves for the past three years have been in excess of twenty-five percent. The District is self-insured through membership in two joint powers authorities: Valley Insurance Joint Program Powers Authority (VIPJPA) and Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District (FASBO) and has an irrevocable Other Post-Employment Benefits (OPEB) trust with a balance of \$11,349,405 on December 31, 2013. The District also has approximately \$800,000 in a District fund for post-employment health care benefits [IIID11.11].

The District manages risk for property, liability, worker's compensation, dental, vision, and health insurance by being members of VIPJPA and FASBO. The VIPJPA is a self-insurance pool for property, liability, and worker's compensation insurance. Its members consist of Merced Community College District, State Center Community College District, and Yosemite Community College District. The members meet quarterly to manage property, liability, and worker's compensation risk, pay claims, set premium rates, review coverage, manage the JPA's finances, and set policies, procedures, and determine areas of potential risk to mitigate future costs to the group [IIID11.7]. The District is self-insured for theft, liability, personal injury, property damage, and other casualty losses. In addition, VIPJPA has a Safety and Loss Control Committee to examine and develop programs to minimize risk exposure. The VIPJPA is also a member of the Association of Community College Insurance Alliance of Schools for Cooperative Insurance Programs (ASCIP). Due to the small size of VIPJPA, VIPJPA decided to join the larger risk pool (ASCIP) to further protect the member districts from the volatility of premium increases.

The second Joint Powers Agreement is the Fresno Area Self-Insured Benefits Organization (FASBO). FASBO is a self-insurance pool set up to provide vision, dental, and health care insurance for its members and their families. Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District comprise FASBO. FASBO is self-insured for medical care and meets regularly to manage and control medical costs to keep member premiums and deductibles at a minimum.

SCCCD employees may also choose between two other medical providers: Health Net and Kaiser Permanente. The district and employee groups have negotiated to increase co-pays

and deductibles in an effort to keep the medical premium near the negotiated district maximum contribution.

In addition, because Governmental Accounting Standards Board Statement 45 requires government employers to measure and report liabilities associated with post-employment benefits, the District has established an irrevocable trust to begin funding the outstanding obligation over the required period. The trust currently has a balance of \$11,349,405 as of December 31, 2013. In addition, the District also has approximately \$800,000 in a District fund for post-employment health care benefits [IIID11.4].

IIID12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

IIID12.1-OPEB Report

IIID12.2-Retirement Board Agenda-Reports

IIID12.3SCCCD GASB 45 ACTUARIAL VALUATION REPORT

Analysis and Evaluation

The District maintains or exceeds the five percent reserve recommended by the state Chancellor's office and is fully funding its annual OPEB obligation [IIID12.1, IIID12.2]. The District provides a long-term disability program for regular permanent employees as prescribed in the various employee union contracts. Employees with a regular work assignment exceeding twenty hours per week are eligible to receive two-thirds of their monthly salary for a period of time commensurate to their years of service up to five years. Employees with more than five years of service are eligible for benefits up to the age of sixty-five. The District began addressing large vacation balances in 2013. The District limits classified staff and administrators to a maximum of two years of vacation accruals on the books.

State Center Community College District provides post-employment benefits other than pensions (OPEB) to employees who meet certain criteria. As a result of offering such benefits, SCCCD is required to report the value of such benefits and the associated costs according to the accounting requirements of Governmental Accounting Standards Board Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions. SCCCD provides medical, dental and vision benefits to eligible retirees and their covered eligible dependents. All active employees who retire directly from SCCCD and meet the eligibility criteria may participate [IIID12.3].

IIID13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
NA

Analysis and Evaluation

State Center Community College District has no locally-incurred debt instruments.

IIID14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

IIID14.1-SCCCD Foundation Audit
Report

IIID14.2-SCCCD Foundation Mission

Analysis and Evaluation

An auxiliary organization that seeks financial resources to support the mission and goals of the institution is the State College Community College Foundation, a 501c(3) organization serving all Colleges and Centers of the District. “The mission of the State Center Community College Foundation is to encourage philanthropic gifts that directly enhance the access to and quality of community college education for the students and faculty of the State Center Community College District” [IIID14.2]. The Foundation’s mission is to attract scholarships, individual and corporate gifts, grants, and other private resources to support the District, Colleges, and Centers. Five executive committee members and twenty-five board members from throughout the District service area comprise the volunteer Board of Directors. The Foundation Accounting staff manage foundation funds with the assistance of the District’s finance department. An independent audit firm audits the Foundation, as a separate not-for-profit organization, each year. The foundation publishes, distributes, and makes available its annual audit on the District website. The Foundation had three findings for the 2013-14 fiscal year. Management agreed with the recommendations and will implement recommendations in 2014-15.

Reedley College has two auxiliary organizations that are directly controlled by the College. These include a Food Services Operation and a Residence Hall. The accounting for both these operations are audited by the Business Office and Accountant/Auditor to ensure that prudent business standards and practices are followed.

The Reedley College Associated Student Body and Clubs also conduct fundraising efforts. The Business Office audits this organization annually and found it to follow prudent business standards and practices. The College continues to apply for and receive grants. Accounting staff has received training on Office of Management and Budget Circulars that are applicable to federal grants. Program staff receives training provided for the specific grants with which they are involved. Each year as part of the annual audit, the District’s independent auditors audit grants. Occasionally, funding agencies also audit grants [IIID14.1].

IIID15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

IIID15.1-Reedley College Default Prevention Plan

IIID15.2-Reedley College Default Rate History

Analysis and Evaluation

Monitors and Manages Default Rates

The Reedley College Financial Aid Office processes student loans for Reedley College and Clovis Community College students; therefore, the default rates that are available reflect an aggregation of the data for both campuses. The Reedley College Financial Aid Office monitors default rates, and a recent report from 2011, which was published in 2014, reflected a three-year default rate of 39.3 percent. The three-year default rate in 2010 was 24.6 percent, and the two-year rate in 2009 was 21 percent. In 2014, the State Chancellor’s Office launched a default prevention initiative in an effort to help California community colleges improve their cohort default rates [IIID15.1, IIID15.2].

Manages to Compliance

Reedley College developed a Default Prevention Plan in 2015. A taskforce was formed to address our 39.3 percent default rates and prevent the loss of institutional eligibility. This plan identified the factors causing the default rates to exceed the threshold, establish measurable objectives and the steps the institution has taken to improve its cohort default rate, and specify the actions the institution took to improve student loan repayment. The plan was approved by the Department of Education. The Reedley College default rates have gone down significantly with the implementation of this plan. The College continues to use default prevention activities to keep default rates low. Although the Default Prevention Plan is no longer required, the College will update the plan by the end of spring 2018.

Contractual Agreements

IIID16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

IIID16.1-AR 4104

IIID16.2-BP 6340

Analysis and Evaluation

The Vice Chancellor of Finance and Administration and District legal counsel review all contracts and agreements that the District or the College develops. Contract agreements cover, among others, personal services, lease purchase agreements, instructional programs and services, contract education, and inside/outside facility use. The District finance office maintains various lists of different types of contracts (construction, independent contractor

agreements, purchase orders, software). The District finance office reviews all contracts and are cautious with insurance and indemnity clauses, term and termination, evergreen renewal, warranties, expenses, governing law, etc. The institution can terminate contracts for cause. The District finance office monitors contracts for compliance with state and federal regulations. External independent audits for the District and College have had no findings representing reportable conditions, weaknesses or instances of noncompliance related to contractual agreements with external entities.

The College has contracts with various organizations to provide education services and classes. For example, Reedley College has worked collaboratively with the our feeder schools to provide opportunities for high school students to seek pathways in our dual enrollment programs to allow high school students to be immersed in college courses and shorten their time to achieve their college goals. The District also has contracts with outside vendors to provide beverage vending commissions at the College [IID16.1, IID16.2].

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IVA. Decision-Making Roles and Processes

IVA1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

IVA1.1-BOT Adopted RC SP 06.06.17

IVA1.2-Academic Senate Minutes
03.28.17

IVA1.3-College Council Approval of
Strategic Plan Spring 2017

IVA1.4-Districtwide Strategic Alliance
PowerPoint

IVA1.5-RC Strategic Alliance Packet

IVA1.6-Reedley College Strategic
Alliance 2017

IVA1.7-Reedley College Strategic
Planning Workshop Packet Fall 2016

IVA1.8-Strategic Planning Feedback
Forums

IVA1.9-Strategic Planning Meeting Notes
01.09.17

IVA1.10-RC Strategic Plan 2013-2017

IVA1.11-RC Strategic Plan 2017-2121

IVA1.12-MOR in Motion, Dec 2015

IVA1.13-MOR in Motion, Oct 2016

IVA1.14-Opening Day Agenda Fall 2015

IVA1.15-PAC Strategic Workshop 8.6.15

IVA1.16-PAC Strategic Workshop
7.29.16

IVA1.18-College Council Notes 05.03.17

IVA1.19-Annual Report 2015-2016

IVA1.20-Board Report Sept 2017

IVA1.21-MOR Newsletter May 2017

IVA1.22-Opening Day Agenda Fall 2016

IVA1.23-Integrated Megaplan Constituent
Draft

IVA1.24-Mega Plan Survey III Responses

IVA1.25-Mega Plan Survey Responses

IVA1.26-RC ISS 2017 Year 3 goal status

IVA1.27-Student Success Committee
Notes 03.20.17

IVA1.28-Student Success Committee
Notes 04.03.17

IVA1.30-MOR Newsletter May 2017

IVA1.31-Participatory Governance
Handbook

IVA1.32-Program Review Cycle 4
Handbook

IVA1.33-WIG Email Example

Analysis and Evaluation

Reedley College through its leadership, participatory governance process, and intentional focus on gathering stakeholder input and broad communication, motivates and inspires its faculty, staff, and students to make Reedley College a premier community college. Throughout the institution, including its Centers, administration, faculty, staff, and students are focused on student learning and success. Whether through institutional-level efforts such as development of Vision 2025 and the Educational Master Plan or Program Review, employees and students work to improve participation, processes, programs and services and are willing to discuss collegially any changes in processes, curriculum, and/or services in order to meet the mission and purpose of the College. Through a defined participatory governance roles and processes and multiple venues for communication, employees, students, and the public have opportunity to provide input, recommend innovative approaches and stay knowledgeable on institutional directions. An example of this occurred with the 2017-2021 Strategic Plan revision [IVA1.1, IVA1.2, IVA1.3, IVA1.4, IVA1.5, IVA1.6, IVA1.7, IVA1.8, IVA1.9].

The mission of Reedley College—Reedley College, including its centers and sites, provides an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success. We offer associate degree programs, career technical education, transfer level and basic skills courses. We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population—spells out our commitment to student success and educational excellence.

Reedley College has been intentional in setting institutional goals and values that are developed internally and shared and communicated both internally and externally through numerous channels and modalities inclusive of the Centers. The College continues to have a well-publicized and published Strategic Plan 2013-2017 was used to guide the annual directions of the College. With a new president in place beginning July 2013, the College immediately embarked on fulfilling the 2013-2017 strategic plan and developing strategies to communicate the effort. Additionally, the College recognized a need for a unifying message and clear vision for the future [IVA1.10, IVA1.11, IVA1.12, IVA1.13, IVA1.14, IVA1.15, IVA1.16].

The joint leadership of administration and the College Council, which serves as the College's participatory governance council, lead the College during its Opening Day with all faculty and staff in January 2014 to develop its Wildly Important Goal (WIG). The resulting WIG: "We Motivate and Inspire Students to Succeed" was formalized through the participatory governance process in May 2014. The WIG is pervasive throughout the institution and is a point of pride for faculty and staff. The statement is seen throughout the institution and is included on email signature lines, computer screensavers, banners, and institutional documents such as the College Catalog [IVA1.33]

To ensure the College had a firm long-range vision and basis for the development of a new Educational Master Plan (EMP) and subsequent Strategic Plan (SP), the College also developed a Vision 2025. Using a similar approach as the WIG development with joint planning from administration and College Council, the College embarked on developing its

Vision 2025 with input from all faculty and staff during its Opening Day August 2014. The resulting Vision 2025 clearly articulates the fundamental goals in meeting its mission through 2025: Providing “excellence in instruction, leading in student success and completion, working toward accreditation of Madera Community College, building and maintaining modern facilities, engaging in collaborative and integrated planning, and establishing environments for community engagement and cultural activities.” Vision 2025 was adopted through the participatory governance process in fall 2014 and was shared publicly beginning in 2015. The set of goals is widely communicated and used across programs and has been used as the basis for development of the new EMP and a foundation for the 2016 facilities bond campaign.

The EMP is reviewed annually, providing an opportunity for programs to update how their efforts are supporting Vision 2025 and allowing updates for all of the College’s planning documents.

Every semester there are multiple points in which faculty and staff as well as the public have an opportunity to view and use the WIG, Vision 2025, EMP, and SP. Every fall and spring Opening Day, the president and key leadership position such as SLO and SP chairs open the convocation and their respective sessions with the WIG. Updates on the status of the Vision 2025, SP, and EMP as well as other planning efforts are also provided. Additionally, through the Marketing and Communication Office with support from IT, the WIG is pervasively used in email and official correspondence and is prominently displayed on banners and institutional documents. The College, through College Council, publishes a quarterly institutional newsletter called MOR in Motion, which shares an overview of the institution including the SP, accreditation, institutional set standards, EMP, and Vision 2025. Further, the College regularly engages the public through various venues such as bond campaign, community events, civic membership, advisory committees, and city council and school board meetings on the status of the College and progress toward its goals. Finally, the College produces an Annual Report, which is shared broadly both internally and externally [IVA1.18, IVA1.19, IVA1.20, IVA1.21, IVA1.22].

SCCCD Office of Institutional Research maintains a website that may be accessed from any District computer [link: ir.sccd.edu]. This website contains “fact sheets” regarding all of the educational facilities in SCCC, instructional program review data (including success and retention rates by course and semester, excluding summer terms), and enrollment management information. Further, Reedley College has adopted its framework of accountability measures or Institutional Set Standards (ISS) through its participatory governance process. This information is shared through College Council and was the focus for Opening Day fall 2016. The College was led by the college Director of Planning and Evaluation on the difference between the ISS and Scorecard. The information is accessible on the College <http://www.reedleycollege.edu/faculty-and-staff/college-planning/index.html> . The information is used by the College to help target efforts and was a fundamental component in developing multiple planning documents including Student Support Services & Programs and Student Equity Plan which is now internally known as the Mega Plan, the master integrated plan [IVA1.23, IVA1.24, IVA1.25, IVA1.26, IVA1.27, IVA1.28,].

Both the College's constituent representative organizations and its various standing committees post agendas, meeting notes, and documents to the College's Blackboard site. Information regarding enrollment trends, success rates, and degrees and certificates awarded is available via the annual SCCC Fact Book and also through information provided by the Research Coordinator in the program review process <http://www.reedleycollege.edu/faculty-and-staff/college-planning/index.html> . Opportunities to provide input regarding the institution's performance are afforded through the College's participatory governance process [Participatory Governance Handbook]. Further, the College publishes a quarterly newsletter (MOR in Motion) as well as an institutional Annual Report [IVA1.19, IVA1.30, IVA1.31].

All members of the Reedley College community are integral to realizing the College mission, vision, and goals. Faculty, classified professionals, managers, students, and administrators are encouraged to participate in and make recommendations on matters related to institutional improvement and effectiveness, integrity, and governance. The College makes a significant amount of information available through a variety of sources to promote institutional dialogue. Information regarding institutional improvement is disseminated and available through electronic, printed, and face-to-face venues including program review written reports, governance committee annual reports, College annual report, internal and external scans via the planning processes, and the EMP, to name a few. The Program Review process includes a section where the faculty and staff review the both College's mission and strategic plan and comment as to how the program supports the mission and strategic plan objectives [IVA1.32].

Opportunities to participate in institutional planning efforts are made available to all staff and students through participatory governance processes. Committees are staffed by individuals who work in diverse capacities throughout the College and were appointed for service by the various constituent representative organizations [sample of committee operating agreement membership]. Ideas for institutional improvement develop from the committee level in a grassroots fashion, and ultimately rise to the level of the College Council, which then refers these proposals to the aforementioned constituent representative groups in a "draft" version as appropriate.

Opportunities for professional development are encouraged at Reedley College. Significant funding is allotted each year for faculty, staff, students and administrators to learn about effective practices to improve the College's practices, programs, and services. Funding is specifically identified to support Academic and Classified Senate members attending plenaries, leadership workshops and annual conferences. The College/District also supports faculty research through Sabbaticals. In 2016 a math instructor took a sabbatical to research a statistics pathway. This led to a new math pathway, curriculum changes and multiple measure placements. The College also encourages all employees to serve on statewide committees and accreditation teams. Ideas that come from professional development are discussed and/or implemented through the established processes described in this standard.

IVA2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy

makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

- | | |
|---|---|
| IVA2.1-Full Time Contract Final 2014-2017 | IVA2.28-College Council Agenda 12.16.15 |
| IVA2.2-Full Time Contract Tentative Agreement 2014-2017 | IVA2.14-BP 7260 |
| IVA2.3-Part Time Contract Final 2014-2017 | IVA2.15-Class Senate Bylaws |
| IVA2.4-Part Time Contract Tentative Agreement 2014-2017 | IVA2.16-CSEA Agreement for 2012-2015 |
| IVA2.5-Academic Senate Constitution and Bylaws Approved Sept 2015 | IVA2.17-MOFA Constitution |
| IVA2.6-Academic Senate Constitution and Bylaws | IVA2.18-MoFA Constitution-2 |
| IVA2.7-AR 2105 | IVA2.19-Program Review COA |
| IVA2.8-AR 2510 | IVA2.20-RC MCOG ASG Constitution |
| IVA2.9-AR 7250 | IVA2.21-ASG Constitution_Bylaws |
| IVA2.10-BP 2105 | IVA2.22-Roles of Constituents |
| IVA2.11-BP 2430 | IVA2.23-SCFT Constitution-By-Laws (AFT local 1533, Ratified Feb 2016) |
| IVA2.12 BP 2510 | IVA2.24-Academic Senate Meeting Minutes 2.28.17 |
| IVA2.13-BP 7250 | IVA2.25-Academic Senate Meeting Minutes 11.25.15 |
| | IVA2.26-College Council Minutes 12.02.15 |
| | IVA2.27-RCAS Agenda 2.28.17 |

Analysis and Evaluation

District Board Policy has been established that outlines the duties and responsibilities of the faculty, administration, support staff and students in terms of institutional governance and input into institutional decisions [IVA2.12]. Administrative Regulations were established to define the procedures used in carrying out Board Policy [IVA2.8]. These Administrative Regulations have been operationalized at the local level through both the institution’s participatory governance process, as outlined in the Reedley College Participatory Governance Handbook, and the Districtwide participatory governance process, as outlined in the SCCC Roles of Constituents in the Decision-making Process. These guides describe the District and College’s decision-making processes and define the roles of the constituent groups through committee operating agreements of all governance committees [IVA2.19].

Each constituency group has its uniquely tailored participatory governance role:

Faculty: The faculty participates in governance through the Academic Senate and its committees, College participatory governance committees, and Districtwide committees. The Reedley College Academic Senate serves as the faculty voice in terms of program, curriculum and course development, along with academic issues relative to planning, budget and policies. The Academic Senate meets regularly

throughout the academic year, working on the faculty business for the College and Centers which is not part of the scope of the faculty bargaining unit.

Faculty members also have defined roles in faculty and administrative personnel hiring and faculty evaluations.

The SCFT (State Center Federation of Teachers) address all workplace (contractual) issues for full- and part-time faculty [IVA2.6, IVA2.17, IVA2.18, IVA2.23, IVA2.1, IVA2.3].

Classified Professionals: The Classified Senate serves as the representative body for the classified professional staff members. Provisions for this organization are also made in District Board Policy [IVA2.12] as derived from Title 5, §51023.5(a) of the California Code of Regulations. This organization promotes staff development, and any other matter involving classified staff not expressly excluded by law, by:

- serving in an advisory capacity, through participation of its elected and appointed members, in the areas of College/District planning and College/District policy making,
- communicating recommendations and concerns to the College/District regarding matters affecting the welfare of its membership by providing the means to present views and concerns to the administration,
- promoting communication among classified members by sharing information regarding matters of mutual interest, and addressing concerns of its membership for the purpose of promoting excellence and fostering a spirit of goodwill within the classified service.

Like the Academic Senate, the Classified Senate is not concerned with any item specified within or defined by a collective bargaining agreement. The CSEA (California State Employees Association) manages all contractual issues, but also has additional responsibilities in the governance process, and thus appoints representatives in numbers that equal those made by the College's Classified Senate [IVA2.15, IVA2.16].

Administrators: In terms of the involvement of administrators and managers in institutional governance, State Center Community College District Board Policies and Administrative Regulations explain that the College administration's responsibilities are delegated by the chancellor [IVA2.11, IVA2.13, IVA2.14, IVA2.9].

Students: Student involvement at the Board of Trustees level is identified in Title 5, Section 51023.7 of the California Code of Regulations. District Board Policy and Administrative Regulations provide for student representation at Board meetings and for student representation on committees through appointment by the Associated Student Body. These documents also list the functions and responsibilities of that position and selection procedure [IVA2.12, IVA2.10, IVA2.8, IVA2.7].

On the Reedley campus, students are represented on the College Council, Budget, Curriculum, Facilities, Health and Safety, Matriculation, Program Review, SLO, and Strategic Planning Committees. Committee assignments take place at the beginning of each semester; students rotate according to their class schedule. All students acting as representatives of Associated Student Government (ASG) are to maintain contact with the committee chair or his/her assistant. Advisors assist in maintaining these open lines of communication. The Student Activities page of the Reedley College website identifies student activities, student leadership functions, and the responsibilities associated with ASG membership <http://www.reedleycollege.edu/campus-life/clubs-and-associations/index.html>. There is a student activities coordinator for ASG. The student trustee, a member of the ASG Student Senate, is a non-voting member of the Board of Trustees. The position was developed to provide students with opportunities to develop leadership skills while participating in self-governance. [IVA2.20, IVA2.21].

College leadership also participates in Districtwide standing committees such as Chancellor’s Cabinet, Communications Council, District-wide Facilities Committee, and others.

Certificated employees, classified employees, administrators, and managers all actively serve on various standing and ad-hoc committees and task forces, both at the College and throughout the District, as specified in Board Policy. Each of the constituent groups is represented on each of the following committees: Budget, College Council, Enrollment Management, Facilities, Health and Safety, Matriculation, Program Review, SLO, Strategic Planning Committee, and Technology Advisory Committees. The College faculty and administration constitute two additional committees, the Academic Standards Committee and the Sabbatical Leave Committee.

As outlined in the Participatory Governance Handbook, committee composition for College and campus committees is achieved through mutual agreement of all interested parties. Faculty members are appointed to committees by either the Academic Senate or their academic departments/divisions. Classified staff members are appointed to committees by either the Classified Senate, CSEA, or appointed by the committee chair as a standing member. Students are appointed by the student representatives elected to serve on their governance organization. Many of the administrative assignments are determined by the college president.

SCCCD has established Board Policies and Administrative Regulations that describe the responsibilities and authority in curricular and educational matters.

BP/AR 2510	Participation in Local Decision Making
AR 4020	Program and Curriculum Development
AR 4022	Course Approval
AR 4105	Distance Education
AR 4230	Grading and Academic Record Symbols
AR 4237	Assessment and Course Placement

AR 4260	Prerequisites and Corequisites
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The application of these BP/ARs are detailed in the *Roles of Constituents in District Decision Making*. The manual details out each constituent group’s role in the College/District. This document was created in consultation between Administrators and Academic Senate leadership across the District. The *Roles of Constituents in District Decision Making* was developed in conjunction with an evaluation and revision of AR 2510 (Participation in Local Decision Making). The manual and the revised AR 2510 were approved by all three College Senates and through each College’s participatory governance process [IVA2.22, IVA2.24, IVA2.25, IVA2.26, IVA2.27, IVA2.28].

Included in the *Roles of Constituents in District Decision Making* is the role of students in areas of curriculum and educational matters. Title 5 and Education Codes were reviewed to make sure that students were given appropriate opportunities to be involved in decision making processes including curriculum. In addition, the ASG president meets regularly with the President of the College and is a voting member of College Council (Governance Committee). The Committee Operating Agreement states that there must be a student representative present for quorum to be achieved.

IVA3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

- | | |
|-------------------|---------------------------------|
| IVA3.1-AR 2510 | IVA3.4-Roles of Constituents |
| IVA3.2-BP 2510 | IVA3.5-Participatory Governance |
| IVA3.3-Budget COA | Handbook |

Analysis and Evaluation

District Board Policy has been established that outlines the duties and responsibilities of the faculty, administration, support staff and students in terms of institutional governance and input into institutional decisions [IVA3.2]. Administrative Regulations were established to define the procedures used in carrying out Board Policy IVA3.1]. These Administrative Regulations have been operationalized at the local level through both the institution’s participatory governance process, as outlined in the Reedley College Participatory Governance Handbook, and the Districtwide participatory governance process, as outlined in the SCCCDD Roles of Constituents in the Decision-making Process. These guides describe the District and College’s decision-making processes and define the roles of the constituent groups through committee operating agreements of all governance committees [IVA3.4, IVA3.5].

One way that Reedley College shows that administrators and faculty have clearly defined roles is through our Committee Operating Agreements (COA). Several committees, including Accreditation and Institutional Effectiveness, Student Success, Budget, and Strategic Planning, have Administrative and Faculty co-chairs. The COAs for these

committees clearly articulate the membership of each committee and the purpose and scope of the committee [IVA3.3].

Faculty have a strong voice in budget planning and allocation. The College budgetary process is created so that program experts (faculty and classified) create budget worksheets every year based on the individual needs of their programs. They can also identify “wish list” items that would improve their programs. These worksheets are then reviewed by the Budget Committee who make budget recommendations to the President. Each request (supplies, equipment, student workers) is tied to a substantiated program review goal and a Strategic Planning driver.

IVA4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

IVA4.1-AR 4020	IVA4.10-Curriculum Committee Minutes 3.29.12
IVA4.2-BP 4020	IVA4.11-Curriculum Committee Minutes 3.31.16
IVA4.3-Reedley College Curriculum Handbook	IVA4.12-Curriculum Committee Minutes 4.6.06
IVA4.4-Reedley College Substantive Change Proposal 2011	IVA4.13-Curriculum Committee Minutes 4.3.08
IVA4.5-Substantive Change-Oakhurst Community College (Outreach) Center	IVA4.14-Curriculum Committee Minutes 5.13.10
IVA4.6-SubstantiveChange approval 3.25.11	IVA4.15-Curriculum Committee Minutes 9.12.13
IVA4.7-Curriculum Committee Minutes 2.12.09	IVA4.16-Curriculum Committee Minutes 10.20.11
IVA4.8-Curriculum Committee Minutes 2.20.14	IVA4.17-Curriculum Committee Minutes 11.5.15
IVA4.9-Curriculum Committee Minutes 2.15.07	

Link to/screen capture of Curriculum Committee website

<http://www.reedleycollege.edu/index.aspx?page=1052>

Analysis and Evaluation

SCCCD Board Policy 4020 states District regulations regarding “the development and review of all curricular offerings, including their establishment, modification or discontinuance” must include “involvement of the faculty and Academic Senate in all processes.” Ultimately, however, the responsibility of approving all new programs and program deletions rests with the SCCC Board of Trustees [IVA4.2].

This process is further outlined in SCCC Administrative Regulation 4020, which states “Faculty, staff, students and administration may suggest changes to programs and curricula. Suggestions regarding changes to curriculum will be referred to the Curriculum Committee

for the respective Colleges. The Curriculum Committee will forward all proposed curriculum changes to the Vice Chancellor Educational Services and Institutional Effectiveness, for consideration by the Educational Coordinating and Planning Committee (ECPC). Before the ECPC meeting, the Vice Chancellor may meet with the chairs of the Curriculum Committees, the Presidents of the Academic Senates, Vice Presidents of Students and Instruction, and interested faculty at the Pre-ECPC meeting. Per the ECPC Committee Operating Agreement (COA) the committee, will either recommend approval or disapproval of the proposed curriculum changes. The ECPC generally meets during the months of March, May, September, and November of each year. The Board will normally consider curriculum changes at its April, June, October, and December regular meetings” [IVA4.1].

Further detail is added to this process at the college level through the Reedley College Curriculum Handbook [IVA4.3]. This handbook lists the committee membership, articulates the general functions of the committee, identifies the duties of both the committee chair and the committee members, and spells out committee procedures and practices.

Minutes of each Curriculum Committee meetings are published in advance of the next scheduled meeting so the committee may review them and recommend amendments to ensure accuracy. Records of committee minutes dating back to the 2005-06 academic year are available on the college website [Curriculum Committee website, meeting minutes page]. A random sample of meeting minutes demonstrates that the committee functions within the scope of its prescribed operating procedures [IVA4.8, IVA4.9, IVA4.10, IVA4.11, IVA4.12, IVA4.13, IVA4.14, IVA4.15, IVA4.16, IVA4.17].

The College adheres to all requirements, standards, and policies of the ACCJC. In line with this, when a program, degree, or certificate program offered by Reedley College is modified in such a manner that at least 50% of the program may be completed through the use of distance education technology, the College submits all appropriate substantive change documentation to the Commission in a timely manner [IVA4.4, IVA4.5, IVA4.6].

IVA5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

IVA5.1- RC Fine Arts and Soc Sci Budget Worksheets 2018-2019	IVA5.8-Fac Staffing Request Form
IVA5.2-Academic Senate Constitution and Bylaws	IVA5.9-FASS Dept Meeting Notes 4.11.16
IVA5.3-Accreditation and Institutional Effectiveness COA	IVA5.10-HR Gap Analysis Blank Form
IVA5.4-Classified Senate Bylaws	IVA5.11-MCCC-OCCC Div 1 Meeting Notes 9.18.17
IVA5.5-Curriculum COA	IVA5.12-Program Review Cycle 4 Handbook
IVA5.6-Equivalency COA	IVA5.13-Student Learning Outcomes COA
IVA5.7-Facilities COA	

IVA5.14-BP 2510
IVA5.15-Participatory Governance Handbook
IVA5.16-College Council Notes 2.15.17
IVA5.17-MCCC-OCCC Taskforce on Committees 8.17.16
IVA5.18-MCCC-OCCC Taskforce on Committees 9.20.16
IVA5.19-MCCC-OCCC Taskforce on Committees 10.14.16
IVA5.20-MCCC-OCCC Taskforce on Committees 10.28.16

IVA5.21-MCCC-OCCC Taskforce on Committees 11.4.16
IVA5.22-MCCC-OCCC Taskforce on Committees 11.18.16
IVA5.23-MCCC-OCCC Taskforce on IVA5.25-CCR Section 53201 Committees 12.9.16
IVA5.24-MCCC-OCCC Taskforce on Committees Notes addendum report final 12.9.16
IVA5.25-CCR Section 52301

Analysis and Evaluation

Governance structures on the campus are based on various California state community college governance mandates [IVA5.25]. Board Policies [IVA5.14] establish a shared governance structure that defines the College's operational model. The president sits at the Board of Trustees table and is a member of the Chancellor's Cabinet, thus serving as both the liaison to and a representative of the District Board. Through the Academic Senate, the Classified Senate, and the Associated Student Body, faculty, staff, and students are involved in the planning and decision-making processes at appropriate levels to the issues.

The Academic Senate is an elected committee representing College faculty on issues affecting academic and professional matters. Reedley College's instructional departments, as well as student services faculty (counselors) and auxiliary faculty (campus nurse, librarians), elect a predetermined number of representatives to this body based on the size of the department. In addition, part-time faculty members have the opportunity to elect one member to this organization. Academic Senate meetings are open for all faculty, students, classified staff, and administrators to attend; however, only designated faculty members ("senators") may vote on issues before the body [IVA5.2].

Through the Classified Senate, classified professionals serve in an advisory role in College/District planning, College/District policy, and all other College/District decision-making processes. Beyond this, this organization exists to promote communication among classified members, planning staff development and promoting social affiliation between all College employees [IVA5.4].

Section 70901.2 of the California Education Code requires that the "exclusive representative" (collective bargaining agent) of the classified staff is to serve as the primary governance representative of the constituency. To this end, the operating agreements for Reedley College's various governance committees ensure that the local chapter of the California School Employees Association (CSEA) is empowered to appoint representatives in numbers that at least equal those made by the College's Classified Senate [IVA5.15].

Students also play a role in governance processes. As specified in Board Policy and Administrative Regulation, students are provided an opportunity to participate in formulation

and development of District and College policies and procedures that have or will have a significant effect on them. Student trustees are charged to represent what they consider to be the best interests of the general student body of their respective institutions. These student trustees have the right to attend all board meetings, excepting closed sessions, and are recognized as participants in board discussions. Beyond this, the Reedley College Associated Student Body affords students several opportunities to participate in various extra-curricular activities, including the campus and District governance processes. Within the College, various governance committees reserve seats for student representatives. It is recognized that student representation can be varied due to schedule changes, class conflict, and student work/employment schedules. Reedley College is committed to the development of a culture that will not only accommodate, but encourage, student participation in the governance process.

Beginning during the fall 2016 semester, representatives from all constituencies began work on a recommendation to amend the College governance process/structure as it applies to the staff who are assigned to and the students who are enrolled at the Madera Community College Center and the Oakhurst Community College (Outreach) Center. This taskforce completed its work in January 2017 and forwarded its recommendation to the College Council. The College Council referred this document out to the various constituent representative organizations as an informational item for review and input [IVA5.16, IVA5.17, IVA5.18, IVA5.19, IVA5.20, IVA5.21, IVA5.22, IVA5.23, IVA5.24, 02/28/17 Academic Senate agenda and notes, 03/03/17 College Center Council agenda and notes, 03/07/17 Madera Oakhurst Faculty Association meeting agenda and notes].

As mentioned earlier, the College Council serves as the Reedley campus consultation group for shared governance. Chaired by the president, the Council has representation from all constituent groups.

Representatives of the various constituencies at Reedley College participate in the institutional governance process through their service on governance committees [IVA5.6, IVA5.7]. Formal institutional discussions and procedures are regularly informed by the College mission, strategic plan, and program review findings [IVA5.12]. With an eye focused toward the mission, strategic plan, and educational master plan, the constituencies of Reedley College bring their respective areas of expertise to bear when making recommendations regarding institutional improvement [IVA5.1, IVA5.8, IVA5.10].

Reedley College has several avenues for formal, transactional communication. Information regarding new initiatives is discussed at the Reedley College Council, the Madera-Oakhurst College Center Council, the Academic Senate, the Classified Senate, monthly meetings of the College's department chairs and division representatives, and regular meetings of the College's departments and divisions in addition to the various institutional governance committees. Each of these serves as a venue to discuss and offer feedback regarding institutional change. All of these organizations maintain records of their proceedings in the form of agendas and meeting minutes/notes, and those documents are generally widely available to the College community through the use of Blackboard https://sccd.blackboard.com/webapps/blackboard/execute/viewCatalog?type=Org&id= 3_1

In addition to the role of Reedley College’s formal governance structure as a communication system, the College’s Public Information Office publishes a newsletter, “MOR in Motion,” which contains a “Message from the President,” and Academic Senate report, a Classified Senate report, and other information intended to inform the College regarding efforts toward institutional improvement. Hard copies of these newsletters are made available at the various locations of the College, and are also archived on the college website <http://www.reedleycollege.edu/about/mor-in-motion.html>.

IVA6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

IVA6.1-Participatory Governance Handbook

Analysis and Evaluation

There are various ways in which the decision-making processes at the College and District are documented and communicated. Both the SCCC Board of Trustees and the Reedley College Academic Senate adhere to the open meeting laws for public agencies as mandated by California Education Code, section 54952 (“The Brown Act”). Therefore, agendas and minutes are made widely available and include the opportunity for public comment; [Board of Trustees](#), [RC Academic Senate](#).

As has been previously noted, the process for decision making at Reedley College is articulated in the College’s Participatory Governance Handbook. All governance committees, while not bound by the Brown Act, communicate discussions and local process and procedure recommendations in various ways, most frequently at regularly scheduled meetings of committees staffed by administrators, faculty, staff, and students or through scheduled oral or written reports to the Reedley College Council and the various constituent representative organizations. All committees maintain Blackboard pages that serve to archive agendas and meeting notes. These notes are available to all members of the College community [IVA6.1].

Institutional decisions are also discussed at meetings of the Reedley College department chairs and division representatives. Meeting notes are maintained and available to all members of the College community, and the individuals who attend are charged with the responsibility of conveying the information discussed during these meetings to the individuals in their departments and divisions in an effort to promote better understanding.

IVA7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

IVA7.1-AS Meeting Minutes 4.12.16

IVA7.2-MOFA resolution SP 16-01

IVA7.3-MOR in Motion Oct 2016
IVA7.4-Program Review Cycle 4
Handbook
IVA7.5-RC Participatory Governance
Handbook
IVA7.6-Regional Economic Profile and
Business Survey Results

IVA7.7-Research Regional Economic
Profile and Business Survey Results
IVA7.8-Educational Master Plan Ad Hoc
Committee Meeting Notes 8.31.15
IVA7.9-Academic Senate Meeting
Minutes 10.11.16
IVA7.10-Minutes of College Council
05.20.15

Analysis and Evaluation

The College's Participatory Governance Handbook describes the structures of leadership, governance, and decision-making processes of the College. The College Council is the principal participatory governance body of the College and reviews the work of all governance committees via the annual reports submitted by each committee. The College Council Blackboard page also houses the operating agreements of all governance committees. Regular review of the handbook takes place through the College Council with recommendations for change presented by the constituent group representatives on the Council. One example of recent change includes the formation of a standing Committee on Accreditation and Institutional Effectiveness. Another, more recent, example is the work of the Madera Community College Center/Oakhurst Community College (Outreach) Center Taskforce on Committees and Governance. The Madera Oakhurst Faculty Association adopted a resolution supporting the formation of "an *ad hoc* committee to assess and evaluate the committee and governance structures of [the Centers of Reedley College] and produce a recommended addendum to be added to the Reedley College *Participatory Governance Handbook* that addresses [the] local 'committees of the campus.'" This resolution was subsequently endorsed by the Reedley College Academic Senate and the College Council. IVA7.5, IVA7.3IVA7.2, IVA7.1, IVA7.9, IVA7.10].

Copies of the Participatory Governance Handbook are available electronically on the College Council Blackboard site. College Council agendas and meeting notes are posted on the Blackboard site as well.

As mentioned above, all governance committees complete an annual report that is reviewed by the College Council.

The College also reviews and evaluates the program review process on a regular basis. The Program Review Handbook receives regular updates and changes based on the evaluations. The most recent wholesale review occurred in spring 2014, but updates have occurred since that time to further improve the process [IVA7.4 review agendas].

The College uses multiple sources to identify weaknesses and opportunities for improvement. Through the program review process, Strategic Plan (SP) process and review of SSSP and Student Equity Plan as well as status of the ISS, the College targets specific areas for improvement. For example, in order to meet the objectives of the 2013-2017 SP, the College used both a College committee and a leadership SP retreat to identify drivers and outcomes as the highest priority for the coming year. This approach allows the College to focus on the

objectives that will have the greatest potential impact and desired outcomes. The College also has an annual leadership retreat and focuses part of the retreat on the aspects that are working and those that are not based on a combination of sources. Further, the program review process has specific components that focus on continuous quality improvement through analyzing success and needs. Finally, the College through its EMP development process conducted a Needs Assessment and Economic Impact study to identify areas of needed focus and improvement for the future [IVA7.6, IVA7.7, IVA7.8].

IVB. Chief Executive Officer

IVB1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

IVB1.1-RC Fine Arts and Soc Sci Budget Worksheets 2018-2019
IVB1.2-Academic Standards COA
IVB1.3-HS Report Reedley 2015-2016
IVB1.4-MOR in Motion, Oct 2016
IVB1.5-MOR Newsletter May 2017
IVB1.6-Opening Day Agenda Fall 2016
IVB1.7-PAC Strategic Workshop 7.29.16
IVB1.8-Reedley College Strategic Planning Retreat Packet Summer 2016
IVB1.9-SLO Committee COA

IVB1.10-Opening Day Agenda Spring 2017
IVB1.11-Reedley College Budget Process
IVB1.12-Integrated Budget Process_ACCJC_Handouts
IVB1.13-Integrated Budget Process as Evidence of Institutional Effectiveness 4.3.17
IVB1.14-REEDLEY COLLEGE COMMITTEE SCHEDULE 2017

Analysis and Evaluation

District Board Policies and Administrative Regulations articulate the responsibilities of College President in most, if not all, areas that define the position of institutional chief executive officer. Under these policies and regulations, the President of Reedley College has primary oversight responsibility over all locations of Reedley College, which includes the Reedley campus, Madera Community College Center, and Oakhurst Community College (Outreach) Center.

The president is the ultimate decision-maker within her respective charges. In turn, she delegates some day-to-day operational decision-making to the vice presidents, deans, or other administrators over their respective areas. Administrators serve as members or chairs/co-chairs of various committees, as assigned by the president.

Planning, Organizing, and Assessing Institutional Effectiveness

The president regularly communicates institutional values, goals, institutional-set standards, and other relevant information, both internally and externally, through a variety of venues and modalities.

In order to ensure internal stakeholders are well informed, there are several mechanisms in place including cabinets, councils, meetings, and communication mediums. The president has weekly meetings with President's Cabinet, which consists of all four of the vice presidents including the vice president of Madera and Oakhurst. The president also holds bi-weekly meetings with the President's Advisory Cabinet, which includes all the vice presidents, deans, directors of Oakhurst, communication and marketing, research and planning, and IT. The first and third weeks of the month, she also meets with College Council, which serves as a communication conduit and participatory governance body of the College. College Council includes representation from all constituents of the College as well as representation from the different campus locations. Under the direction of the president, each of the different bodies of President's Cabinet, President's Advisory Cabinet, and College Council work to inform the College and different groups of the activities and direction of the College. Agendas, notes, and meeting minutes are posted on the College Boarddocs site for ease of access and information. Additionally, the president meets individually with constituent leadership of Academic Senate, Classified Senate, CSEA, Madera Oakhurst Faculty Association, and Associated Student Government on a monthly or semesterly basis. Finally, the president holds monthly Pizza with the President open forums for students to share updates and status of the College [Agenda, notes, minutes, and fliers from various meetings/forums].

Each summer, the president hosts annual Strategic Planning and President's Advisory Cabinet leadership retreats where the College leadership and committee co-chairs review and evaluate the prior year's work and identifies priorities and actions for the coming year. The president ensures institutional information including progress made toward meeting mission, values and goals as well as institutional research and student performance linkages within the integrated planning process. These efforts provide the framework for planning each Opening Day agenda in the fall and spring semesters [IVB1.6, IVB1.7, IVB1.8].

During the fall and spring Opening Day sessions, the president addresses all College administration, faculty, and staff on the values and goals as well as the importance of having a culture of evidence and focus on student learning. The sessions are used specifically to inform and engage the College on institutional planning processes and evidence on student learning. For example, in 2014, the entire College faculty and staff reviewed the Mission, Vision, Institutional Learning Outcomes, and Values to come up with the college's Wildly Important Goal: "We Motivate and Inspire Students to Succeed." In the next year, the College was tasked by the president with developing its Vision 2025 in anticipation of developing a new Educational Master Plan to serve as the College's long-range planning document. As such, the College came up with a framework for a Vision 2025 that moved through the College participatory governance process and became the basis for the newly adopted 2015-2025 Educational Master Plan.

In fall 2016 and spring 2017, the president lead the College in studying and leveraging ideas for improvement based on the Institutional-Set Standards and College Scorecard and how to impact student learning through cultural competency and knowledge of syllabus language [IVB1.6, IVB1.10].

The president also ensures that communication continues throughout the year in a variety of formats. The committees and councils have regular updates on the various activities and the College produces a quarterly newsletter, *MOR in Motion*, which was designed to have updates regarding College and constituents activities including planning and implementation efforts, performance results, and Institutional-Set Standards and Scorecard information [IVB1.4, IVB1.5]. Additionally, all committees are required to have committee operating agreements tied to the Strategic Plan and the budget process requires that allocation requests are linked to Program Review and/or Strategic Plan priorities in an integrated planning process [IVB1.9, IVB1.2, IVB1.1].

Her leadership is evident within the institution through her work as the chair of the Reedley College Council and her role as an *ex-officio* member of the Accreditation and Institutional Effectiveness Committee, Student Learning Outcomes Committee, and current Ad Hoc Task force on Governance and Committees at the Madera Community College Center and Oakhurst Community College (Outreach) Center.

In order to ensure external stakeholders are well informed, the president uses a variety of ways to communicate institutional values, goals, priorities, and institutional effectiveness and status on planning and initiatives. The president serves as a member of several community-based entities such as Greater Reedley Chamber of Commerce, Reedley City Executive Committee, Team Selma, Madera Compact, and Adventist Medical Board-Central Valley. She meets at a minimum annually with each superintendent of the 13 feeder unified school districts and attends one school board meeting for each. At these meetings she updates the public on the College and its efforts. Each high school receives an annual High School Report regarding prior students who have matriculated to the College, placement, financial aid, graduation and transfer [IVB1.3].

Additionally, the president stays in contact with area city managers, mayors, city councils, and boards of supervisors and provides annual updates on the College, including its mission, Vision 2025, Strategic Plan, Educational Master Plan, and information regarding institutional effectiveness and student performance. She attends at least one city council for each city per year to ensure regular communication with the College. Further, the president assigns different administrators of the College to provide updates to different communities through different community and civic organizations. The president ensures external entities have adequate opportunities to learn about the College through reports including monthly oral and written reports to the College District Board of Trustees and wide dissemination of the Reedley College Annual Report, which is available in both hardcopy and digital format. All reports and documents are available for public access on the College website:

<http://www.scccd.edu/about/board-of-trustees/index.html>.

Budgeting

The president provides leadership in budgeting and assures that Reedley College operates in a sound fiscal approach that is both transparent and meets the needs to of the institution. The College's budgeting process is a significant component of the integrated planning process and is specifically tied to program review and strategic planning. The president works closely with the Vice President of Administrative Services who leads the development of the

annual budget and monitors the budget expenditure process. The College has an oversight committee, the Budget Committee, co-chaired by a faculty member and reports to the president and President's Cabinet through the participatory governance council, College Council. The Budget Committee has a robust process that ties program and organizational needs to program planning, strategic planning, and organizational directions with recommendations coming from the operating level with input from department staff, directors, deans, and vice presidents. The process is tied to the College Human Resource Staffing Plan, which identifies a specific band for salary and benefits as a percentage of the College allocation model, thus allowing the budgeting process to work with very specific figures for operations. The Budget Committee compiles all the information to make recommendations to President's Cabinet and to College Council. Further, there are numerous opportunities throughout the budget cycle in which faculty, staff, and administrators are provided an overview of the College and District funding sources and the integrated planning through which the budgeting and HR processes are implemented. For example, President's Advisory Cabinet and College Council are provided an annual overview of the College funding and expenditures by the Vice President of Administrative Services. An overview of the HR staffing plan process is also provided to President's Advisory Cabinet, College Council, and Department Chairs to ensure that faculty and staff have an understanding of the tie between the budgeting process and staffing. Annually the under the leadership of the president and president's cabinet, the College reviews the status of annual expenditures to monitor and evaluate the budget process and identify any carryover funds that may be available for strategic expenditures or for capital projects. Through a systematic approach that incorporates prior budget requests as well as emerging needs, the College uses a strategic one-time expenditure process to ensure that unused annual budget expenditures are allocated for effective operations of the College [PAC, CC agendas & minutes, strategic one-time expenditure sheets]. Of particular note, The Reedley College budgeting process was the topic of an accreditation conference session as a best practice for community colleges [IVB1.11, IVB1.12, IVB1.13, Budget Committee minutes, Integrated Planning Model, , Agendas and minutes from PC, PAC, College Council, IVB, HR staffing plan, ACCJC first annual conference agenda].

http://classmedia.sccd.edu/jamesdavis/Camtasia/FA2017_Budget_Training/FA2017_Budget_Training.html

Selecting and Developing Personnel

The president takes seriously the areas of selecting and developing personnel. She provides effective leadership in the area of selecting and developing personnel by selecting faculty members who are well-qualified in their fields of study as well as demonstrate high standards of integrity and inclusion that are a key focus as Reedley College and its Centers. Through the District processes, there are well-established procedures for hiring faculty, academic administrators, classified administrators, and classified staff. Given the direct impact that faculty and administrators have on students and learning, the president personally interviews the final three to five candidates for each position and makes the final hiring determination of all full-time faculty and dean-level or higher administrator positions, which are then forwarded on to the chancellor to be reviewed and approved by the Board of Trustees.

The president continues to show support for developing personnel in a number of ways. She tasked the vice president of instruction and Madera/Oakhurst Community College Centers to work collaboratively to create and implement and New Faculty Orientation, which is a yearlong professional development series of workshops to help support new faculty in their roles. Additionally, she has supported part-time faculty to participate in professional development opportunities such as Sexual Harassment training and to serve on Academic Senate. Further, she has promoted professional development among the Classified Staff through working with the Classified Senate to allocate funding for the annual Classified Senate state conference. The president has routinely been a speaker for the Classified Professional Leadership class, annual conference, and various workshops. Finally, the president provides a significant allocation of funds to the Staff Development committee to ensure that faculty have the opportunity to remain current in their field of study and take advantage of conferences and opportunities focused on teaching and learning [New Faculty workshop calendar, online sexual harassment link, classified senate budget allocation for 4cs, classified leadership class agenda, staff development process].

The president supports and encourages professional development for faculty and administrators. During Opening Day in spring 2017, she challenged all the faculty and staff to participate in Accreditation 101 online training through ACCJC to help the College deepen its understanding of the roles and impacts of accreditation. Further, she has encouraged numerous faculty and administrators to apply as peer reviewers for accreditation site visits. At the time of this writing, XX faculty, staff and administrators have taken the A101 course and 10 faculty and administrators served on a visiting teams in 2017 alone. Finally, the president encourages the administrators and managers to attend conferences and workshops related to their areas of responsibility. For example, the vice president of administrative services attended Association of Chief Business Officers (ACBO), vice president of Madera and Oakhurst CCC attended Association of California Community College Administrators (ACCCA), vice president of student services attended the Chief Student Services Officers (CSSO) conference, and the Director of Planning and Research attended the Student Success Conference. Further, the president also commits to leadership development by reserving some funding for specific leadership programs such as Asilomar Women's Leadership Development and American Association of Community Colleges (AACC) Future Leaders Institute. Finally, the president also commits to her own professional development as she serves on ACCJC visiting teams, attends the Community College League of California (CCLC) CEO Conference, and CCLC Annual and Legislative Conferences.

The Board policies and administrative regulations articulate that the president of Reedley College has primary oversight and responsibility of the College and its campuses. The president has primary responsibility for the quality of instruction and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. She regularly communicates through a variety of methods and modalities to both internal and external stakeholders on the institutional values, goals, institutional-set standards, and other relevant information on the College. She communicates the importance of a culture of evidence and focus on student learning and ensures linkages are made through the integrated planning process of institutional research,

student and institutional effectiveness, strategic planning, program review, and budget allocation process.

IVB2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

IVB2.1-HR Staffing Plan

IVB2.3-BP 2430

IVB2.2- Staffing Prioritization for Constituents

IVB2.4-DC-DR Meeting Notes 12.6.16

IVB2.5-Reedley College Org Chart 2016

Analysis and Evaluation

The president plans, oversees, and evaluates the administrative structure and staffing levels to reflect the institution’s purpose, size, and complexity. The president works closely with the executive level cabinet, President’s Cabinet, to ensure each area of the College has academic or classified managers who are responsible to oversee the day-to-day operations. President’s Cabinet consists of the president, vice president of instruction, vice president of student services, vice president of administrative services, and vice president of Madera and Oakhurst Community College Centers [IVB2.5].The District has specific board policies and administrative regulations that provide for delegation of authority from the chancellor to the college president and from the college president to administrators consistent with their roles and responsibilities [IVB2.3].

In addition to the vice presidents, there is also a director for marketing and communications, director of information technology, and director of planning and research who all report to the president as each of their respective areas impacts all areas of the College. Additionally, the college also has deans, directors, managers, and staff reporting to each of the vice presidents and directors to ensure effective operations [IVB2.5].

The College has a robust Human Resources (HR) Staffing Plan that has been used effectively to help guide the College in its staffing needs. Combined with the College’s Vision 2025 and Educational Master Plan, the College has an effective process to ensure staffing is aligned with purposes, size, and complexity. Under the leadership of the current president, the College developed the HR Staffing Plan aligned with the Educational Master Plan (EMP) to ensure the College evaluates current staffing levels, conducts a gap analysis, and targets areas for potential staffing needs in all areas. The process consolidates faculty, staff, and administrative positions into one holistic plan to ensure effective immediate and long-term operations [IVB2.2, IVB2.4]. For example, the Madera Community College Center has grown to exceed 4500 unduplicated headcount in the 2016-2017 academic year. As such, the campus needed to expand its administrative structure, add classified positions, and add faculty. Through leadership of president and the process of the HR Staffing Plan and the EMP, the College allocated available growth funding to support the needed positions and growth. Specifically, a vice president was added in 2014, dean of student services in 2016, computer technician in 2016, librarian in 2016, and eight faculty positions from 2014-

present. Finally, the College has been able to add and/or change positions to better accommodate current and future needs. For example, a webmaster position was added in 2016, director of planning and research in 2016, and job developer in 2015.

The president delegates authority to administrators and others as appropriate to their respective positions, roles, and responsibilities. Reedley College has a complex organizational structure due to its centers located a distance from the main campus and due to the expanding and growing nature of the Madera Community College Center. As a result, the College has created an organizational structure to meet institutional needs. Additionally, the College has implemented both an EMP for long-range planning and an HR Staffing Plan that incorporates evaluation, gap analysis, and future needs into determining organizational structure and staffing needs appropriate to current and long-term needs. Further, the College has accounted for long-term growth of one of its centers and is well-poised to meet future needs.

IVB3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

Evidence of Meeting the Standard

Link to CORE website, <http://www.reedleycollege.edu/index.aspx?page=1957>

Analysis and Evaluation

As discussed in Standard IV.A. 5, IV.A.6, IV.A.7, and IV.B.1, the president of Reedley College leads the College in an open and collegial process in establishing values, goals, and priorities. The College uses a variety of sources including Educational Master Plan, Strategic Plan, and Program Review, which are linked to support institutional effectiveness, thus ensuring efforts such as how Student Equity, SSSP, Basic Skills, and IEPI are impacting student learning. The president ensures the College sets institutional performance standards for student achievement and that the information is broadly communicated both internally and externally. The president leads the educational planning of the institution in an integrated and comprehensive manner that includes resource planning and allocation tied to student achievement and learning as well as linked to the College Human Resources (HR) Staffing Plan process. The overall institutional planning and implementation is evaluated on an annual basis through the Strategic Planning Leadership Retreat to ensure the efforts achieve the mission of the institution.

To ensure that evaluation and planning rely on high quality research and analysis on external and internal conditions, Reedley College has established a College Office of Research & Evaluation (CORE), the director of which reports directly to the College president. This office also staffed by a research assistant. The general purpose of this department is to “provide leadership support for faculty, students, and staff through analysis, research, evaluation, and planning improvements of academic and student support programs, policy, systems and services [and] provide guidance for the College’s integrated institutional planning process of the Accreditation, Educational Master Plan, Strategic Plan and other College plans” <http://www.reedleycollege.edu/index.aspx?page=1957>.

The president leads the institution process that sets values, goals, and priorities. She helps the College use a variety of activities such as Opening Day and *MOR in Motion* newsletter to share information. She annually holds planning and leadership retreats to gauge progress and goals and evaluate effectiveness. The Educational Master Plan clearly demonstrates the integrated planning process with resource allocation and program planning along with strategic planning as critical to long-term success.

IVB4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

IVB4.1-Substantive Change - Oakhurst
Community College (Outreach) Center

IVB4.2-Substantive Change - Madera
Community College Center

Analysis and Evaluation

The president is fully engaged in the Reedley College accreditation efforts. She has remained knowledgeable on the accreditation standards and frequently serves on accreditation visiting teams. She ensures the topic of accreditation stays as a top priority for the institution by including the topic at Opening Day, including an agenda item for President’s Cabinet, standing article in *MOR in Motion*, and through participation with the Accreditation and Institutional Effectiveness Committee. One of the key elements that the president led was creating the Accreditation and Institutional Effectiveness Committee (AIEC) as a standing committee focused on continuous quality improvement and institutional performance in alignment with the best practices of accreditation and in adherence to the Eligibility Requirements. The Accreditation Liaison Officer (ALO) is the vice president of instruction and reports directly to the president. This person co-chairs the AIEC along with a faculty co-chair. The accreditation status and activities are frequently discussed among the President’s Cabinet members. Compliance with board policies, administrative regulations, and state laws is embedded within the day-to-day operations of the College. The president works directly with the vice presidents to ensure the annual report and annual budget report are completed timely and in accordance with accreditation requirements. Through the thorough evaluation of the prior administration’s work and documentation with the accrediting body, it was identified that substantive changes were needed for the two off-campus centers. Immediately, the president worked with District administration, College ALO and workgroups, and the accrediting body to complete and submit current substantive change requests for its two off-campus centers that had been in operation for more than 25 years. As a result, both centers have been brought up to current requirements with both the accrediting body and with the Board of Trustees for institutional naming of centers, the Madera Community College Center and the Oakhurst Community College Center [IVB4.1, IVB4.2].

The president has been a proponent of increasing institutional knowledge regarding accreditation. In 2015 and 2016, she actively encouraged deans and vice presidents to apply

as peer reviewers to increase overall institutional administrative capacity and accreditation knowledge. During Opening Day in spring 2017, she challenged all the faculty and staff to participate in Accreditation 101 online training through ACCJC to help the College deepen its understanding of the roles and impacts of accreditation. Further, she has encouraged numerous faculty and administrators to apply as peer reviewers for accreditation site visits. At the time of this writing, XX faculty, staff and administrators have taken the A101 course and 10 faculty and administrators served on a visiting teams in 2017 alone. Certificates are planned to be displayed in the President’s Conference Room and in the Madera Community College Center’s administrative building.

IVB5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

IVB5.1-PAC Notes 05.10.17

IVB5.2-Reedley College Budget Process

IVB5.3-Integrated Budget Process as Evidence of Institutional Effectiveness 4.3.17

IVB5.4-Integrated Budget

Process_ACCJC_Handouts

Analysis and Evaluation

As the Reedley College president is the long-term CEO in the District, she has been actively involved in the implementation of statutes, regulations, and policies to ensure that practices of Reedley College and the District are consistent with mission, vision, and policies. During the 2015-2016 academic year, the president tasked the College with developing a Vision 2025 as a foundation for developing a new Educational Master Plan (EMP). In the 2016-2107 year, the president led the College in adoption of the EMP and development of a new Strategic Plan, Mission, Vision, and Values in alignment with the new District Strategic Plan, Mission, Vision, and Values.

The president is active in Districtwide efforts, particularly those that impact the Colleges directly. She participates in weekly chancellor cabinet meetings, chancellor and president meetings, Communication Council, and Educational Coordinating and Planning Committee. The presidents stays in close communication with the vice presidents who serve in their respective capacities in Districtwide groups or committees. For example, the vice president of administrative services meets weekly with the finance and administrative group chaired by the vice chancellor of administrative services who has primary oversight for the District Resource Allocation Model. The vice president of instruction and vice president of student services meet monthly with the vice chancellor of educational services who has primary responsibility for institutional effectiveness, workforce development, and curriculum. Every week, the vice presidents bring back any relevant information to President’s Cabinet and President’s Advisory Cabinet as well as College Council, which are all chaired by the president [IVB5.1].

The president is responsible for oversight and control of the budget and is accountable for the allocation of resources for the effective and efficient operation of the College and to meet the College mission, vision, and goals. The president delegates day-to-day operation to the vice president of administrative services who co-chairs the Budget Committee with a faculty co-chair. Prior to and during the budgeting process and before the final budget recommendation is made by the committee to President's Cabinet and College Council, the President's Cabinet reviews the budget development calendar, District budget assumptions, program review, strategic and institutional needs, and both categorical and general fund budget areas. Once the budget process is completed and final allocation has occurred, the operating areas are to operate within the budget parameters. Budget monitoring occurs at the director and dean level to allow for adequate operations. Vice presidents are in the process to ensure larger expenditures meet District, state, and federal requirements and the president's approval for even higher expenditure requests. The College conducts its annual budget monitoring process to evaluate the status of allocated funds to expended funds as well as to project end-of-year expenditures. As discussed in IV.B.1. and IV.B.2., the processes are transparent and communicated in President's Cabinet, President's Advisory Cabinet, and College Council [IVB5.2, IVB5.3, IVB5.4 Strategic 1-tim expenditure process. PAC and college council minutes].

The president routinely and consistently participates in both Districtwide and College committees and work processes and assures the implementation of statuses, regulations, and governing board policies. She assures that institutional practices are consistent with College mission and policies, including effective control over budget and expenditures. The College uses a number of structures to ensure efforts are consistent and communicated including Districtwide committees, workgroups, and College structures including Budget Committee, College Council, President's Advisory Committee, and President's Cabinet.

IVB6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

IVB6.1-Annual Report 2015-2016

IVB6.2-HS Report Reedley 2015-2016

Analysis and Evaluation

As stated in Standard IV.B.1, the president stays in close and constant communication with the communities served by the institution. With the large geographical area, the College serves most of the rural base of the 5500 square mile service area in four different counties.

In order to ensure external stakeholders are well informed, the president uses a variety of ways to communicate institutional values, goals, priorities, and institutional effectiveness and status on planning and initiatives. The president serves as a member of several community-based entities such as Greater Reedley Chamber of Commerce, Reedley City Executive Committee, Team Selma, Madera Compact, and Adventist Medical Board-Central Valley. She meets at a minimum annually with each superintendent of the 13 feeder unified school districts and attends one school board meeting for each. At these meetings she updates the public on the College and its efforts. Each high school receives an annual High School

Report regarding prior students who have matriculated to the College, placement, financial aid, graduation and transfer rates [IVB6.2].

Additionally, the president stays in contact with area city managers, mayors, city councils, and boards of supervisors and annually provides updates on the College, including its mission, Vision 2025, Strategic Plan, Educational Master Plan, and information regarding institutional effectiveness and student performance. She attends at least one city council for each city per year and keeps regular communication with College activities. Further, the president assigns different administrators of the College to provide updates to different communities through different community and civic organizations. The president ensures external entities have adequate opportunities to learn about the College through reports including monthly oral and written reports to the College District [Board of Trustees](#) and wide dissemination of the Reedley College Annual Report, which is available in both hardcopy and digital format. All reports and documents are available for public access on the [college website](#) [IVB6.1].

The Reedley College president has responsibility for numerous communities within the College service area encompassing 5500 square miles, 13 K-12 schools, and multiple communities. She is visible within the different communities and is widely known and recognized. She frequently communicates the superintendents and city managers as well as key elected officials and community stakeholders. She is active in community planning and participates in community events and activities. She communicates regularly and effectively keeps the communities aware of the activities of the College as well as informed of student performance.

IVC. Governing Board

IVC1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

IV.C.1.1 Board Policy 2010, Board Membership

IV.C.1.2 BOT Minutes - BP 2015 and 2105

IV.C.1.3 BP 2015 Student Members

IV.C.1.4 BP 2100 Board Elections

IV.C.1.5 BP 2105 Election of Student Members

IV.C.1.6 BP 2431 Role of the Board (Powers, Purposes, Duties)

IV.C.1.7 BP and AR Website

IV.C.1.8 BP 2405 BOT Minutes 10-2-12

IV.C.1.9 BP-AR 2405 Review of Board Policies

IV.C.1.10-BP Review Tracking Spreadsheet 2-21-17

IV.C.1.11-District Strategic Plan BOT Approved 2-7-17

IV.C.1.12-BP-AR 2410 Policy and Administrative Regulations

IV.C.1.13-*Roles of Constituents in District Decision-Making*

IV.C.1.14-BOT Calendar Agenda Approved 12-8-15

IV.C.1.15-BOT Calendar Minutes Approved 12-8-15

IV.C.1.16-Quarterly Financial Status Report BOT Agenda 2-26-16

IV.C.1.17-Quarterly Financial Status Report BOT Minutes 2-26-16
 IV.C.1.18-Quarterly Financial Status Report BOT Agenda 5-3-16
 IV.C.1.19-Quarterly Financial Status Report BOT Minutes 5-3-16
 IV.C.1.20-Quarterly Financial Status Report BOT Agenda 9 -6-16
 IV.C.1.21-Quarterly Financial Status Report BOT Minutes 9-6-16
 IV.C.1.22-Curriculum Proposals BOT Agenda 6-14-16
 IV.C.1.23-Curriculum Proposals BOT Mins. 6-14-16
 IV.C.1.24-Curriculum Proposals BOT Agenda 10-4-16

IV.C.1.25-Curriculum Proposals BOT Mins. 10-4-16
 IV.C.1.26-Curriculum Proposals BOT Agenda 12-13-16
 IV.C.1.27-Curriculum Proposals BOT Mins. 12-13-16
 IV.C.1.28-Curriculum Proposals BOT Agenda-Mins. 4-4-17
 IV.C.1.29-BOT Retreat Agenda April 2015
 IV.C.1.30-BOT Retreat Agenda April 2016
 IV.C.1.31-BOT Retreat Mins. April 2016
 IV.C.1.32-BOT Accreditation Update April 2016

Analysis and Evaluation

The SCCCD Board of Trustees holds broad authority and responsibility for all policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the District and its Colleges, as established in policy and implemented through administrative regulation and practice. Board Policy 2012 [IV.C.1.6] clearly establishes and delineates duties and responsibilities of the Board of Trustees including BOT appropriate action in the following areas:

- Select and appoint the district chancellor
- Assure the fiscal health and stability of the district
- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the Chancellor
- Delegate power and authority to the chancellor to effectively lead the District
- Monitor institutional performance and educational quality
- Advocate for and protect the District

BP 2410 Policy and Administrative Regulations delineates the legal authority of the board over policy development and the District *Roles of Constituents in Decision-Making* (participatory governance handbook) provides for the process of constituent groups participation in the development and approval of board policies and administrative regulations. [IV.C.1.12 – IV.C.1.13]

Evidence of the board exercising this authority and fulfilling the responsibilities specified in policy is provided in board meeting calendars, agendas, minutes, information packets, and reports. [IV.C.1.14 – IV.C.1.15] The board receives and reviews quarterly financial statements and other financial reports to ensure institutional financial stability. [IV.C.1.16 – IV.C.1.21] The board approves curriculum four times each year, including new programs, revisions to existing programs, course development and review, and student learning outcomes in carrying out its responsibility for monitoring academic quality, integrity, and effectiveness. [IV.C.1.22 – IV.C.1.28]

In compliance with Board Policy 2405, review of board policies takes place on a regular basis as the chancellor identifies the need is identified by the chancellor. Additionally, board policy review is a standing agenda item at every annual board retreat. The policy review at the 2015 retreat included the following policies: [IV.C.1.29]

- BP 2431 Board Duties and Responsibilities
- BP 2210 Officers
- BP2220 Committees of the Board
- BP 2270 Board Member Authority
- BP 2310 Regular Meetings of the Board
- BP 2315 Closed Sessions
- BP 2320 Special and Emergency Meetings
- BP 2340 Agendas
- BP 2405 Review of Board Policies
- BP 2430 Delegation of Authority to Chancellor
- BP 2720 Communications Among Board Members

The Board of Trustees reviewed 27 policies at their 2016 annual retreat which provided an important professional development training opportunity for the board. The following topics and board policies were reviewed: [IV.C.1.30 – IV.C.1.32]

- Review of Board Policies Regarding Meetings, Agenda, Brown Act, Roles of Trustees and Chancellor (BP 1100, 1200, 2340, 2405, 2345, 2012, 2270, 2330, 2430, 6100)
- Review of Accreditation Standards, Board, Chancellor, and Presidents (BP 3200, 2430)
- Board Room Location and Facilities (BP 2363, 6600)
- Human Resource Hiring Policies (BP 3410, 3420, 7100, 7110, 7120, 7250)
- Bond Status Report (BP 6600)
- Budgeting Policies (BP 6200, 6330)
- Accreditation, Strategic Planning, Grants, and 2016 Student Success Scorecard (BP 3200, 3250, 3280)

The Chancellor includes a review of board policies on each BOT agenda as needed and appropriate as evidenced by board meeting agendas and minutes. Policies are also reviewed and updated at the annual BOT retreats. The State Center Community College District (SCCCD) operates under the control of an elected Board of Trustees (BOT), each trustee representing a discrete area in the District. The board members are elected to staggered four-year terms. There is also a non-voting student member chosen by the students. Board Policies 2015 and 2105, reviewed and updated in 2017, detail the process of electing the student member. [IV.C.1.1 – IV.C.1.5]

The Board is the ultimate decision-making body in the establishment of policies regarding academic quality, integrity, and effectiveness of learning programs and services, and financial stability. The BOT is authorized to establish policies for the District, approve annual and long-range plans and programs, and oversee the administration of SCCC. Board Policy (BP) 2012 defines board authority and responsibility. Through its numerous policies and procedures, Chapters 1 – 7 of the Board Policies, the Board has authority over and responsibility for assuring the academic quality, integrity, and effectiveness of the student learning programs and services and financial stability of the institution. [IV.C.1.6]

The Board Policies (BP) and administrative regulations (AR) describe and demonstrate the governing Board’s role in academic quality, integrity, and effectiveness of learning programs and services and financial stability, as well as setting policy regarding the District’s chancellor. The Board policies are organized into seven chapters: Chapter 1 – The District; Chapter 2 – Board of Trustees; Chapter 3 – General Institution; Chapter 4 – Academic Affairs; Chapter 5 – Student Services; Chapter 6 – Business and Fiscal Affairs; and Chapter 7 – Human Resources. The corresponding administrative regulations for implementation of Board Policies are similarly organized. These policies and administrative regulations are compiled and maintained electronically and are available on the Board of Trustees section of the District website to ensure that the public, students, and district employees all have access to these documents. [IV.C.1.7]

BP 2405, Review of Board Policies, delineates that the policies shall be regularly reviewed and that each trustee is responsible to read, understand, and follow board policies. AR 2405 describes the procedure and timeline for the regular review. [IV.C.1.8 - IV.C.1.9] When changes to board policy are approved by the board and corresponding changes are approved by the chancellor through the established participatory governance process, the updates are posted and tracked by the District’s General Counsel Office. [IV.C.1.10]

The Board of Trustees demonstrates its commitment to the effectiveness of student learning programs and services, quality of programs, and integrity of institutional actions, not only through the previously discussed board policies and administrative regulations, but also through annual review of the following key documents: District Mission, Vision, and Values; Overarching Goals; Annual Strategic Objectives, CCCCO Scorecard, and Key Performance Indicators. [IV.C.1.11]

IVC2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

IV.C.2.1-BP 2715 Code of Ethics/Standards of Practice	IV.C.2.6-BOT Development Workshop Aug. 2015
IV.C.2.2-BOT Mins. 6-14-16	IV.C.2.7-BOT Self Eval. Agenda 9-23-16
IV.C.2.3-BOT Mins. 7-5-16	IV.C.2.2 - BOT Minutes 8-25-16
IV.C.2.4-BOT Mins. 8-25-16	IV.C.2.3 - BOT Agenda 6-29-16
IV.C.2.5-BOT Mins. 6-29-16	IV.C.2.4 - BOT Special Meetings Minutes

Analysis and Evaluation

During the 2015 site visit and subsequent follow-up visits to Clovis Community College, two recommendations were made regarding Leadership and Governance related to individual board members not always adhering to their collective role as distinguished from the role of the chancellor. As a result of these recommendations, the board has dedicated significant effort to professional development, leading to a better understanding of the role of the board and the role of the chancellor and emphasis on collective action and speaking with one voice.

Based upon recent board meetings, the board continues to make a concerted effort to discuss their roles, to review and understand the board policies, and to act in a manner that is consistent with those policies. The Chancellor continues to make a significant effort work

with the board, to make specific changes, and to improve board functioning focused on policy governance.

The roles and responsibilities of the board president have been clarified and utilized more effectively, resulting in board meetings that are more effective, efficient, and collegial. The enhanced structure also helps the board stay focused on policy-oriented agenda topics and have a more systematic discussion process. Board meetings are focused and on-task. Trustee discussions are respectful and ensure that all board members have an opportunity to share their thoughts. After discussion takes place, the board votes result in approval of items; or, if items have been pulled from the consent agenda, the discussion regularly results in those items being approved.

The board supported the chancellor in hiring a consultant to facilitate Board interactions and to build awareness of the roles and communication processes. The trustees have also supported holding several special board meetings to allow more time to review policies and to learn about their roles related to their goal of becoming a high-performing board.
[IV.C.2.6- IV.C.2.7]

Board policy provides a framework for collective action that effectively guides board discussion, voting and actions. Board members are able to hold robust discussions and present their varying perspectives but still generally come to collective decisions and support those decisions. Minutes from recent board actions substantiate this behavior. The district meets the standard.

BP 2715 Code of Ethics/Standards of Practice specifies the importance of and requirement for trustees to work as a collective unit in conjunction with administration, staff, students, and the communities the board serves. The BP 2715 also states that board members “recognize the facts that the strength and effectiveness of the board is as a total board, not as a group of individuals.” Board meetings provide for full and open discussions of District and College business matters; and, while distinct in their individual perspectives, the BOT makes every attempt to express a unified and collective voice as required in BP 2715. Board meeting discussion includes the presentation of different viewpoints on both sides of an issue, public comment, and consideration of information received prior to a vote being taken.
[IV.C.2.1]

As evidence of the board’s commitment to BP 2715, trustees have embarked on a significant professional development plan designed to strengthen their performance as a board. The board has also participated in several related discussions including exploring the board’s role and authority, defining and respecting the chancellor’s role, defining “micromanaging”, speaking as one voice when representing the board, abiding by accreditation standards, and establishing and following board meeting procedures.

Robust discussion takes place at board meetings on many agenda items. Individual trustees routinely pull items from the consent agenda, asking for further clarification. After considerable discussion, the board generally passes these items unanimously. Examples include the June 14, 2016, regular board meeting during which individual trustees pulled

several items from the consent agenda for further discussion. After considerable discussion, the board passed each item. At this meeting, extensive discussion was held regarding the 2016-2017 Tentative Annual Budget, resulting in approval without dissent. Similar examples are evident in board minutes as evidenced by the July 5, 2016, meeting, again validating that individual board members have the opportunity to discuss and question various agenda items; and, after discussion takes place, the items are passed. [IV.C.2.2 – IV.C.2.3].

On August 25, 2016, the board held a special bond implementation session to learn more about the Colleges' processes for implementation and oversight of the bond projects. As a result, the board came to a clear and collective understanding of its role as a board. [IV.C.2.4]

The chancellor and the board hired a consultant to facilitate the board's interactions and to build awareness of their roles and communication processes, leading to increased understanding of how to be an effective, high-performing board. The consultant continues to work with the board as part of their professional development activities. [IV.C.2.5]

IVC3.The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

IV.C.3.1-BP 2431 Chancellor Selection	IV.C.3.10-BOT Mins. – CCC Pres. Approval 6-14-16
IV.C.3.2-BP 7250 Educational Administrators	IV.C.3.11-SCCCD Chancellor Position Announcement 6-9-15
IV.C.3.3-AR 7220 Administrative Recruitment and Hiring Procedures	IV.C.3.12-SCCCD Chancellor Search Timeline Final 10-8-15
IV.C.3.4-FCC Pres. Position Announcement 3-28-16	IV.C.3.13-BOT Mins. – SCCCDC Chancellor 1-12-16
IV.C.3.5-FCC Pres. Timeline Final 02-02-16	IV.C.3.14-BP 2435 Evaluation of Chancellor
IV.C.3.6-FCC Pres. Timeline Final 03-29-16	IV.C.3.15-BP 2430 Delegation of Authority to Chancellor
IV.C.3.7-BOT Mins. – FCC Pres. Approval 7-5-16	IV.C.3.16-BP 7125 Employee Evaluations
IV.C.3.8-CCC Pres. Position Announcement 02-05-16	IV.C.3.17-AR 7125 Evaluation
IV.C.3.9-CCC Pres. Timeline to Board 02-04-16	IV.C.3.18-Evaluation Instrument (Cabinet Members)

Analysis and Evaluation

The SCCCDC Board of Trustees is responsible for selecting and evaluating the chancellor, following board policy and the established selection and evaluation process. In turn, the chancellor is responsible for selecting and evaluating the College presidents, following board policy and administrative regulations. Established processes were followed during the 2015-2016 chancellor search and the two president searches conducted in 2015-2016.

Selection

SCCCD has a clearly defined process for selecting the District chancellor and the College presidents. BP 2431, Chancellor Selection, specifies that the BOT shall establish a search process for a vacancy of the chancellor. The District has employed search firms for both chancellor and president positions in order to seek out qualified candidates and to facilitate the screening processes. [IV.C.3.1]

College presidents are recruited by a search firm, working closely with the District Human Resources Department. This process parallels BP 7250, Educational Administrators, and AR 7220 Administrative Recruitment and Hiring Procedures. AR 7220, Administrative Recruitment and Hiring Procedures, provides guidelines for the recruitment, selection committee composition, screening process, recruitment period, interviews, reference checks, final interviews, offer of employment, and Board approval. Screening committees are formed with all constituent groups having representation, including students and the public. The process is collaborative in that it involves all constituent groups. The Human Resources Department collects application materials, confirms the application materials are complete, and certifies the pool of applicants. The screening committee reviews the applications, selects candidates to be interviewed, conducts initial interviews, and recommends finalists to the chancellor. Final selection is made by the chancellor, with discussion of the selection with the BOT. [IV.C.3.2 – IV.C. 3.3] The established procedures were followed most recently in the search for the presidents of Clovis Community College and for Fresno City College in 2016. [IV.C.3.4 – IV.C.3.10]

Search firms are also used to recruit applicants for the chancellor position, and a committee is used similarly to the process used to select the College presidents. Final interviews for the chancellor position are conducted by the Board of Trustees. The chancellor is the only employee selected directly by the board, even though the board is involved in the selection of college presidents in conjunction with the chancellor as described above. The established procedures were followed most recently in the search for the search for the district chancellor in 2016. [IV.C.3.11- IV.C.3.13]

Evaluation

BP 2435, Evaluation of the Chancellor, specifies that the chancellor's evaluation shall occur annually, in compliance with requirements set forth in the chancellor's employment contract. The evaluation process shall be jointly developed and agreed to by the board and the chancellor. The criteria for evaluation shall be based on board policy, the chancellor job description, and performance goals and objectives developed in accordance with BP 2430, Delegation of Authority to Chancellor. Similar procedures are in place for selection and evaluation of the college presidents. [IV.C.3.14 – IV.C.3.15]

Evaluation of the College presidents is developed and jointly agreed upon by the chancellor and is additionally based on BP 7125, Employee Evaluations, and AR 7125 Evaluation. BP 7125 states: "The board recognizes the importance of regular, constructive and honest evaluations of all employees. The board expects that each employee will function at peak efficiency and will fulfill all duties outlined in his or her job description or classification specification. Accordingly, each employee will be regularly evaluated by his or her

immediate supervisor in accordance with any applicable Education Code, collective bargaining agreement provisions, and Personnel Commission rules”. AR 7125 sets forth the process for all academic administrators. [IV.C.3.16 – IV.C.3.17]

The criteria for evaluation of College presidents is based on board policy, the president job description, and performance goals and objectives and in compliance with requirements set forth in the president’s employment contract. [IV.C.3.18]

IVC4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

IV.C.4.1-BP 2710 Conflict of Interest	IV.C.4.10-AR 2712 Conflict of Interest
IV.C.4.2-BP 2715 Code of Ethics- Standards of Practice	Code
IV.C.4.3-BP 2716 Political Activity	IV.C.4.11-BP 2345 Public Participation at Board Meetings
IV.C.4.4-BP 2717 Personal Use of Public Resources	IV.C.4.12-2430 Delegation of Authority to Chancellor
IV.C.4.5-BP 2745 Board Self-Evaluation	IV.C.1.1-Board Policy 2010 Board Membership
IV.C.4.6-BP 2720 Communications Among Board Members	IV.C.1.3-BP 2015 Student Members
IV.C.4.7-BP 2220 Committees of the Board	IV.C.1.5-BP 2105 Election of Student Members
IV.C.4.8-BP 2260 Board Representatives	IV.C.1.6-BP 2012 Role of the Board (Powers, Purposes, Duties)
IV.C.4.9-AR 2710 Conflict of Interest	

Analysis and Evaluation

Board policies and administrative regulations clearly establish the governing board as an independent, policy-making body that reflects the public interest and advocates for and defends the institutions from undue influence or political pressure. The seven elected trustees represent their respective areas but also appropriately represent the district as a whole. Board members follow established board policies and administrative regulations and actively advocate for the District and its colleges/centers through professional, service, and community organizations.

The public interest in educational quality is provided for and welcomed through public comment at BOT meetings as evidenced by two opportunities for public comment at each BOT meeting. The BOT consistently adheres to open meeting laws, and meeting minutes document consistent public input and comment which provides the board with diverse opinion and views on relevant issues.

The BOT and chancellor have established a process for review of board policies and administrative regulations, with those that address board operation, action, policy-making, advocacy, and protection from undue influence and political pressure receiving a review in

2017. [IV.C.4.12] The role of the BOT as an independent, policy-making body is consistently affirmed in review, development, and approval of new and revised policies.

As described in BP 2010, the State Center Community College District Board of Trustees is comprised of seven trustees, elected by the electorate in each of the seven designated trustee areas. Trustees serve staggered four-year terms to ensure continuity in governance. A student member is elected each year by the student body for a one-year term as described in BPs 2015 and 2105. The student representative is seated with the board and is recognized as a full member of the board at meetings. The student member participates in discussion of issues and receives all materials presented to members of the board except for closed session items. [IV.C.1.1; IV.C.1.3; IV.C.1.5]

The members of the board are an independent group of elected officials that represents the public interest of their respective areas and of the colleges and centers of the State Center Community College District as a whole. The board advocates for and defends the institutions and protects them from undue influence or political pressure as clearly stated in board policy. Broad representation, independence, reflection of the public interest, and protection of the institutions from undue influence or political pressure are ensured by BPs 2010 and 2012. Board policy and administrative regulation also clearly addresses conflict of interest, political activities, code of ethics, standards of practice, and personal use of public/district resources. [IV.C.4.1 – IV.C.4.6] Participation on committees, District employment, and membership on other boards are included in BPs 2220 and 2260; AR 2710 describes prohibitions regarding incompatible activities, financial interest, employment, and gifts. [IV.C.1.1; IV.C.1.6; IV.C.4.7-4.10]

Public interest is also assured through communication with the public at all board of trustee meetings. There is a standing item on each board meeting agenda for public comment. As shown in board meeting minutes, members of the public and college communities frequently use this time to provide comment and input to the BOT on relevant issues. Each board agenda includes two opportunities for public comment. BP 2345, Public Participation at Board Meetings, demonstrates the board's commitment to providing the public opportunity for comment and input. [IV.C.4.11]

IVC5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

IV.C.5.1-BP 2410 Policy and Administrative Regulations
IV.C.5.2-BP 4020 Program, Curriculum, and Course Development

IV.C.5.3-BP 4025 Philosophy and Criteria for Associate Degree and General Education
IV.C.5.4-BP 4030 Academic Freedom
IV.C.5.5-BP 5120 Transfer Center

IV.C.5.6-BP 5150 Extended Opportunity Programs and Services
 IV.C.5.7-BP 5300 Student Equity
 IV.C.5.8-DBRAAC Operating Agreement
 IV.C.5.9-BOT Agenda RAM Jan. 2014
 IV.C.5.10-BP 6200 Budget Preparation
 IV.C.5.11-BP 6250 Budget Management
 IV.C.5.12-BP 6300 Fiscal Management
 IV.C.5.13-BP 2510 Participation in Local Decision-making
 IV.C.5.14-BP-AR 4020 Program, Curriculum, and Course Development
 IV.C.5.15-5.15 ECPC Members 2016-2017
 IV.C.5.16-BP 2315 Closed Sessions
 IV.C.5.17
 IV.C.5.17-BP 2012 and 6200
 IV.C.5.18-2016-17 SCCCDC Tentative Budget
 IV.C.5.29-BOT Mins. Tentative Budget 06-14-16
 IV.C.5.20-2016-17 SCCCDC Final Budget
 IV.C.5.21-BOT Mins. Final Budget 09-06-16
 IV.C.5.22-2015-2016 BOT Agenda Audit Report 1-10-17
 IV.C.5.23-2015-16 +Financial Audit Report
 IV.C.5.24-BOT Agenda 2016-17 Budget Update 1-10-17

IV.C.5.25-BOT Agenda Budget Transfer and Adjustment Report 2-7-17
 IV.C.5.26-BOT Agenda Budget Update 6-14-16
 IV.C.5.27-BOT Agenda Update on State Adopted Budget 8-2-16
 IV.C.5.28-BOT Agenda Budget Study Session 7-27-16
 IV.C.5.29-BOT Agenda Jan. Budget Proposal 2-2-16
 IV.C.5.30-BOT Mins. Jan. Budget Proposal Approved 2-2-16
 IV.C.5.31-BOT Agenda GASB Presentation Jan. 2014
 IV.C.5.32-BOT Agenda PARS Sept. 2016
 IV.C.5.33-BOT Agenda Facilities Bond Presentation 8-25-16
 IV.C.5.34-BOT Agenda Budget Study Session 4-5-16
 IV.C.1.6 -BP 2012 Role of the Board (Powers, Purposes, Duties)
 IV.C.1.11-District Strategic Plan BOT Approved 2-7-17
 IV.C.1.20 -Quarterly Financial Status Report BOT Agenda 9-6-16
 IV.C.1.21 -Quarterly Financial Status Report BOT Mins. 9-6-16
 IV.C.1.30-BOT Retreat Agenda April 2016
 IV.C.1.31-BOT Retreat Mins. April 2016

Analysis and Evaluation

The board of trustees is responsible for ensuring the educational quality, legal integrity, and financial stability of the district. The board receives regular reports and presentations concerning the status of various educational programs and student support services, strategic planning, fiscal planning, facility planning, voter approved bond measure project funding, and formal budget adoption. The board recommends suggestions for improvement, which are carried out by the respective district or college administrator. After review by the district, the governing board scrutinizes the curriculum brought before them prior to approval.

The governing board is guided on all legal matters by a district counsel in order to protect the legal integrity of the district.

The board maintains a fiscally conservative approach to budgetary items in order to ensure appropriate resources to support student learning programs and services and fiscal integrity and stability. The board of trustees initiated the practice of convening bi-annual special

budget workshops, which are open to the public and consist of presentations on budgetary matters from the district's Office of Finance and Administration. The district maintains a healthy reserve in order to ensure they can meet their financial responsibilities in the event that state funds are not available in a timely fashion. Additionally, the board receives a series of updates/trainings on fiscal matters each year at the annual retreat. Finally, the governing board receives a district financial status report on a quarterly basis summarizing its fiscal condition. Updates are also provided as conditions develop and/or change at the state level and may have a fiscal impact on district operations. [IV.C.5.33 – IV.C.5.34]

The State Center Community College District adopted a new strategic plan in February 2017. [IV.C.1.11] The new plan includes new mission and vision statements:

Mission: SCCCD is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supporting learning environments leading to student success and global competitiveness which will transform our region.

Vision: Empowering through Educational Excellence.

In addition to the District values of Stewardship, Collaboration, Integrity, Innovation, and Inclusivity, three overarching goals were adopted: 1) Excellence in Education, 2) Institutional Effectiveness, and 3) Leadership in Higher Education and Community Collaboration.

Board policies are consistent with the District's mission statement, vision statement, values, and overarching goals to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Per Board Policy 2410, the board of trustees has the responsibility of considering and adopting those policies that govern the District. These policies articulate the board's commitment to educational quality and integrity and includes providing superior student support services. BP 4020 Program and Curriculum Development notes that "the programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricular offerings, including their establishment, modification or discontinuance." [IV.C.5.1 – IV.C.5.2]

BP 4025 Philosophy and Criteria for Associate Degree and General Education states "the awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of each college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand mode of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding." [IV.C.5.3]

BP 4030 Academic Freedom states “Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth. [IV.C.5.4]

The 5000 Student Services series of board policies address the quality, integrity and improvement of student services functions including admission, enrollment, student records, matriculation, counseling, transfer center, financial aid, Disabled Students Programs and Services, Extended Opportunity Programs and Services, student health services, student standards of conduct, associated student organizations, and student athletics. Specific examples include:

BP 5120 Transfer Center assures that “The district incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The district further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a special responsibility. [IV.C.5.5]

BP 5150 Extended Opportunity Programs and Services provides that “Support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically in the district. [IV.C.5.6]

BP 5300 Student Equity states the board’s commitment “to assuring student equity in educational programs and college services. [IV.C.5.7]

The board ensures that the resources necessary to support student learning programs and services are provided through the established budget development process and the District resource allocation process established and monitored by the District Budget and Resource Allocation Committee with representation from all constituent groups throughout the District. . [IV.C.5.8 – IV.C.5.9]

In accordance with Board Policies and Administrative Regulations, the governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability

Educational Quality

The role of the board of trustees is defined in Board Policy 2012. The policies of the governing board list specific duties and responsibilities, which include acting on the curricular offerings of the Colleges and establishing necessary procedures for the proper accounting of District and college funds. In addition, board policies 6200 Budget Preparation, 6250 Budget Management, and 6300 Fiscal Management define the board’s legal obligation in complying with the Education Code of the State of California (Board Policy 6200 Budget Preparation; Board Policy 6250 Budget Management; Board Policy 6300 Fiscal Management.) [IV.C.1.6; IV.C.5.10 – IV.C.5.12]

Board Policy 2510 states, “The board is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the board is committed to its obligation to ensure that appropriate members of the district participate in

developing recommended policies for board action and administrative regulations for chancellor action under which the District is governed and administered. Therefore, the board of trustees acts as the final authority when making decisions regarding the welfare of the students of State Center Community College District (SCCCD). [IV.C.5.13]

SCCCD board policy 2012 notes that it is the duty and responsibility of the governing board to request and consider reports from the chancellor regarding the educational program, financial position, and other matters pertaining to the welfare of the District, and consider and act upon the curricular offerings of the colleges upon the recommendation of the chancellor. Furthermore, board policy 4020 makes the commitment that the programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To this end, administrative regulation 4020 requires that the Curriculum Committee of each college to forward all proposed curriculum changes to the vice chancellor of educational services and institutional effectiveness for consideration by the District Educational Coordinating and Planning Committee (ECPC). The ECPC will either recommend approval or disapproval of proposed curriculum changes. Based upon the recommendation of this body, the board of trustees will review these items and, if adopted, submit the courses to the Chancellor's Office for California Community Colleges. As specified in §72500 of California Education Code, the board of trustees is liable in the name of the district for all debts and contracts. Additionally, the board, as specified in §81600 of California's Education Code, is charged with the management and control of school property within its District. Section 87400 of the California Education Code implies that a district's board of trustees is ultimately responsible for all matters pertaining to employment. Both of these responsibilities, along with many others, are reiterated in Board Policy 2012. [IV.C.5.14 – IV.C.5.15]

Legal Matters

Legal matters are brought to the board in open and closed sessions, with fulltime District general counsel present to provide the board with advice when appropriate. Specific statutory issues such as real estate transactions, employee discipline, potential or actual litigation, and labor negotiations are discussed in closed session meetings, with the actions taken in closed session reported out in open session. Board policy 2315 on closed sessions states "Closed sessions of the board shall only be held as permitted by applicable legal provisions including, but not limited to, California Government Code and California Education Code." After any closed session, the board reconvenes in open session before adjourning and announces any actions taken in closed session and the vote of every member present, save those matters requiring confidentiality. Such matters are confidential and shall remain confidential unless and until required to be disclosed by action of the board or by law. [IV.C.5.16]

Financial Integrity and Stability

As prescribed in Title 3, Division 7, Part 50 of the California Education Code, and locally operationalized in Board Policy 2012, the board of trustees is responsible for oversight of the fiscal resources of the District. Through a combination of statutory regulations, local board policies and administrative regulations and best practices for fiscal planning, the State Center Community College District Board of Trustees provides guidance and oversight of the development of the budget.

Board Policy 2012 states that the board of trustees shall be responsible for assuring fiscal health and stability of the District, and, through the adoption of the budget, for approving expenditures of funds. The vice chancellor of finance and administration presents the annual budget to the board, in a schedule that complies with state law and provides adequate time for board study. The board is responsible for budget management and establishment of a reserve for contingencies. In compliance with BP 6200, SCCCD's unrestricted general reserves for economic uncertainty "shall be no less than 6 percent of the District's annual budget exclusive of funds designated by the board for special activities." [IV.C.5.17 – IV.C.5.21]

In accordance with Board Policy 6300 Fiscal Management, the board is responsible for fiscal management including adequate internal controls, assuring that fiscal objectives, procedures, and constraints are communicated, approving adjustments to the budget in a timely manner. An annual audit is conducted of SCCCD's fiscal records by a certified public accountancy firm approved by the board. Per BP 6340 the board has delegated to the chancellor the authority to enter into contracts on behalf of the District. Contracts are not enforceable obligations until they are ratified by the board.. [IV.C.5.22 – IV.C.5.23]

The Budget Transfer and Adjustment Report provides the board an opportunity to review changes in revenues and expenditures during the year. The board receives a District Financial Status Report on a quarterly basis summarizing its fiscal condition. Updates are also provided as conditions develop and/or change at the State level that may fiscally impact District operations. [IV.C.5.24 – IV.C.5.28; IV.C.1.20 – IV.C.1.21]]

The board receives updates/trainings on fiscal matters at its annual retreat. For example, presentations on GASB-43/45 (Other Post-Employment Benefits) are provided to the board by the vice chancellor, finance, and administration. Budget updates are also provided. The board is responsible for fiscal management including adequate internal controls, assuring that fiscal objectives, procedures, and constraints are communicated, approving adjustments to the budget in a timely manner. [IV.C.1.30 – IV.C.1.31; IV.C.5.29 – IV.C.5.32]

IV6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

IV.C.6.1-BP 1200 District, Mission, Vision, and Values

IV.C.6.2-BP 2270 Board Members Authority

IV.C.6.3-BOT Agenda BP Review 1-10-17

IV.C.1.6 -BP 2012 Role of the Board (Powers, Purposes, Duties)

IV.C.1.7 -BP and AR Website

IV.C.4.2 -BP 2715 Code of Ethics- Standards of Practice

IV.C.4.12-BP 2430 Delegation of Authority to Chancellor

Analysis and Evaluation

Chapter 2 of the Board Policies includes policies that specify the board’s size, duties, responsibilities, structure, and operating procedures. In accordance with BP 2405 Review of Board Policies, these policies are under regular review for validation and/or updating.. Board policies and administrative regulations are all publicly available through the District website. [IV.C.6.1 - IV.C.6.4; IV.C.1.6 – IV.C.1.7; IV.C.4.2, IV.C.4.12]

Chapter 2 clearly specifies the size, role, structure, and responsibilities of the board. These policies state the relationships among the board, employees, and the public. Key areas relative to this standard include board membership, role of the board, board meetings, and structure and operating procedures.

The District subscribes to the Community College League of California’s Board Policy and Administrative Procedure Service that provides templates for policies and procedures that may be legally required or recommended and regular updates to keep policies current with requirements. Board policy and administrative procedure revision as recommended by the League and otherwise advised through consultation with the SCCCDC Chancellor’s Cabinet and representatives of the classified and academic senates is an ongoing process. The District reviews policies and regulations to ensure appropriateness and compliance with changing requirements as evidenced by the current and ongoing review and updating of Chapter 2 board policies.

IVC7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

IV.C.7.1-BOT Agendas and Minutes Website	IV.C.1.30-BOT Retreat Agenda April 2016
IV.C.7.2-BP 2405 and BP 2410	IV.C.1.31-BOT Retreat Mins. April 2016
IV.C.1.10-BP Review Tracking Spreadsheet 2-21-17	IV.C.5.1-BP 2410 Policy and Administrative Regulations

Analysis and Evaluation

The board acts in a manner consistent with its policies and bylaws, referring to them for all decisions. The agendas, minutes, and resolutions of the Board of Trustee meetings indicate that the board acts in a manner consistent with its established policies and administrative regulations. All agendas and minutes are available online through the District website. [IV.C.7.1]

Board policies undergo a regular cycle of review and revision, per board policy 2405 Review of Board Policies and board policy 2410 Policy and Administrative Regulations. The board and the chancellor look to the District counsel as a resource and clearinghouse when establishing and reviewing policy and administrative regulations. Board policies may be adopted, revised, added to, or amended at any regular board meeting by a majority vote. The board sees all new/revised/updated policy material for a first and second reading during

regular public meetings. In addition, the board includes review of board policies at its annual retreat. [IV.C.7.2; IV.C.1.30 – IV.C.1.31]

BP 2410 prescribes that administrative regulations are to be issued by the chancellor as statements of method to be used in implementing board policy. BP 2410 further requires that the chancellor shall, biennially, provides each member of the board with copies of the administrative regulations or any revisions since the last time they were provided. When changes to the board policy are approved by the board and corresponding changes in administrative regulations are approved the chancellor through the established participatory governance process, the updates are posted and tracked by the District General Counsel’s Office. The board policy review process, as well as recent and current progress, are detailed in the Standard IV.C.1 section of this self-evaluation document. [IV.C.1.10; IV.C.5.1]

Board agendas, minutes, and resolutions clearly demonstrate that the board acts in a manner consistent with its policies and bylaws. The board refers to and uses well-established, detailed, and current policies to govern its actions and decision-making.

The board uses a secure method to review/revise/update board policies, and the District subscribes to the Community College League of California’s Board Policy and Administrative Procedure Service to ensure that policies meet legal requirements. Review of specific board policies on each meeting agenda and including policy review on each annual board retreat agenda demonstrates the board’s commitment to regular review and revision of policy. The District’s General Counsel’s Office maintains the updated repository of policies and administrative regulations, include a record of revision dates of each policy and administrative regulation.

IVC8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

IV.C.8.1-SCCCD District Office Org Chart - Ed Services	IV.C.8.12-BOT Approved Colleges Strategic Plans 07-02-13
IV.C.8.2-2016 IEPI District and College Certified Goals	IV.C.8.13-Letter to College on Letterhead for Review 01.30.17
IV.C.8.3-BOT SCCC District Strategic Plan Presentation Jan. 2017	IV.C.8.14-BOT Agenda Student Success Scorecard 02-03-15
IV.C.8.4-Strategic Plan Status April 2016	IV.C.8.15-BOT Agenda Student Success Scorecard 07-05-16
IV.C.8.5-DSPC Agenda-Minutes 01-03-17	IV.C.8.16-BOT Agenda Student Equity Plans 11-03-15
IV.C.8.6-DSPC Agenda-Minutes 02-10-17	IV.C.8.17-BOT Agenda Student Equity Plans 12-08-15
IV.C.8.7-DSPC Agenda-Minutes 11-18-16	IV.C.8.18-Special Reports and Presentations for Board Consideration
IV.C.8.8-DSPC Agenda-Minutes 10-28-16	
IV.C.8.9-DSPC Workshop Agenda 10-14-16	
IV.C.8.10-DSPC Agenda 05-13-16	
IV.C.8.11-DSPC Agenda 014-08-16	

IV.C.1.11 -District Strategic Plan BOT
Approved 2-7-17

Analysis and Evaluation

The board regularly reviews key indicators of student learning and achievement along with District and College plans for improving academic quality. At set intervals throughout the year, the board reviews, discusses, and accepts reports which address the quality of student learning and achievement.

- District Institutional Effectiveness and Research – the chancellor and the board demonstrated their commitment to accessing, tracking, and reviewing data and key indicators of student learning and achievement by expanding the support for District-level research. The Office of Research and Institutional Effectiveness was formally established in 2016, and an executive director hired along with a research assistant. This more robust office, committed to institutional effectiveness, reports directly to the vice chancellor of educational services and institutional effectiveness and works directly with the Colleges’ research functions. There is now a direct connection to the District information systems technology department. [IV.C.8.1]
- Institutional Effectiveness Partnership Initiative – the District, along with the three Colleges, are participants in the Institutional Effectiveness Partnership Initiative (IEPI). The District’s areas of focus were: 1) integrated planning, 2) Districtwide research agenda, 3) Districtwide qualitative and quantitative metrics, 4) data warehouse, and 5) professional development. These areas of focus were significant contributors in developing the 2017-2020 District Strategic Plan, implementing the development of a District data warehouse project, and establishing a dashboard data tracking system. [IV.C.8.2]
- The board reviewed and approved College and District-level goals on four state-mandated Institutional Effectiveness Partnership Initiative indicator standards on successful course completion, accreditation status, fund balances and audit status.
- District 2017-2020 Strategic Plan – The 2017-2020 District Strategic Plan was developed using a new, bold process with the ultimate result of a plan that is truly strategic, rather than operational and was formally adopted by the board. The strategic plan is a living document that allows the District to develop annual strategic objectives based on strategic themes, identified key performance indicators, and integrates data used to assess the key indicators. The board receives annual progress reports, although the District Strategic Planning Committee monitors and assesses the data and key performance indicators data on a regular basis throughout the year. [IV.C.1.11; IV.C.8.3-IV.C.8.11]
- The board reviews the Colleges’ strategic plans and educational master plans which provides a venue for discussion and questions. [IV.C.8.12 – IV.C.8.13]
- The board participates in an annual review and analysis of the State’s Student Success Scorecard report at its June meeting which reports cohort-based major indicators of student achievement. [IV.C.8.14 – IV.C.8.15]
- The board receives special presentations from the colleges at each regular board meeting including a presentation on student success and equity at the November 2015 meeting. [IV.C.8.16 – IV.C.8.17]

- The chancellor provides board members with a list of proposed items that includes items related to student learning and achievement. This list is then converted into a document that identifies special reports and at which BOT meetings they will be presented. Items are also covered in monthly memos from the chancellor. Items include student learning and achievement such as Student Success Scorecard, Enrollment Management, Accreditation Review, Guided Pathways and College Promise, Apprenticeships, International Education, Grants, Institutional Research, Student Success Initiative, and Student Equity Plans. [IV.C.8.18]

The board is regularly informed of key indicators of student learning and achievement. Board agendas and minutes provide evidence of regular review, discussion, and input regarding student success and plans for improving academic quality. The board embraced and supported the new District strategic plan development, recognizing that it results in improved monitoring and use of data and key indicators data leading to a more strategic approach to improving student learning and achievement. By supporting the expansion of the district research and institutional effectiveness office, the board demonstrated its commitment to this effort and understanding of the value of data and research leading to improvement of student success.

The board's level of engagement, along with knowledge about student learning and achievement continues to grow. Board members ask insightful questions and expect thoughtful and thorough responses from the Colleges. The board sets clear expectations for improvement during these discussions. .

IVC9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

IV.C.9.1-BOT Agenda Budget Study Session 09-27-16	IV.C.9.12-BOT's Self-Eval Summary and Goals for 2017 Presentation 2-7-17
IV.C.9.2-BOT Mins. Facilities Workshop 09-22-15	IV.C.9.13-SCCCD Board Member Survey Instructions 2016
IV.C.9.3-BP 2740 Board Education	IV.C.9.14 -SCCCD Survey Self-Eval Survey Instrument
IV.C.9.4-2012-2013 BOT Orientation	IV.C.9.15-BOT Minutes of 2-7-17
IV.C.9.5-Trustee Candidate Orientation Presentation 09-23-14	IV.C.9.16-Board Retreat Agenda April 2015
IV.C.9.6-Trustee Orientation Agenda 2014	IV.C.9.17-Board Retreat Agenda April 2016
IV.C.9.7-BOT Accreditation Workshop 03-03-15	IV.C.9.18-Board Member Conferences and Workshops Attended
IV.C.9.8-BOT Mins. Accreditation Workshop 03-03-15	IV.C.9.19-Trustee Conferences Attended Sample
IV.C.9.9-CCLC Board-CEO Partnership	
IV.C.9.10-2014 Trustee Orientation	
IV.C.9.11-Trustee Ikeda Orientation	

IV.C.9.20-2017 CCLC Legislative Conference
IV.C.9.21-Excellence in Trustee Program
IV.C.9.22-BP 2100 and BP 2110

IV.C.2.6-BOT Development Workshop Aug 2015
IV.C.5.33-BOT Agenda Facilities Bond Presentation 8-25-16

Analysis and Evaluation

Board Development and Orientation

Several sections of District policy speak to board development. The board of trustees receives input and education from the academic and classified senates from all District Colleges, from various District standing and temporary committees, and from various other types of informational meetings. Board workshops are conducted on the budget, bond measures, and selection and design of campus sites. [IV.C.9.1 – IV.C.9.2; IV.C.5.33]

Board Policy 2740 explicitly states that the board is “committed to its ongoing development and to a trustee education program that includes new trustee orientation. To that end, the board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.” New members of the board attend an orientation presented by the Community College League of California (CCLC). All board members are given the Trustee Handbook published by the CCLC. At the local level, the new members are oriented by the board and the chancellor. In addition, the chancellor orients the student member. Board member orientation includes an overview of the functions and responsibilities of divisions of the District office and of each College. Presentations on accreditation, ethics policy, and California public meeting requirements (Brown Act) are also included in the orientation. An agenda for new board member orientation of new trustees in 2012-2013 shows a comprehensive orientation including two phases. Phase One included a district overview, board policies, and board procedures in addition to the Community College League of California board orientation. Phase Two included college orientations (Fresno City College and Reedley College including the Madera and Oakhurst Community College Centers, and Willow International College Center which is now Clovis Community College). [IV.C.9.3 – IV.C.9.9]

In 2014, prior to elections, a trustee candidate orientation was conducted to provide candidates with an overview of SCCC; and following the election, a new trustee orientation was held in a different manner by involving the newly elected trustees with an orientation that was interactive at each of the college sites. This approach allowed the new trustees to interact with the college presidents, students, and staff members while seeing the touring the sites. [IV.C.9.10]

The 2016 election resulted in all incumbent trustees being re-elected except for one new trustee who had been a long time employee of SCCC, including a college presidency, until her retirement a few months prior to the election. The Chancellor held a modified orientation, focusing on district functions with specific attention to current human resources issues and other district-level, trustee appropriate topics that would be new to this knowledgeable trustee. [IV.C.9.11]

Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in Community College League of California (CCLC) statewide meetings and other relevant conferences. Trustees also regularly attend Association of Community College Trustees (ACCT) conferences and workshops. The chancellor's office documents trustees' attendance at conferences and workshops is documented by the chancellor's office. The SCCC board annual retreat provides an opportunity for in-depth discussion of specific topics. The board's annual self-evaluation process is an additional opportunity for board members to assess their growth and development. One component of this self-evaluation process is a comprehensive, extensive instrument completed by each board member. This instrument includes many items related to development of both individual members and of the board as a whole, and results are used by the board to gauge development and needs for further development. [IV.C.9.12 – IV.C.9.15]

The board has demonstrated its commitment to development and understanding of its importance through many activities recently undertaken as new members were elected and also to meet accreditation requirements.

Board Retreats

- At the 2015 Board Retreat, the topics included 1) Board Policy and Accreditation Standards Review & Training; 2) Brown Act Mechanics, (3) Board Policy Training; 3) Role of Board Members and Board Chair; 4) Discussion of Future Agenda Items Section on Board Agendas. All seven trustees attended this retreat. District general counsel conducted the training and facilitated the discussion on the Brown Act Mechanics. [IV.C.9.16]
- Topics at the 2016 board retreat included review of 24 Board Policies. Reviewing the policies provided is an important professional development training opportunity for the Board. The following topics and Board Policies were reviewed: 1) Review of Board Policies Regarding Meetings, Agenda, Brown Act, Roles of Trustees and Chancellor (BP 1100, 1200, 2340, 2405, 2345, 2012, 2270, 2330, 2430, 6100), 2) Review of Accreditation, Board, Chancellor, and Presidents Standards (BP 3200, 2430), 3) Board Room Location and Facilities (BP 2365, 6600), 4) Human Resource Hiring Policies (BP 3410, 3420, 7100, 7110, 7120, 7210, 7250), 5) Bond Status Report (BP 6600), 6) Budgeting Policies (BP 6200, 6330), and 7) Accreditation, Strategic Planning, Grants, and 2016 Scorecard (BP 3200, 3250, 3280) [IV.C.9.17]

Board Development Workshop

A special board development workshop was held in August 2015, facilitated by an external consultant. The agenda items focused on best practices for boardsmanship; trust between trustees and chancellor; board policy training, and board self-evaluation. The consultant provided the board with many documents for review and for discussion. The board self-evaluation process was reviewed, and the self-evaluation was completed as a result of the extensive discussion between the board and the consultant, the board and the interim chancellor, and among the board members. As a result of the workshop and the self-evaluation, the trustees discussed their role in governance and reaffirmed the benefit of regular development activities. [IV.C.2.6; IV.C.9.18 – IV.C.9.19]

Conferences and Other Workshops

A key component of trustees' professional development is attendance and participation in conferences. As noted above, trustees regularly attend professional development conferences and individual trustees have presented at these conferences, as well as being elected to national office. Trustees have enrolled the Community College League's Excellence in Trusteeship Program (ETP). Two trustees have completed the program, and three other trustees are currently enrolled in the program. [IV.C.9.20 – IV.C.9.21]

Continuity of Board Membership

To ensure that there are always experienced board members serving and thus maintaining stability, provisions establishing staggered terms of office are specified in BP 2100. Other electoral safeguards are established such as a process for filling any vacancies to the District Board of Trustees and are described in BP 2110. [IV.C.9.22]

The Board of Trustees regularly participates in a variety of professional development trainings, collectively reviews relevant Board Policies, and participates in related discussions including: exploring the Board's role and authority, defining and respecting the chancellor's role, defining "micromanaging," speaking as one voice when representing the board, abiding by accreditation standards, and defining and following board meeting procedures. The board is committed to the development of the board through new member orientations, conference participation, annual planning retreats, special study sessions and workshops, and association and activity with the CCLC, ACCJC, and ACCT as described above.

IVC10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

IV.C.10.1-BOT Agenda Board Self-Eval. Presentation 6-29-16

IV.C.10.2-BOT Mins. Board Self-Eval. Presentation Approved 06-29-16

IV.C.10.3-Board Retreat Agenda April 2017

IV.C.10.4-Board Retreat Minutes April 2017

IV.C.2.7 -BOT Self Eval. Agenda 9-23-16

IV.C.4.5 -BP 2745 Board Self-Evaluation

IV.C.9.12-BOT's Self-Eval Summary, Goals and Report 2-7-17

IV.C.9.13 -SCCCD Board Member Survey Instructions 2016

IV.C.9.14 -SCCCD Survey Self-Eval Survey Instrument

Analysis and Evaluation

Board Policy 2745 addresses board self-evaluation. The purpose of the self-evaluation is to review the function, strengths, and weaknesses of the board and to identify specific functions working well and those needing improvement. The policy includes three processes: 1) A committee of the board shall be appointed in June to determine the instrument or process to be used in board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these board policies regarding board operations, as well as criteria defining

board effectiveness promulgated by recognized practitioners in the field, 2) The process for evaluation shall be recommended to the approved by the board, and 3) If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the executive secretary to the chancellor.

The policy also stipulates that the summary of the evaluations will be presented and discussed at a board session scheduled for that purpose, resulting in identification of accomplishments and establishing goals for the following year. The formal self-evaluation has taken place in September 2016. [IV.C.4.5; IV.C.9.12 - IV.C.9.14]

The board has demonstrated an interest in evaluating the process by contracting with a consultant from ACCT in 2010 to review the self-evaluation worksheets and to set goals with the chancellor for 2011. The board has more recently evaluated the process by contracting with Dr. Mitch Rosenberg to facilitate the board's interactions and build awareness of the roles and communication processes. An integral part of this effort is improving and expanding the board's self-evaluation process, specifically to include assessing their own effectiveness in promoting and sustaining academic quality and institutional effectiveness.

On June 29, 2016, the board held a special, all-day session, including the chancellor, District administrators, and college presidents on the topic of self-evaluation. Dr. Rosenberg facilitated the session which built a working foundation for constructive discussions related to the board's self-evaluation. Following this session, Dr. Rosenberg worked with the board to develop a comprehensive self-evaluation instrument which was completed by each trustee. The instrument included the following areas: [IV.C.10.1 – IV.C.10.2]

- Overall board performance
- Board and CEO effectiveness
- Individual board member effectiveness: strategic dimension
- Individual board member effectiveness: analytical dimension
- Individual board member effectiveness: educational dimension
- Individual board member effectiveness: practical dimension
- Individual board member effectiveness: personal/interpersonal dimension

The trustees met again with Dr. Rosenberg on September 23, 2016 to complete the self-evaluation. After review of the self-evaluation results, a presentation was made at the February 2017 BOT meeting, the results were formally accepted by the board, and the board goals were adopted. Discussion of the goals were included in the April 2017 board retreat, including facilitation by Dr. Rosenberg. [IV.C.2.7; IV.C.9.12; IV.C.10.3 – IV.C.10.4]

District policy clearly establishes a process for board evaluation. The extensive and comprehensive self-assessment instrument and the on-going work with Dr. Rosenberg demonstrates the commitment of the board and chancellor to continuously improve the process. The new instrument focuses on performance of the board as a whole and on individual performance, and each section addresses academic quality and institutional effectiveness. All board members completed the self-assessment instrument and participated in the development activities with Dr. Rosenberg. The board presented the results of the self-

evaluation at the February 7, 2017, BOT meeting and goals based on the self-evaluation results. These results included strengths and positive performance, areas for development, and 2017 Board Development Goals. [IV.9.12 – IV.C.9.14]

IVC11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER7)

Evidence of Meeting the Standard

IV.C.11.1	California Conflict of Interests Form 700	IV.C.4.9	AR 2710 Conflict of Interest
IV.C.2.1	BP 2715 Code of Ethics- Standards of Practice		

Analysis and Evaluation

SCCCD Board Policy 2715 articulates the District trustees’ code of ethics. As stipulated in this policy, the board members “. . . recognize that as elected public servants, their actions, behaviors, and verbal statements will be under the watchful eye of the citizenry at all times. Therefore, the decisions made as a board must reflect our dedication to promote higher education along with opportunities for professional, vocational and technical growth and enhancement. As officials of public education, we must be a positive reflection of those for whom we speak.” The policy lists nine standards of practice to which board members must adhere and states that “violations of this policy may subject the member violating it to censure by the board.”

BP 2715 also includes a censure policy that specifies a statement of purpose, a censure procedure, and the process to be used by the chancellor if it is determined that a resolution of censure is the appropriate action. The board will first consider if the complaint warrants investigation or consideration and if so, refers the complaint to the board president. An ad hoc committee composed of three trustees not subject to the complaint will review the complaint and initiated a complete a face-finding process within a reasonable period to time. This process may include an external investigator as appropriate. [IV.C.2.1]

AR 2710 Conflict of Interest further addresses incompatible activities, financial interest, no employment allowed, and financial interest in decisions. [IV.C.4.9]

Board members complete a conflict of interest form (California Form 700, Statement of Economic Interests) each year which further ensures that there are no conflicts of interest on the board. The district’s general counsel is the lead entity responsible for ensuring trustees complete forms as required. Board members follow the code of ethics and conflict of interest

policy by recusing themselves from board discussion or abstaining from a board vote where they have a documented conflict. [IV.C.11.1]

Board Policy 2715 and Administrative Regulation 2710 clearly contain language on the code of ethic for the governing board and defines the policy for dealing with behavior that violates its code. Board members are required to file conflict of interest forms. Board members have no employment, family ownership, or other personal financial interest in the district/colleges.

IVC12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

IV.C.12.1-BOT Mins. 06-14-16

IV.C.12.2 -BOT Agenda Chanc. Eval. 06-29-16

IV.C.12.3-BOT Agenda Chanc. Eval. 08-04-15

IV.C.12.4-ACCJC Initial Accreditation Letter CCCC 06-29-15

IV.C.12.5-CCC Accreditation Press Release

IV.C.12.6-CCC Follow-Up Report Corrected Letter

IV.C.12.7-CCC Follow-Up Report 10-15-16

IV.C.1.6 -BP 2012 Role of the Board (Powers, Purposes, Duties)

IV.C.3.15-BP 2430 Delegation of Authority to Chancellor

IV.C.4.12 -BP 2430 Delegation of Authority to Chancellor

IV.C.10.1 -BOT Agenda Board Self-Eval. Presentation 6-29-16

IV.C.10.2 -BOT Mins. Board Self-Eval. Presentation Approved 06-29-16

Analysis and Evaluation

Delegation of Authority to Chancellor, states that “the board delegates to the chancellor the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action. The policy further allows the chancellor to “delegate any powers and duties entrusted to him or her by the board but will be specifically responsible to the board for the execution of such delegated powers and duties”. The chancellor shall ensure that all relevant laws and regulations are complied with and is empowered to reasonably interpret board policy. “The Chancellor shall act as the professional advisor to the Board in policy formation.” [IV.C.3.15]

The board defines its own role at stated in Board Policy 2012, Board Duties and Responsibilities. The board is committed to fulfilling its responsibilities to: [IV.C.1.6]

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the Chancellor
- Delegate power and authority to the chancellor to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate for and protect the District.

The chancellor and the board have worked together to understand their roles and to allow the chancellor to fully exercise the authority of his position. An example of this occurred at the June 2016 board meeting. After significant discussion, the board approved the 5-year construction plan and a transfer of funds to qualify for a state bond. Also, after a serious discussion, the board approved the proposed 2016-2017 Annual Budget without dissent. These crucial District recommendations were approved by the board with a focus on board policies following a collegial exchange of perspectives among board members and a respect for the authority the board delegates to the chancellor in accordance with accreditation standards. [IV.C.12.1]

The board self-evaluation process and instrument described previously addresses the role of the chancellor and the role of the board. The board's consultant, Dr. Rosenberg, continues to work with the board to further define and refine the difference between policy and operation and has been received positively by the board. Board member inquiries are generally referred to the chancellor and his designees for response which avoids any perception of interference.

The board holds the chancellor accountable for district operations through his/her job description, performance goals, and annual evaluation. The board works with the chancellor to set annual performance goals guided by his/her job description and the District strategic plan. [IV.C.12.2 – IV.C.12.3]

In the 2015 Clovis Community College initial accreditation visit/report and again in the Clovis follow up report in 2015, the ACCJC recommended that the board improve its performance through continuing its efforts to allow the chancellor to fully exercise the authority of his/her position to improve the effectiveness of the district. The board and chancellor commenced a series of trainings and workshops to address this recommendation. Consultant Dr. Mitch Rosenberg was hired to develop and facilitate these sessions, and the new chancellor hired in 2016 has made this work a priority. The activities and training sessions have been received positively by the board, and there is evidence at each board meeting, based on decisions, discussion, and meeting minutes, that the board understands and embraces their duties and responsibilities at the policy level. The board also recognizes the chancellor's authority at the operational level. [IV.C.12.4 – IV.C.12.5; IV.C.4.12; IV.C.10.1-IV.C.10.2]

Further evidence that the board delegates responsibility and authority to the chancellor to implement and administer board policies without board interference comes from the ACCJC report of action taken January 2017. Clovis Community College submitted a follow-up report addressing the above-referenced recommendation. The Commission's letter to the college president states that Clovis Community College has demonstrated that it continues to meet Standards IV B 1.a and IV B.1 a-j from District improvement recommendations 8 & 9 related to the board of trustees. This report clearly recognizes the board's fulfillment of this standard requirement.

IVC13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the

college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

IV.C.13.1-Accreditation for Governing Boards 4-22-17 / Janet – Need to insert in Global Drive

IV.C.13.2-Guide-to-Accreditation-for-Governing-Boards_Jan2017

IV.C.13.3-ACCJC What Trustees Should Know About Accreditation

IV.C.13.4-FCC Accreditation Report to BOT Mar. 2017

IV.C.13.5-FCC Accreditation Report to BOT May 2017

IV.C.13.6-Reedley Accreditation Report to BOT Apr. 2017

IV.C.13.7-Reedley Accreditation Report to BOT May 2017

IV.C.13.8-CCC Accreditation Report to BOT Apr. 2017

IV.C.13.9-CCC Accreditation Report to BOT May 2017

IV.C.13.10-CCLC Effective Trustee Workshop 01-28-17

IV.C.13.11-ACCT Governance Leadership Institute Draft Agenda

IV.C.9.21-Excellence in Trustee Program

Analysis and Evaluation

Board policies appropriately reflect the board’s commitment to supporting the colleges’ efforts to improve and excel. The board participates in the evaluation of governing board roles and functions in the accreditation process as evidenced by the presentations made at meetings and at board retreats and the subsequent discussion. Board Policy 3200 (Accreditation) states “[t]he Chancellor shall keep the Board informed of approved accrediting organizations and the status of accreditations. The Chancellor shall ensure that the Board is involved in any accreditation process in which Board participation is required. The Chancellor shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

Administrative Regulation 3200 (Accreditation) requires that the Institutional Self Evaluation Reports (ISER) from all SCCCD colleges “be reviewed and approved by the Board of Trustees prior to submission to the Accrediting Commission...”

In compliance with these local policies and regulations, the SCCCD Board of Trustees regularly engages in discussions directly involving accreditation matters. They receive information about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the accreditation status of all colleges in the district through a variety of sources including reports during regular BOT meetings, at workshops presented by professional development organizations, and during annual board retreats.

Board members also attend workshops specific to accreditation during various conferences including the Community College League’s Effective Trustees Workshop, the Excellence in Trusteeship Program, and ACCT. [IV.C.13.10 – IV.C.13.11; IV.C.9.21]

The most evident recent example of this is illustrated through a review of trustee meeting agendas and minutes addressing the progress of Willow International Community College Center as it moved toward becoming Clovis Community College. The Board of Trustees was either updated on the progress or directly involved in the process as a governing board (this does not include any possible interest individual trustees may have taken in this process) on nine separate occasions over a 22 month period.

IVD Multi-College Districts or Systems

IVD1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence

IV.D.1.1-BP 1100 and BP 1200	IV.D.1.17-District Integrated Planning Summary - Human Resources
IV.D.1.2-FCC 2013-2017 Strategic Plan	IV.D.1.18-District Integrated Planning Summary - Institutional Research
IV.D.1.3-RC 2013-2017 Strategic Plan	IV.D.1.19-District Integrated Planning Summary - Resource Development
IV.D.1.4-CCC 2013-2017 Strategic Plan	IV.D.1.20-District Integrated Planning Summary - Student Access
IV.D.1.5-Chancellor Cabinet Agendas - Samples	IV.D.1.21-District Integrated Planning Summary - Student Learning
IV.D.1.6-AR 2510 Participation in Local Decision-Making	IV.D.1.22-Need to insert Final Technology Integrated Planning Summary
IV.D.1.7-Communications Council Meeting Notes 01-31-17	IV.D.1.23-Chancellor's Cabinet Notes 01-17-17
IV.D.1.8-Communications Council Meeting Notes 02-28-17	IV.D.1.24-Chancellor's Cabinet Notes 09-12-16
IV.D.1.9-SCCCD Measure CE 12-12-16	IV.C.1.6-BP 2012 Role of the Board (Powers, Purposes, Duties)
IV.D.1.10- SCCCD Measure CE 02-06-17	IV.C.1.13-Roles of Constituents in District Decision-Making
IV.D.1.11-SCCCD Measure CE March 2017	IV.C.1.30-BOT Retreat Agenda April 2016
IV.D.1.12- SCCCD Measure CE 04-04-17	IV.C.1.31-BOT Retreat Mins. April 2016
IV.D.1.13- SCCCD Measure CE Eblast	IV.C.3.15-BP 2430 Delegation of Authority to Chancellor
IV.D.1.14-District Integrated Planning Summary - Communications	
IV.D.1.15-District Integrated Planning Summary - District Strategic Plan	
IV.D.1.16-District Integrated Planning Summary - Facilities	

Analysis and Evaluation

As a multi-college district, the elected board of trustees of the State Center Community College District (SCCCD), in conjunction with the District chancellor, assume the responsibility of providing leadership in setting and communicating expectations of educational excellence and integrity throughout the District as evidenced in Board Policies 2012 (Board Duties and Responsibilities and 2430, Delegation of Authority to the Chancellor. [IV.C.1.6; IV.C.3.15] The District goal of educational excellence and integrity is apparent in the District's mission statement, vision statement, values, and overarching goals and in board policies, and administrative regulations. (BP 1100, 1200) [IV.D.1.1] College mission statements, vision statements, values and goals are based on the District and further expand achievement of educational excellence and integrity. [IV.D.1.2 – IV.D.1.4] The District's level of support for the Colleges and Centers is very effective with the goal of continually improving the services to the Colleges and Centers shown as follows:

The chancellor engages employees from all District Colleges and Centers to work together towards educational excellence and integrity. Clearly defined roles, authority and responsibility between the Colleges and the District are established through communication and leadership. The chancellor holds weekly Chancellor's Cabinet meetings to discuss items of interest, challenges, and opportunities in which the District can support the Colleges/Centers. Agenda items are solicited from the College and District senior administrators, along with items for discussion with the board of trustees at their monthly meetings. Chancellor's Cabinet meetings provide an opportunity for the chancellor to communicate expectations, review and discuss roles, authority, and responsibility between Colleges and the District, and assure support for the effective operation of the Colleges. Cabinet meetings address operational effectiveness and alignment between the District office and the Colleges. [IV.D.1.5]

The chancellor meets weekly with the College presidents to facilitate collaboration, foster leadership, and instill team building and mutual support. These weekly sessions provide the chancellor with the opportunity to interact with these College CEOs and share expectations of educational excellence and integrity. The focus at the presidents' meetings is on overall District policy and direction and specific College needs and support.

Other District level committees that function as oversight and assessment groups include the Communications Council, District Business Managers Committee, District Strategic Planning Committee, Educational Coordination and Planning Committee, Research Workgroup, Vice Presidents Workgroup, Workforce/Economic Development Deans, and many others. [IV.C.1.13]

It is expected that each cabinet member and each Communications Council constituent group representative communicates with their team members any actionable/or relevant information that is discussed at the meetings. [IV.D.1.6] Information from the work of the committees and work groups listed above is communicated through a variety of reports from the presidents, Academic Senates, and Classified Senates at the monthly board of trustees meetings. (IV.D.1.7 – IV.D.1.8)

The chancellor and the board of trustees hold a two-day annual leadership retreat that includes the Chancellor’s Cabinet members—the three vice chancellors, two associate vice chancellors, College presidents, executive director of the State Center College Foundation, executive director of public and legislative relations, and District general counsel . [IV.C.130 – IV.C.1.31]

The chancellor demonstrates his leadership in setting and communicating expectations for educational excellence and integrity through his support of and participation in faculty, staff, and student events held at the Colleges and Centers. . [IV.D.1.6] Two newsletters are published by the Public and Legislative Relations Office, *State Center Express* and the SCCCD Measure C & E (bond measure information monthly) which provide an additional opportunity for the chancellor to set and communicate expectations of educational excellence and integrity. [IV.D.1.9 – IV.D.1.13]

The job of the District is to care for issues that are of equal concern to all District Colleges and Centers. The District establishes the general policies that govern the overall operation of the District, constructs the overall annual operating budget, negotiates salary schedules, and adopts an annual District calendar, per BP 2012. The oversight of issues of local concern (i.e. campus budgets, faculty/staff/manager evaluations, etc.) is delegated to the individual Colleges. The District functional map clearly defines the roles of authority and responsibilities of the Colleges and District Board policy 2430 addresses delegation of authority to the chancellor and also empowers the chancellor to delegate any powers and duties entrusted to him or her by the board of trustees including the administration of Colleges and Centers. . [IV.C.3.15; IV.D.1.14 – IV.D.1.22]

In 2016 AR 2510 Participation in Local Decision-Making was updated, along with the Roles of Constituents in the Decision-Making handbook, which more clearly defines District, College, and constituent group responsibilities and authority. [IV.C.1.13; IV.D.1.6; IV.D.1.23 – IV.D.1.24]

The chancellor communicates his expectations for educational excellence and integrity and support for effective College operations through regular meetings, electronic communications, College activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

The District functional map was evaluated and updated in 2016, and the roles and responsibilities of the District and Colleges in participatory governance were clarified and updated with the review of AR 2510 and of the Participation in Decision Making handbook.

IVD2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources and planning, it is evaluated against

the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

IV.D.2.1-BP 4030 Academic Freedom

IV.D.2.2-BP-AR 7230 Classified

Employees

IV.D.2.3-District-College Functional Map
3-10-17

IV.D.2.4-FCC Educational Master Plan

IV.D.2.5-RC Educational Master Plan

IV.D.2.6-CCC Educational Master Plan

IV.D.2.7-SCCCD District Office Org
Chart

IV.D.2.8-BOT Agenda RAM 08-21-14

IV.D.2.9-BOT Agenda 09-02-14

IV.C.1.6-BP 2012 Role of the Board
(Powers, Purposes, Duties)

IV.C.1.11-District Strategic Plan BOT
Approved 2-7-17

IV.C.1.13-Roles of Constituents in District
Decision-Making

IV.C.3.15-BP 2430 Delegation of
Authority to Chancellor

IV.C.5.2-BP 4020 Program, Curriculum,
and Course Development

IV.C.5.8-DBRAAC Operating Agreement

IV.C.5.9-BOT Agenda RAM Jan. 2014

IV.C.8.1-SCCCD District Office Org
Chart - Ed Services

Analysis and Evaluation

Lines of responsibility are outlined in various sections of board policy. The role of administrators in the SCCC is to provide an environment that will afford students the greatest likelihood of receiving a quality education. Among the many duties and responsibilities of faculty defined in board policy, the major duty is to teach students in accordance with the philosophy, objectives, and policies of the District, the approved curriculum of the District, the provisions of Education Code, and the rules and regulations of the Board of Governors of the California Community Colleges. The role of classified personnel is defined by the particular job function (i.e., grounds, maintenance, instructional aide, administrative assistant, etc.). [IV.C.3.15; IV.C.5.2; IV.D.2.1 – IV.D.2.2]

The job of the District is to care for issues that are of equal concern to all District Colleges and Centers. The District establishes the general policies that govern the overall operation of the District, constructs the overall annual operating budget, negotiates salary schedules, and adopts an annual District calendar. The oversight of issues of local concern (i.e., campus budgets, faculty/staff/manager evaluations, etc.) is delegated to the individual Colleges. A functional mapping of the District has been recently completed that clearly defines the roles of authority and responsibilities of the Colleges and District within the context of the existing system. [IV.C.1.6; IV.D.2.3]

As shown in the functional map, the State Center Community College District (SCCCD) provides services that effectively support the operations of the Colleges and Centers relative to their mission and functions. Furthermore, the District's 2017-2020 strategic plan is congruent with those of the Colleges and Centers, validating the supporting role that the District plays relative to the College/Center goals. An executive summary of the College/Centers educational master plans are also evidence of support to long-range goals. [IV.C.1.11; IV.D.2.4 – IV.D.2.6]

The new chancellor conducted a review of the District office organizational structure in 2016-2017, complementing a similar review completed in 2010. The 2010 review was intended to increase the effectiveness of the services to the Colleges/Centers including payroll, human resources, facility maintenance, grounds, purchasing, admission and records (also departments at the Colleges), information systems (technology directors at the Colleges/Centers), bookstore services, business services, food services (shared between Colleges and District), police, and transportation. The 2016-2017 review resulted in a revised structure in the District's Educational Services and Institutional Effectiveness division and the Enrollment Management, Admission & Records, and Information System division. [IV.D.2.7]

The District office of the Vice Chancellor of Educational Services and Institutional Effectiveness provides guidance, leadership, and support to the Colleges/Centers relative to planning, career technical partnerships, technology, technology preparation, international education, apprenticeship programs, contract training, grants, research, enrollment management, District-level admissions & records, adult education, and other areas of responsibility. [IV.C.8.1]

The District Director of Grants and External Funding works with the Colleges and Centers in grant development. The Office of Institutional Research provides and analyzes data used for institutional improvement and works collaboratively with the College research departments. The District Office of Institutional Research was enhanced and expanded in 2017 with additional staffing including a District Executive Director of Research and Institutional Effectiveness and a research assistant, both reporting to the Vice Chancellor of Educational Services. Prior to adding these two positions, the District research function was performed by the District Institutional Research Coordinator. Additionally a District Workforce and Adult Education dean was hired in 2017. These new positions, both reporting to the Vice Chancellor, further add to the District's ability and commitment to providing with effective and adequate District/system-provided services to support the Colleges in achieving their missions.

The effectiveness of these services and operations are assessed by various District level committees including Chancellor's Cabinet, Communications Council, District Budget and Resource Allocation Advisory Committee, the District Strategic Planning Committee, and the Educational Coordination and Planning Committee, to name a few. Evaluation also takes place annually, documented by the Integrated Planning Summaries. All of these inputs combined contribute to the overall review of District-level and College-level goals. [IV.C.1.13]

State Center Community College District resource allocation is guided by the Districtwide Budget and Resource Allocation Advisory Committee (DBRAAC) which is a participatory governance committee. [IV.C.5.8] DBRAAC committee members include the Vice-Chancellor of Finance, the Vice-Chancellor of Human Resources, the Vice-Chancellor of Educational Services, the Director of Finance and representatives of the Academic Senate, Classified Senate and Associated Student Government from all three Colleges. These individuals are expected to report back to their constituent groups. The Vice-Presidents of Administrative Services from each College are also on DBRAAC. They report on DBRAAC

activities to the budget committees of their respective Colleges on a regular basis throughout the year: College Council at Clovis Community College, the Budget Advisory Committee at Fresno City College, and the Budget Committee at Reedley College. These College committees are also participatory governance committees with representatives from all College constituency groups who are tasked with reporting back to the group that they each represent.

The District Budget Resource Allocation Model (DBRAM) was initially designed in 2013. In accordance with the District Budget and Resource Allocation Advisory Committee Operating Agreement, DBRAM is reviewed and evaluated by the DBRAAC annually to determine appropriateness and effectiveness. The original Districtwide Resource Allocation Model was approved by the Board of Trustees on January 14, 2014. [IV.D.5.9] The Modified Allocation Model was discussed at the August 21, 2014 Budget Workshop [IV.D.2.8] and approved by the Board of Trustees with the final budget at the September 2014 Budget Meeting. [IV.D.2.9]

Centralized support services for such areas as grounds and facilities maintenance, utilities, purchasing, human resources, and admissions and records with a common database (Datatel) increases operational efficiency by allowing each College/Center to work on its daily operations. The District office provides a process to develop a District Strategic Plan in concert with the effort of each College/Center to develop strategic plans that are in alignment. A similar process was implemented to support the development of the Educational Master Plans for each College/Center.

The District functional map clearly shows the functions and responsibilities of the District, of the Colleges, and those that are shared and in alignment with board policy. The review and evaluation of District and centralized functions and services in 2010 and again in 2017 resulted in structural changes in two key divisions and clarified and enhanced service and support to the Colleges in research, workforce development, strategic planning, and enrollment management.

The District evaluates its resource allocation and financial accountability policies to ensure Colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability.

IVD3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

IV.C.5.8

IV.D.3.1 – IV.D.3.2

IV.D.2.8

IV.C.5.20

IV.D.2.9

IV.C.5.23

Analysis and Evaluation

State Center Community College District has a long history of financial solvency. Through its effective control of expenditures, the district has consistently ended the fiscal year with a positive balance and reserves well above the State's recommended 6 percent.

The District Budget and Resource Allocation Advisory Committee oversight of the resource allocation process, along with recommendations regarding resource allocation made to the chancellor, works well as evidenced by the results of DBRAAC's annual evaluation and survey.

The District has well-established resource allocation policies that support the effective operations and sustainability of the Colleges and District. These policies are regularly evaluated. Under the leadership of the chancellor, College presidents, administrators, faculty, and staff, leaders work together to ensure effective control of expenditures and financial sustainability of the Colleges and District.

The District has provided both budgetary and personnel support to the Colleges in support of the mission and functions of the College. To meet this end, the State Center Community College District (SCCCD) uses an established and annually reviewed allocation methodology. As described in section IV.D.2 above, SCCCDD established a District Budget and Resource Allocation Advisory Committee (DBRAAC) to guide the resource allocation process, with representatives from all constituent groups. [IV.C.5.8] The allocation model is reviewed and evaluated annually by DBRAAC, and changes to the process recommended to the chancellor as needed. [IV.D.2.8 – IV.D.2.9; IV.D.3.1 – IV.D.3.2] To supplement this and account for the funding of new programs and services, any current needs are also discussed at DBRAAC meetings and recommendations made to Chancellor's Cabinet so that appropriate resources can be allocated to meet the needs of the educational institutions.

Examples of such support include the Office of Foundations and Grants, which oversees the implementation of the Title V grants as well as assisting programs in grant procurement and development. The District also allocates lottery funds to the College to augment program budgets.

District finances have been handled in a responsible manner leaving the District financially sound. California Education Code § 84040(a) notes that community College Districts are to utilize sound fiscal management practice for the most efficient and effective use of public funds for the education of community College students. Furthermore, 5 CCR § 58311 identifies principles [which are to] serve as the foundation for sound fiscal management in community college districts including management of adequate cash reserves. At the local level, Board Policy 6200 states, in part, that unrestricted general reserves for economic uncertainty shall be no less than 6 percent of the District's annual budget, thus establishing a 6 percent reserve as the local definition of an adequate cash reserve [620]. Annually, the District meets or exceeds its minimum reserve requirements. Budgets are balanced based upon realistic enrollment projections. Purchase orders are issued for all goods and services based on available funds. Employee costs are budgeted annually. The Board of Trustees approves new positions and funding for these positions are approved by the Board of

Trustees. Thus, procedures are in place to ensure that budgets are balanced, budget requirements are met, and there is effective control of expenditures. [IV.C.5.20]

The District is audited annually by an independent certified public accountant (CPA), as required by law, and has always received an unqualified opinion (indicating that there are no identified material weaknesses in the District’s records and that there have been no restrictions on the scope of the auditor’s work) on its financial statements. Additionally, the CPA reviews the internal controls of the financial system and issues compliance reports of federal and state monies. [IV.C.5.23]

The District utilizes the Datatel enterprise-wide software system. Expenditures and encumbrances are posted to this system and any amounts that exceed the budget are reported as over expenditures. Site budget managers and campus business managers review these reports periodically. Additionally, the District office accounting staff also reviews these reports to make certain funds are available. On an annual basis prior to closing out the books, one final review is made to ensure funds are still available for all expenditures.

The District has established effective policies and mechanisms to control expenditures. Enrollment updates and monthly projections are reported. The chancellor, vice chancellor of finance, College presidents and College vice presidents of administrative services work together to effectively manage cash flow, income, and expenditures responsibly to maintain fiscal stability. District and College financial status is routinely reported to and reviewed by the board of trustees. The District provides comprehensive budget and financial oversight, including an annual finance and budget report, a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance reports, and many others. Each College president is responsible for the management of his or her College’s budget and ensures appropriate processes for budget development and effective use of financial resources in support of his/her College’s mission. [IV.C.5.20; IV.C.5.23]

IVD4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

Evidence of Meeting the Standard

IV.C.3.15-BP 2430 Delegation of Authority to Chancellor

IV.D.2.3-District-College Functional Map 3-10-17

IV.C.3.18-Evaluation Instrument (Cabinet Members)

Analysis and Evaluation

State Center Community College District (SCCCD) Board Policy 2430—“Delegation of Authority to the Chancellor”—states that the chancellor may delegate any powers and duties entrusted to him or her by the board including the administration of Colleges and Centers. In

line with this provision, the College presidents possess all administrative duties and responsibilities consistent with state law.

The College presidents are granted authority to:

- manage the total College program,
- manage the development and evaluation of College goals and objectives,
- develop and utilize a process by which the resources of the College are allocated,
- provide for the evaluation of College programs and services and for utilization of evaluation data in institutional planning,
- recommend, with the assistance of the College staff, improvements in College programs and services,
- recommend an annual College budget and supervises administration of College financial affairs,
- provide for the development of College public relations, community services, and student recruitment programs,
- promote articulation between the College and other schools and Colleges in the area,
- approve all job assignments, duties and responsibilities of academic and classified personnel,
- recommend, with the assistance of the College staff, educational specifications for facilities required to support the College program,
- represent the College at meetings of appropriate educational agencies and organizations,
- ensure that all employees work within the duties and responsibilities described in class specifications, and for following all policies, rules, regulations, contract agreements, and procedures of the state and the District, including the requirement that access to privileged information be carefully protected, and pursue external funding.

Board policy 2430 allows the chancellor to delegate power and duties to the College presidents. [IV.C.3.15] The presidents are members of the Chancellor's Cabinet and are evaluated annually based on their performance and professional and personal goals, as well as on performance relative to the District's strategic goals. The District functional map indicates that the division of responsibilities appropriately addresses this standard. [IV.D.2.3]

The chancellor delegates full authority and responsibility to the College presidents to implement and administer District/system policies without interference and holds College CEOs accountable for the operation of the Colleges. College presidents serve as CEOs and educational leaders of their respective Colleges. The presidents are held accountable by the chancellor as formally assessed through the annual evaluation process and through achievement of mutually agreed upon annual goals and strategic planning goals. [IV.C.3.18]

IVD5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

IV.D.5.1-Insert Final FCC 2017-2021 Strategic Plan in Global Drive
IV.D.5.2-Insert Final RC 2017-2021 Strategic Plan in Global Drive
IV.D.5.3-Insert Final CCC 2017-2021 Strategic Plan in Global Drive
IV.D.5.4-DSPC Proposal for District Strategic Plan 2015-16 Sept 2015
IV.D.5.5-DSPC Proposal for District Strategic Plan 2015-16 Oct 2015
IV.D.5.6-CTE Charrette Program 01-28-16
IV.D.5.7-CTE Charrette PowerPoint 01-28-16
IV.D.5.8-CTE Community Charrette Mission Summary
IV.D.5.9-CTE Community Charrette Summary Report
IV.D.5.10-CTE Community Charrette Values Summary
IV.D.5.11-CTE Community Charrette Vision Summary

IV.D.5.12-DSPC Strategic Alliane Outcomes Approved by Chancellor's Cabinet
IV.D.5.13-Strategic Community Alliance Agenda Packet 09-19-16
IV.D.5.14-Strategic Community Alliance Survey Results
IV.D.5.15-DSPC Operating Agreement
IV.D.5.16-DSPC Meeting Minutes 01-13-17
IV.D.5.17-DSPC Meeting Minutes 02-10-17
IV.D.5.18-DSPC Meeting Minutes 03-10-17
IV.D.5.19-DSPC Meeting Minutes 04-28-17
IV.D.5.20-SMART Assessment Form - sample included
IV.C.1.11-District Strategic Plan BOT Approved 2-7-17
IV.D.1.2-FCC 2013-2017 Strategic Plan
IV.D.1.3-RC 2013-2017 Strategic Plan
IV.D.1.4-CCC 2013-2017 Strategic Plan

Analysis and Evaluation

Districtwide strategic planning is well coordinated with college-level planning. College planning cycles align with District planning cycles to ensure districtwide integration. The colleges develop their plans in the year following the development of the District plan. [IV.D.1.2 – IV.D.1.4; IV.C.1.11]. There are multiple districtwide planning areas that align with the objectives of the 2012-2016 State Center Community College District Strategic Plan. These functional areas include the overarching District Strategic Plan, as well as Communications, Technology, Student Learning, Facilities, Human Resources, Institutional Research, Resource Development, and Student Access. A District-level goal leader was identified for each area, and as part of their function developed a State Center Community College District Integrated Planning Summary. [IV.D.1.14 – IV.D.1.22] These summaries highlight the districtwide coordinated planning efforts that have occurred in coordination with the 2012-2016 Strategic Plan. Each summary identifies the committees and their responsibilities, as well as the outcomes and evidence of their work to influence student learning and institutional effectiveness. (Link to the planning summary evidence). In order to define the relationship to campus-level planning, campus committees are identified in the planning summaries as the bodies that coordinate with District-level planning, as well as report back to their respective campus-level constituent groups. The integrated planning summaries will continue to be updated annually to support the outcomes of the 2017-2020 State Center Community College District Strategic Plan.

Evaluation, integration and collaboration are the foundation of the new 2017-2020 State Center Community College District Strategic Plan. [IV.C.1.11] The interim chancellor delayed the development of the strategic plan by one year, allowing the incoming chancellor to lead the charge. Upon conclusion of the 2012 – 2016 Strategic Plan, the DSPC chair drafted a DSPS Proposal for District Strategic Plan based on analysis of the current strategic planning process. [IV.D.5.4] The DSPC accepted and revised the proposal which became the basis for the 2017-2020 strategic plan. [IV.D.5.5] Based on the proposal, the DSPC chair and the DSPC Co-Chairs led a districtwide workshop to conceptualize the 2017-2020 strategic plan. To further ensure effective integration with the SCCCD campuses, college constituents and the community played a key role in the development of the District Strategic Plan. [IV.D.5.6 – IV.D.5.14]

The District Strategic Planning Committee (DSPC) meets twice a month and includes representation from all groups. [IV.D.5.15 – IV.D.5.19] The DSPC was critical in the development of the Strategic Plan, and also serves as the oversight committee to monitor progress on achievement of Strategic Objectives within the SMART Assessment form. [IV.D.5.20] In addition to the SMART Assessments, the State Center Community College District Integrated Planning Summaries will be updated annually in order to provide districtwide access to the outcomes and evidence of districtwide planning efforts. The District Strategic Planning Committee also partnered with the districtwide Research Workgroup. The institutional researchers were charged with developing Key Performance indicators (KPIs) that will allow the DSPC to monitor student success across the district. Holding student success as the primary responsibility for the District, the KPIs will allow the Board of Trustees to monitor annual progress. The district level KPIs can then be disaggregated at the college level to ultimately improve, programs, services and process. The information will be defined in district wide terminology, not college specific furthering the alignment and integration of processes. The college can then use the same KPI's for their strategic planning evaluation but disaggregate the data at a micro level to improve their programs and processes.

IVD6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

IV.C.1.13	IV.D.6.3
IV.D.6.1 – IV.D.6.2	IV.C.1.13
IV.C.5.15	

Analysis and Evaluation

The District provides several avenues for the Colleges to have input into the planning and implementation of all policies that serve to support the institution's educational programs. The 2016 *Roles of Constituents in District Decision Making* handbook includes 14 Districtwide committees and workgroups that contribute to the communication between and among the District and Colleges. [IV.C.1.13]

District advisory committees meet on a regular basis, including the Chancellor's Cabinet, the Communications Council, and the Education Coordinating and Planning Committee (ECPC). The Communications Council, as is presently defined in District Administrative Regulations 2410 and 2510 consists of the leadership of all four constituencies throughout the District, and meets one week prior to the Board of Trustees meetings with the primary purpose of reviewing the agenda for this meeting before the window prescribed in law closed (California Government Code, § 54954). [IV.D.6.1 – IV.D.6.2] Under the leadership of a new chancellor, this body is presently reviewing and evaluating its role relative to the District, considering how an expanded charge may impact Districtwide communications.

ECPC reviews curriculum from both Colleges and includes representatives from the Academic Senate in its membership. [IV.C.5.15] The Chancellor's Cabinet includes all college presidents and vice chancellors, along with District senior level administration. [IV.D.6.3] The Communication Council is chaired by the chancellor, and includes the presidents of the Colleges, presidents of the Academic and Classified Senates, representatives for the bargaining units (certificated and classified), and student representatives from each College. [IV.C.1.13] By having these various constituencies present at District-level planning meetings, the representatives can return to their individual campuses, report on the discussions that took place at the meeting, receive feedback from the campus, and return the following month with direction from his/her segment of the College community. Additionally, information regarding board actions is made available through the District website.

Other districtwide committees and workgroups are District Budget and Resource Allocation Advisory Committee (DBRAAC), District Classified Professionals Staff Committee, District Enrollment Management Committee, District Facilities Coordinating Committee, Equal Employment Opportunity Advisory Committee, the District Research Workgroup, the District Strategic Planning Committee, the District Technology Committee, the Vice Presidents Workgroup, Workforce and Economic Development Workgroup, and the District Staffing Advisory Committee. [IV.C.1.13]

All of these committees and workgroups are effective vehicles to ensure timely, accurate, and complete communication in order for the Colleges to make decisions effectively.

The District is in the process of redesigning the District and Colleges' websites with the goal to facilitate easier access for employees to maintain, and for the public to access, District and College information. [IV.D.6.4]

In compliance with the Brown Act, agendas and minutes for each BOT meeting are posted to the web for the public to view via Board Docs. Preparation of the agendas and supporting documents through Board Docs provides an efficient and effective method for District and College employees involved in this process to monitor and participate in the agenda development process as appropriate. Board Docs allows for better communication with the public and includes access to board policies and administrative regulations and to supporting documents for board meetings. []

The Chancellor’s Cabinet, Communications Council, and District level standing committees and work groups ensure that communication occurs between the Colleges, District office, and Board of Trustees. The District’s website includes information on all public meetings (e.g., agendas, minutes), local bond measure updates, and additional information relating to special events or projects. Also, special electronic e-mail announcements and communications are made through the District’s e-mail system to all internal stakeholders. Dialogue regarding key issues occurs regularly through the communication channels described above.

The revamped websites is an important step in improving communication, and the Districtwide Information Services department is prioritizing solutions such as Sharepoint and other software-based tools to enhance and improve communication. The use of Board Docs has improved efficiency and ease of access and will continue to do so as more and more users become proficient.

IVD7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

- | | |
|--|---|
| IV.D.7.1-BP-AR 3250 Institutional Planning | IV.D.1.16-District Integrated Planning Summary - Facilities |
| IV.D.7.2-SCCCD IIEP with status updates 03-08-17 | IV.D.1.17-District Integrated Planning Summary - Human Resources |
| IV.D.7.3-Chancellor's Cabinet Notes 05-02-16 | IV.D.1.18-District Integrated Planning Summary - Institutional Research |
| IV.D.7.4-Chancellor's Cabinet Notes 10-17-16 | IV.D.1.19-District Integrated Planning Summary - Resource Development |
| IV.D.7.5-SCCCD Strategic Plan KPIs districtwide unduplicated 04-26-17 | IV.D.1.20-District Integrated Planning Summary - Student Access |
| IV.C.1.11-District Strategic Plan BOT Approved 2-7-17 | IV.D.1.21-District Integrated Planning Summary - Student Learning |
| IV.C.1.13-Roles of Constituents in District Decision-Making | IV.D.1.22-District Integrated Planning Summary – Technology |
| IV.D.1.14-District Integrated Planning Summary - Communications | IV.D.5.20-SMART Assessment Form - sample included |
| IV.D.1.15-District Integrated Planning Summary - District Strategic Plan | |

Analysis and Evaluation

The District, under the guidance and leadership of the chancellor, assesses and evaluates the effectiveness of the district and college role delineations, governance, and decision-making processes. This evaluation is primarily through the planning and assessment process associated with the district’s strategic plan and those of the colleges and centers. A new District strategic plan was developed and adopted in 2017 and clearly delineates the priorities of the District in three overarching strategic goals: (1) Excellence in Education, (2)

Institutional Effectiveness, (3) Leader in Higher Education and Community Collaboration. This new more strategic approach enables the colleges to align their respective strategic plans with the district plan and empowers the colleges to identify and pursue objectives that are autonomous yet aligned to the District. [IV.C.1.11]

The overarching goals remain in place to guide the district through the life of the plan and are achieved through a continuous process of selecting themes identified during the plan's development; additional themes may emerge throughout the years based on environmental forces and the monitoring of key performance indicators. *Annual* strategic objectives are developed for each selected theme. In the second and third years of the plan, work on the initially established annual strategic objectives may continue based on outcomes; in addition strategic objectives are identified every year. This strategic plan serves as the foundation for institutional decision-making. SCCCD colleges develop site-specific strategic plans aligned with the District's plan. Implementing this plan is a cyclical and continuous process, with strategies in place for ongoing tracking assessment, and adjustments that may be necessary to respond to environmental changes and assessment results.

The strategic plan is posted on the district website, and copies are available at all District sites. A SMART assessment process and form identifies and tracks **Specific Measurable Actions, Responsible party and Timeline** for each annual strategic objective. [IV.D.5.20] District and college Institutional researchers collaborate in developing the key performance indicators and evaluating the results which are further analyzed and discussed by the District Strategic Planning Committee and the Chancellor's Cabinet, resulting in informed, data-driven decision-making processes. These assessments are disseminated widely throughout the District via established governance committees and processes and are presented to the Board of Trustees in December of each year per BP 3250 Institutional Planning and AR 3250 Institutional Planning. [IV.D.7.1]

The district has expanded and enhanced institutional research and institutional effectiveness at both the district and college levels with a significant increase in staffing and resources. These efforts are being led at the district level by a newly created Executive Director of Institutional Research and Institutional Effectiveness position, support staffing, and implementation of the Institutional Innovation and Effectiveness Plan in 2016 which provides an ongoing, consistent method of evaluating educational goals. The districtwide Research Workgroup includes researchers from all colleges and the district office. [IV.D.7.2]

The district developed a new functional map to describe the role delineation between the district office and the colleges. This document was developed with input from the accreditation liaison officers at each college and the Vice Presidents' Workgroup. Once a draft document was agreed upon, each college was asked to disseminate to all constituency groups for input and comments. The Chancellor's Cabinet then reviewed and adopted the functional map. [IV.D.2.3; IV.D.7.3 – IV.D.7.4]

This process of delineating roles and functions was further operationalized through the development of Integrated Planning Summaries. [IV.D.1.14 – IV.D.1.22] These summaries expand the identified activities and integrate them into the planning process. Summaries are

developed for Institutional Research, Resource Development, Facilities, Human Resources, Student Learning, Technology, and Enrollment Management. Each summary form tracks the following:

- Function/Goal Leader
- District Strategic Plan Goals/Accreditation Standards
- Districtwide and College Planning Committees, Work Groups & Task Forces
- **College** Planning Committees, Work Groups & Task Forces **Responsibilities**
- **Districtwide** Planning Committees, Work Groups & Task Forces **Responsibilities**
- Districtwide Planning Committees, Work Groups & Task Forces **Outcomes**
- Districtwide Planning Committees Work Groups & Task Forces **Evidence**

The district participatory governance process was reviewed and evaluated in 2015 by a district-wide task force and resulted in review and updating of BP 2510 and AR2510. A new handbook, Role of Constituents in the Decision-Making Process, was developed and reviewed extensively by all constituent groups. Final approval and adoption of the handbook occurred in -April 2016.

Quality Focus Essay

Introduction:

The Quality Focus Essay (QFE) is intended to identify areas that are vital to the long term improvement of student learning and achievement over a multi-year period. During the process of writing the Intuitional Self Evaluation Report (ISER), the Accreditation & Institutional Effectiveness Committee at Reedley College engaged in a series of dialogues to identify topics of significant importance to long-term improvement of teaching and learning at Reedley College and its Centers. As a result, the following topics were selected by the Accreditation & Institutional Effectiveness Committee:

1. Improved Accessibility
2. Data-informed Goals and Planning

While the College community believes we have met the accreditation standards for these topics, they are subjects where more attention may be spent and projects developed. The following outlines these advances.

Action Project #1 – Accessibility

Accessibility concerns encompass both virtual (online instruction and services) and physical (compliant facilities) spaces. Reedley College is committed to both types of accessibility as a means of student success as referenced in the mission statement. The subject of virtual accessibility encompasses both face-to-face and DE learning environments as well as instructional and student services spaces. While the College is confident in its delivery of accessible and reliable student and learning support services, regardless of location or delivery mode, concerns exist within the disparity between distance education and traditional learning environment student success rates. Data has shown that distance education success rates have been much lower than what is seen in the traditional classroom. While this gap is closing, there are identified practices which will aid in improving these rates such as creating accessible learning environments online. Within student services support areas, accessibility improvements lie within the review and re-imagining of facilities to comply with accessibility needs as well as improve online access to services and resources. Another topic within the subject of accessibility resides in scheduling. This overlaps with QFE 2 as the College invests efforts into the development of accessible course offerings. The College is pursuing Guided Pathways and Student Education Plan (SEP) alignment to inform course scheduling and improve completion time at all locations.

Background

Online courses are a strong draw for students at Reedley College. In 2016-2017 the College had a total 20% of its courses delivered online, 11% fully online and 9% hybrid. The College annually reviews achievement data disaggregated by mode of delivery. There continues to be a gap in the success rates of online students versus in traditional face-to-face on campus courses. Data from 2014-2015, 2015-2016, and 2016-2017 show the disparity in student success by modality. Most notable are classes such as English 1A. In 2014-2015 traditional face-to-face sections saw a success rate of 70% but this rate fell greatly with hybrid

instruction (50% online/50% traditional instruction) at 52%% success and 100% online instruction 53%% success. While in 2015-2016 the success difference gap improved to a 9% success rate difference, the 2016-2017 data show an increased success gap with 67% success in face-to-face sections, 40% success in online sections, and 33% success in hybrid sections [QFE.1, QFE.2, QFE.3, QFE.4, QFE.5]. The disparity in retention rates is comparable. Another example is History 11 where the success rate is 71.9% in face-to-face classrooms and falls over 30% to 41% in online sections. Again, retention rates are comparable.

In an attempt to address these identified gaps the College hired a full time Faculty Instructional Designer (FID). This Instructional Designer has worked with faculty on improving course design, integrating student services into online courses, and facilitating the College transfer to Canvas. The FID annually presents to the Department Chairs and Division Reps on the data shown above and on the progress of the transition to Canvas, including analysis of instructor/student use and success data. There was also a presentation to the new faculty in one of their monthly meetings.

Through this process, the FID has also identified a gap in accessibility of online courses. To begin to address this gap the FID scheduled multiple workshops on accessibility in spring 2017 and invited an outside expert to hold an “Awareness, Accessibility, & Empowerment Forum.” These workshops lead to a discussion of the need for accessibility training in all aspects of the College, including online and traditional courses and student services. More specifically, these workshops aimed to create a greater understanding not only of the legal mandates in providing fully accessible courses but also the instructional improvements made when utilizing principles of universal design. This is not to say that the College courses and services are not accessible to students. The College identified the need to ensure that accessibility is consistent, updated, and widespread.

With the implementation of the ALLY accessibility tool in fall 2017, Reedley College was better able to determine the accessibility of their fully online and hybrid course. The ALLY tool shows instructors the accessibility score for each file they upload into Canvas. A review of the fall 2017 fully online and hybrid courses revealed these courses yielded an average score of 34% accessibility. District-wide accessibility scores rose since the integration of ALLY. This increased visibility of accessibility scores creates greater opportunity for the FID to work weekly with numerous instructors wanting to increase the accessibility scores of their online, hybrid, and face to face courses. Training opportunities allow for the FID to discuss other accessibility concepts such as captioning of instructional videos.

Accessibility concerns are not only virtual but physical as well. In their spring 2016 DSP&S Program Review Report, the program substantiated their goal to “Systematize faculty training and updates to improve disability awareness and delivery of accommodations.” DSP&S personnel have further identified student needs requiring facilities modification, and students were consulted during first week orientation at the Madera Community College

Center (MCCC) to gather accessibility needs from their perspective. Needs at both locations include:

- Wheelchair accessible counters
- Safe wheelchair accessible ramp at MCCC Child Development Center
- Confidential meeting spaces for counselor/student conversations
- Larger office spaces to accommodate wheelchairs
- Classroom modifications for up-front wheelchair use
- Functional building access buttons
- Re-design current DSP&S Lab to accommodate students in wheelchairs

Desired Goals

In response to this identified gap the FID will work with the College DSPS program to create a plan to identify and address accessibility gaps, both virtual and physical. This will include discussion of what gaps exist, a needs assessment, how to ensure classes, and assure service accessibility is regularly reviewed.

This Accessibility Plan will include:

1. Definition of Accessibility for Courses (online and traditional) and Services
2. Review current policies and practices (identify needed changes)
3. Training for faculty, staff, and administrators
4. Process to review accessibility of courses and services
5. Data analysis on effectiveness of plan

Measurable Outcomes

- Number of trainings and number of faculty attending
- Use ALLY tool to establish baseline measure and determine training success
- Student survey addressing accessibility

Action Project #1: Improved Accessibility					
Plan for Implementation	Description	Timeline	Responsible parties	Resources needed	Alignment to standards
Step 1	Create Accessibility Plan, including definition and review	Fall 2017- Fall 2018	FID, DE Committee, DSPS, Library, Student Services	Staff	I.C.2 II.B.1 II.B.2 II.B.3 II.C.3
Step 2	Training: Work with the Faculty Instructional	Fall 2018- Spring 2019	FID; DE Committee	Facilities for workshop use.	II.A.7 II.B.1 III.A.1 III.C.3

Action Project #1: Improved Accessibility					
Plan for Implementation	Description	Timeline	Responsible parties	Resources needed	Alignment to standards
	Designer to create accessibility-themed workshops to promote accessible DE course content.				III.C.4
Step 3	Re-imagine facility use on all campuses for full accessibility.	Fall 2019-Spring 2020	DSPS Program; Facilities Committee; Office of Administrative Services	Five-year Construction Plan Facility Use Plan	III.B.1 III.B.2 III.B.3 III.C.1 III.D.1
Step 4	Development of accessible course offerings	Fall 2020-Spring 2021	Facilities Committee; Department Chairs/Div. Reps; PAC/Dean's Council and PC (Administration)	Canvas and FID instruction Professional Development	I.A.1 II.A.6 II.B.1
Step 5	Data analysis and review of the Accessibility Plan	Fall 2021-Spring 2020	FID, DE Committee, DSPS, CORE*	Tableau analytics Student feedback	II.C.1 II.C.3 II.B.3

* PAC = President's Advisory Council; PC = President's Cabinet' FID=Faculty Instructional Designer; DE=Distance Education; DSPS=Disabled Students Programs and Services; CORE= College Office of Research and Evaluation

Action Plan #2 – Data-informed Goals and Planning

The College has recently taken strides to make data collection, interpretation and analysis a part of routine practice across all areas of operation. Our challenge now is to increase the College's access to data and build awareness of how data can be widely applied to enhance student persistence and success. For example, as an overlap with the issue of accessibility in Action Project #1, the use of data gathered from the implementation of multiple measures should better determine enrollment management practices, producing scheduling which will reflect student need. In other planning aspects, data from SSI, Scorecard, SLOs, etc. should support College goal and planning decisions. Recent Community College Survey of Student

Engagement (CCSSE) and Survey of Entering New Student Engagement (SENSE) data along with the Guided Pathways framework presents additional information to the College, guiding goal setting. Together, these will encompass a manageable and comprehensive system of data supporting common goals and planning to contribute to student success.

Background

The use of data and the practice of data-informed decisions have long been a hallmark of the instructional, student services, and administrative programs' program review reports and subsequent goal setting. Since the last accreditation cycle, Reedley College has focused on the expanded need for data. The visit of an IEPI team recently reiterated this need, as the importance of data was the predominant topic of the College's IEPI Program Resource Team visit in 2016-2017. The College identified a gap in using data effectively to drive goals and establish plans. The College has collected data from a variety of sources including internal MIS data, CCSSE, SENSE, focus groups, CCCCCO Scorecard, and CTE data from the Chancellor's office. The College has also expanded its institutional research capacity from a part-time researcher to two full-time researchers and the creation of the College Office of Research and Evaluation (CORE).

The collection of data has significantly increased, exhibiting the College meeting the standards for data-informed decisions; however, the use of this data to make informed decisions could be improved upon. The first step in strengthening the use of data has been in creating and understanding the meaning of the data. This is more than merely presenting the numbers but also understanding the significance of the numbers and identifying gaps beyond the program level. The Director of Institutional Research and Planning has presented on Scorecard, CCSSE, and Institutional Set Standards data to multiple groups including Academic Senate, Classified Senate and College Council. The fall 2016 Opening Day was dedicated to understanding CCCCCO Scorecard data, while student success data as a means for laying the foundation for Guided Pathways was a focus of the fall 2017 Opening Day events. However, the College sees the value in additional training, using data to identify and address gaps, including strengthening data analysis within individual program reviews.

An area in great need of decision-making is enrollment management. Currently the College builds a one-year schedule consisting of a summer, fall and spring sequence that is based on rolling the former schedule over approximately 85% and adjust for sections such as cohort classes (First Year Experience program) and increasing Multiple Measure data. For example in fall 2017 15 developmental English classes were changed to freshman transfer level English composition classes to address the increased enrollment due to Multiple Measures. With the further implementation of Multiple Measures and the upcoming Guided Pathways (2017) as well as the Central Valley Promise program (2018), the scheduling process needs review, evaluation, and conscientious systemic change. As of the moment, the Enrollment Management Sub-Committee has developed basic premises for an Enrollment Management Plan. The 13 premises are:

1. *Develop a strategic enrollment management plan that is guided by the college mission, vision, values and strategic directions.*
2. *Recommend and advocate college wide practices, protocols and procedures as they affect enrollment management. For example, support scheduling that allows students to take math and English in their college freshmen year.*
3. *Recommend and advocate for college wide initiatives as they affect access, persistence, retention, and student success.*
4. *Maintain an ongoing dialogue between the Enrollment Management Committee and the Department Chairs and Division Representatives group.*
5. *Work on decreasing the achievement gap, while increasing student's persistence and success.*
6. *Schedule for students, not for faculty, DC's/DR's or administrators' wishes.*
7. *Build a one year schedule -summer-fall-spring- so that students can make plans that are based on their Student Education Plan.*
8. *Faculty propose courses and pathways to their Department Chair (or Division Rep) who in turn propose comprehensive schedules to their deans offices and meet the necessary deadlines to get the schedule timely ready for student registration. Rooms, times, orientation date and exam dates and times, and cohorts are included -as much as possible.*
9. *Offer a balanced schedule M-W-F, T-Th, evening, online, hybrid, DE interactive courses, block-schedules for vocational students so that students can finish in two years.*
10. *Support cohorts and give preference to them because the student retention and success rates are very high, for example First Year Experience cohorts, ENGL 125-NR 1, ENGL 1A-NR 1, ENGL 125-CD 38, ENGL 1A-CD 38 etc.*
11. *Offer high demand classes (classes with high fill rates) that lend themselves to it and that have high passing rates are considered for cap expansion to LGI (>50 students at census), or alternatively, when pedagogically favorable extra sections will be added.*
12. *Propose registration priority changes, for example for MCCAP or Design Science students.*
13. *Develop and maintain workflows as it pertains to course substitutions, scheduling, petitions, internal processes such as registration for dual enrollment and Credit by Exam etc.*

Completion of this plan, including evaluation of the process, is forthcoming. An additional consideration lies within the implementation of the new SEP program, ~~Hobson's~~ Starfish Degree Planner. Reedley is one of the tier one pilot colleges for the statewide roll out of the Hobson's degree planning Starfish program (online SEPs). Counselors will pilot the system in fall 2017 with full implementation in 2018. Data from the degree-planning tool will assist the College in enrollment management and scheduling. This will allow the College to base scheduling on the direct needs of students as identified in their education plans. In 2018-2019 the College will be able to use more precise data to see what classes need to be scheduled in

2019-2020. Understanding and validating our MIS codes and reports will support this. Another positive move is the adoption of e-Lumen software to house program review and SLO assessment data which will also better inform scheduling decision-making.

Desired Goals

Goals for this activity focus on the use of data to make informed decisions to improve student success.

1. Continue trainings for faculty, staff and administrators on understanding and using data effectively
2. Create an Enrollment Management Plan that uses data to inform scheduling
3. Use data to implement (changing policies and procedures) the Guided Pathways Program
4. Create evaluation tools to review implementation and impact of enrollment management, planning, data informed scheduling, and Guided Pathways implementation

Measurable Outcomes

- Number of trainings and presentations
- Completion of an enrollment management plan
- Outcome data after implementation of Guided Pathways
- Evaluation data of Enrollment Management and Guided Pathways framework

Action Plan #2: Data-informed Goals and Planning					
Plan for Implementation	Description	Timeline	Responsible parties	Resources needed	Alignment to standards
Step 1	Create Enrollment Management Plan, including definition and review	Fall 2017- Spring 2018	Administration; CORE, Enrollment Management Committee, Department Chairs/Div. Reps	Staff	I.A.3 II.A.6
Step 2	Training of faculty and staff to understand data and use it effectively	Fall 2018- ongoing	CORE, Program Review Chair	Facilities for workshop use. Data dashboards Tableau e-Lumen	I.B.2 I.B.4 I.B.5

Action Plan #2: Data-informed Goals and Planning					
Plan for Implementation	Description	Timeline	Responsible parties	Resources needed	Alignment to standards
Step 3	Use of data for strategic enrollment management	Fall 2018- Spring 2019	Administration (PAC), CORE, Enrollment Management Committee, Department Chairs/Div. reps.	Data warehouse MIS data Hobson data Predictive analytics	I.A.2 I.B.4 I.B.5
Step 4	Create a system to manage varying data measurements (SSI, Scorecard, SLO, etc.) in order to establish goals and planning. Implementation of Guided Pathways	Fall 2019- 2020	CORE, Strategic Planning Committee, Accreditation and Institutional Effectiveness Committee, College Council	Dashboard Tableau	I.B.5 I.B.9 I.C.3
Step 5	Review and assess the Enrollment Management Plan	Fall 2021- Spring 2020	Administration (PAC), CORE, Enrollment Management Committee, Department Chairs/Div. Reps, Strategic Planning Committee, Accreditation and Institutional Effectiveness Committee, College Council	Staff MIS data Enrollment numbers Student feedback Scorecard Datamart.	I.B.9

* PAC = President’s Advisory Council; PC = President’s Cabinet’ FID=Faculty Instructional Designer; DE=Distance Education; DSPS=Disabled Students Programs and Services; CORE= College Office of Research and Evaluation

APPENDIX A-Evidence

Standard I

Standard IA1

IA1.1-Reedley Forestry Advisory Committee Minutes Fall 2016

IA1.2-SEP Examples Full and Abbreviated

IA1.3-Educational Master Plan

Standard IA2

IA2.1-Program Review Cycle 4 Handbook

IA2.2-Educational Master Plan

IA2.3-Integrated Planning Model

IA2.4-ESL Cycle Three Program Review Revision

IA2.5-Reedley College Student Equity Plan

IA2.6-Opening Day Agenda Fall 2016

IA2.7-ISS Year 3 Trends and Goals

IA2.8-College Council Notes 05.03.17

Standard IA3

IA3.1-Educational Master Plan

Standard IA4

IA4.1-BOT Adopted RC SP 06.06.17

IA4.2-RC Classified Senate Minutes 03a.2017

IA4.3-Academic Senate Minutes 03.28.17

IA4.4-College Council approval of SP Spring 2017

IA4.5-District-wide Strategic Alliance Powerpoint

IA4.6-Annual Report 2015-2016

IA4.7-College Catalog 201-2018

IA4.8-HS Report Reedley 2015-2016

IA4.9-RC Strategic Alliance Packet

IA4.10-RC CTE Madera Booklet 717

IA4.11-RC CTE Program Booklet 717

IA4.12-Reedley College Strategic Alliance 2017

IA4.13-Schedule of Courses SUFASP 2017-2018

IA4.14-Strategic Planning Feedback Forums

IA4.15-Educational Master Plan

Standard IB1

IB1.1-College Council Notes 10.04.17

IB1.2-RC Classified Senate Minutes 03.2016

IB1.3-RC Classified Senate Minutes 03a.2016

IB1.4-DC-DR Agenda 8.10.17

IB1.5-Flex Day Fall 2017 Schedule

IB1.6-Integrated Planning Model

IB1.7-MOR Newsletter May 2017

IB1.8-Opening Day Agenda Fall 2015

IB1.9-Opening Day Agenda Fall 2016

IB1.10-Participatory Governance Handbook

IB1.11-Program Review COA

IB1.12-Program Review Cycle 4 Handbook

IB1.13-RCAS Minutes 09.26.17

IB1.14-SLO Assessment Forms

IB1.15-Opening Day Agenda Spring 2017

IB1.16-Opening Day Eval Fall 2016

Standard IB2

IB2.1-DSPPS Program Review Report

IB2.2-EOPS PLO focus study results

IB2.3-EOPS Priority Registration Workshops Sp 17

IB2.4-EOPS Program Review Report
IB2.5-Forestry & Natural Resources
Program Review Report
IB2.6-Liberal Arts and Natural Sciences
Degree Assessment Report
IB2.7-Plant Soil Science SLO Poster

IB2.8-Program Review Cycle 4 Handbook
IB2.9-Program Review-Strategic Plan
Annual Report
IB2.10-Reedley College Curriculum
Handbook

Standard IB3

IB3.1-College Council Notes 05.03.17
IB3.2- PAC Notes 05.10.17
IB3.3-Accred & I.E. Committee Meeting
Notes 4.21.17
IB3.4-BOT Agenda Scorecard
Presentation 6.6.17
IB3.5-DC-DR Meeting Notes 9.5.17

IB3.6-RC ISS 2017 Year 3 goal status
IB3.7-RC ISS Year 3 Trends and Goals
IB3.8-RCAS Minutes 4.25.17
IB3.9-SCCCD 2017 Scorecard
Presentation 6.6.17
IB3.10-State and District 5 year Trend for
Year 3 IEPI Goal

Standard IB4

IB4.1-Office Technology Program Review
Report
IB4.2-OT Program Review Committee
Response to Programs

IB4.3-Program Review Strategic Plan
Annual Report
IB4.4-RC Fine Arts and Soc Sci Budget
Worksheets 2018-2019

Standard IB5

IB5.1-Completed PR Goal Planning-
Assessment Goals 2016-2017
IB5.2-Distance Education Comparison
Fall 2016

IB5.3-Honors Program Review Report
IB5.4-Integrated Planning Model
IB5.5-Program Review Cycle 4 Handbook

Standard IB6

IB6.1-Program Review Cycle 4 Handbook

IB6.2-Student Equity Plan

Standard IB7

IB7.1-DE Strategic Plan
IB7.2-Integrated Planning Model

IB7.3-Program Review Cycle 4 Handbook

Standard IB8

IB8.1-BOT Adopted RC SP 06.06.17
IB8.2-RC Classified Senate Minutes
03.2016
IB8.3-Academic Senate Minutes 2.23.16
IB8.4-College Council Approval of RC SP
Spring 2017
IB8.5-MOR Newsletter Oct 2016
IB8.6-MOR Newsletter Vol 9
IB8.7-Opening Day Agenda Fall 2015
IB8.8-Opening Day Agenda Fall 2016

IB8.9-PAC Strategic Workshop 7.29.16
IB8.10-Program Review Strategic Plan
annual Report Form
IB8.11-RC Strategic Plan Annual
Assessment Status Progress Report
IB8.12-Strategic Planning Feedback
Forums
IB8.13-Educational Master Plan
IB8.14-Education Master Plan Feedback
Survey 2016

IB8.15-College Council Minutes
05.18.16**Standard IB9**
IB9.1-Completed PR Goal Planning –
Assessment Goals 2016-2017
IB9.2-Distance Education Comparison
Fall 2016
IB9.3-EMP Goals

IB9.4-ESL Cycle Three Program Review
Revision
IB9.5-Opening Day Agenda Fall 2015
IB9.6-Program Review Cycle 4 Handbook
IB9.7-RC Strategic Plan Annual
Assessment Status Progress Report
IB9.8-Educational Master Plan

Standard II

Standard IIA1

IIA1.1-Curriculum Committee Minutes
10.20.16
IIA1.3-FT Transfer Counselor_COUN
GRID 2016-2017
IIA1.4-FT Transfer Counselor_TRAN
GRID 2016-2017

IIA1.5-University Rep contacts (COUN
GRID) 16-17
IIA1.6-University Rep contacts (TRAN
GRID) 16.17

Standard IIA2

IIA2.1-Program Review Cycle 4
Handbook
IIA2.2-SLO Committee notes 3.1.17
IIA2.3-SCFT Full-Time Final Agreement

IIA2.4SCFT Part-Time Final Agreement
IIA2.5--Program Review COA
IIA2.6-Curriculum COA
IIA2.7-Curricunet Course Checklist

Standard IIA3

IIA3.1-College Catalog 2016-2017
IIA3.2-Liberal Arts and Sciences Natural
Sciences emphasis report spring 2016
IIA3.3-PlantSoilScience_SLO_Poster

IIA3.4-Program Review Cycle 4
Handbook
IIA3.5-Faculty Handbook 2016-2017
IIA3.6-Reedley College Curriculum
Handbook

Standard IIA4

IIA4.1-Basic Skills Transformation Grant
IIA4.2-BSI Project Proposal for CAP
Example 1
IIA4.3-BSI Project Proposal for CAP
example 2
IIA4.4-EligibleStudents Flyer Example
Cohort A
IIA4.5-ENGL Flow Chart

IIA4.6-ESL Flow Chart
IIA4.7-ESL Flow Chart MCCC
IIA4.8-FYE Counselor Guide
IIA4.9-Math Pathways Flow Chart
IIA4.10-Reading Writing Courses Flyer
IIA4.11-FYE Report to DC_OCT16
IIA4.12-STEM Grant Narrative
IIA4.13-BSI Meeting Notes 10.17.16

Standard IIA5

IIA5.1-AR 4022
IIA5.2-AR 4025
IIA5.3-BP 4020
IIA5.4-BP 4025

IIA5.5-College Catalog 2016-2017
IIA5.7-Reedley College Curriculum
Handbook
IIA5.8-AR 4020

Standard IIA6

IIA6.1-Annual Program Review Report Example

IIA6.2-Program Review Cycle 4 Handbook
IIA6.3-AnnualReport2014-2015

Standard IIA7

IIA7.1-DE Regular Effective Contact Policy
IIA7.2- DE Strategic Plan

IIA7.3-Program Review Cycle 4 Handbook

Standard IIA8

IIA8.1-ENGL 1A Rubric

Standard IIA9

IIA9.1-History 12 COR
IIA9.2-PCAH_6thEdition
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 IV.C.3.7-BOT Mins. – FCC Pres. Approval 7-5-16
 IV.C.3.8-CCC Pres. Position Announcement 02-05-16
 IV.C.3.9-CCC Pres. Timeline to Board 02-04-16
 IV.C.3.10-BOT Mins. – CCC Pres. Approval 6-14-16
 IV.C.3.11-SCCCD Chancellor Position Announcement 6-9-15
Standard IVC4
 IV.C.4.1-BP 2710 Conflict of Interest
 IV.C.4.2-BP 2715 Code of Ethics- Standards of Practice
 IV.C.4.3-BP 2716 Political Activity
 IV.C.4.4-BP 2717 Personal Use of Public Resources
 IV.C.4.5-BP 2745 Board Self-Evaluation
 IV.C.4.6-BP 2720 Communications Among Board Members
 IV.C.4.7-BP 2220 Committees of the Board
 IV.C.4.8-BP 2260 Board Representatives
 IV.C.4.9-AR 2710 Conflict of Interest

Standard IVC5

IV.C.5.1-BP 2410 Policy and Administrative Regulations
 IV.C.5.2-BP 4020 Program, Curriculum, and Course Development
 IV.C.5.3-BP 4025 Philosophy and Criteria for Associate Degree and General Education
 IV.C.5.4-BP 4030 Academic Freedom
 IV.C.5.5-BP 5120 Transfer Center
 IV.C.5.6-BP 5150 Extended Opportunity Programs and Services
 IV.C.5.7-BP 5300 Student Equity
 IV.C.5.8-DBRAAC Operating Agreement
 IV.C.5.9-BOT Agenda RAM Jan. 2014
 IV.C.5.10-BP 6200 Budget Preparation
 IV.C.5.11-BP 6250 Budget Management
 IV.C.5.12-BP 6300 Fiscal Management

IV.C.3.12-SCCCD Chancellor Search Timeline Final 10-8-15
 IV.C.3.13-BOT Mins. – SCCCCD Chancellor 1-12-16
 IV.C.3.14-BP 2435 Evaluation of Chancellor
 IV.C.3.15-BP 2430 Delegation of Authority to Chancellor
 IV.C.3.16-BP 7125 Employee Evaluations
 IV.C.3.17-AR 7125 Evaluation
 IV.C.3.18-Evaluation Instrument (Cabinet Members)

 IV.C.4.10-AR 2712 Conflict of Interest Code
 IV.C.4.11-BP 2345 Public Participation at Board Meetings
 IV.C.4.12-2430 Delegation of Authority to Chancellor
 IV.C.1.1-Board Policy 2010 Board Membership
 IV.C.1.3-BP 2015 Student Members
 IV.C.1.5-BP 2105 Election of Student Members
 IV.C.1.6-BP 2012 Role of the Board (Powers, Purposes, Duties)

 IV.C.5.13-BP 2510 Participation in Local Decision-making
 IV.C.5.14-BP-AR 4020 Program, Curriculum, and Course Development
 IV.C.5.15-5.15 ECPC Members 2016-2017
 IV.C.5.16-BP 2315 Closed Sessions
 IV.C.5.17
 IV.C.5.17-BP 2012 and 6200
 IV.C.5.18-2016-17 SCCCCD Tentative Budget
 IV.C.5.29-BOT Mins. Tentative Budget 06-14-16
 IV.C.5.20-2016-17 SCCCCD Final Budget
 IV.C.5.21-BOT Mins. Final Budget 09-06-16
 IV.C.5.22-2015-2016 BOT Agenda Audit Report 1-10-17

IV.C.5.23-2015-16 +Financial Audit Report
 IV.C.5.24-BOT Agenda 2016-17 Budget Update 1-10-17
 IV.C.5.25-BOT Agenda Budget Transfer and Adjustment Report 2-7-17
 IV.C.5.26-BOT Agenda Budget Update 6-14-16
 IV.C.5.27-BOT Agenda Update on State Adopted Budget 8-2-16
 IV.C.5.28-BOT Agenda Budget Study Session 7-27-16
 IV.C.5.29-BOT Agenda Jan. Budget Proposal 2-2-16
 IV.C.5.30-BOT Mins. Jan. Budget Proposal Approved 2-2-16
 IV.C.5.31-BOT Agenda GASB Presentation Jan. 2014

IV.C.5.32-BOT Agenda PARS Sept. 2016
 IV.C.5.33-BOT Agenda Facilities Bond Presentation 8-25-16
 IV.C.5.34-BOT Agenda Budget Study Session 4-5-16
 IV.C.1.6 -BP 2012 Role of the Board (Powers, Purposes, Duties)
 IV.C.1.11-District Strategic Plan BOT Approved 2-7-17
 IV.C.1.20 -Quarterly Financial Status Report BOT Agenda 9-6-16
 IV.C.1.21 -Quarterly Financial Status Report BOT Mins. 9-6-16
 IV.C.1.30-BOT Retreat Agenda April 2016
 IV.C.1.31-BOT Retreat Mins. April 2016

Standard IVD1

IV.D.1.1-BP 1100 and BP 1200
 IV.D.1.2-FCC 2013-2017 Strategic Plan
 IV.D.1.3-RC 2013-2017 Strategic Plan
 IV.D.1.4-CCC 2013-2017 Strategic Plan
 IV.D.1.5-Chancellor Cabinet Agendas - Samples
 IV.D.1.6-AR 2510 Participation in Local Decision-Making
 IV.D.1.7-Communications Council Meeting Notes 01-31-17
 IV.D.1.8-Communications Council Meeting Notes 02-28-17
 IV.D.1.9-SCCCD Measure CE 12-12-16
 IV.D.1.10- SCCC Measure CE 02-06-17
 IV.D.1.11-SCCCD Measure CE March 2017
 IV.D.1.12- SCCC Measure CE 04-04-17
 IV.D.1.13- SCCC Measure CE Eblast
 IV.D.1.14-District Integrated Planning Summary - Communications

IV.D.1.15-District Integrated Planning Summary - District Strategic Plan
 IV.D.1.16-District Integrated Planning Summary - Facilities
 IV.D.1.17-District Integrated Planning Summary - Human Resources
 IV.D.1.18-District Integrated Planning Summary - Institutional Research
 IV.D.1.19-District Integrated Planning Summary - Resource Development
 IV.D.1.20-District Integrated Planning Summary - Student Access
 IV.D.1.21-District Integrated Planning Summary - Student Learning
 IV.D.1.22-Need to insert Final Technology Integrated Planning Summary
 IV.D.1.23-Chancellor's Cabinet Notes 01-17-17
 IV.D.1.24-Chancellor's Cabinet Notes 09-12-16
 IV.C.1.6-BP 2012 Role of the Board (Powers, Purposes, Duties)
 IV.C.1.13-Roles of Constituents in District Decision-Making

IV.C.1.30-BOT Retreat Agenda April 2016

IV.C.1.31-BOT Retreat Mins. April 2016

Standard IVD2

IV.D.2.1-BP 4030 Academic Freedom

IV.D.2.2-BP-AR 7230 Classified

Employees

IV.D.2.3-District-College Functional Map 3-10-17

IV.D.2.4-FCC Educational Master Plan

IV.D.2.5-RC Educational Master Plan

IV.D.2.6-CCC Educational Master Plan

IV.D.2.7-SCCCD District Office Org Chart

IV.D.2.8-BOT Agenda RAM 08-21-14

IV.D.2.9-BOT Agenda 09-02-14

IV.C.1.6-BP 2012 Role of the Board (Powers, Purposes, Duties)

IV.C.3.15-BP 2430 Delegation of Authority to Chancellor

IV.C.1.11-District Strategic Plan BOT Approved 2-7-17

IV.C.1.13-Roles of Constituents in District Decision-Making

IV.C.3.15-BP 2430 Delegation of Authority to Chancellor

IV.C.5.2-BP 4020 Program, Curriculum, and Course Development

IV.C.5.8-DBRAAC Operating Agreement

IV.C.5.9-BOT Agenda RAM Jan. 2014

IV.C.8.1-SCCCD District Office Org Chart - Ed Services

Standard IVD3

IV.C.5.8

IV.D.2.8

IV.D.2.9

IV.D.3.1 – IV.D.3.2

IV.C.5.20

IV.C.5.23

Standard IVD4

IV.C.3.15-BP 2430 Delegation of Authority to Chancellor

IV.C.3.18-Evaluation Instrument (Cabinet Members)

IV.D.2.3-District-College Functional Map 3-10-17

Standard IVD5

IV.D.5.1-Insert Final FCC 2017-2021 Strategic Plan in Global Drive

IV.D.5.2-Insert Final RC 2017-2021 Strategic Plan in Global Drive

IV.D.5.3-Insert Final CCC 2017-2021 Strategic Plan in Global Drive

IV.D.5.4-DSPC Proposal for District Strategic Plan 2015-16 Sept 2015

IV.D.5.5-DSPC Proposal for District Strategic Plan 2015-16 Oct 2015

IV.D.5.6-CTE Charrette Program 01-28-16

IV.D.5.7-CTE Charrette PowerPoint 01-28-16

IV.D.5.8-CTE Community Charrette Mission Summary

IV.D.5.9-CTE Community Charrette Summary Report

IV.D.5.10-CTE Community Charrette Values Summary

IV.D.5.11-CTE Community Charrette Vision Summary

IV.D.5.12-DSPC Strategic Alliane Outcomes Approved by Chancellor's Cabinet

IV.D.5.13-Strategic Community Alliance Agenda Packet 09-19-16

IV.D.5.14-Strategic Community Alliance Survey Results
IV.D.5.15-DSPC Operating Agreement
IV.D.5.16-DSPC Meeting Minutes 01-13-17
IV.D.5.17-DSPC Meeting Minutes 02-10-17
IV.D.5.18-DSPC Meeting Minutes 03-10-17

Standard IVD6

IV.C.1.13
IV.D.6.1 – IV.D.6.2
IV.C.5.15

Standard IVD7

IV.D.7.1-BP-AR 3250 Institutional Planning
IV.D.7.2-SCCCD IIEP with status updates 03-08-17
IV.D.7.3-Chancellor's Cabinet Notes 05-02-16
IV.D.7.4-Chancellor's Cabinet Notes 10-17-16
IV.D.7.5-SCCCD Strategic Plan KPIs districtwide unduplicated 04-26-17
IV.C.1.11-District Strategic Plan BOT Approved 2-7-17
IV.C.1.13-Roles of Constituents in District Decision-Making
IV.D.1.14-District Integrated Planning Summary - Communications
IV.D.1.15-District Integrated Planning Summary - District Strategic Plan

IV.D.5.19-DSPC Meeting Minutes 04-28-17
IV.D.5.20-SMART Assessment Form - sample included
IV.C.1.11-District Strategic Plan BOT Approved 2-7-17
IV.D.1.2-FCC 2013-2017 Strategic Plan
IV.D.1.3-RC 2013-2017 Strategic Plan
IV.D.1.4-CCC 2013-2017 Strategic Plan

IV.D.6.3
IV.C.1.13

IV.D.1.16-District Integrated Planning Summary - Facilities
IV.D.1.17-District Integrated Planning Summary - Human Resources
IV.D.1.18-District Integrated Planning Summary - Institutional Research
IV.D.1.19-District Integrated Planning Summary - Resource Development
IV.D.1.20-District Integrated Planning Summary - Student Access
IV.D.1.21-District Integrated Planning Summary - Student Learning
IV.D.1.22-District Integrated Planning Summary – Technology
IV.D.5.20-SMART Assessment Form - sample included

APPENDIX B-Glossary of Acronyms and Abbreviations

Reedley College Institutional Self-Evaluation Report 2018

Glossary

5C	California Community Colleges Curriculum Committee
A&R	The Office of Admissions and Records of Reedley College
AAUP	American Association of University Professors
ACCJC	Accrediting Commission for Community and Junior Colleges, which operates under the corporate entity of the Western Association of Schools and Colleges
ACCT	Association of Community College Trustees
ADA	Americans with Disabilities Act
ADT	Associate Degree for Transfer, includes both Associate in Arts and Associate in Science degrees
AFT	American Federation of Teachers
AIEC	Accreditation and Institutional Effectiveness Committee
ALO	Accreditation Liaison Officer
Alpha Gamma Sigma (AGS)	The honor society of California Community Colleges
AP	Advanced Placement
AR	Administrative Regulation, one of several regulations adopted by the State Center Community College District's chancellor's cabinet to guide and direct the implementation of the policies of the board of trustees
ARCC	Accountability Report of Community Colleges, often referred to as the "ARCC report"
ASG	Associated Student Government of Reedley College
ASCCC	Academic Senate for California Community Colleges
ASCIP	Association of Community Colleges' Insurance Alliance of Schools for Cooperative Insurance Program
ASSIST	Articulation System Stimulating Inter-Institutional Student Transfer

BFAP	Board Financial Assistance Program
BOT	Board of Trustees
BP	Board Policy, one of several policies adopted by the Board of Trustees of the State Center Community College District
BSI	Basic Skills Initiative
CAA	Career Advancement Academy
CAP	California Acceleration Project
CB	Course Basic Codes
CC	College Council
CCC	College Center Council, the consultation group for shared governance and collaborative decision making at the North Centers of Reedley College, chaired by the vice-chancellor of the North Centers, also called North Centers College Council
CCCAA	California Community College Athletic Association
CCCCO	California Community Colleges Chancellor's Office
CCFS	Community College Financial Status Report
CCLC	Community College League of California
CCPT	California Careers Pathways Trust Grant
CCSSE	Community College Survey of Student Engagement
CDCP	Career Development and College Preparation Programs
C-ID	Course Identification Number, a state-wide common course numbering system of lower division transferable college courses
CIO	Chief Instructional Officer

COA	Committee Operating Agreement, a formal description of each committee at Reedley College, stating its responsibility, membership, and position in the governance of the college
COCCC	Chancellor’s Office of the California Community Colleges
COCI	Chancellors Office Curriculum Inventory
COMDA	Committee on Dental Auxiliaries
COR/COoR	Course Outline of Record, developed by discipline faculty, approved by the college Curriculum Committee, and used by all instructors of all sections of classes
CORE	College Office of Research and Evaluation
CRC	Career Resource Center
CRLA	College Reading and Learning Association
CSEA	California State Employees’ Association, the bargaining agent of the classified employees of Reedley College
CSU	California State University, herein used to refer to the statewide university system, rather than to any individual campus of the system
CTE	Career Technical Education
DACA	Deferred Action for Childhood Arrivals
Datatel	The college’s and district’s computerized data management and storage system
DBRACC	District Budget and Resource Allocation Advisory Committee
DC	Department Chairs
DE	Distance Education
Division A	One of three instructional divisions of the Office of Instruction of Reedley College, comprised of the departments of Reading and Languages, Communication, and Fine Arts and Social Sciences

Division B	One of three instructional divisions of the Office of Instruction of Reedley College, comprised of the departments of Mathematics and Engineering, Science, and Health Sciences
Division C	One of three instructional divisions of the Office of Instruction of Reedley College, comprised of the departments of Business, Agriculture and Natural Resources, and Industrial Technology
DL	Distance Learning
DE	Distance Education
DO	District Office
DRAM	Districtwide Resource Allocation Model
DSPC	District Strategic Planning Committee
DSP&S	Disabled Students' Programs and Services, sometimes referred to as "DSPS"
ECPC	Educational Coordinating and Planning Committee
EEO	Equal Employment Opportunity
EMC	Enrollment Management Subcommittee
EMP	Educational Master Plan
EOE	Equal Opportunity Employment
EOPS	Economic Opportunity Programs and Services, sometimes referred to as "EOP&S"
ER	Eligibility Requirements
ESL	English as a Second Language
FASBO	Fresno Area Self-Insured Benefits Organization
FERPA	Family Educational Rights and Privacy Act
Flex Day	A single, non-instructional duty day of each semester for the purpose of the professional development of instructors; this professional development obligation is flexible, <i>i.e.</i> , instructors may satisfy their professional obligations

on this day, or they may devote the same number of hours to professional development on other days outside of instructional time

FMP	Facilities Master Plan
FON	Faculty Obligation Number
FPP	Final Project Proposal
FT	Full-Time
FTE / FTES	Full-Time-Equivalent Student, the unit of measure based upon student attendance patterns used by the state in the formula for the apportionment of funds
FTEF	Full-Time Equivalency Faculty, one FTEF equals 15 Lecture Hour Equivalents (LHE - formula hours, <i>v.i.</i>) of instruction
FYE	First Year Experience Program
GE	General Education
GPA	Grade Point Average
HR Staffing Plan	Human Resources Staffing Plan for Reedley College
HSI	Hispanic-Serving Institution
ICAS	Intersegmental Committee of Academic Senates
ICC	Inter-Club Council
IDF	Intermediate Distribution Frame
IEPI	Institutional Effectiveness Partnership Initiative
IGETC	Intersegmental General Education Transfer Curriculum, a series of courses that California community college students may complete to satisfy the lower-division breadth/general education requirements at both the University of California and the California State University
ILO	Institutional Learning Outcomes
IMPAC	Intersegmental Major Preparation Articulated Curriculum, a faculty-designed and faculty-run project to ensure that students transferring from the community colleges to UC and CSU are prepared for work in their chosen

major and can avoid having to repeat coursework; the project is funded by a five-year, \$2.75 million grant that enables faculty from the three higher education systems to meet regionally to discuss issues, concerns, and academic procedures that impinge upon the transfer of students in those majors

IPP	Initial Project Proposal
IS	Information Systems
ISS	Institutional Set Standards
IT	Information Technology
JPA	Joint Powers Authority
KCUSD	Kings Canyon Unified School District
KPI	Key Performance Indicators
LMS	Learning Management System
LAN	Local Area Network
LHE	Lecture-Hour Equivalent; one LHE equals one lecture hour or 0.75 lab hour
LRC	Learning Resource Center
MCCAP	Madera Center College Advantage Program, a partnership of the Madera Center of Reedley College and Madera High School Madera South High School, and Liberty High School, which enables eleventh- and twelfth-grade students who may benefit from advanced academic or vocational course work to enroll in college courses and receive college credit
MCCC	Madera Community College Center
MDF	Main Distribution Frame
MIS	Management Information System, the management information system of Datatel,
MOR	Madera, Oakhurst, Reedley, An acronym referring to all 3 locations that fall under Reedley College.

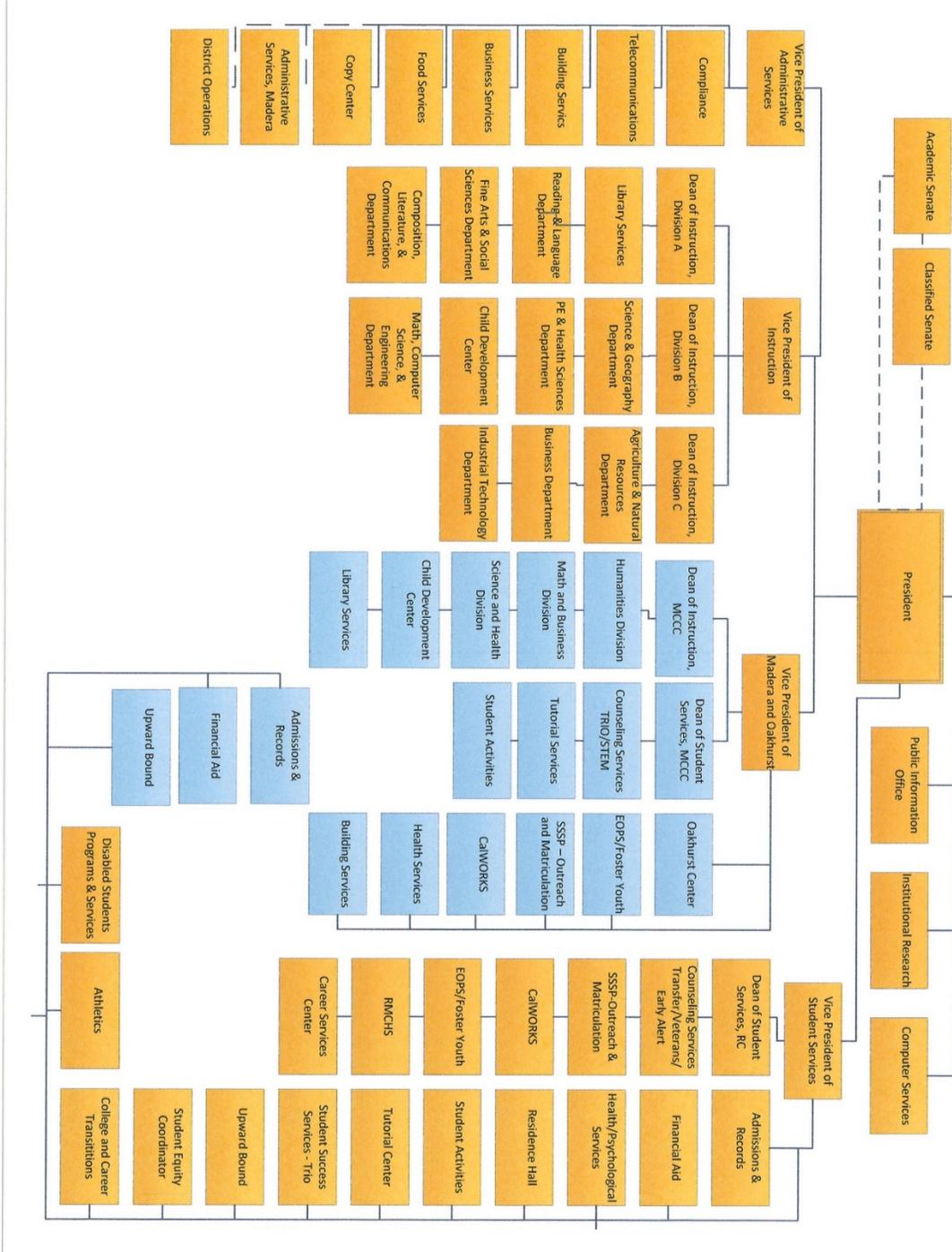
NAT	Nursing Assistant Training
OCCC	Oakhurst Community College Center
OEI	Online Education Initiatives
OER	Open Educational Resources
OPEB	Other Post-Employment Benefits
Opening Day	A day of the certificated contract work year, on which all faculty members are obligated to be present on campus, sometimes referred to as “Duty Day”
PAC	President’s Advisory Cabinet
PC	President’s Cabinet
PCAH	Program Course Approval Handbook
PERS	Public Employees Retirement System
PLN	Professional Learning Network
PLO	Program Learning Outcomes, sometimes referred to as “program-level student learning outcomes”
PM	Preventative Maintenance program
Polycom	An audio-visual teleconference system
PR	Program Review, an intensive assessment, evaluation, and planning self-study of all Reedley College instructional and non-instructional programs, conducted every five years
PT	Part-Time
Quinn	The Quinn Company, a Fresno business that sells, rents, and services a full line of new and used Caterpillar construction, landscape, industrial, and agricultural equipment throughout central and southern California
Quinquennial Program Review	The five-year cycle of program review
RC	Reedley College

Reg. to Go	Registration to Go, wherein Reedley College counselors and records office staff visit local high schools to assist twelfth-grade students in registering for first-semester classes
RTG	Registration to Go, <i>v.s.</i>
SAF	Society of American Foresters
SAM	Student Accountability Model
SARP	Student Athletic Retention Program, a program which guides student athletes through their academic and athletic responsibilities to assist them in completing their educational goals to comply with transfer and eligibility requirements
SARS/eSARS	Scheduling and Reporting System, a component of WebAdvisor, <i>v.i.</i>
SCCCD	State Center Community College District
SCCCF	State Center Community College Foundation (aka SCCC Foundation)
SCFT	State Center Federation of Teachers, the bargaining agent of the certificated instructors and staff of Reedley College
SEP	Student Education Plan
SIS	Student Information System
SLO	Student Learning Outcomes
SMART form	Assessment tool used, stands for S pecific, M eausreable, A ctions, R esponsible party and T imeline
SP	Strategic Plan
SPC	Strategic Planning Committee
SSSP	Student Success and Support Program
State Center Consortium	A grant funded entity of the State Center Community College District, a partnership that connects school districts, colleges, and businesses to advance Career Technical Education, <i>v.s.</i>
STEM	Science, Technology, Engineering, and Mathematics
STRS	State Teachers Retirement System

TAC	Technology Advisory Committee
TCO	Total Cost of Ownership
TOP	Taxonomy of Programs
Trio	Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds, including eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress from middle school to postbaccalaureate programs; called “Trio” because the original program consisted of just three services
UC	The University of California, herein used to refer to the statewide university system, rather than to any individual campus of the system
Ubi-Duo Communication Device	A face-to-face communication device for people who are deaf, hard of hearing, or have a speech impediment
UCTCA	University of California Transfer Course Agreement
UPS	Uninterruptable Power System/Supply
VDI	Virtual Desktop Infrastructure
VIPJPA	Valley Insurance Program Joint Powers Authority
VOIP	Voice-Over Internet Protocol
VPs	Vice Presidents
VPI	Vice President of Instruction
WAN	Wide Area Network
WIG	Wildly Important Goal
WC-Writing Center (RWC-Reading & Writing Center)	A tutorial center staffed by instructors of composition and student tutors to provide instructional support services to students of all classes with writing assignments
WSCH	Weekly Student Contact Hours, the number of students in a class multiplied by the number of hours the class meets per week
XXO	A general budget category of non-categorical funds

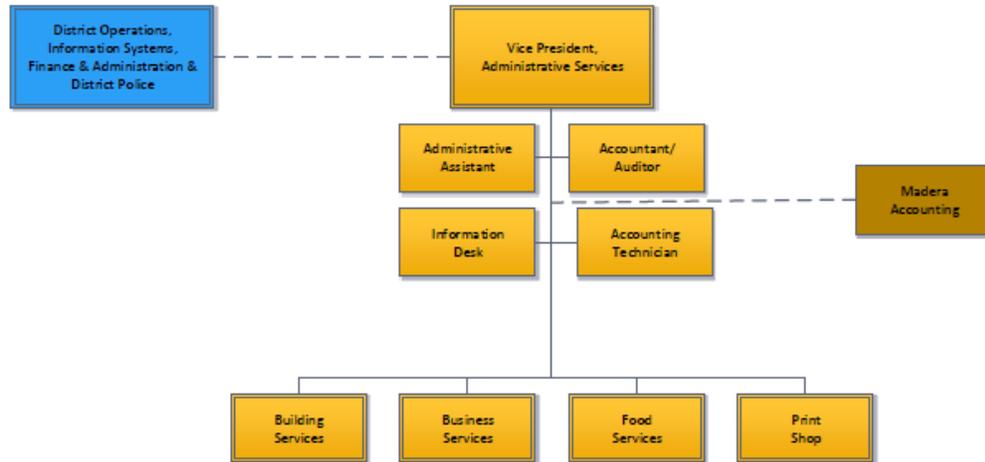
APPENDIX C-Organizational Charts

Reedley College Organizational Chart-2016

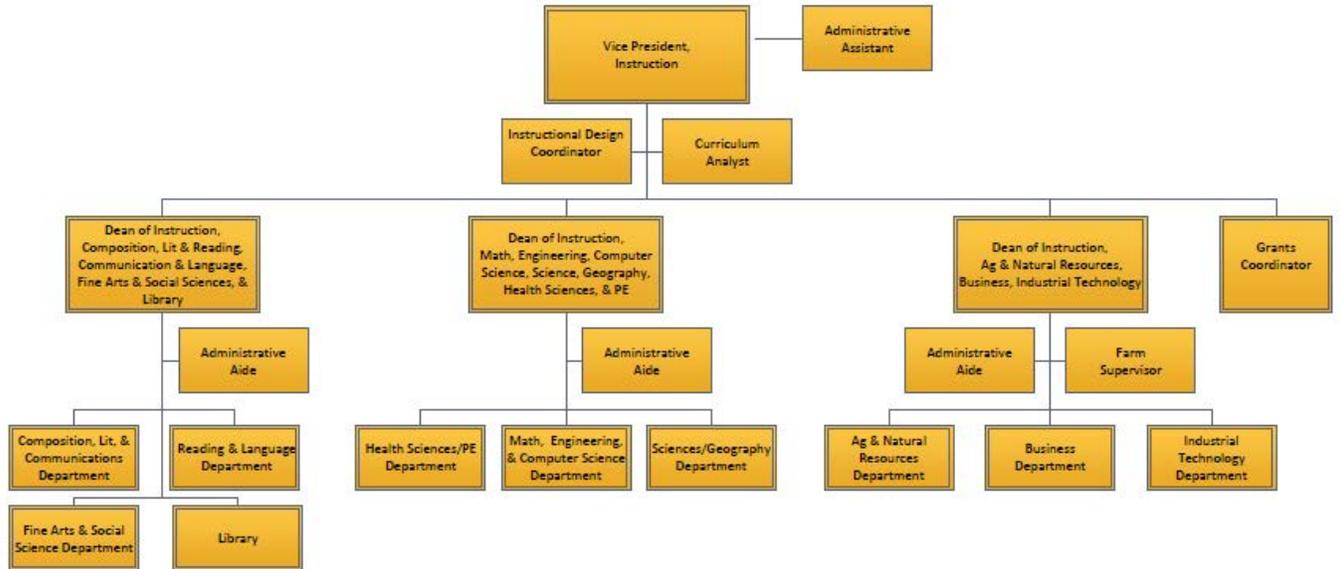


Fall 2017 Draft Organizational Charts by Area

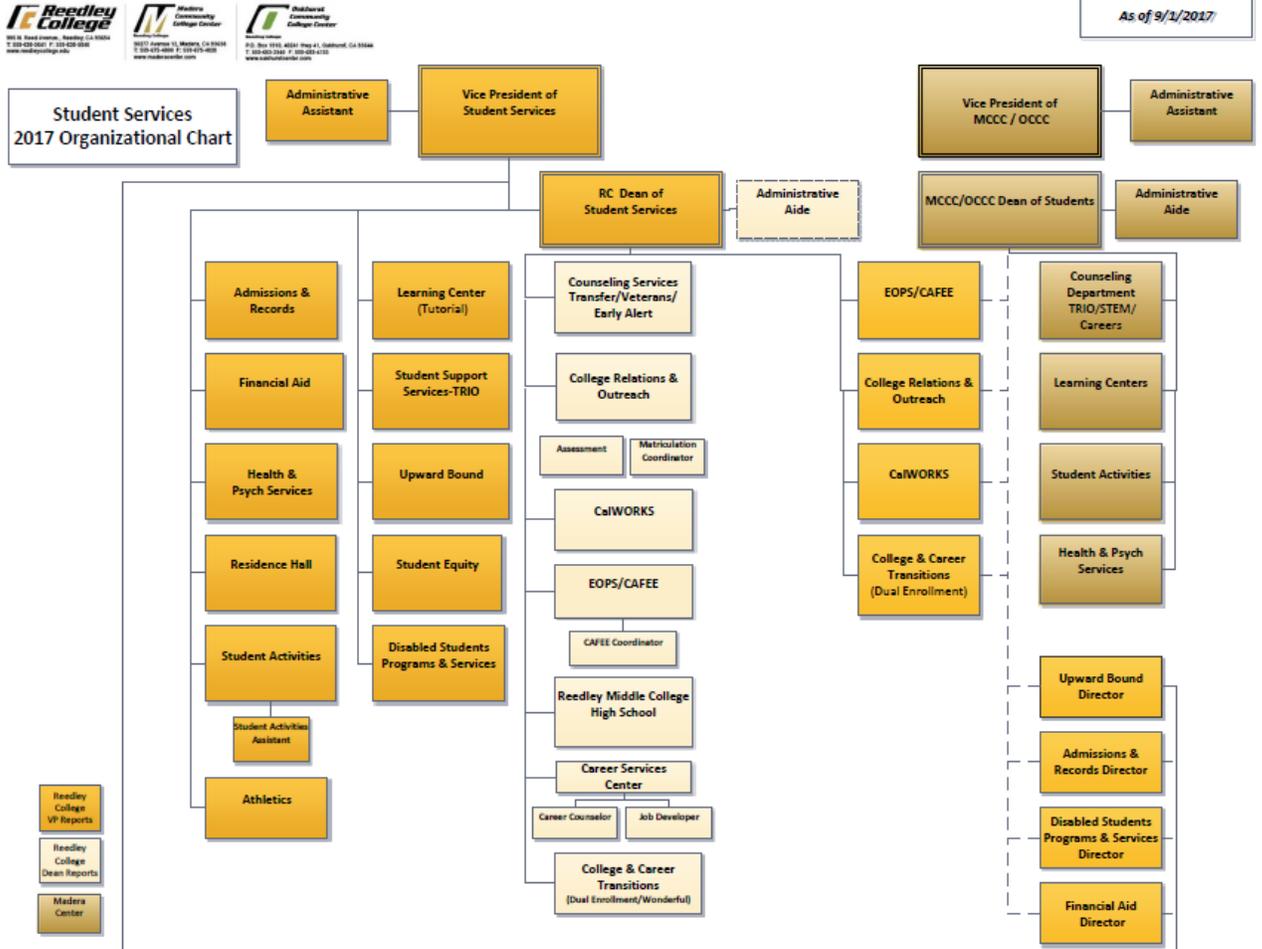
Administrative Services



Instruction



Student Services



APPENDIX D-Functional Map

District-College Functional Map

DEFINITION:

The District-College Functional Map outlines the following responsibilities of the district and the colleges as they relate to Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards: *primary responsibility leadership and oversight* of a given function, the *secondary responsibility support* of a given function as well as the *mutual responsibility for leadership and oversight* of both the district and the colleges.

KEY:

P = Primary Responsibility Leadership and oversight of a given function including design, development, implementation, assessment, and planning for improvement

S = Secondary Responsibility Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility

B = Both The District and the College are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – District and College Mission Statements

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity			
The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.			
		College	District
A.	Mission		
1.	The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S
2.	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
3.	The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
4.	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S
		College	District

B.	Assuring Academic Quality and Institutional Effectiveness		
	<i>Academic Quality</i>		
1.	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2.	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	N/A
3.	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	N/A
4.	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
	<i>Institutional Effectiveness</i>		
5.	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6.	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7.	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
8.	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
9.	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	B	B
C.	Institutional Integrity		
1.	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
2.	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)	P	S
3.	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
4.	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S

		College	District
5.	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	B	B
6.	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
7.	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	B	B
8.	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	B	B
9.	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	N/A
10.	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	B	B
11.	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12.	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	B	B
13.	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	B	B
14.	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	B	B

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

		College	District
A.	Instructional Programs		
1.	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2.	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	N/A
3.	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	N/A
4.	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	N/A
5.	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
6.	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	N/A
7.	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
8.	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	N/A
9.	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S

		College	District
10.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11.	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	N/A
12.	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	N/A
13.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	N/A
14.	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	N/A
15.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	N/A
16.	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	N/A
B.	Library and Learning Support Services		
1.	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	N/A

2.	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
		College	District
3.	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	N/A
4.	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	N/A
C. Student Support Services			
1.	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	N/A
2.	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3.	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
4.	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	N/A
5.	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	N/A
6.	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	B	B
7.	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	B	B
8.	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	B	B

Standard III: Resources			
The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).			
		College	District
A.	Human Resources		
1.	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	B	B
2.	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3.	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	P	S
4.	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	P	S
5.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	B	B
6.	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
7.	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	B	B
8.	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9.	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	S

		College	District
10.	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	S
11.	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	B	B
12.	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	B	B
13.	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	P	S
14.	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15.	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	B	B
B.	Physical Resources		
1.	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	B	B
2.	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	B	B
3.	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	B	B
4.	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
C.	Technology Resources		
1.	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	P	S
2.	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	B	B
3.	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	B	B
4.	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5.	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S

D.	Financial Resources		
	<i>Planning</i>		
		College	District
1.	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	B	B
2.	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3.	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
	<i>Fiscal Responsibility and Stability</i>		
4.	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
5.	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	B	B
6.	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	B	B
7.	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	B	B
8.	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	B	B
9.	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
10.	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	B	B
	<i>Liabilities</i>		
11.	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P

12.	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
		College	District
13.	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
14.	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
15.	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	P	S
	Contractual Agreements		
16.	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	B	B
Standard IV: Leadership and Governance			
The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.			
		College	District
A.	Decision-Making Roles and Processes		
1.	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	B	B
2.	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	B	B
3.	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S

4.	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5.	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	B	B
6.	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	B	B
		College	District
7.	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	B	B
B.	Chief Executive Officer		
1.	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2.	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3.	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. 	P	S
4.	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5.	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6.	The CEO works and communicates effectively with the communities served by the institution.	P	S
C.	Governing Board		
1.	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
2.	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N/A	P

3.	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	N/A	P
4.	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	N/A	P
5.	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
		College	District
6.	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
7.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	N/A	P
8.	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
9.	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
10.	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	N/A	P
11.	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N/A	P
12.	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	N/A	P
13.	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	S	P
D.	Multi-College Districts or Systems		

1.	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
2.	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	N/A	P

		College	District
3.	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4.	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	N/A	P
5.	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	B	B
6.	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	B	B
7.	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P
Catalog Requirements			
		College	District
	The following list of required information must be included in the college catalog. General Information <ul style="list-style-type: none"> • Official Name, Address(es), Telephone Number(s), and Website Address of the Institution • Educational Mission • Representation of accredited status with ACCJC, and with programmatic accreditors if any • Course, Program, and Degree Offerings • Student Learning Outcomes for Programs and Degrees • Academic Calendar and Program Length, • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members Requirements <ul style="list-style-type: none"> • Admissions • Student Tuition, Fees, and Other Financial Obligations • Degrees, Certificates, Graduation and Transfer Major Policies and Procedures Affecting Students <ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance and Transfer of Credits² • Transcripts • Grievance and Complaint Procedures • Sexual Harassment 	P	S
		P	S
		P	S