Reedley College

INTEGRATED
COLLEGE PLAN

2022

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Introduction

Dr. Jerry L. Buckley
Reedley College President

Message from the President

When the trustees of the Reedley Joint Union High School District established Reedley College in 1926, they were thinking about the future, a future where it would be important that our communities' young people had easy access to post-secondary education. The college opened that September with thirty students and six course offerings.

We currently serve over 12,000 students each year from a dozen rural communities in the Central San Joaquin Valley, as well as neighborhoods surrounding the city of Fresno. Reedley College has developed into an essential component of higher education over its ninety-six years, with a campus that encompasses 420 acres, including an adjacent 300-acre school farm, plus 800 acres in the Sierra Nevada mountains that serve as a laboratory for its Forestry and Natural Resources students.

Reedley offers programs in over 67 areas of study taught by approximately 178 full-time and 400 part-time faculty and supported by 125 staff members. Reedley is always striving for excellence through the delivery of rigorous academic programs, cutting-edge career technical programs, and extensive online programming. Maintaining leadership in higher education requires effective data-informed planning that includes a connection to our partners in education, as well as guidance from the industries that we serve.

Achieving and maintaining institutional effectiveness requires that we listen to the voices of our partners, employees, and students to help identify and prioritize the development of new programs and courses, as well as determine the best allocation of our resources. This strategic plan reflects these principles by guiding the strategic growth and maintaining the fiscal stability of our institution.

Planning Framework & Process Overview

The Planning and Institutional Effectiveness Committee, established at Reedley College in 2009 as the Strategic Planning Committee, oversaw the strategic and planning processes of the college, making its recommendations to the College Council. The composition of the committee, fifteen members in total, included representation from all college groups: students, Academic and Classified Senate presidents, Vice President of Instruction and Vice President of Student Services, the Director of Institutional Effectiveness, Evaluation, and Research, and appointments designated by the Academic and Classified Senates and classified union. One of the committee's main accomplishments was the creation of the 2016-2020 Strategic Plan for Reedley College, in addition to the 2015-2025 Educational Master Plan, the first master plan written without the assistance of outside consultants.

In reviewing prior college planning documents in the 2020-2021 academic year, the committee desired to ensure the integration of the Strategic Plan with all other plans of the college; to this end, the committee began collecting data to revise drastically the planning process of the college. In fall 2020, the committee agreed to reference the New England Resource Center for Higher Education's "Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education," in the beginning planning stages of the process, in addition to completing a timeline for reviewing the master plan and strategic plan with the college's feedback.

An emerging theme at Reedley College is working intentionally to align college planning processes. In accordance with this theme, the Planning Committee decided to construct the Integrated College Plan (ICP) in a manner that includes all planning documents into a single comprehensive plan so that the same information, data, and goals are consistently informing every college plan. The result is the ICP, which contains up-to-date college and community data utilized in all other college plans. Specific area college plans appear as Chapters in the ICP. In this iteration of the integrated plan, the plan incorporated in each chapter is the most current version of a plan. In accordance with each plan's revision timeline, the chapters will be updated to reflect this more succinct and better aligned planning process and the ICP will be the repository for all planning documents.

Design Principles of the Integrated College Plan. In early spring 2021, the college adopted a bold vision for a Integrated College Plan that was grounded in several design principles:

- **Equity.** Using design principles of anti-racism work will be at the forefront of the committee's charge.
- **Alignment.** The previous separate documents of the strategic plan and educational master plan will be combined with the goal of creating a Integrated College Plan that will serve to align all other plans of the college.
- **Relevancy.** By envisioning other future campus plans as chapters in the Integrated College Plan, the Integrated College Plan will have more relevance to the broader campus community. The time between the revisions will be drastically shortened from ten years to three-year revision cycle to allow for more timely, meaningful reflection of the campus and its needs. The committee envisioned the Integrated College Plan to serve as Chapter One in the book of Reedley College, with future campus plans serving as additional chapters to come.
- **Concise.** The committee, in creating the outline for the Integrated College Plan, identified topics to be collaboratively written from representative groups. Along with this work was a limitation on section length to make the document as brief—and therefore as useful—as possible.
- **Collaborative.** The work in creating the Integrated College Plan, in order to be meaningful to the overall campus, shall be shared. Mighty writing teams consisting of one manager, one faculty, and one classified staff will be created to compose small sections of content about which they have expertise and history, with revisions done by the lead writer and finally brought back to the Planning Committee for review.

The committee developed this graphic to represent the design principles:

Concise + **Relevant** + **Meaningful** = **Integrated College Plan**
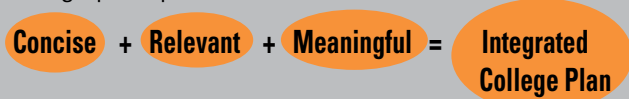
Late spring 2021 semester, these design principles were shared as informational items in governance groups to gain consensus, and appointed writing teams began with an upbeat kick-off session called "The Great Unveiling," in which the team was trained on the design principles in depth and shared several resources to help guide their work.

Foundational Definitions. At the same time, the Planning Committee researched and adopted guiding definitions for mission, vision, and values statements as they prepared to help lead the college's Strategic Planning retreat mid-June 2021. Attendees of the two-day retreat included department chairs, Guided Pathways lead faculty and counselors, managers, lead administration, student representatives, and classified professionals. The Planning committee also attended, and there were over 75 total individuals invited to attend in person or by Zoom.

Planning Retreat. Training at the retreat included understanding S.M.A.R.T. (Strategic, Measurable, Achievable, Realistic, and Time-bound) goals strategies and compression planning, in addition to the foundational planning definitions and timelines adopted by the Strategic Planning Committee. Grounded in environmental scan data that included market analysis of the surrounding counties, careful study of the Fresno Integrated K-16 Collaborative Business Plan, and enrollment data showing effects of the pandemic on students, attendees collaborated to draft mission, vision, and values statements for the college, as well as brainstorming for goals. The Strategic Planning Committee met to review drafts and consolidate emerging themes, tightening up writing, to draft several versions of the mission, vision, and values statements, in addition to goals and objectives, with feedback from the President's Advisory Council. A survey was developed to collect the broader campus community's feedback on these versions to be introduced at Opening Day. Surveys were conducted, in addition to several listening sessions that informed the drafts of the North Star statements that went through constituency review and approval in fall 2021.

Convening the Writing Teams. The Writing Teams were re-convened at the "Great Writing Retreat" just before Opening Day fall 2021 to be introduced to the drafts, which conveyed similar sentiments expressed at the Strategic Planning Retreat but had slightly differing areas of emphasis. The Writing Teams met to finalize planning their sections by the end of the fall semester, and Strategic Planning Committee members were on hand to answer questions and give preliminary feedback on drafts.

Restructuring into Planning and Institutional Effectiveness Committee. In keeping with the recommendations from the Governance Taskforce that called for greater efficiency in committee structure at the college, the Strategic Planning Committee was combined with the Accreditation Committee into the new Planning and Institutional Effectiveness Committee early fall semester 2021. The committee's purpose is to: develop Strategic Plan and Integrated Master Plan in alignment with the District Strategic Plan; monitor accreditation recommendations and facilitate completion of accreditation requirements (Annual Report, Midterm Report, ISER); promote and support institutional effectiveness practices, including student success measures, and effective utilization of resources; and monitor progress toward statewide metrics and institutional state standards. The committee is now composed of ten constituency appointed members, including a student representative appointed by the Associated Student Government, and led by a tri-chair model with faculty, classified, and administrative co-chairs.

One of the first actions of the Planning and Institutional Effectiveness Committee was to address a need suggested in the survey: a graphic visualization of the college's integrated planning. After carefully considering several models and making revisions, the following was adopted as a graphic representation of Reedley College's integrated planning model.

Reedley College's Integrated Planning Model. To represent the ongoing and cyclical processes involved with planning at Reedley College, the committee favored the graphic image below because at the center, remaining constant, is the vision for Reedley College, what all employees of the college are all working towards. Swirling around the Vision is the work being done towards the attainment of the vision: the development of the changed state, the implementation, and assessment of what, with implementation, becomes the current state. These actions are interconnected and overlapping, spiraling outside of the Vision in constant movement and operating in an iterative state, and all actions are always centered on the Reedley College Vision.
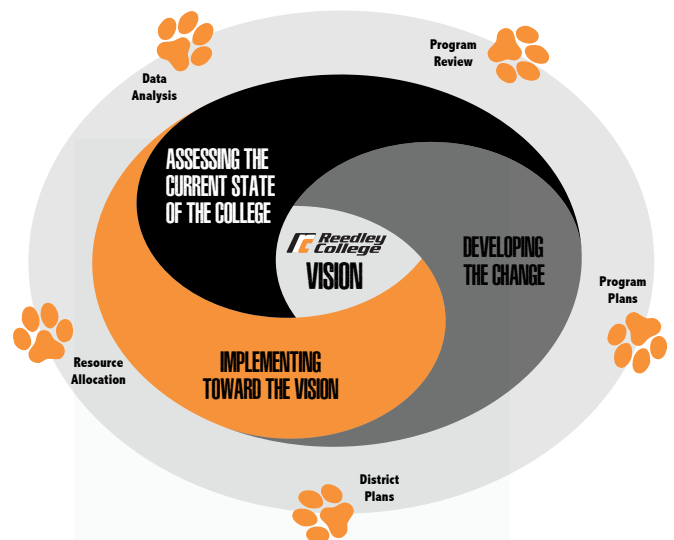
North Star Guidance

Mission, Vision, and Values

Vision Statement

Providing equitable educational opportunities that transform our students and communities

Mission Statement

To cultivate opportunities that empower our students and communities through engaging, equity-minded programs and services

Values

To carry out our bold vision, we at Reedley College value:

Equity, Access, and Inclusion: our success depends on every member of our campus community achieving their educational goals

A Focus on Students: our practices, priorities, and policies are created, implemented, and reviewed with a relentless student-first approach

Educational Excellence: the instruction, student services, and experience we provide to each student consistently exceed expectations

Innovation: we embrace change that moves us closer to achieving our vision while adhering to our values, embracing the possibility that not every innovation will succeed

Integrity: our words and actions are always consistent with our mission

Stewardship: our decisions are made in the context of their financial, social, and environmental impacts on our campus, our region, and the world

Goals and Objectives

Goal #1. Improvement of Enrollment to equal or exceed 2018-2019 Full-Time Equivalent Students

Objective 1.1: Remove barriers in our processes to enrollment, such as the application and orientation processes, that prevent all students, especially those who are underserved and minoritized, from enrolling and re-enrolling by enrollment period for Fall 2023.

Objective 1.2: Introduce additional program/course options such as Noncredit by Spring 2023 to better serve all student and community needs.

Objective 1.3: Explore innovative scheduling such as night classes and degree-completion models to allow for increased flexibility for students starting Fall 2022.

Goal # 2. Collaboration between Intersegmental and Community Partners

Objective 2.1: Align high school dual enrollment programs with Reedley College Pathways through appropriate course offerings, particularly courses serving those students identified in AB 30.
- **Action Item: 2.1.1:** Provide adequate staffing to address the needs of the dual enrollment programs by Spring 2023.
- **Action Item: 2.1.2:** Check in with high school partners to map pathways by Spring 2023.
- **Action Item: 2.1.3:** Provide a menu of dual enrollment programs and course options to our high school partners one year in advance of student registration, starting in Fall 2023.

Objective 2.2: Implement and grow K-16 Collaborative efforts through partnerships with K-12 and four-year partners through Spring 2024.

Goal #3. Equity and Anti-Racism

Objective 3.1: Implement Ethnic Studies courses to offer programs of study that serve our community, district, and higher education partners by Fall 2022.

Objective 3.2: Expand antiracism training to create an inclusive environment for faculty, staff and students by increasing the number of faculty and staff who complete training and making it mandatory for new hires by Spring 2022.

Objective 3.3: Address students' basic needs, through Open Educational Resources, Zero Textbook Cost, College Promise, childcare, technology, and transportation through 2025, including the establishment of a Basic Needs Center by Summer 2022.

Objective 3.4: Develop effective engagement strategies/practices such as Bilingual Presentations, Parent Orientations, College Services/Programs Panel, with measurable outcomes to support parents of racially minoritized and first-generation students to build awareness of higher education opportunities and address information needs through Spring 2025.

Goal #4. Communication

Objective 4.1: Implement the college's Marketing Plan and recommendations from Graduate Communications by Spring 2023.

Objective 4.2: Create and implement strategic annual marketing calendar that advertises academic course offerings, innovations, and resources to students to increase enrollment by end of Fall 2022.

Institutional Learning Outcomes

The Reedley College Institutional Learning Outcomes (ILOs) identify the knowledge, skills, and abilities students are expected to develop because of their overall experience at Reedley College. All course learning outcomes and service area outcomes are aligned to ILOs. Institutional Learning Outcomes are assessed through this mapping of student learning outcomes and service area outcomes during the two-year program review cycle.

N.B.: Pending constituency review. Will be updated upon approval.

Where We Were

History

Reedley College sits just below the impressive Sierra Nevada in the town of Reedley, California, about thirty miles southeast of Fresno in the heart of the San Joaquin Valley. Reedley College acknowledges that the college sits on the land of the Yokut Nation, who have lived and continue to live here. The Yokut Nation, informed by their spiritual connection to this land, were the first stewards and caretakers of this area now called Reedley College.

Surrounded by rich fruit orchards and sprawling vineyards, the college is situated on 420 acres that formerly comprised a portion of the historical ranch of Thomas Law Reed, who came to California in the late 1800's. In this rural setting, the campus community enjoys the unique combination of urban appeal and rural values. With Reedley's economy firmly planted in agriculture, one unique aspect of the college is that it is one of the few California community colleges with a working college farm.

At its inception in 1926, Reedley College had thirty students and six course offerings. In 1963, the college became part of the State Center Community College District, combining the resources of two of the oldest community colleges in the state. In the 2019-2020 academic year, the college enrolled more than 13,000 students in seventy-seven associate degree options and seventy-five certificate opportunities. Over its expansive history, Reedley College has included Clovis Community College Center, Madera Community College Center, and the Oakhurst Community College Center. Clovis Community College became an independent college in 2015, and Madera Community College became an independent college that includes oversight of Oakhurst in 2020.

In the three-year time span from 2017-2020, Reedley College's annual enrollment averaged just over 12,200 unduplicated students. The college provides students with diverse opportunities in achieving their educational goals—including associate degrees and transfer degrees, in addition to job training and certificates in many unique vocational fields, such as mechanized agriculture, wildland fire fighting, and flight science.

Plentiful campus service programs and centers guide students through their education, providing unique and equitable opportunities. The college features an impressive speaker series of the country's most acclaimed authors and is committed to innovations such as its STEM program and entrepreneurial center. The college supports twelve intercollegiate Tiger athletic programs in addition to a long-standing, nationally recognized honors program in which students present in competitive research symposia. Reedley was among the first colleges selected in the state to participate in Guided Pathways, in part due to its commitment to equity. Reedley College continues its path toward excellence with its number of awarded grants, plentiful professional development opportunities, and commitment to equitable practices to serve its students and the community.

Where We Are

Higher Educational Policies and Recommendations

The California Community Colleges Board of Governors adopted in 2017 Vision for Success that outlines six ambitious system-wide goals for improved student outcomes over a five-year timeframe. These goals established clear targets for completion, transfer, efficiency, and employment; most importantly, the goals called for closing equity gaps and regional attainment gaps.

The Governor's Council on Post-Secondary Education has made several policy recommendations in the past few years that have shaped the college's strategic planning as well. Began in 2020, The Fresno K-16 Collaborative is a signature initiative of the Governor's Council on Post-Secondary Education and Fresno DRIVE, Developing the Region's Inclusive and Vibrant Economy, designed to systemically and sustainably close race equity gaps for the Fresno region's racially and socioeconomically diverse student population. In February 2021, the Governor's Council for Post-Secondary Education convened Recovery with Equity Taskforce to produce their report, Recovery with Equity: A Roadmap for Higher Education After the Pandemic. The taskforce's recommendations include: fostering inclusive institutions; streamlining pathways to degrees; facilitating student transitions; and simplifying supports for student stability.

Economy and Employment

Reedley College serves a portion of California's Central Valley. Predominantly, the student population is comprised of students from Fresno, Tulare, and Kings Counties. Data from the Center of Excellence indicates the Central Valley's top five economic sectors are: agriculture; water and environmental technologies; business and entrepreneurship; health; and education. As of 2021, employment in the broad health sector is projected to grow of 19% over the next five years, providing as many as 10,709 positions annually. The field of business and entrepreneurship is projected to grow by over 7,800 positions annually. The demand for workers in the agriculture sector may be shifting to incorporate more business, entrepreneurial, and technology skills, but the field will continue to need workers in middle-skill occupations.

According to the Center of Excellence, the largest undersupply or gap of qualified and trained workers are projected for business and entrepreneurship, with a gap of 6,297 positions each year; health with a gap of 6,171 positions annually; and Education, with a shortfall of 2,614 trained workers. Other occupations that have the most annual openings that also pay above entry level wage include:

- Heavy and tractor-trailer truck drivers, 1,541 job openings
- Office clerks, general, 1,520 job openings
- Teaching assistants, except postsecondary, 1,208 job openings
- Farmers, ranchers, and other agricultural managers, 997 job openings
- Customer service representatives, 927 job openings
- Registered nurses, 915 job openings
- Secretaries and administrative assistants, except legal, medical, and executive, 783 job openings
- Bookkeeping, accounting, and auditing clerks, 747 job openings
- Substitute teachers, short-term, 694 job openings

For the Central Valley, the Insight Center finds that individuals need to make $11.61 per hour to support themselves. According to the Foundation for California Communication Colleges REACH Collaborative, Economic Modeling Specialist International (EMSI) shows that the three occupations with the highest hourly earnings for middle skills jobs are: heavy and tractor-trailer truck driver with wages of $22 an hour; teaching assistant except postsecondary at $16 an hour; and bookkeeping, account, and auditing clerks at $21 an hour.

Economic Status

In the 2020 U.S. Census, the poverty rate for the three counties Reedley College serves is higher than the state's poverty rate. California's poverty rate is 11.5%, and the table below shows poverty rate by county. The unemployment rate has increased from before the COVID-19 pandemic in 2019 to 2020. The table below also includes the average unemployment rate for the given year.

County	Poverty Rate	Unemployment Rate 2019	Unemployment Rate 2020
Fresno County	17.0%	7.4%	11%
Kings County	14.5%	8%	11.6%
Tulare County	17.0%	9.8%	13.2%

Data Source: US Census and U.S. Bureau of Labor Statistics

Population Served

According to the 2020 U.S. Census, the combined population of the three counties that Reedley College serves is over 1.6 million. The table below illustrates the three counties and their population size.

Most students attending Reedley College reside in Fresno County; however, a significant number of students also come from Kings and Tulare Counties.

County	Population	Percentage
Fresno County	1,008,654	61.7%
Kings County	152,486	9.3%
Tulare County	473,117	28.9%

Data Source: US Census

Demographic Trends

The U.S. Census attempts to collect population race item include "racial and national origin or sociocultural groups," and each participant may choose more than one race.

Race by County	Fresno County	Kings County	Tulare County
Black or African American	5.8%	7.5%	2.2%
American Indian and Alaska Native	3.0%	3.2%	2.8%
Asian	11.1%	4.4%	4.0%
Native Hawaiian and Other Pacific Islander	0.3%	0.4%	0.3%
Two or More	3.2%	3.7%	2.7%
Hispanic or Latino	53.8%	55.3%	65.6%
White alone, not Hispanic or Latino	28.6%	31.3%	27.7%

Data Source: US Census. N.B.: "People may choose to report more than one race to indicate their racial mixture, such as 'American Indian' and 'White.' People who identify their origin as Hispanic, Latino, or Spanish may be of any race."

Educational Attainment

Regarding the education attainment of those in the surrounding counties, the chart below demonstrates a large gap between the adult population defined as aged 25 and older: those who have earned a high school diploma or passed the general educational development test, and those who have completed a bachelor's degree or higher. The average age of Reedley College students is 24; the figure below demonstrates that there is an opportunity to increase the student population for adult learners 25 and older.

Educational Attainment by County, 25 and older	High school graduate or higher (no degrees)	Bachelor's Degree or higher	Percentage Gap
Fresno County	76%	21.2%	-54.8%
King County	73%	14.7%	-58.7%
Tulare County	71%	14.6%	-56.2%

Data Source: US Census

FOUR PILLARS OF GUIDED PATHWAYS

CLARIFY THE PATH | ENTER THE PATH | STAY ON THE PATH | ENSURE LEARNING
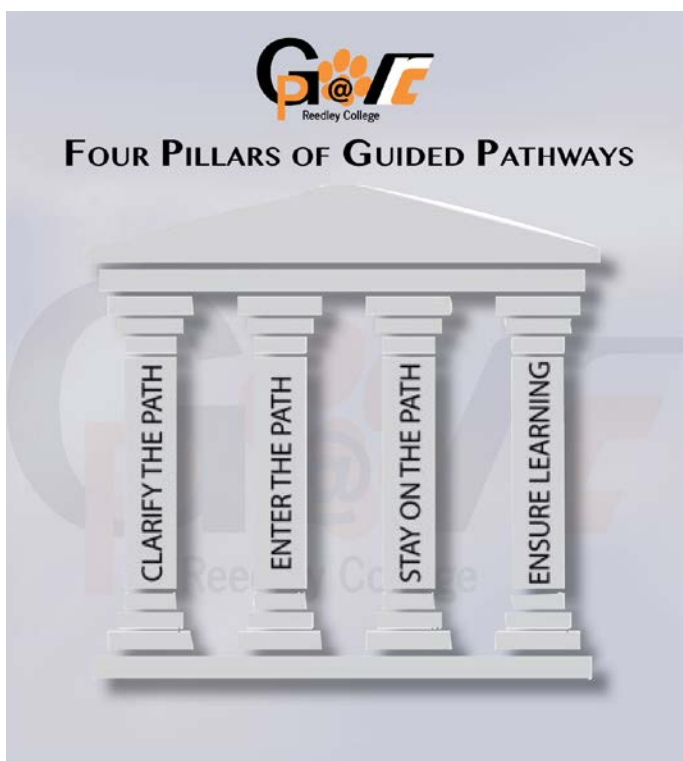
Guided Pathways

In 2017, Reedley College was selected as one of twenty California Community Colleges to participate in the pilot deployment of Guided Pathways in the State through the California Guided Pathways Project. Guided Pathways is a framework that focuses on redesigning institutional structures with the student in mind to eliminate barriers to student success.

The **Guided Pathways Framework** includes the following principles:
- **Clarify the Path:** creating clear pathways to employment and further education
- **Enter the Path:** helping students choose and enter their pathway
- **Stay on the Path:** helping students stay on their path
- **Ensure Learning:** following through and ensuring improved student results

Guided Pathways and College Planning

There is a complementary approach to Guided Pathways: a focus on systemic barriers through a wide lens and a focus on ensuring that each individual student has the resources and support needed to complete educational goals. At a Guided Pathways college, barrier removal and reduction should be integrated into the College's approach to strategic planning. The intent is that the process of planning supports the educational journey of each individual student, with focused attention on students from historically minoritized communities.

Guided Pathways has encouraged colleges to ask important questions such as:
- Why do we do what we do?
- What is its impact on our students?

Guided Pathways has also encouraged cross-functional conversations from all aspects of the college, again focusing on a holistic view of policies, practices, and procedures that impact the entire student experience. Guided Pathways encourages the breakdown of power structures and roles in college planning. Administrators, students, classified professionals, and faculty bring their valued voices to college planning. This focus on inclusion in college planning requires asking the question, "Whose voices are missing?" to bring in those voices to the discussion and decision-making processes. As one example of changes made to incorporate a Guided Pathways approach to operations, Reedley College has redesigned its Program Review process to align with the pillars of Guided Pathways and focus on historically minoritized students through equity driven questions.

Guided Pathways, Equity, and Data

Equity is the foundation of Guided Pathways. This approach requires colleges to call out and address racist and oppressive structures and address inequities that create barriers for students. Guided Pathways demands that colleges intentionally address equity, achievement, and opportunity gaps. Reedley College has grounded the discussions, professional development, and activities of Guided Pathways in equity.

To create this foundation for our Guided Pathways work, the college has encouraged dialogue on disaggregated data and has supported the creation of a Data Coaching program aligned to Pathways. Data Coaches are required to take a class in evaluating and facilitating conversation about disaggregated data. Data dashboards with disaggregation options are being established to support data and equity-driven discussions and decisions.

Guided Pathways and Students

Guided Pathways is a student-focused framework that encourages colleges to design with the student in mind: when discussing policies, practices, and procedures, the focus should be on what is the intended and unintended impact on students. Reedley College has expanded this idea of designing with the student in mind to designing with the students. The goal is to support and encourage students to provide an active voice in college structures and planning. Reedley College has worked to identify Five Fundamental areas of Guided Pathways to support students in their pathway.

FUNDAMENTALS OF STUDENT SUCCESS
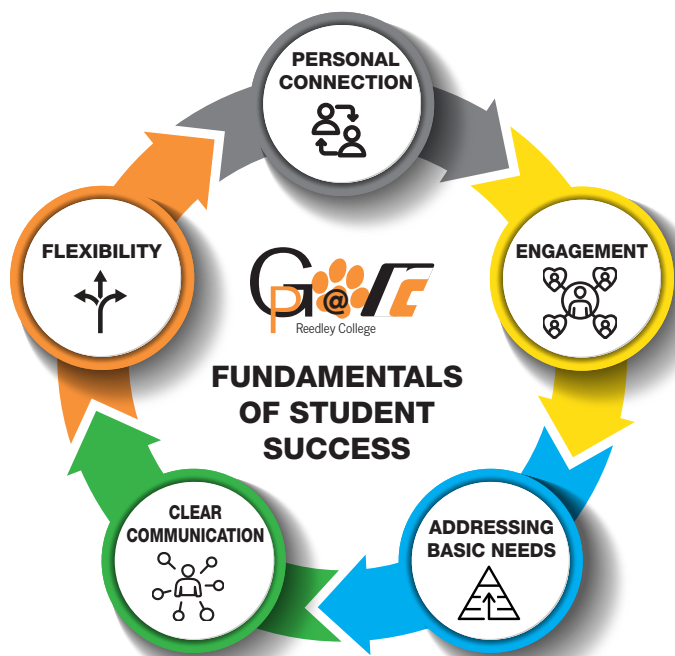
As shown above, the Five Fundamentals include:

- **Personal Connection:** students need to know there are people they can call on who want them to succeed.
- **Engagement:** students should be engaged in their classes, pathways, and college activities.
- **Addressing Basic Needs:** students need to have their basic needs addressed in order to be able to concentrate on their studies.
- **Clear Communication:** students need clear, direct, and consistent communication.
- **Flexibility:** students need flexibility in process, deadlines, scheduling. and classes to support them in their complex lives.

These five student-focused fundamentals are touch points for college planning and decision making.

Guided Pathways and Governance

In order to sustain and support Guided Pathways implementation, Reedley College's governance structure was revised in 2020-2021 and redesigned to focus on sustaining Guided Pathways efforts, infuse and embed equity practices, and enhance and encourage student voices in decision making. The revised college structures and committees are designed to broaden voices. Each participatory governance committee is recommended to operate with a tri-chair model, consisting of an administrator, a faculty member, and a classified professional. We strive to not just include students as members on committees, but also to mentor student members to support their development and voice in committee work.

Reedley College Accomplishments through Guided Pathways

By breaking down silos between instruction and student support faculty, administrators, and classified professionals, Reedley College has worked to make sure students have the resources and services needed to achieve their goals. By designing with the student in mind, Reedley College has:

- Established seven academic pathways:
    - o Art, Music, and English
    - o Social Sciences
    - o Science, Technology, Engineering, and Math
    - o Business, Industrial and Manufacturing
    - o Agriculture and Natural Resources
    - o Early Childhood and Education

- Mapped two-year pathways for each degree and certificate offered at Reedley College
- Redesigned student onboarding through the Tiger Preview and Pathways Connect events
- Created Pathway Canvas sites with information customized for students in each pathway
- Established a student-focused success team in each Pathway, composed of a lead faculty member, lead counselor, data coach, intervention specialist, and a student pathway navigator
- Created a revised equity- and Pathways-driven Program Review process linked to budget and new staffing requests
- Created a revised governance structure that embodies the principles of Guided Pathways and equity
- Emphasized and enhanced voices of students in processes, procedures, and committees
- Focused on ensuring students have their basic needs met, such as food, housing, and transportation
- Created (through the efforts of a consultant) a Guided Pathways Communications Plan to address internal and external communication
- Participated in the Caring Campus Initiative focused on improving student success and retention through increasing student connectedness to the college

Campus Facilities

The priority at Reedley College has always been student success, and the campus has been diligent in providing students with additional support services over the past eighteen months, given the circumstances of the COVID-19 outbreak. The campus will continue its work to empower students to be successful by providing high-quality, innovative educational opportunities that inspire a passion for learning to meet the academic and workforce goals of its surrounding diverse communities. Associate degree programs, Career Technical Education, transfer level, and career and college readiness courses are offered in an accessible and safe learning environment.

Reedley College encompasses 420 acres, including the 300-acre farm adjacent to the main campus. Reedley College also partners with a community-based organization to manage an 800-acre forest located at an elevation of 5,500 feet at Sequoia Lake, located forty miles east of the campus. The college has 57 buildings on its main campus: the most recent addition is the showpiece Math & Sciences building which became operational in August 2021. The campus also includes Reedley Middle College High School, established in 2012 in partnership with Kings Canyon Unified School District, located on the north-west side of the main campus.

In the years prior to the COVID-19 pandemic, Reedley College experienced several years of robust student enrollment growth that led to the development of several facility improvement projects. These projects included an expansion of the Heavy Truck facilities, the construction of a new Child Development Center, the building of the McClarty Fine and Performing Arts Center, and the remodel of the Physical Science wing with the addition of an engineering studio.

Reedley College's selection as one of the twenty California Community Colleges to participate in the California Guided Pathways Project has influenced the physical campus. Guided Pathways work has led to the development of seven pathways at Reedley College that have designated physical hubs on campus; these hubs are focused on addressing student needs by having pathway-specific Success Team personnel accessible to students in each pathway. Counselors, Pathway Navigators, Department Instructors, Data Coaches, and Student Ambassadors serve to provide support as needed for student success.

Most recently, Reedley College was awarded the Department of Education Title V grant (2020) that has led to facilities improvements. The Community and College Connections for Expanded Educational Opportunities will be implementing an Information Systems pathway that provides work-based learning experiences and student services at the Dinuba Vocational Education Center in collaboration with Dinuba Unified School District.

Student Population

Student Demographics and Enrollment

The four years of Reedley College student demographic data presented below summarize important trends in students' characteristics and enrollment patterns. Over four years, Reedley College annually received an average of 4,100 applications, of which approximately 2,100 students enrolled, or 51%. During the two academic years impacted by the COVID-19 pandemic, the average number of new students enrolling in classes fell from 2,100 to 1,800, a reduction of 300 students in headcount.

Applicant Summary	2017-18	2018-19	2019-20	2020-21
Count of Applicants	3774	4332	3769	4238
Count of Enrolled	1905	2125	1924	1868
Enrolled as % of Applicants	50.5%	49.1%	51.0%	44.1%

Data Source: SCCCD Institutional Research and Effectiveness Office Tableau

As the table below indicates, college enrollment was increasing from 2017-2020 but declined in 2020-2021 during the COVID-19 pandemic. The pandemic has continued to have a significant impact on enrollment through Fall 2021 and likely beyond. The largest impact is seen among the male population with nearly all student groups experiencing a decline. For the college, the largest decline is in Hispanic male enrollment, totaling a student decline of 919 from the highest enrollment in 2019-2020.

Overall Enrollment Trends by Race and Gender

Students	2017-2018	2018-2019	2019-2020	2020-2021	Four-year Trend
Female Total	6698	7149	7367	6667	-0.46%
Asian	362	364	334	372	2.76%
African-American/ Black	92	109	104	101	9.78%
Hispanic	4917	5320	5595	4973	1.14%
American Indian/ Alaskan Native	31	29	28	20	-35.48%
Two or More	128	141	154	124	-3.13%
White	1140	1147	1090	1026	-10.00%
Unknown	23	32	52	43	86.96%
Male Total	5017	5313	5537	4533	-9.65%
Asian	266	305	280	281	5.64%
African-American/Black	152	144	131	125	-17.76%
Hispanic	3580	3823	4056	3137	-12.37%
American Indian/ Alaskan Native	21	19	23	18	-14.29%
Two or More	115	117	122	104	-9.57%
White	858	873	869	824	-3.96%
Unknown	22	25	53	38	72.73%
College Total	11,921	12,684	13,113	11,355	-4.75%

Data Source: Tableau InfoBook. N.B.: MIS all unduplicated count of students, by gender and ethnicity/race.
*College total includes female, males, others, and unknown. The sum of female and male will not equal college total.

Overall FTES (Full-Time Equivalent Student)

The following tables reflect a four-year historical trend of full-time equivalent student (FTES). The information contains enrollment figures college-wide. The data are disaggregated by credit and Noncredit offerings, indicating a possibility that some students are accounted for more than once because of cross-enrollment. Noncredit has been a minimal number of students in recent years, indicating an opportunity for future growth.

Predictably, FTES fell along with enrollment, also indicating that many students took fewer classes than before the pandemic. Noncredit enrollments were minimal. Noncredit is an area the college anticipates growing as a pathway toward upskilling and employment.

FTES	2017-2018	2018-2019	2019-2020	2020-2021	Four-year Trend
All FTES	5,642	5,819	5,764	5,087	-9.84%
Credit FTES	5,599	5,778	5,729	5,087	-9.14%
Non-credit FTES	43	41	36	33	-23.26%

Data Source: Tableau InfoBook. N.B.: MIS all FTES

Overall Student Count Trends by Enrollment Status

A survey of enrollment status trends suggests that the largest area of growth for the college is in special admit, or dual enrollment, students. Despite the impact of the COVID-19 Pandemic, the percentage of total students served by dual enrollment grew by 45% from 2017.

Students	2017-2018	2018-2019	2019-2020	2020-2021	Four-year Trend
All First Time Students	17% (1827)	8%	10%	9% (864)	-47%
Returning Students	14%	4%	16%	9%	-36%
Continuing Students	58%	55%	50%	51%	-12%
Special Admit (Dual Enrollment)	20% (2414)	28% (3507)	32% (4212)	29% (3247)	45%
Unknown	24%	26%	6%	23%	-42%

Data Source: Tableau InfoBook. N.B.: MIS all unduplicated count of students by enrollment status. Total will not add up to 100% as students' status may change within the academic year.

Factors Impacting Enrollment

Hispanic Serving Institution

Reedley College is a Hispanic Serving Institution (HSI) with almost three out of four students identifying as a Hispanic student. Most Hispanic students at Reedley are the first in their families to go to college, and many come from low-income homes.

All First Time Students

The State Center Community College District InfoBook indicates that Reedley's total student count numbers prior to the COVID-19 pandemic, prior to academic year 2020-2021, rose by an average of 3.33% each year. Enrollment of first-time students, defined as first time students that enroll at the college, at Reedley has declined at an average of 4% per year, resulting a loss of just over 1,000 students.

Persistence

The State Center Community College District Enrollment Management Dashboard shows that fall to fall persistence fell by 13% in pandemic years compare to non-pandemic years. Pre-pandemic persistence was 50% of the student population on average; during the COVID-19 pandemic, the persistence rate was maintained, even with the reduction of student count and FTES.

Financial Aid

From internal query of the Financial Aid Office, in Fall 2021 a total of 3,135 students received need-based aid. Of all students enrolled during that semester, 50% of students received need-based financial aid. The number of low-income students is determined by evaluating the number of students at Reedley College who received Pell Grants and other forms of need-based financial aid.

First Generation

Reedley College's admissions application includes an optional question requesting students to identify first generation college status. The State Center Community College District Enrollment Management Dashboard indicates that 4,130 students, or 57% of the students enrolled in the Fall of 2019, were first generation college students. Reedley College defines first generation college students as established by the California Community College Chancellor's Office: "First Generation status is defined as a student for whom no parent or guardian has earned more than a high school diploma nor has any college experience."

Dual Enrollment

Reedley College has one of the largest dual enrollment programs in the state of California and served more than 2,500 high school students each academic year between 2018 and 2020. The program partners with over nineteen high schools, Valley Regional Occupational Program (VROP), and the Wonderful Company to provide opportunities to high school students as early as ninth grade to enroll in college courses and programs and, in some pathways, complete degrees.

The number of high school students enrolled as dual enrollment students at Reedley increased over the five-year period between 2017-2020 by 45%, according to the State Center Community College District InfoBook. The COVID-19 pandemic reduced the number of dual enrollment offerings during the spring 2021 semester that led to a reduction of the number of dual enrollment students by 29% compared to spring 2020. Dual enrollment offerings and enrollment recovered in spring 2022 with 25% more students enrolling compared to spring 2021. Reedley College Dual Enrollment courses are offered in three broad areas: Career Techni-

cal Education (CTE), College and Career Readiness, and Preparing for Transfer. In 2019-2020 the CTE area had the largest number of course offerings (102), followed by Preparing for Transfer (98), and College and Career Readiness (76). In addition, dual enrollment is the fastest growing population at Reedley College, accounting for approximately 30% of the current overall student population.

Distance Education

Before the pandemic, the number of distance education course offerings at Reedley College had increased. Using the State Center Community College District Enrollment Management dashboard, student enrollment in fully online and hybrid courses rose from total student enrollment of 6877 in 2016-2017 to 8606 in 2019-2020. Stable and predictable access to high-speed internet in the rural service area and the affordability of appropriate devices continue to create barriers for equitable access to online education.

Course Success and Retention Rates

Course Success and Retention Rate

The following table represents a four-year historical trend of course success rate and course retention rate college-wide. The success rate is defined as the percentage of students who receive a final course grade of A, B, C, Pass (P), or Incomplete Pass (IPP) of all students enrolled after the census date. The retention rate is the percentage of students who remain enrolled through the end of a course out of all students enrolled on census date, i.e. the percentage of students who did not drop late or withdraw.

Students	2017-2018	2018-2019	2019-2020	2020-2021	Four-year Trend
Course Success Rate	73.4%	75.2%	76.5%	76.9%	4.8%
Course Retention Rate	92.9%	93.4%	93.2%	92.8%	-0.1%

Data Source: Tableau InfoBook

Course Success Rate by Ethnicity and Race

The following table represents a four-year historical trend of course success rate disaggregated by students' ethnicity college-wide. The success rate is the percentage of students who receive an A, B, C, P or IPP as a final course grade out of all students enrolled as of the census date.

Students	2017-2018	2018-2019	2019-2020	2020-21	Four-year Trend
Asian	81%	84%	82%	85%	5%
African-American/ Black	68%	64%	68%	60%	-12%
Hispanic	72%	74%	75%	76%	5%
American Indian/ Alaskan Native	64%	75%	79%	85%	32%
Two or More	72%	78%	78%	78%	9%
White	78%	80%	82%	82%	5%
Unknown	78%	74%	79%	79%	0%

Data Source: Tableau InfoBook N.B.: MIS course success rate by ethnicity/race.

Course Success Rate by Gender

The following table represents a four-year historical trend of course success rates disaggregated by gender college-wide. The success rate is defined as the percentage of students who receive an A, B, C, P or IPP as a final course grade out of all students enrolled as of the census date.

Students	2017-2018	2018-2019	2019-2020	2020-2021	Four-year Trend
Female	74.3%	75.8%	76.8%	76.6%	3.1%
Male	72.6%	74.5%	76.0%	77.4%	6.6%
Unknown	70.1%	74.0%	78.8%	72.9%	4.0%

Data Source: Tableau InfoBook N.B.: MIS course success rate by gender.

Degree Completion, Transfer, and Employment

Degree and Certificate Completion

Award	2017-2018	2018-2019	2019-2020	2020-2021	Four-year Trend
Certificate	774	671	1477	1269	64%
All Associates	639	781	842	988	55%
Associate Degree for Transfer	302	354	427	781	73%
Number of Four-year Transfers	337	513	513	564	67%

Data Source: College Office of Research and Equity. N.B.: this data was created internally to remove MCC. Methodology closely replicates SSM.

Employment Outcomes

Among all students, these numbers represent the number of students employed.

Percentage	2015-2016	2016-2017	2017-2018	2018-2019	Four-year Trend
%	53%	51%	54%	55%	4%

Data source: California Chancellor's Office Student Success Metrics. N.B.: Data is not available by college through MIS because of its complexity of data sources. Student Success Metric dashboard will have Madera/Oakhurst included for Reedley College.

Where We
Are Going

Guided Pathways at Reedley College

Reedley College has embraced the Guided Pathways framework and is working cross functionally to streamline processes for students. The college has restructured into seven career and transfer pathways. Students in each pathway are supported by a Success Team that includes a lead counselor, lead faculty member, data coach, intervention specialist, and a student navigator. Student Onboarding has been remodeled with a new Tiger Preview and Pathway Connect events. Students are connected to their pathway through pathway specific Canvas pages that allow communication between the students and their pathway faculty and success teams.

Current projects under the Guided Pathways framework include the expansion of the Starfish Early Alert system and the Fall 2022 opening of Starfish Degree Planner to students. Reedley College is also partnering with University of California, Merced to create transfer maps so students can see their complete journey from Reedley College to bachelor's degrees at UC Merced. Additionally, the college is assessing its schedule and aligning offerings based on student need to ensure that students have options to complete their degrees and certificates. Reedley College has been invited into the Racial Equity for Adult Credentials in Higher Education (REACH) network to work towards the goal of increasing the number of adult learners of color who enroll in California Community Colleges and complete high-value non-degree credentials and associate degrees that lead to a living wage.

Guided Pathways Districtwide

In addition to the work being done at Reedley College, the State Center Community College District has embraced the Guided Pathways Framework. As each of the four District colleges works through the framework, they identified district policies, processes, and procedures that impact students across the district. A districtwide Guided Pathways workgroup was established to promote collaboration between Guided Pathways leaders from all campuses and the District Office. At the districtwide meetings, campus leaders can meet and work together to address systemic barriers for students. The SCCCD Guided Pathways workgroup identified four specific areas of focus for intersectional conversations: Data, Professional Development, Technology, and Communication. Discussions are forthcoming on how to redesign district governance processes through a Guided Pathways and equity framework.

Fresno K-16 Collaborative

In addition to Guided Pathways, Reedley College is a leader in the Fresno K-16 Collaborative Initiative, a signature Initiative of the Governor's Council for Post-Secondary Education Council and Fresno DRIVE for Reedley College. With dual enrollment pathways, the pilot work is intended to create an integrated, replicable, regional K-16 educational system foundation to systemically and sustainably address race equity and inclusion of the region's most vulnerable student populations by improving socioeconomic mobility with increased educational attainment levels; increasing employability in high-demand, living wage jobs; and lowering the poverty rate.

Coordinating pathways between regional K-12 and university partners with a concentration on four prioritized pathways: Accounting and Financial Management, Engineering, Education - Single Subject Teachers, and Education – Dual Enrollment Teachers (Master's degrees for high school teachers to teach dual enrollment).

While important work is being done in all four pathways, Reedley College is a region-wide leader in the K-16 Collaborative Engineering Pathway. The Engineering Leadership group facilitates intersegmental collaboration between K-12 districts, community colleges, and private and public universities to develop vertical collaboration through practices to view students and their success as common responsibilities and share resources to provide wrap-around services for increased degree completion.

While efforts are emerging from this pilot initiative, the intersegmental collaboration is increasing engagement among potential engineering students starting in elementary school with various outreach activities that are collaboratively designed, planned, and implemented, combining efforts between Title V grants. Policies, including curriculum mapping and dual admission, are being implemented to make pathways between institutions, beginning in high school, transparent. The work in this pathway is being viewed by the governor as a model for scaling up projects throughout the state, and there is interest in expanding to additional high-wage STEM fields including education (single subject teachers of STEM), healthcare, and computer science.

Noncredit

In alignment with Guided Pathways, Reedley College's noncredit courses and programs offer open access, especially for underserved populations and students with diverse backgrounds. Noncredit instruction offerings respond to many student needs, including providing a service as a bridge to credit instruction, providing employment skills, and offering opportunities for personal growth and engagement in the community through tuition-free classes.

Reedley College Noncredit future projects include:
- Creating Noncredit course offerings to support students' college preparation and readiness for credit programs.
- Providing opportunities for professionals to advance skills needed for their current employment.
- Expanding options to obtain short-term vocational skills that increase the potential to earn a living wage.
- Building Noncredit programs that contribute to the personal growth and vitality of specific populations in the community.

Reedley College established a Noncredit committee in fall 2021 to help facilitate the growth and development of Noncredit offerings. In addition, Reedley College is participating in Institutional Effectiveness Partnership Initiative Partnership Resource Team and the Racial Equity for Adult Credentials in Higher Education (REACH) Collaborative. These resources are essential tools in meeting the Noncredit outcomes.

Dual Enrollment

Reedley College has a robust Early College program that currently includes two types of Dual Enrollment: College and Career Access Pathways (CCAP) and High School Enrichment (non-CCAP). During Spring 2020, the Dual Enrollment program combined with the High School Enrichment program to form the Early College department. Early College includes all opportunities for high school students to earn college credit. The goal of dual enrollment is to address issues of equity in the education system and provide opportunities for students to have a positive college experience for those that might not consider themselves traditionally college bound.

Dual Enrollment endeavors to fulfill the Vision for Success by creating or modifying pathways to better align with Reedley College's Guided Pathways, as well as: creating pathways that lead to degrees and certificates; fulfill transfer level general education requirements; and provide training in high demand Career Technical Education fields.

Reedley College Early College future projects include:
- Continuation of the annual dual enrollment summit
- Improvement of data sharing with high school partners
- Increase of access to counseling and tutorial support
- Targeted recruitment reflective of high school student population
- Development of parent and student orientation
- Implementation of the Dual Enrollment Strategic Action Plan
- Establishment of dual enrollment instructor orientation, resource handbook, ongoing instructional support, and professional development
- Streamlined matriculation and registration processes for internal and external partners
- Utilization of the District's Dual Enrollment Workgroup to improve dual enrollment and high school enrichment as a whole, including matriculation, CCAP agreements, and partner relationships
- Definition of goals for the Reedley College Dual Enrollment Committee in: data review and analysis; pathway alignment; communication; and matriculation and onboarding

Reedley College is currently in partnership with several projects related to regional initiatives and additional populations of adult special admits which may expand dual enrollment opportunities.

Guiding
Data Sets

Institutional Set Standards

N.B.: Pending constituency review. Will be updated upon approval.

Standard Data Sets

While dashboards are visible on the SCCCD Site and Reedley College site, dashboards evolve overtime or are moved. A [data reference sheet](#) has been created to list internal and external data available and will be updated as dashboards change, or a new source is shared.
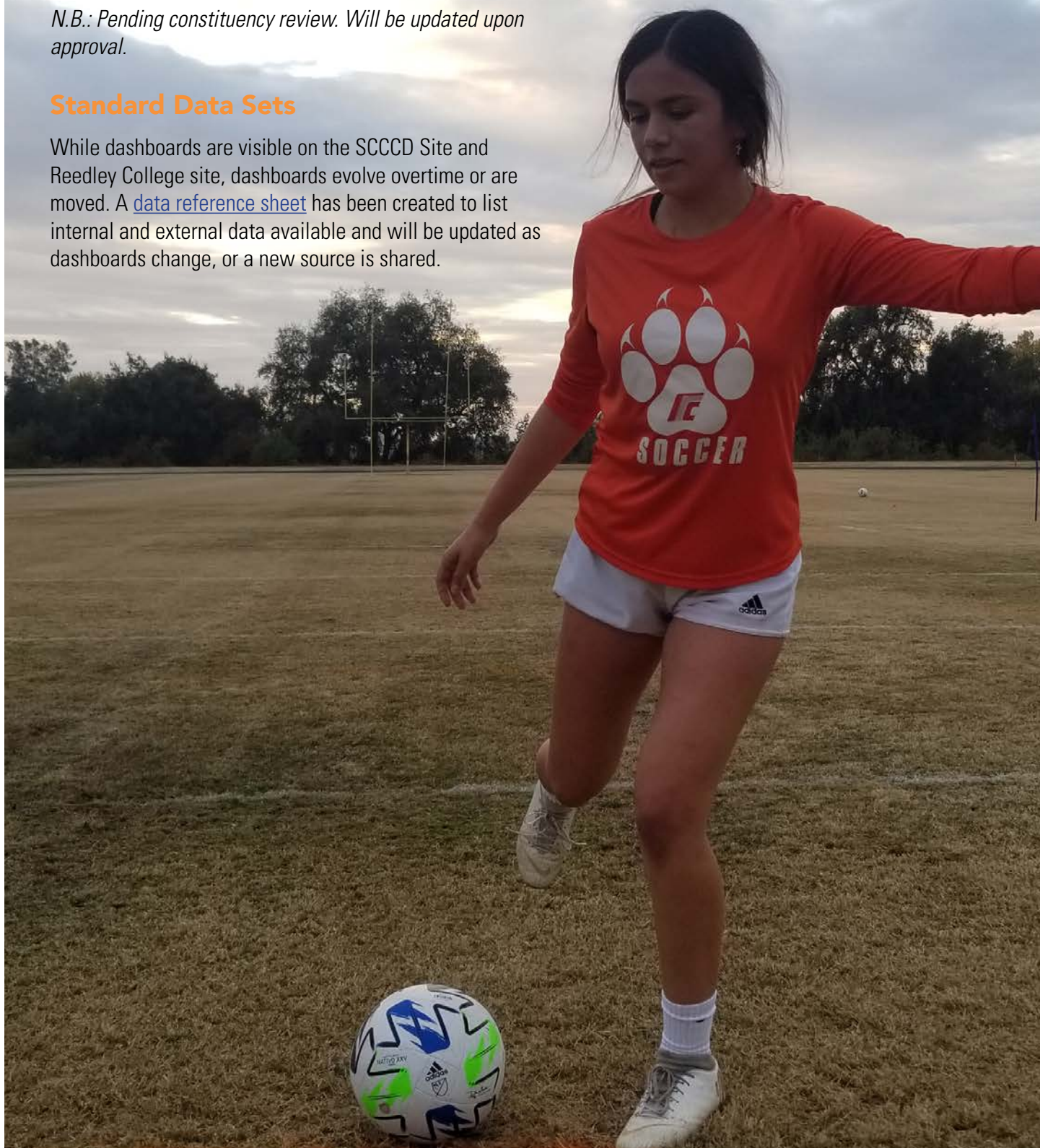
Acknowledgements

Contributors to the Writing of the Integrated College Plan

Reedley College is grateful for the participation and support from a broad range of individuals and committee members. The following groups and individuals contributed to the development of the Integrated College Plan.

Strategic Planning Committee, 2019-2021
- Darnell Harris, Co-Chair
- Louie Long, Co-Chair
- Dale van Dam, Co-Chair
- Dr. Darlene Murray
- Desiree Molyneux
- Ignacio Faria
- Renee Craig-Marius
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- James Davis
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- Yesenia Farias Manzo
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Planning and Institutional Effectiveness Committee, 2021-2022
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- Amanda Taintor
- Stephanie Doyle
- Dr. Sarah Maokosy

Strategic Planning Retreat, June 2021
- All members of the Strategic Planning Committee
- All managers
- Guided Pathways instructional faculty leads
- Guided Pathways counseling faculty leads
- Department chairs
- Associated Student Government representatives
- Classified Senate President
- Academic Senate President

Integrated College Plan Writing Team members
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- Darnell Harris
- Dr. Aaren Cobb
- Katherine Guhin
- Dr. Natalie Culver-Dockins

Appendix

Supporting Plan Submission Form

On the online form, you will be asked the following information for your plan in the online format:

Plan Title:

Date Written:

Authors:

Plan Duration: (ex: 2021-2025)

Introduction

(Delete this paragraph before submitting.) This section should contain your reason for having a plan, a brief history of previous versions of this plan, and a brief update on the status of the goals from the previous plan (if applicable).

Goals

(Delete this paragraph before submitting.) For each goal, include a rationale, a timeline, the parties responsible and resources needed (including money) for the objectives to achieve the goal. Also include any relevant data not already provided in the Integrated College Plan.

SMART goals (Specific, Measurable, Achievable, Relevant, and Timebound) should be used.

Example from the Farm Plan:
Pavilion Modernization/Rehabilitation (Project J)
- Installation of new interior roof coating and electrical lights within the pavilion. Currently the pavilion has numerous leaks. With complete permanent repairs to the exterior roof, as well as a new coated spray on lining for the interior of the pavilion, the facility will take on a cleaner brighter feel than the decaying chicken wire insulation, providing a feel of what Fresno State's facilities presently are. This will also reduce the number of birds coming in to roost in the rafters of the building. New lights will provide better visual aid to students practicing inside of the indoor arena during later hours.
- Cost: $35,000
- Estimated completion: 1/2019

Submit the final version of this plan to the Planning and Institutional Effectiveness Committee as an upload to Smartsheets, link here.

At the halfway point of your plan, you will be invited to a Planning and Institutional Effectiveness Committee meeting to provide an update on the plan's progress.

Approval Routing

- *Data and drafts gathered from the Strategic Planning Retreat, 6/17-18/21*
- *Reviewed by Classified and Academic Senate Presidents, 6/21/21*
- *Reviewed by the Strategic Planning Committee, 7/7/21*
- *Reviewed by Classified and Academic Senate Presidents, 7/13/21*
- *Reviewed by RC President with Senate Presidents, 7/22/21*
- *Reviewed by the Strategic Planning Committee, 7/27/21*
- *Reviewed by the Presidents' Advisory Council, 7/28/21*
- *Presented Fall 2021 Opening Day to campus*
- *Survey open to students and employees in August*
- *Listening Session #1 held 9/2/21*
- *Survey data analyzed by Planning and Institutional Effectiveness Committee 8/20/21*
- *Workgroup formed to draft taglines for values statements as suggested from the survey data*
- *Mission, Vision, and Values reviewed by Planning and Institutional Effectiveness Committee 9/17/21*
- *Listening Session #2 held 10/29/21*
- *Mission, Vision, and Values approved by College Council 11/17/21*

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