Reedley College

Institutional Self-Evaluation Report in Support of an Application for Reaffirmation of Accreditation

August 2024

Institutional Self-Evaluation Report in Support of an Application for Reaffirmation of Accreditation

Submitted by

Reedley College
995 N. Reed Ave.
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to

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

August 2024

Certification

To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

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While conducting Reedley College's Internal Self Evaluation Report (ISER), three themes emerged throughout all aspects of the college. Firstly, Reedley College has a spirit of collaboration that is evident whether speaking to instructors, support staff, administration, or students. Each have their role to play. Each understand their unique significance to the school. Secondly, Reedley College has placed an enormous emphasis on developing a welcoming environment. Instructors, staff, and administration are attempting to create services and set ups that embrace new and returning students. And thirdly, Reedley College is steadily working to improve organizational infrastructures. Many programs and pathways are finding ways to close the planning-action-revision cycle and promote accountability.

Reedley College's spirit of collaboration can be seen in its commitment to participatory governance and intentional outreach to tap into external as well as internal stakeholders. The Annual Planning Retreat (Standard 1.1) brings together faculty, staff, administration, and students to review the mission and analyze strategic goals. Reedley College's Governance Handbook (4.2) details the school's philosophical commitment to and specific structure of participatory governance. With that spirit of cooperation, the Budget Management Committee (4.4) collaborates with the State Center Community College District (SCCCD) Business Office to ensure financial solvency. That sense of partnership and teamwork extends to the surrounding community. Reedley College uses Annual Reports (1.5) and a variety of events to communicate institutional progress with the community. Furthermore, the college puts concerted efforts working with CTE, Advisory Committees and Ag partners to improve academic programs and keep up to date with industry standards (2.2). Reedley College believes in building internal and external partnerships to improve the college and community.

The Reedley College staff prides itself on creating a welcoming environment for students. Basic needs coordination is a primary focus (2.7). The school is also making serious efforts to move the needle in terms of equity awareness and implementation with workshops and training (3.2). Reedley College's 34 clubs and 12 intercollegiate sports teams offer a wide range of engaging activities for students (2.8). Part of creating a welcoming environment is effective communication. The college uses Starfish (2.4) and marketing campaigns to try connect students to services and opportunities. Reedley College's Technology for Student Success and Achievement (TESSA) is working to improve the website and intranet, making the school more welcoming through digital platforms (2.6). Online, in person, in class, and with services, Reedley College staff aim to create a warm, embracing environment to cultivate student success.

The major theme for improvement at Reedley College emphasizes developing the organizational infrastructure and making actions more systemic. Several organizational items are working to improve interconnectivity and close the plan-action-review cycle. The Curriculum Committee is transitioning to Curriqunet and aims to keep curriculum design rooted in the institutional mission through program mapping and guided pathways (2.1, 2.2). Program Review and the Budget Management Committee have developed new forms to link program reviews to staffing requests and budget management (1.4, 3.1, 3.5). The Planning and Effectiveness Committee is coordinating with Program Review and Assessment Committee to ensure the campus is effectively using Institutional Set Standards in their reviews (1.3). In the coming years, Reedley College can become an even more impactful institution by developing systematic connectivity campus wide.

A. Introduction: Institutional Context

College 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.

Community

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

Data Source: US Census

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	17.0%	7.4%	11%
Kings	14.5%	8%	11.6%
Tulare	17.0%	9.8%	13.2%

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

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.

County	High School Graduate or Higher	Bachelor's Degree or Higher	Percentage Gap
Fresno	76%	21.2%	-54.8%
Kings	73%	14.7%	-58.7%
Tulare	71%	14.6%	-56.2%

Data Source: US Census

Student Population

Applicants

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. However, in the following year, we started to see growth in terms of overall enrollment.

Applicant Summary	2019-2020	2020-2021	2021-2022	2022-2023
Count of Applicants	3766	4233	2964	3425
Count of Enrolled	1920	1867	1509	1686
Enrolled as % of Applicants	51%	44%	51%	49%

Data Source: Tableau Enrollment Management – Applicant's Metrics. 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

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	2019-2020	2020-2021	2021-2022	2022-2023	Four-Year Trend
All First Time Students	10%	9%	8%	10%	0%
Returning Students	16%	9%	4%	3%	-81%
Continuing Students	50%	51%	53%	53%	6%
Special Admit (Dual Enrollment)	32%	29%	31%	33%	3%
Unknown	6%	23%	4%	**	***

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

Race and Gender

Students	2019-2020	2020-2021	2021-2022	2022-2023	Four Year Trend
Female Total	7367	6667	6160	7203	-2.23%
Asian	334	372	311	375	12.28%
African-American /Black	104	101	78	127	22.12%
Hispanic	5595	4973	4682	5443	-2.72%
American Indian/ Alaskan Native	28	20	18	22	-21.43%
Two or More	154	124	124	146	-5.19%
White	1090	1026	904	1046	-4.04%
Unknown	52	43	29	39	-25.00%
Male Total	5537	4533	4749	5644	1.93%
Asian	280	281	285	367	31.07%
African-American /Black	131	125	121	158	20.61%
Hispanic	4056	3137	3417	4044	-0.30%
American Indian/ Alaskan Native	23	18	10	20	-13.04%
Two or More	122	104	92	115	-5.74%
White	869	824	784	884	1.73%
Unknown	53	38	26	46	-13.21%
College Total	13,113	11,355	11,074	13,068	-0.34%

Data Source: DataMart and MIS Internal Tableau

Highlighted Events

Guided Pathway Implementation

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:
    - Art, Music, and English
    - Social Sciences
    - Science, Technology, Engineering, and Math
    - Business, Industrial and Manufacturing
    - Agriculture and Natural Resources
    - 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

Degree and Certificate Completion

Award	2019-2020	2020-2021	2021-2022	2022-2023	Four-Year Trend
Certificate	1477	1269	1690	1634	11%
All Associate Degrees	842	988	975	944	12%
Associate Degree for Transfer	427	781	520	426	0%
Number of Four-Year Transfers	513	564	622	735	43%

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.

Year	2017-2018	2018-2019	2019-2020	2020-2021	Four-Year Trend
%	54%	55%	46%	48%	-11%

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.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1:
Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

Standard 1: Institutional Mission and Effectiveness

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1.1. **The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)**

The Reedley College Planning and Institutional Effectiveness Committee organizes an annual planning retreat. At this retreat, faculty, staff, administration, and students work together to review the college's mission and vision statements. Participants evaluate whether the current statements accurately reflect college's values and student demographics. Then, the participants make suggestions on how to refine the current mission. The Planning Committee compiles these suggestions and presents them to College Council. The recommendations then go through constituent committees for approval. The updated mission is visible on the college website.

The mission statement serves as a foundation for many of Reedley College's essential functions. Program Review, curriculum development, and budget management all use the mission statement as an essential element within their processes. Reedley College's commitment to equity is explicitly stated in the college's mission, vision, and values. These values then become pervasive in Reedley College's self-evaluation and planning systems.

During this review, the committee noticed that there was some ambiguity regarding the college's frequency and practices for reviewing the mission statement. The guidelines for reviewing the mission at the annual retreat are outlined in the Integrated College Plan. But, that outline does not include a timetable or specific outcomes. There were also some internal debates around the appropriate length and content of the mission statement.

The Reedley College Planning and Institutional Effectiveness Committee is continuing to systemize the college's mission revision processes. An optimized mission revision process creates an inclusive atmosphere in which a large swathe of the college community is continually made aware of the school's overarching values. Beyond awareness, this improving mission serves as a bedrock for much of the school's decision-making actions.

A. The institution's mission appropriately reflects the community and students it serves.

Reedley College's mission statement emphasizes the institution's commitment to cultivating opportunity, engaging the community, and empowering students. These fundamental tenets accurately reflect the population that the institution serves. Economic and educational demographics show a clear relationship between Reedley College's mission, the community, and the students.

Economic data shows that the people of California's Central Valley need more opportunities. For example, each of the three main counties that Reedley College serves (Fresno, Kings, and Tulare) were above the state average in terms of poverty rates in 2020 (Integrated College Plan, p.9). During that same period, unemployment rates rose from 9% to 12% (South Central Valley Labor Market Overview, p.12). Reedley College's primary mission to cultivate opportunity is firmly rooted in the economic realities of the surrounding community.

Reedley College's mission is grounded in the belief that engaging students with structured education is the path to economic empowerment. Data analysis shows that the Central Valley's top five economic sectors for future growth are agriculture, water and environmental technologies, business and entrepreneurship, health, and education (Integrated College Plan, p8). Many careers in these fields require technical certification. According to the 2023 Annual Report, 64% of Reedley College awards were certificates. Reedley College aims to provide certificated awards that can aid student entry to or promotion within many of these in-demand fields. Reedley College's mission to empower students is exemplified with successful certification programs in areas such as mechanized agriculture, forestry, business administration, nursing, and early childhood education. The Reedley College mission to cultivate opportunity, engage the community and empower students appropriately reflects the community's economic and educational aspirations.

At Reedley College's Annual Planning Retreat, faculty, staff, administration, and students collaborate to set goals for the upcoming year. During the first portion of the 2023 Retreat, constituents reviewed the Reedley College mission. On p.7-9 of the 2023 Fall Retreat Presentation, members analyzed data describing the community and student demographics, then developed ideas for improving the current mission, vision, and values. The Planning Committee then uses the Mission, Vision, and Values Notes to discuss adjustments to the college's guiding principles.

B. The institution's mission appropriately reflects the nature and structure of the institution (public, private, non-profit, corporate, etc.).

Reedley College is a medium-sized, public community college that employs a participatory governance model. The size, structure, and nature of the college are well reflected in the college's mission, vision, values and subsequent strategic goals. Each of Reedley College's four strategic goals (Integrated College Plan, p6) stems from language in the mission statement. For example, growing enrollment is a measure of our community's access to post-secondary training and shows responsiveness to and engagement with Reedley's student population. Collaboration with K12 systems and business partners is instrumental in cultivating opportunities and engaging the community at large. Equity and anti-racism campaigns help ensure that every member of our community is empowered to pursue their educational goals at Reedley College. And updating and continually improving our communication strategies will inevitably boost student and community engagement.

The College Planning Map (2023 Spring Opening Day Presentation, p.27) helps Reedley College to visualize the relationship between Reedley College's strategic goals and the institutional infrastructure. For instance, improving enrollment could be considered a concerted effort between marketing, dual enrollment, distance education, athletics, equity planning and student support services. The College's goal of collaborating with K12s and business partners encompasses professional development, integrated college planning, dual enrollment, the farm strategic plan, and athletics. To fully implement equity-minded goals, the student equity plan, integrated college plan, marketing, and professional development plans must be coordinated. The fourth goal, to upgrade campus communication strategies, will also involve a wide array of groups, like marketing, enrollment, distance education, and more.

Reedley College's mission statement guided the development of its four strategic goals. Each strategic goal shows a direct connection to specific elements of the college structure. The college planning map helps stakeholders see the relationships between Reedley College's mission and its infrastructure.

Reedley College continually revises its mission to appropriately reflect the structure of the institution. During the 2023 Fall Planning Retreat, constituents looked at excerpts from the Reedley College Governance Handbook. Based on this close reading, members then decided to suggest revisions to the college's mission, vision, and values to better reflect Reedley College's participatory governance principles.

C. The institution's commitment to equitable educational outcomes is informed by an understanding of the characteristics of its students.

Reedley College's commitment to equity is evident and explicitly stated in all the college's foundational statements: including mission, vision, values, and strategic goals. The mission, vision, and value statements all demonstrate Reedley College is committed to pursuing equity. The mission calls for the creation of equity-minded programs and services. The vision is to provide equitable educational opportunities. And the values state Reedley College believes improved access and inclusion helps the community achieve their educational goals.

While the mission, vision, and values show a commitment to equity, Strategic Goal 3 (Integrated College Plan, p6) establishes more specific outcomes making Reedley College education more equitable. Objective 3.3 aims to set up a Basic Needs Center that will help students with textbook costs, childcare, and technology needs. Objective 3.4 commits the college to develop bilingual presentations and parent orientations to engage and create college awareness to first generation students.

Each objective, goal and the mission are informed by an understanding of the student population. According to a 2023 Financial Aid Internal Query, 50% of Reedley College students qualified for need-based financial aid. Objective 3.3 (Integrated College Plan, p.6) punctuates Reedley College's emphasis on addressing students with basic needs. The Basic Needs Center shows an understanding of the economic challenges that many Reedley College students face. The Reedley College admissions application includes an optional first-generation student question. 57% of students enrolled in Fall 2019 were first generation college students. The communication strategies and bilingual presentations described in Objective 3.4 were born from an understanding of what our communities and our student population's needs. Reedley College's equitable outcome goals are in tune with the students' characteristics.

D. The institution's mission demonstrates alignment with ACCJC's Policy on Social Justice

The ACCJC's Policy on Social Justice recognizes that all colleges have a responsibility to advocate for equity and inclusion. Reedley College's mission, vision and values (Integrated College Plan, p.5) succinctly align with the ACCJC's Policy on Social Justice. The Reedley College mission statement directly speaks to the importance of equity-minded programs. The college's value of stewardship reminds us that our decisions can have financial, social, and environmental repercussions. The stated values of Reedley College underline the college's commitment to social responsibility that the ACCJC extolls.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

At the Annual Planning Retreat, Reedley College members review the college's strategic goals. The four goals focus on improving enrollment, collaborating with community partners, establishing equity-based practices, and improving communication. Each strategic goal also includes several objectives and measurable action items. During this internal self-evaluation, there was some discussion about improving the processes for setting and reviewing strategic goals. The committee also recognized that some specific objectives had been met, while others were yet to be attained. The Planning and Institutional Effectiveness Committee has developed a process for compiling the suggestions from the Annual Planning Retreat and delivering digestible recommendations to the College Council. The Planning and Institutional Effectiveness noticed the need to systemize planning timelines in the Integrated College Plan. When the ICP is revised in 2025, the 6-Year Planning and Assessment Calendar will be incorporated into the ICP.

A. The institution establishes its goals in a process that is appropriate for its character and context.

Reedley College establishes and reviews institutional goals on annual and biannual (every two years) cycles. The Integrated College Plan (p.3-4) explained how we developed institutional goals. The Reedley College Planning and Institutional Effectiveness Committee helps to organize an annual retreat with specific working groups to review the previous year's goals and help craft new institutional goals moving forward. At the 2021 Strategic Planning Retreat Agenda, writing teams brainstormed ideas for editing the college's vision statement. From the mission, vision, and values, constituents then developed strategic goals, objectives, and action plans using the SMART goals framework.

Reedley College's methods for establishing and reviewing goals match the school's character. During the 2023 Annual Strategic Planning Retreat, faculty, staff, students, and administrators discussed the school's character, including what makes Reedley unique and distinguishes it from other central valley community colleges, before analyzing ongoing goals. Notes from the discussion on character reveal that Reedley College constituents value the connectivity and inclusivity that come through the combination of a participatory governance model and a college that serves a rural community. Retreat participants then collaborated to review college goals, such as removing barriers in the enrollment process and implementing additional K-16 partnerships. These suggestions (October 2023 Retreat Summary) were compiled by the College Planning and Institutional Effectiveness Committee then forwarded to College Council.

B. The institution has clearly defined institutional goals that align with its mission, are appropriately forward-looking, and include consideration of equitable student outcomes.

At each Strategic Planning Retreat, a representation of college constituency groups carefully review and, if appropriate, brainstorm modifications of the college's mission before developing the specific institutional goals, succinctly and implicitly aligning each of Reedley College's institutional goals with the college's mission. The college's current four primary strategic goals are listed in the Integrated College Plan (p.6).

- Goal 1 emphasizes restoring enrollment, aiming to return to 2018-2019 levels.
- With Goal 2, Reedley College resolves to develop collaboration between intersegmental and community partners.
- Goal 3 is to implement equity and anti-racism strategies.
- Goal 4 is intended to improve communication campus wide.

In the mission statement as well as the [Institutional Learning Outcomes](#), Reedley College describes the importance of creating engaging, equity-minded programs. All institutional goals underline Reedley College's commitment to empowering students and the community.

C. The institution's goals align with key initiatives within its scope of responsibility.

When Reedley College members developed the four [strategic goals](#), each goal was written with accompanying objectives highlighting key college-wide initiatives. For example, Reedley's first goal is to restore enrollment numbers to 2018-2019 levels. The three corresponding objectives help Reedley College achieve that enrollment goal.

- Objective 1.1 is to remove barriers in the enrollment process affecting underserved and minoritized students.
- Objective 1.2 is to introduce innovative programs that serve community needs, such as non-credit courses and programs.
- Objective 1.3 is to explore creative scheduling and degree completion models, such as night classes, weekend classes and short-term classes.

Each of these three objectives represents a key initiative aligned with the college's goal of enrollment restoration. All of Reedley College's institutional goals are supported by at least two specifically stated, key initiatives listed in their objectives.

1.3. **The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)**

Reedley College uses Program Review and Institutional Set Standards to measure progress and inform future plans. With this, the college is becoming more systematic in it's self-evaluation and planning routines. During this internal review process, we noticed the college is working to become more data-driven in it's self-evaluation and planning. The Program Review and Assessment Committee, as well as the Planning and Institutional Effectiveness Committee, is continuing to help staff and faculty organize each program around mission based, data-driven processes.

A. The institution has established and published standards for student achievement (i.e., institution-set standards) in accordance with Commission policy

The Reedley College Planning and Institutional Effectiveness Committee facilitated the development of Institutional Set Standards (ISS) to help hold the college accountable for moving toward completion of the mission and institutional goals. Each [ISS Outcome Report](#) identifies 13 measurable outcomes the college uses to gauge student achievement. These 13 outcomes are grouped into three main categories (persistence, employment, and graduation/transfer). Each outcome is listed with annual progress data, a 3-year average, a floor for red flags, and a 2024-2025 goal. If any item falls below the floor, the Planning and Institutional Effectiveness Committee alerts the College Council with a recommendation for referral to a related participatory governance committee or ad hoc work group.

B. The institution regularly reviews and discusses qualitative and quantitative data to evaluate its progress toward achieving the mission, enhancing understanding of students' experience, informing short- and long-term planning, and implementing improvements as needed

Reedley College's robust program review process asks members to use qualitative and quantitative data to help evaluate each program's progress toward achieving the institutional mission. In Section IV of the program review templates (Administrative, Instructional, or Student Services), each program creates a list of goals and the activities planned to complete to achieve those goals. In Section II, programs supply examples of how they will assess and analyze outcomes, Student Learning Outcomes (SLO) for instructional programs and Service Area Outcomes (SAO) for noninstructional programs. For example, in Section II of the Academic Support Center's Program Review, their second SAO focuses on increasing student connection and engagement. To measure student connection and engagement, the Academic Support Center asked students to complete a Student Satisfaction Survey. The survey used quantitative data to find that nearly 50% of students met with a tutor at least once during the semester. 27% of students met a tutor 5-10 times during the semester. The Academic Support Center members also reported qualitative data findings that students repeatedly used the words "helpful" and "understanding" when describing tutorial services. This qualitative and quantitative data analysis helped the Academic Support Center enhance its understanding of the student experience.

C. The institution regularly reviews meaningfully-disaggregated data, identifies equity gaps, and engages in planning and improvement to close these gaps

Programs and committees at Reedley College discuss equity gaps using meaningfully disaggregated data. The Equity Plan Timeline highlights all the groups that participated in the development of the Reedley College Student and Equity Achievement Plan. According to the Equity Plan Timeline, the Student and Equity Achievement Plan 2022-25 was discussed multiple times in the Equity Committee, the Academic and Classified Senates, Associated Student Government, College Council, and at the SCCCD Board of Trustees. The plan uses metrics such as successful enrollment, completion of transfer level math and English in first year, and persistence from first primary term to subsequent primary term.

Reedley College's program review templates (Administrative, Instructional, and Student Services) help programs plan improvements to close equity gaps. Section III of each program review specifically explores disaggregated data and equity. For example, in the Math Program Review, the department recognized a gap in the success rates of African American students. In response, the Reedley College math department implemented corequisite courses and embedded tutors to help support students in need.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

At Reedley College, three committees work together to ensure mission-based innovation and improvement. The Program Review and Assessment Committee helps each program to evaluate themselves based on the college's mission and values. The Planning and Institutional Effectiveness Committee facilitates campus planning procedures. The Budget Management Committee has systems to align resource allocation with the college mission.

During the course of this internal review, each committee has experienced learning and implemented new systems. The Program Review and Assessment Committee has made updates to the program review templates to keep outcomes, data, and equity at the forefront of Reedley College's program review process. The Planning and Institutional Effectiveness Committee has updated the Integrated College Plan and implemented a different model for writing the ISER.

A. Institutional systems for comprehensive planning are designed to support accomplishment of the mission and lead to institutional innovation and improvement

Reedley College has several systems in place ensuring comprehensive plans align with the college mission. Two important systems for planning are the Planning and Institutional Effectiveness Committee and Program Review. The Planning and Institutional Effectiveness Committee helps develop the Integrated College Plan (ICP), facilitate the Institutional Self Evaluation Report, and monitor Institutional Set Standards (ISS). The Planning and Institutional Effectiveness Committee Operating Agreement charges the committee with the task of aligning college plans with the mission, vision, and values.

Reedley College's Program Review system is designed to ensure that the efforts and activities of instruction, administration and student services are aligned with the college's mission and strategic goals. Like instructional programs, every administrative, instructional and student services program or unit completes their program review on a two-year cycle. Section I of the Administrative Program Review Template, Instructional Program Review Template and Student Services Program Review Template asks each unit to describe how their operations support the Reedley College mission. In Section IV of the Program Review templates, programs are asked to describe how their goals contribute to the Reedley College Integrated Plan goals and objectives.

These Reedley College planning systems often lead to innovations that embody the college's mission. For example, in Section IV of the Music Program Review, the department set a goal to emphasize music education. One of their activities was to create a summer music camp for elementary age students. This innovation exemplifies the college mission of engaging the community with transformative experiences.

B. Institutional systems for planning are integrated such that information from program planning informs processes for resource allocation, decision-making, and short- and long-term operational planning.

Planning from program review helps to inform resource allocation and decision making. The Program Review Resource Allocation Process Guidelines identifies the resources needed to achieve their goals stated in their program review. These requests are reviewed and substantiated by the Program Review and Assessment Committee. From there, resource requests are forwarded to the Special Funding Workgroup, consisting largely of grant directors, and eventually the Budget Management Committee. grant directors, and eventually the Budget Management Committee.

Reedley College has used this program review and resource allocation process to make several meaningful improvements to the campus. Section IV of the Athletics Program Review describes four substantiated activities, including softball facility upgrades, athletic track renovations, gym floor replacement and the weight room renovation. The gym floor replacement and weight room renovations were recently completed. The athletic track and softball upgrades are scheduled to begin in the coming months. Similarly, in Section IV of the Physical Science Program Review, the department set a substantiated activity to build an engineering studio for students to use when completing projects. Reedley College now has an engineering studio that allows students to use 3D printers and laser cutters. The program review resource allocation process has helped organize Reedley College's short- and long-term operational planning.

C. Institutional systems for planning are designed to occur on a regular basis, include appropriate participation from institutional constituencies, and use valid sources of data and information.

Reedley College uses several systems to ensure that long-term planning procedures occur on a regular basis. According to the Program Review Schedule, every program on campus completes its program review on a two-year cycle. The program review coordinator provides a summary of each program review to College Council to facilitate additional participation across institutional constituencies. Furthermore, the Procedures section of the Program Review & Assessment Committee Operating Agreement calls for the committee to meet twice monthly to support completion of each unit's program reviews and communicate findings. Similarly, the Committee Procedures section of the Planning and Institutional Effectiveness Committee Operating Agreement establishes that the committee will convene on the 1st and 3rd Fridays of each month. Reedley College's planning systems operate on regular monthly and biannual schedules.

The Reedley College planning system incorporates an appropriate, broad array of participation from institution members. The Membership section of the Planning and Institutional Effectiveness Committee Operating Agreement outlines the expected membership. Members include the Director of Research and Evaluation, a California School Employees Association (CSEA) Representative, one member appointed by Classified Senate, two members appointed by Academic Senate, a Research and Planning Analyst, a student appointed by Associated Student Government, an administrative representative, and a representative from the Equity Committee. The Committee Membership section of the Program Review & Assessment Committee Operating Agreement shows a similarly well-rounded set of participants.

Reedley College's planning systems incorporate several valid sources of data to support innovation and improvement. The Program Data Analysis section of the [Program Review Handbook](#) (p.3) describes the types of data that program review teams are expected to collect. Each program review should include analysis of outcomes and equity data. Each team is also assigned a data coach to help them compile and interpret relevant evidence. The data coaches show the program review teams how to use information from Reedley College's [Data Dashboard](#). The Outputs section of [Planning and Institutional Effectiveness Committee Operating Agreement](#) notes that the committee is expected to monitor Reedley's [Institutional Set Standards](#) and statewide metrics (for benchmarking) as part of its data analysis.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Several members of Reedley College help communicate institutional progress internally and externally. For example, Reedley College's President delivers a [State of the College](#) address in the Fall and hosts monthly Town Hall meetings to discuss accomplishments as well as identify areas for continued improvement. The Director of Institutional Research Planning & Effectiveness produces an Annual Report that quantitatively and qualitatively describes Reedley College's strengths and points of emphasis. Program Reviews internally communicate departmental priorities, successes and limitations to inform institutional prioritization. Each of these communication practices have mechanisms that keep equitable student success at the forefront of discussion.

During the ISER process, the committee noticed that Reedley College is trying to be more efficient in their delivery of information. The new marketing plan was developed to promote student success and accessibility. The Annual Reports and Integrated College Plans are now undergoing accessibility checks before being posted.

A. *The institution regularly communicates the results of its progress assessments with internal and external stakeholders, as appropriate to its character and context.*

Reedley College uses different methods to communicate the results of their annual progress assessments. For instance, at the beginning of every Fall semester, the president presents a review of the "[State of the College](#)" to inform internal stakeholders of the past year's accomplishments and identified areas for improvement. The president delivers this presentation during the opening day activities. All faculty, staff, and administration members are expected to attend. In this presentation, the president reviews the college's mission, goals, and objectives. He offers quantitative and qualitative data to communicate ongoing results. Annually, the president's State of the College address acts as the institution's first method for communicating progress with internal stakeholders.

For external stakeholders, the college publishes an [Annual Report](#) and holds a "[State of the College](#)" breakfast to communicate recent progress assessments. This annual report contains a mix of statistical and qualitative evidence to describe the college's progress toward achieving the overall mission and specific objectives. For example, page 8 of the [2023 Annual Report](#) highlights Reedley College innovations like the Ag Tech Conference and the purchase of a used jet for the Aviation Maintenance Technology Program. The Annual Report is another example of Reedley College communicating progress with various stakeholders.

B. Institutional evaluation reports and program reviews can be accessed by constituencies

To evaluate institutional progress, Reedley College utilizes three evaluation tools: Program Review, Institutional Set Standards, and Institutional Self-Evaluation Reports. Each of these are accessible to all interested constituents. The Program Review Web Site contains a series of links that allow constituents to view each program's progress. The Outcomes Dashboard section of the program review website allows constituents to see how each program is progressing with respect to student achievement of learning outcomes. For example, the Agriculture Business Program Outcome Dashboard shows that 75% of AGBS-5 students are exceeding proficiency. Similarly, the Early Childhood Education Program Outcome Dashboard shows that 89% of ECE-45 students are exceeding proficiency.

The Program Review Data Dashboard also allows constituents to filter through student success data including GPA, retention, success rate, persistence and more. Each department's Program Review document is also made available on the Program Review website as soon as the committee has completed its review and the document has been checked for accessibility.

Similarly, the Reedley College Institutional Set Standards are available for constituents to review in the Integrated College Plan (p.19).

Constituents can also access ongoing Institutional Self-Evaluation Reports and related documents in the Accreditation section of the college website and the college intranet. The Accreditation section of the website includes the June 2022 ACCJC Action Letter. This letter documents acceptance of Reedley College's most recent mid-term report by the ACCJC. The website also contains a link for constituents to log third party comments to the ACCJC.

C. Data and evidence related to institutional strengths and areas for development are used to inform and document discussions of institutional priorities.

Reedley College has a variety of systems and strategies to ensure that data and evidence are used to inform institutional priorities. For example, Reedley College's Staffing Handbook outlines the college's process for establishing hiring priorities. When completing the Staffing Request Form, requestors must outline their rationale for the new position, including the requested position's logical connection to the Integrated College Plan. All position requests must also be supported by a sound data analysis with student success and equity in mind.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

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2.1. **Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)**

The Reedley College Curriculum Committee maintains professional standards and it has systems in place to make sure all the college's academic programs are aligned with the Reedley College mission. The committee operating agreement, training presentations, technical review checklist, and handbooks are designed to make sure course development aligns with the mission and follows state regulations.

Reedley College has developed a wide array of academic programs that all uniquely represent the school's mission. Reedley College's certificate and degree programs are offered in a variety of modalities. The curriculum committee continually reviews Course Outlines of Record to maintain learning outcomes and academic effectiveness.

During the course of this internal self-evaluation, the Reedley College Curriculum Committee has taken several steps to update the process for developing and reviewing academic programs. The college switched from eLumen to Curriqunet for storing course and program outlines of record.

The committee is now going through the process of modifying general ed curriculum to maintain CALGETC compliance. The committee has started to use Curriqunet to map institutional learning outcomes for each course and program. The Curriculum Committee hopes to complete this mapping during the next program review cycle.

A. Consistent with the institution's mission, academic programs are structured to lead to degrees, certificates, transfer, employment, or other similar credentials.

The Reedley College Curriculum Committee is charged with making sure all programs lead to degrees, certificates, licensing, or transfer opportunities. The Reedley College Curriculum Committee Handbook (p. 18) outlines the process for developing innovative programs and reviewing existing programs. The handbook instructs committee members to follow Title 5 guidelines when developing a new program. Title 5 describes an educational program as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." After multiple reviews at the district level, SCCCD Administrative Regulation AR 4020 requires that all new program and program option proposals are then submitted to the California Community College Chancellor's Office.

The Reedley College Catalog 2023-2024 has a variety of resources that can help students understand how each program can lead to specific degrees, certificates, and career opportunities. The Associate Degree and Certificate Programs Table (p.61) shows the type of degree associated with each program. The Accreditor/Licensure Table (p.2) outlines the career-related licenses that students can earn at Reedley College. All of Reedley College's academic programs are structured in a way that leads students to future opportunities.

B. The institution's processes for curriculum design and development ensure all academic programs align with the institution's mission.

The Reedley College Curriculum Committee makes sure all academic programs align with the institution's mission. According to the [Curriculum Committee Operating Agreement](#), committee's first output is to ensure that degree requirements are aligned with the college mission and goals. As part of the annual training for Curriculum Committee members (see for example [Fall 2022 Curriculum Committee Training](#)), all members are expected to be familiar with the committee's purview. Also, the [Curriculum Committee Handbook](#) (p.2) expresses "all curriculum approved through the curriculum process must align with the Reedley College mission statement." These documents affirm Reedley College's commitment to ensuring that all academic programs directly align with the college mission statement.

C. The institution's processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction (e.g., associate or baccalaureate level) and across all modalities.

Reedley College's process for curriculum design abides by California Education Code, Title 5, and the Chancellor's Office Program and Course Approval Handbook (PCAH). [California Education Code 70902](#) establishes the right for faculty, students, and staff to have ample opportunity to express opinions on curriculum design. The Committee Members part of the [Curriculum Committee Operating Agreement](#) shows that the committee elicits participation from a wide array of stakeholders, including faculty from each department, a student representative from ASG, a curriculum analyst, articulation officer, and the distance education coordinator.

Reedley College uses generally accepted practices to ensure each course incorporates the proper amount of breadth, depth, and rigor in a variety of modalities. The Curriculum Committee has a Curriculum Review Schedule to outline the college's 10-year plan for ensuring all courses are continually reviewed in breadth, depth, rigor and appropriateness. SCCCD AR 4020 requires "each unit of credit awarded to a student requires a minimum of 48 hours of student involvement. To maximize student contact time, course outlines of record in SCCCD (State Center Community College District) target 54 hours of student involvement per unit of credit." According to the [Fall 2022 Curriculum Committee Training](#), Reedley College faculty members are required to analyze each Course Outline of Record (COR) within their personal discipline, paying particular attention to program and course learning outcomes. These outcomes can be found in the [Reedley College Catalog](#) or the public facing Curriqunet site. The Curriculum Committee uses the [Technical Review Checklist](#) to ensure that all course outlines include the right information, modalities, and justification.

2.2. **The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)**

The Reedley College Curriculum Committee and CTE Advisory Committee help design and re-design industry relevant academic programs. The curriculum committee is required to have a wide range of representatives to maintain oversight.

The CTE Advisory Committee reviews industry specific data to inform academic programming decisions. During the internal review process, many departments expressed emphasis on developing programs that reflect relevant industry standards. Going forward, Reedley College has partnered with Valley Regional Occupational Program to host a Joint Advisory Meeting and Career Pathways Summit.

A. The institution's processes for curriculum design and development include appropriate faculty oversight for ongoing review, monitoring, and revision of programs in order to close identified gaps in student achievement.

Reedley College's curriculum design process is overseen by the curriculum committee. To ensure adequate faculty oversight, the Curriculum Committee Operating Agreement names 21 positions, including representatives from each department, two Academic Senate representatives, a curriculum analyst, a vice-president, a dean, a representative from DSP&S, and a student representative. The committee submits an Annual Curriculum Approval Certification showing systematic ongoing review and revision. In efforts to close identified equity gaps in student achievement, the committee participated in culturally responsive pedagogy training and studied strategies to create an inclusive classroom.

B. The institution's processes for curriculum design and development includes dialogue around student equity and maximizing equitable student success outcomes.

The Reedley College Curriculum Committee developed a set of Equity Terms to help facilitate dialogue around maximizing student success. Each of these Equity Terms are used when writing a new Course Outline of Record (COR). For example, each COR must address whether the course utilizes Open Educational Resources (OER) or a traditional textbook. This ensures the COR will speak to the equity needs of students who may not be able to afford traditional textbooks. The Equity Terms also include impactful discussion items like race, inclusivity, methods of instruction and student learning outcomes. Establishing this common language helps the Reedley College Curriculum Committee to facilitate a process for curriculum design which maximizes equitable student outcomes.

C. The institution defines student learning outcomes for courses and academic programs (including degree and certificate programs).

At Reedley College, all courses and academic programs have clearly- defined student learning outcomes. According to the Curriculum Handbook (p.11), every course shall have the student learning outcomes explicitly stated in the course outline of record (COR). Reedley College previously used the curriculum management software eLumen, but now uses Curriqunet to house every COR. On Curriqunet, each course has a publicly available COR and each COR contains a section for student learning outcomes. For example, the Art 2 COR explains that students will learn to analyze different types of media and critique art within an historical context.

On Curriqunet, each degree program has a program summary. The program summary's include student learning outcomes. For example, the Administration of Justice AS learning outcomes ask students to recognize the variety of functions within the US justice system and formulate decisions within a constitutional framework. On Curriqunet, each certificate program also has a program summary, which includes the course and program student learning outcomes. For example, the 21st Century Jobs Skills Certificate learning outcomes emphasize the application of human relations skills and using business theory to manage employees effectively. Reedley College's clearly-defined student learning outcomes can help students achieve their academic goals.

D. Development of learning outcomes includes consideration of feedback from workforce/industry partners, as appropriate for the institution's mission and program discipline.

Reedley College has systems to ensure student learning outcomes are developed with consideration of workforce needs. Several portions of the Curriculum Handbook outline Reedley's commitment to integrating industry analysis data. The CTE Curriculum portion of the handbook (p. 25) requires that all programs consider labor market information. It also says that each program must establish an advisory committee with a list of members job titles and business affiliations. For workforce data analysis, Reedley College uses information from the Central Valley Mother Lode Regional Consortium. Reedley's curriculum design process uses appropriate workforce data to develop programs that reflect industry standards.

E. The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.

Reedley College makes sure that all student learning outcomes are readily available and provided to students in several ways. The Reedley College Curriculum Handbook (p.11) requires every COR to include both student learning outcomes and a basis for assessing student performance. Students can access a course COR and review the student learning outcomes on Reedley's public Curriqunet page before enrolling in a course. Once they are enrolled in a course, students will receive the class syllabus. Reedley College's Faculty Handbook requires instructors to include outcomes on their syllabi. Students and stakeholders can access syllabi from every Reedley College course, Spring 1996 to present day, on Reedley College Curriculum Web Page.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

The Reedley College Curriculum Committee uses program mapping to make sure all degree programs include an appropriate general education framework. The committee handbook, operating agreement, and administrative regulations are designed with Title 5 and general education guidelines in mind. As the Curriculum Committee switches from eLumen to Curriqunet, these program maps will continue to be updated.

A. The institution has a rationale for general education, developed with appropriate input from faculty, which serves as the basis for inclusion of courses in general education and is listed in the catalog.

The Reedley College Curriculum committee developed the rationale for general education. [Reedley College Curriculum Committee Handbook](#) (p.8) charges the committee with the responsibility to ensure that local general education requirements are appropriately developed considering the needs of the student population. Since, according to the [Curriculum Committee Operating Agreement](#), each department has a representative on the committee, the college can be certain that appropriate input from faculty has been secured. SCCCD Administrative Regulation [AR 4025](#) describes the institutional philosophy on general education. Some of the criteria include introducing students to a variety of means through which to understand the modern world as well as developing an appreciation for cultural diversity. The [Reedley College Catalog](#) (p.34) explains the college's rationale for inclusion of courses in the general education framework. Reedley College follows Title 5 guidelines for major areas including natural sciences, social and behavioral sciences, humanities, language, and rationality. Reedley College's rationale on general education is developed by faculty to ensure students develop critical thinking skills and the ability to engage with diverse perspectives.

B. The institution's general education philosophy reflects its degree requirements and is consistent with expected norms in higher education for lower division coursework (and upper division coursework, if applicable)

The Reedley College general education philosophy accurately reflects the institutional commitment to preparing students for a lifetime of learning. The [Reedley College Catalog](#) (p.35) describes how students must complete certain general education units for graduation. The number of units and specific courses may vary based on a student's degree path. There are three options for general education patterns that students can choose depending on whether students are pursuing transfer to a CSU (California State University), a transfer to a UC (University of California), or a "local degree:" an associate degree alone. By aligning general education requirements with those of CSU and UC systems, Reedley College ensures that the general education requirements are consistent with standard norms in higher education.

C. The institution's general education offerings provide opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences

Reedley College offers a wide range of general education classes that allow students to engage in arts, sciences, mathematics, and social studies. The [Reedley College 2023-24 Catalog](#) (p.36-37) lists all the general education categories and all the courses that correspond to each category. For their 3 units in Area A - Natural Sciences, students can select from 40 classes in 11 disciplines. Area B – Social Science, Area C – Humanities, Area D – Language and Rationality, and Area E – Lifetime Wellness all offer a similar variety of courses and disciplines. Area F – Government and Area G – Communication have less variety in terms of courses and disciplines. However, each of the courses in Area F and Area G routinely have multiple sections.

Reedley College's general education courses are designed to improve critical thinking skills and cultural competency. Each program has completed an [SLO (Student Learning Outcome) to ILO (Institutional Learning Outcomes) Map](#). The maps show how SLOs for each course relate to campus wide ILOs. For example, in the [Business Administration Program Outcome Map](#), BA-15 SLO2 says that students will demonstrate an understanding of management roles. This SLO maps directly to

Reedley College's ILO focused on improving critical thinking skills. Similarly, BA-15 SLO4 focuses on understanding diversity in the workplace. This SLO maps to Reedley's ILO emphasizing equity and social justice. Reedley College's general education offerings include a wide array of subjects and skill development.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Improved communication is one of Reedley College's four primary strategic goals. The school already uses catalogs and the public facing website to make information about services and resources widely available. Now, the Marketing and Communications Committee has developed a Marketing and Communications Plan, that looks at four specific ways the school can make communication more efficient. Furthermore, the college continues to expand its use of Starfish to alert students and staff when services are needed or available. Reedley College recently moved to a new intranet system that includes a Campus Calendar to make sure staff members are aware of upcoming opportunities. Moving forward, Reedley College hopes to implement the improvements outlined in the marketing plan. With all these new communication platforms now online, the college wants to make the Campus Calendar, Starfish, and the school intranet items that are consistently and habitually used by students and staff.

A. *The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.*

Reedley College provides students with up-to-date learning outcomes in a variety of ways. Each academic program has their student learning outcomes listed in the Course Catalog. Students can also access Reedley College's learning outcomes through Curriqunet, where the college houses all current CORs (Course Outlines of Record). According to the Faculty Handbook, Reedley College instructors must include the student learning outcomes on all course syllabi.

B. *The institution has mechanisms for ensuring effective communication with its students in multiple modalities regarding the programs, services, and resources available to support the student journey.*

Reedley College uses multiple modalities and strategies to communicate with students, making information about programs and services more accessible. Reedley College uses orchestrated efforts to provide students the information online, face-to-face, and via a variety of communication tools. The RC Communications Plan 2021-2023 outlines four key areas in which Reedley College has worked to improve communication with students (Enrollment, Brand Identity, Unified Marketing, and Website). To upgrade communication surrounding the enrollment process, the Reedley College marketing team has worked to strengthen their presence in social media platforms like LinkedIn, Facebook, Instagram, Twitter, and YouTube. They also developed a new welcome packet from the President's Office providing clear and comprehensive communications to new students. To improve communications and brand identity, the marketing plan highlights several key strategies. Reedley College has worked to increase partnerships with community members that will in turn create internship and fundraising oppor-

tunities. As part of this brand identity push, the College marketing team has developed a [Reedley College Style Guide](#) to ensure that all communications use the same branding. This unified branding helps the college establish professionalism and a sense of trust when communicating with students regarding programs, services, and resources.

The [Reedley College website](#) is an essential part of the college's communication strategy. As part of the ongoing marketing and communications plan, all elements of the website are undergoing equity and content scans. The [Student Services](#) section of the Reedley College website helps students find useful resources like Cal Works, the Career and Employment Center, and Health Services.

C. The institution regularly reviews its communication practices, policies, procedures to ensure clarity, consistency, accuracy, and relevance.

Starfish is one of the strongest communication tools used at Reedley College. While reviewing communication practices in Spring 2023, the Student Successor Coordinator and Counselors developed [Reedley College 23-24 Starfish Focus Efforts](#). This document assesses the current uses and identifies targeted areas for growth of this communication tool campus-wide. This document includes plans to shift tutorial service appointments from a shared model to a center specific model, expanding the robustness of academic data dashboards, and more.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

To improve scheduling in a manner that would promote student success, Reedley College has developed a pathway system, program mapping strategies, and an annual scheduling summit. As a result, Reedley College's number of certificates awarded and students transferring to four-year universities has steadily risen in the last four years. Throughout this review process, many college members emphasized the importance of breaking down barriers to learning and student achievement. Going forward, Reedley College plans to update and finalize mapping for every program and use the scheduling summit to identify potential conflicts.

A. The institution schedules classes in alignment with student needs and program pathways to ensure students have the opportunity to complete programs (including baccalaureate programs, if offered) within a reasonable period of time.

Reedley College has developed a [pathway system](#) to help ensure students have an opportunity to complete their certificates or degrees in a timely manner. There are seven different pathways that students can choose from ([Agriculture and Natural Resources](#); [Art](#), [Music, and English](#); [Business](#); [Early Childhood Education](#); [Industrial Manufacturing](#); [Social Sciences](#); and [STEM](#)). Each pathway has a variety of programs. For example, the Business Pathway includes: [Accounting](#), [Business Administration](#), [Information Systems](#), [Economics](#), and [Office Technology](#).

On each program page, students can see a list of degrees and certificates that they can decide to pursue. The list of degrees and certificates includes links to Pathway Maps. The Accounting Program page has five pathway maps: [AS degree in accounting](#) as well as four different certificates ([Accounting](#), [Bookkeeping](#), [Financial Literacy](#), and [QuickBooks](#)). Each program map visually explains the courses students need to complete and supplies a timeline to help students complete degrees and certificates in a reasonable time period.

B. The institution evaluates the degree to which scheduling facilitates timely completion of degrees, certificates, and transfer.

Reedley College created a Student Centered Scheduling Summit to help make sure the scheduling allows students to complete degrees and certificates in a timely manner. The summit takes into consideration recommendations from the Student-Centered Scheduling Task Force. The Task Force recommendations produced several guiding principles including aligning course offerings with data analysis from Student Ed Plans, facilitating interdepartmental discussions, and maximizing flexibility through the implementation of multiple modalities. From these discussions, each pathway developed a Sample Class Schedule, that shows a student's 2-year path for earning their degree.

C. The institution reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates.

The Reedley College Program Review process asks each program to highlight and discuss completion data. Subsection 2 of the Program Review template asks each program to review Program Award Outcome data. Each program uses the Data Dashboard to find completion data. The Program Review website includes links and tips for how to use the data from dashboards.

2.6. **The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.**

Reedley College uses several strategies to promote equitable achievement throughout a variety of delivery modes. The college has a data dashboard that helps assess student achievement for each department. The information can be organized by delivery mode. Reedley College TESSA (Technology and Student Success for Achievement) developed a Distance Education Strategic Plan that includes action items for promoting advanced online training sessions. And, the curriculum committee continues to review each COR to make sure distance education addendums are up to date. Campus wide success rates for students are still lower in hybrid and online than they are in face to face learning formats. In response, TESSA has organized work groups looking at technology standards and strategic plan revisions to help the college bridge this achievement gap.

A. The institution regularly evaluates the effectiveness of its delivery modes and teaching methodologies to supporting equitable student learning and achievement, and uses results to guide improvements.

At Reedley College, each pathway has data coaches to help them evaluate the effectiveness of different delivery modes. The data coaches show educators how to use the data dashboard as part of that evaluation. The dashboard has a tool that disaggregates student learning and achievement scores by delivery modes, ethnicity, gender, and age group. For example, in the 2021-2022 academic year, African American students had an 81% success rate in face-to-face courses and an 84% success rate in hybrid courses. However, that success rate drops to 55% in completely online courses.

Reedley College has a set of local guidelines that establish the college's expectations for effectiveness in distance education. The Reedley College [Distance Education Strategic Plan](#) outlines a variety of elements considered critical to effective distance education (institutional support, student integrity, faculty readiness, accessibility, student support, and substantive interactions). For each element, the Distance Education Strategic Plan includes 5-10 actionable items that will help Reedley College demonstrate effective distance education. For example, the section on institutional support describes the college's commitment to supply funding for Canvas updates, consistently offer comprehensive training for faculty, and provide orientation materials for students. This document and the corresponding policies help Reedley College to provide equitable and effective student learning in a variety of modalities.

B. Institutions have practices in place to ensure ongoing alignment with federal requirements for distance education and correspondence education, as defined in ACCJC's Policy on Distance Education and on Correspondence Education (if applicable)

The Reedley College curriculum committee ensures that all online courses remain in alignment with federal requirements for distance education. The Reedley College Curriculum Handbook 2023-24 (p.13-14) says that all new course proposals must include a Distance Education Addendum. The Distance Education Policy (p.21-22) covers Reedley College's commitment to faculty training, functional equipment, as well as student and staff support services.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Over the last few years, Reedley College has made several efforts to improve student support services. The college uses a variety of surveys and self-analysis tools to assess student needs as well as the efficacy of current programs. Based on feedback from these surveys and self-analyses, Reedley College has started to implement or adjust a variety of support services. For example, in the post-pandemic era, Reedley College library and tutoring have greatly expanded their virtual accessibility. Starfish is being used to help students connect with basic needs services. In the next few years, Reedley College aims to get higher participation in surveys and Starfish tools for connecting students with the services.

A. The institution designs, delivers, and assesses effective processes for identifying students' academic, non-academic, personal wellness, and basic needs.

Reedley College has developed several tools that can help the college identify students with various needs. For example, the [Spring 2023 Intake Survey](#) helped counselors and staff identify students that have housing, food, financial, and technology needs. This data is disaggregated by age and ethnicity. Similarly, the [Fall 2022 Hope](#)

[Survey](#) was completed through Starfish as another tool for helping staff identify students with basic needs. The [July 2023 Starfish Basic Needs Summary](#) offers a detailed look at how Starfish is used to identify students with needs and connect them to the appropriate services. For example, if a student is flagged for having food insecurities, they will automatically receive notifications and links for the Reedley College Food Pantry.

B. The institution designs, delivers, and assesses intake and onboarding services such as orientation, registration, counseling, educational planning, financial aid workshops, and/or basic skills workshops to maximize preparation, success, and retention.

Reedley College has designed several onboarding services to maximize student preparation. For example, all new students must complete the [Online Orientation](#) before enrolling in classes. The online orientation is a Canvas course that teaches students about the registration process, student education planning procedures, college, fees, academic expectations, and more. Each section of the Canvas course has checking for understanding quizzes that helps Reedley College staff to assess the effectiveness of this onboarding tool. In Service Area Outcome 2, Reedley College aims to improve support learning through counseling and intervention. In the [Fall 2022 Counseling Data and Reflections Summary](#), Reedley College aimed to how many students participated in pathway counseling and then went on to utilize the recommended campus services. 6,455 students participated in the RC Pathway Connections event. 75.3% of those students went on to use the recommended counseling services.

C. The institution designs, delivers, and assesses learning support resources such as library collections, library instruction, learning labs, and tutoring services in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.

The Reedley College library designs, delivers, and assesses several support resources that help students in a variety of modalities. According to the [Library Program Review 2021](#), SAO 2 emphasizes enhancing skills in online modalities, while SAO 3 aims to provide adequate physical and online space for students. The Reedley College [tutoring services page](#) links students to a variety of academic support services. The Learning Center, Math Center, and Reading and Writing Centers each offer upgraded physical and online spaces to support learning.

D. The institution designs, delivers, and assesses student support services through programs such as counseling, academic advising, first year experience, veterans services, disability services, mental health services, etc. in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.

Reedley College counseling, mental health, veteran services, and disability services have all continued to expand their ability to serve students using face-to-face, as well as online modalities. According to the Counseling Program Review, SAO2 aims to improve support learning through intervention. The Pathway Connect events created opportunities to connect students in a face-to-face format. Counseling also used Starfish as an online intervention tool for connecting students with the correct support services. To expand mental health services, Reedley College has partnered with Virtual Care, so students can access therapists and counseling sessions virtually. To support veterans, Reedley College has a

Veterans Center that allows students to make an online appointment or in person. The DSP&S Program Review also emphasizes improving face-to-face and online services. The DSP&S substantiated goals include maintaining technology and securing a space for 25 students with a laptop cart.

E. The institution provides clear information and supports for students regarding transfer and career opportunities.

The Reedley College Transfer Center offers counseling, workshops, university tours, and an Annual College Fair to help connect students with their future universities. The Transfer Center also developed a Canvas Page that students can self-enroll in. In addition to making announcements about upcoming events, the canvas page also provides tutorials about Reedley College's transfer services like assist.org, ordering transcripts, and applying for scholarships.

The Reedley College Career and Employment Center offers services to current students and alumni, helping them reach their professional goals. The Career and Employment Center offers a variety of Career Readiness Services, including Career Coach, Job Speaker, and Type Focus. The Career and Employment Center also helps connect students with internships and job developers. And, if students do not have access to professional clothes, Clyde's Closet offers free professional clothes to help students get interview ready.

F. The institution's expectations, documentation, and communication to students (catalogs, policies, procedures, etc.) regarding support services are clear and consistent.

Reedley College's documentation and communication regarding student support services is consistent across multiple platforms. The Reedley College Catalog 2023-24 (p.53) includes descriptions of all Reedley College's student support services like the Learning Center, CalWORKs, the DSP&S office. Several college communication procedures around student support services are delivered automatically through Starfish. Starfish ensures that communication regarding degree planning and appointment scheduling is clear and consistent.

G. The institution systematically collects and analyzes disaggregated data to evaluate the effectiveness of its support services and learning support resources in supporting equitable student success and uses the results for planning and improvement.

The Reedley College program review process requires that all programs evaluate data to ensure the effectiveness of support services and the commitment to achieving equity. Section III of the Student Services Program Review Template asks each program to present disaggregated data and explore potential equity gaps. In the Counseling Program Review, it was found that African American and Asian students have disproportionately small numbers concerning Student Ed Plans. (SEP) In response to this concern, Section IV.11 of the Counseling Program Review sets the objective of hiring a new outreach counselor to analyze disaggregated enrollment and improve outreach to disproportionately impacted populations. In the Student Success and Retention Program Review, data showed that CalWORKs, the Dream Center, EOPS, and TRIO all served a disproportionately low percentage of male students. In response to these disconcerting numbers, Section IV.11 of the Student Success and Retention Program Review sets the objectives of improving outreach spaces and equity-based training.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Reedley College offers a variety of ways for students to develop a sense of belonging, including clubs, career development opportunities, pathway events, as well as intercollegiate and intramural sports. The Master Calendar is now located on the intranet, so staff and constituents can be aware of involvement opportunities. During the course of this ISER, staff members mentioned an emphasis on embracing Reedley College's identity as a diverse, primarily Hispanic serving institution. The school is working on developing and improving a HSI focused logo, affinity group graduations, and artistic murals to promote inclusivity.

A. The institution creates formal and informal opportunities for students to engage with the institution, programs, and peers (e.g., cultural, academic, clubs, political, ethnicity-based engagement, networking, athletics, internships, career trainings).

Reedley College offers a plethora of ways for students to engage in campus activities. The Inter Club Council supplied a list of at least 34 clubs on campus that students can take part in. Groups like A2Mend and Suenos Unidos create opportunities for students to engage in cultural and ethnic-based activities. While the Aeronautics, Aggie, and Criminology clubs all focus more on networking and internships. The Career and Employment Center also orchestrates career training opportunities for student engagement. According to the Career and Employment Center Program Review, "the CEC offered workshops and Career Week in person and remotely to better serve and accommodate our students." For our athletically oriented students, Reedley College offers both intercollegiate and intramural sports engagement. In terms of intercollegiate sports, Reedley has 12 different sports to choose from. Intramural sports opportunities include volleyball, pickleball, and dance. Whether students wish to engage athletically, culturally, or professionally, Reedley College has created opportunities for students to stay engaged.

B. The institution establishes co-curricular and/or student engagement activities based on the needs of the students and community it serves, including the needs of student populations that have been historically under-resourced.

Many of Reedley College's student engagement activities are designed to support historically under-resourced student populations. The Student Activities Office organizes events like Hispanic Heritage Month and the Healthy Relationships Workshop co-hosted by the Marjorie Mason Center. The Career Employment Center Grand Re-Opening is another example of how Reedley College student engagement activities focus on supporting an under-resourced community. The Reedley College athletics department also organized a festival to support the growth of Title IX initiatives.

C. If these programs are offered the institution ensures the quality of such programs and frequently assesses activities and programs (qualitative/qualitative).

Reedley College uses the program review process to ensure the quality of student engagement programs. Section III.7 of the Student Engagement Program Review describes what the program is doing to reduce equity gaps, including proactive initiatives like Holiday Meal Distribution and Disability Awareness Month. Section III.7 of the Athletics Program Review explains how Reedley College developed a Student-Athlete Advisory Committee (SAAC) to supply student-athletes with a platform for addressing potential equity issues on campus.

2.9. **The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)**

Reedley College uses program review, outcomes, data dashboard, and institutional set standards to assess programs and plan improvements. Each program completes its review on a two-year cycle. In the administrative, instructional and student services program reviews, members use data to assess their effectiveness and develop new innovations. The Program Review and Assessment Committee recently updated the SLO and SAO reporting systems to become more streamline. During ISER research, the committee noticed several departments still adjusting to the new outcomes reporting process. The Program Review and Assessment Committee hopes to make this tool more systemic in use over the next few years. To reach that aspiration, the committee developed an Outcome Assessment Remediation Plan that will guide the implementation process.

A. The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.

Reedley College uses Program Review, Outcomes Assessment, and Institutional Set Standards to analyze data related to student achievement. According to the Program Review COA, the Program Review & Assessment Committee oversees the outcomes assessment process. In the past, departments were required to complete an SLO Assessment Report Form 2021 for every course, degree, and certificate. Now, we use a form on Smartsheet to collect SLO and SAO results. In the SLO form, departments describe each learning outcome and analyze assessment results. Reedley College also uses Institutional Set Standards to analyze student achievement. The current institutional set standards measure course completion, degree completion, and employment rates for graduating students.

B. Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goalsetting.

Reedley College's Program Review process requires educators to engage in dialogue about learning and achievement. In Section II of the program review templates (Administrative, Instructional, and Student Services), faculty must assess their program's outcomes from the previous cycle. Reedley College educators can use the Outcomes Dashboard to view learning and achievement data based on degrees, certificates, and specific classes. For example, the Biology

Program Outcome Dashboard displays proficiency levels for each biology course as well as the transfer degree rates for an AS in biological science or environmental science. In Section II of the Forestry and Natural Resources Program Review 2023, the department analyzes course success and SLO success. They conclude that the curriculum will need updating. They aim to create "rubrics for all assignments and adding SLOs to our respective Canvas pages so that we can then incorporate them into rubrics"

To better address achievement gaps, Reedley College educators discuss data that is disaggregated for student subpopulations. Section III of the program review templates asks educators to explore equity gaps. The Biology and Chemistry Program Review 2021 identified African American students, Hispanic students and students aged 19 or less as disproportionately impacted groups. The Career and Employment Center Program Review 2021 describes updating marketing materials to reflect Reedley's diverse student population.
Reedley College's Program Review process helps guide program improvement and curriculum development. In Section IV of the program review templates, faculty describe the goals they developed as a result of the data analysis. The Early Childhood Education Program Review 2021 recommends providing more ECE classes specific to workforce needs, like infant and toddler courses. The Automotive Technician Program Review 2020 set a goal to remove in-ground automotive lifts and replace them with new industry standard above-ground lifts.

C. Institutional dialogue about disaggregated learning and achievement data inform institutional goalsetting.

Reedley College's Program Review system exemplifies institutional dialogue around disaggregated learning and achievement data. In Section III of the Program Review Template, faculty have to describe their process for monitoring equity gaps. The Academic Support Center's Program Review 2021 says that the program uses surveys to monitor equity gaps and weekly meetings to address any potential issues. The English as a Second Language Program Review 2020 found that male students (51%) were succeeding at a substantially lower rate than female students (80%). Each program has to identify learning and achievement gaps.

In addition to discussing disaggregated data, Reedley College faculty systematically develop goals and action plans for addressing achievement gaps. Section III of the Program Review process describes what each program is currently doing to reduce equity gaps. To address dropping success rates for white students, male students, and STEM students, the Honors Program Review 2021 says that faculty will increase tracking for intervention programs, offer a wider variety of courses, and improve distribution of honors scholarships. The Reedley College Integrated College Plan hopes to address educational concerns around poverty and unemployment rates by setting a series of equity related goals, like improving Open Educational Resources and establishing a Basic Needs Center.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

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3.1. **The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

Reedley College and the State Center Community College District collaborate efforts to employ quality personnel. The district follows administrative regulations and state guidelines to maintain minimum standards in recruiting and hiring processes. Reedley College's Program Review and Assessment Committee along with the Hiring Prioritization Workgroup produced a staffing handbook to promote the employment of a qualified, diverse staff that will help the college fulfill its mission. During ISER research, the Prioritization Workgroup deliberated on the point system. So, they plan to review the staffing request process in every program review cycle with feedback from administrative, instructional, and student service programs.

A. The institution has a process to determine the staffing levels and organizational structure it needs to support its mission, educational programs, and operations.

The Reedley College Staffing Handbook describes the procedures for determining staff levels and organizational needs. The Staffing Request Prioritization Process contains a scoring rubric to evaluate each new staffing request. The scoring rubric has 8 categories divided into three sections: Mission, Data, and Special Considerations. The specific categories include mission, equity, student impact, safety, and more. Each category has a point value scale that ranges 0-10.

Each category has a point value, with some having a higher value as they relate to the mission, urgency, and relevancy of that particular staffing need. The first section of questions ask the workgroup to consider how much the new position would contribute to the college's mission, vision, and values. The second question focuses on how the new position would impact educational programs, as it requires the requestor to provide student success and equity data. The third question looks at operational requirements, as requestors have to explain how the new position will impact accreditation, licensures, and legal mandates.

B. The institution plans for the recruitment of personnel in accordance with its institutional mission and goals.

The Human Resources Department of the State Center Community College District is responsible for implementing many of the tasks associated with staff recruitment at all four SCCCD colleges, including Reedley College. The recruitment policies are outlined in AR7120 and AR7121. AR7120 describes the district's procedures for recruiting full-time college faculty. Section 1 of AR7120 describes the district's overall recruitment philosophy. SCCCD's recruitment philos-

ophy emphasizes cultural equity, subject matter expertise, and knowledge of job duties. These themes clearly align with Reedley College's mission of providing equity- minded programs and values of innovation and educational excellence.

C. The institution uses appropriate hiring criteria (including minimum qualifications criteria for the system in which it operates and/or degree level, if applicable) to ensure all employees are qualified for their roles.

When recruiting and employing full-time college faculty, SCCCD follows the guidelines in section 6 of AR7120. An area administrator and department chair are responsible for putting together a hiring committee that abides by the district's Equal Employment Opportunity Plan. Section 6 goes on to explain the roles of each member and expectations for the selection advisory committee. AR7121 outlines the same process for part-time faculty positions.

Reedley College has a three-step process to ensure all employees are qualified for their roles. First, all employment candidates must meet the defined minimum qualifications for the position which they are applying for based on the defined qualifications set forth by the California Community College Chancellor's Office (CCCO) found at Minimum Qualifications for Faculty and Administrators in California Community Colleges. For large pools, a selection committee, consisting of department and peer faculty, classified personnel, administrators and/or students, as appropriate, reviews all submitted application documents to identify a pool of candidates that appear most qualified for the job. Third, selected candidates will be interviewed by the selection committee. The selection committee will use a scoring rubric to rate each candidates' response to the questions created by the selection committee and approved by Human Resources. The process is outlined on the SCCCD website under hiring process for faculty positions.

D. Faculty job descriptions are appropriate for the level of instruction offered, and include the responsibility for teaching and learning, curriculum oversight, and the assessment of student learning outcomes.

Section 4 of AR7120 and AR7121 outline the process for developing accurate and professional job descriptions. Subsection 4.1 and 4.2 explain how to use the Board of Governor's Minimum Qualifications and the California Community College Handbook to properly describe job opportunities. The hiring department and the respective dean at Reedley College collaborate with district HR to create and edit job descriptions before they are posted to the SCCCD website. Each job description must include a list of essential functions, curriculum expectations, and intended outcomes.

E. The institution verifies the education (including equivalency of degrees for non-U.S. institutions), training, and experience of all new hires to ensure they possess the minimum qualifications outlined in job descriptions.

All candidates possessing foreign degrees and/or transcripts must have these credentials evaluated through an accredited evaluation service. All job postings note these requirements to applicants and direct them to the National Association of Credential Evaluation Services (NACES) organization to locate an accredited evaluation service. Without accredited evaluation of foreign transcripts applicants may not be deemed minimally qualified.

The Reedley College Equivalency Committee oversees the verification of educational expertise for new faculty hires who do not meet the stated minimum qualifications from the CCCO minimum qualifications handbook. The [Equivalency Committee Operating Agreement](#) explains how the committee determines if a candidate meets minimum qualifications. Under these procedures, the committee works with discipline faculty and departments to create full petitions which demonstrate petitioner qualifications. Completed petitions for equivalency are reviewed when the committee convenes monthly to review new petitions for equivalency. Once each member of the committee has reviewed the petitioner's forms, the committee will vote to decide whether the candidate has established equivalency to the defined discipline minimum qualifications. Denied petitions are allowed the opportunity to appeal following the process defined in the [equivalency committee protocols](#).

The Reedley College Equivalency Committee also assists in the developing and to validating of departmental equivalency policies. These policies are created when a specific set of qualifications is known to meet the disciplines minimum qualifications and may also be used to develop local qualification policies supporting programs which lack a discipline code at the state level. 13 different departments on campus have established their own [Equivalency Policies](#). Many of these policies support specific vocational expertise, like equine science, fire technology, and flight science. To support unique vocational programs such as the previously listed ones the equivalency committee also provides tools and materials which incorporate guidance from the state academic senate, and state chancellor's office such as the [CTE Minimum Qualifications Toolkit](#).

F. The institution tracks and evaluates its record in employment equity and diversity.

The SCCCD Equal Employment Officer and the Equal Employment Advisory Committee track the district's record in terms of employment equity and diversity. The [EEO Data Tables 2022](#) report shows districtwide and school specific employment numbers for the total workforce and new hires. The information includes longitudinal data covering the years 2018-2022. The Equal Employment Advisory Committee used this data to develop the [SCCCD EEO Trend Analysis 2022](#). This report offers a succinct analysis of employment trends throughout the district.

G. The institution regularly reviews its policies and/or procedures for equitable hiring practices to ensure currency, relevancy.

Currently, the State Center Community College District is still following the [Equal Employment Opportunity Plan 2019-2022](#). However, the district has developed plans to review and improve equitable hiring policies and practices. The [SCCCD 2022 Annual EEO Presentation](#) offers an overview of the current policies in place and describes the goals for improvement in the coming years. The [SCCCD EEO Plan Overview and Changes 2022](#) also describes some of the specific changes that will be implemented in the next EEO Plan, including Title 5 requirements on data availability.

3.2. **The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.**

The Reedley College Professional Learning and Success Committee uses surveys to determine the content and format for ongoing professional development activities. In recent review cycles, the committee has produced a catalog of professional development opportunities that prioritized pedagogical learning in a variety of modalities. During ISER research, the Reedley College Professional Learning Plan was updated to align with patterns observed in the professional needs survey. In coming years, the college hopes to present more cultural competency lessons for a predominantly Hispanic serving institution and career development guidance for classified staff.

A. The institution has methods to identify employees' professional learning needs relevant to educational services and operational functions, including professional learning opportunities designed to support institutional efforts to close student achievement gaps.

The Reedley College Professional Learning and Success Committee developed a Professional Learning Plan to help employees improve the services and experiences provided to students. The committee's mission is to provide collegially planned professional growth opportunities that support the college's strategic goals. To help identify employees' needs, the committee created a Professional Needs Survey. This survey is available to full-time, adjunct, classified, and administrative employees. The survey helps the committee understand what type of learning opportunities would be most beneficial to staff members. In response to the professional needs survey, the Continuing Education Learning Academy (CELA) was created. CELA courses at Reedley College boasts an always increasing repository of courses instructors can take targeting improving pedagogy to decrease achievement gaps. Additionally, 14 in 14's are 14 minutes or professional development of learning offered for 14 days every month. Reedley College employees can easily access the full list or professional development supports within Reedley College intranet. In response to the growing concern of employees over AI professional development and resources were provided to employees in numerous formats. (AI instructional resources, opening day and flex day) The Reaching Adjunct Faculty for Training and Support (RAFTS) Conference held Spring 2023 providing professional development to adjunct faculty across the district.

B. The institution evaluates its training and professional learning offerings and uses the results to improve effectiveness in supporting employee needs

The 2023-24 Professional Development Catalog is an organized view of the learning offerings provided through the district. It offers a detailed description of each professional learning and a calendar of events. It is divided into sections for diversity training, classified professionals, technology, leadership development, and more.

The SCCCD Office of Equal Employment Opportunity collaborates with the Professional Development department to produce the Professional Development Year End Report 2022-2023. This report evaluates the district's professional learning offerings. It includes a list of the Human Resources topics, Personnel Commission workshops, Management Development Academy, and more. The report includes survey results and feedback from questionnaires related to each professional learning opportunity.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

The State Center Community College District collective bargain agreements and administrative regulations outline employee evaluation criteria. The most recent collective bargaining agreements were ratified at the May, 2023 Board Meeting. As part of the process, the district reviewed observation forms and review processes. During ISER review, members noticed a need to add a more specific equity-based question to the observation form. The Reedley College Vice-President of Instruction is coordinating with district HR to update those forms.

A. The institution regularly and systematically evaluates all of its employees based on their professional responsibilities and uses this information to foster employees' development and success. This process is continuous and ongoing in support of the mission.

AR 7150 describes the employee performance evaluation processes that are used to ensure systematic effectiveness. For academic administrators, the process includes a 360 Evaluation Survey, a Self-Evaluation, and Performance Evaluation Survey. AR 7150 also has timelines and guidelines for evaluating college presidents, vice-chancellors, classified management, and confidential employees.

The State Center Community College District approved bargaining agreements for faculty, classified, and peace officers at the May 2, 2023 Board Meeting. The bargaining agreements outline evaluation processes for all campus employees. Article 13 of the full-time faculty bargaining agreement describes the evaluation process, including frequency, committee composition, committee member selection, and confidentiality. Section 2.C.6.vii of Article 13 also highlights the process for using the evaluation information to develop an improvement plan that would foster employee development. Article 33 of the classified bargaining agreement covers all the same information regarding the processes for classified member evaluations. Article 30 of the peace officer bargaining agreement outlines the process for evaluating campus law enforcement members.

Reedley College has a variety of documents used to systematically evaluate employees. The Tenure Review Self-Evaluation, Faculty Observation, and Administrative Review documents evaluate employees around categories that relate to the mission. Reedley College employees are evaluated by their responsiveness to student needs, ability to provide equitable services, and their willingness to help students.

B. The institution has methods to determine the kinds of support its personnel need to be successful in their roles.

Reedley College uses the onboarding and evaluation processes to determine what kinds of support each employee would benefit from. AR 7160 describes the district's commitment to providing professional development and support. That commitment includes New Employee Orientation, Equal Employment Opportunity, Cultural Sensitivity Training, and Flex Activities. The Onboarding Committee developed a new onboarding process that helps identify employee needs, including professional development, equity training, as well as health and wellness services.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

The State Center Community College District has administrative regulations in place to ensure the effective use of fiscal resources. The Reedley College Budget Management Committee uses budget worksheets and funding request handbooks to maintain financial responsibility.

A. The institution has resources to support essential program needs, as well as educational improvement and innovation when warranted.

The State Center Community College District (SCCCD) and Reedley College have processes to ensure fiscal resources are properly maintained. AR-6200 describes the SCCCD budget preparation process. The district commits to following Title 5 annual budget regulations, requiring a minimum 5% unrestricted reserve balance. Furthermore, the district set a goal of 17% unrestricted general fund balance. AR-6250 details minimum standards for the district budget in terms of total amounts and transfer policy. AR-6300 describes the role of the Vice Chancellor of Finance and Administration. The vice chancellor's duties include stewardship of available resources and communication of fiscal policies. The SCCCD Final Budget 22-23 details all of Reedley College's allocated financial resources, including salaries, benefits, supplies, materials, renovations, and construction.

The Reedley College Budget Management Committee maintain the college's financial resources to ensure support for essential program needs. This committee provides annual base budget worksheets for every program. The 2023 Base Budget Worksheet used a 3-year average to determine appropriate funding for each program.

B. Funds are allocated in a manner to help achieve the institution's stated goals for student learning.

The SCCCD is committed to making sure all funds are directed toward achieving its institutional goals. AR-3250 outlines the district's institutional planning principles. It explains that the SCCCD develops strategic decisions regarding financial resources using a mission-based approach. AR-6200 says that allocation of district resources will be consistent with its mission and goals.

Reedley College's budget allocation model is also dedicated to achieving institutional goals. The Reedley College Funding Request Handbook outlines the college's standardized process for requesting funds. The funding handbook explains that every program and department have an allocated base budget based off a 3-year average of actual expenditures. Base budgets are reviewed every two years and adjusted accordingly. Additionally, there are staffing requests, emergency one-time requests and program review requests. Each of these processes requires faculty to justify their budget request through mission-based goal setting.

C. The institution's resource allocation process provides a means for setting priorities for funding.

Reedley College has several mission-based methods to set priorities for funding. The Budget Management COA says the committee will use program review and systematically assess resources to establish an annual budget. The Program Review Coordinator is a standing member of the Budget Committee. This helps ensure programs are tying their requests to the program review process. In the program review templates, the section for goals asks each program to prioritize their objectives that require funding. For example, in the Athletics and PE Program Review 2021, the goal of hiring a full-time athletic trainer was marked a level 1 priority, while hiring an assistant equipment manager was labeled a level 3 priority. The Staffing Handbook 22-24 describes the role of the Hiring Prioritization Workgroup and includes a Staffing Request Prioritization Rubric.

D. The institution manages its resources in order to sustain educational services and improve institutional effectiveness at all locations where over 50% of a program is offered.

SCCCD and Reedley College work in conjunction to manage the resources necessary to sustain educational services. SCCCD's Final Audit Report 2022 evaluates the district's fiscal management and highlights Reedley College's Measure C projects, like the new fine arts center and math facility. Reedley College Unrestricted General Fund Allocation Budget 2023-2024 shows a more local breakdown of financial resources, like salaries, one-time allocations, and new positions. The RC Fund 12 Budget 23-24 itemizes Reedley College grant-based programs like Cal Fresh, Upward Bound, and the Veterans Resource Center.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

The Reedley College's Budget Committee disseminates worksheets to help each program make effective financial plans. The Senior Budget Analyst has a standing position in the Program Review & Assessment Committee. So, budget and review are continually tied together. The Program Templates ask each program to refer to the college's mission and goals to justify future expenses.

A. The institution considers its mission and goals as part of the annual fiscal planning process.

Reedley College's Budget Management Committee and Program Review process have mechanisms in place to make sure the mission is central to annual fiscal planning. The Budget Management COA states the committee will communicate budget recommendations and utilize the program review process as a fiscal planning tool. All of the Program Review Templates (Administrative, Instructional, or Student Services) require each program to explain how they support the college's mission, and include at least one specific example.

B. The institution's processes are used to ensure appropriate stakeholder participation in financial planning, prioritization, and budget development.

Reedley College's Participatory Governance model, Budget Management Committee structure, and Program Review process ensures appropriate stakeholder participation in budget decisions. Reedley College's Governance Handbook defines constituent groups as faculty, classified, administrators, and students. According to the Budget

Management COA, the Budget Management Committee membership includes two faculty members appointed by Academic Senate, two classified Senate representatives, two administrators, the program review coordinator, the senior budget analyst, and a student representative from ASG. The Program Review COA shows a similar membership that includes representatives from all constituent groups.

C. Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments.

The SCCCD makes sure Reedley College representatives have access to accurate financial information. According to AR-6310, the district's Chief Business Officer has to submit quarterly fiscal reports to the Board of Trustees. AR-6330 makes sure the district adheres to Ed Code 81656 by requiring the Purchasing Department to maintain a handbook that outlines procedures and guidelines. At the college level, the Vice-President of Administrative Services distributes Base Budgets and Resource Allocation Worksheets to make sure each program is aware of their available funds.

D. Sound financial planning, including a realistic expectation of financial resource availability, is a foundational element of the institution's plans and goals

Reedley College's institutional plans include realistic discussions of the available financial resources. The Reedley College Professional Development plan has a budget section describing the categorical funding and grant plans. The SCCCD Districtwide Facilities Master Plan 2019 has a section describing the funding process, including local bonds, statewide bonds, grants, and private partnerships. The Reedley College Technology Plan 2018-2022 outlines the financial resources necessary for the college's 5-Year Replacement Strategy. Each of these plans are stored in the Reedley College Integrated College Plan.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

A. The institution has effective internal and external control mechanisms in place to ensure that dependable, accurate, and timely financial information is available for sound financial decision-making.

SCCCD and Reedley College each have mechanisms to ensure dependable financial decision making. SCCCD and Reedley College utilize Ellucian as the source for all fiscal transactions. Each program has access to fiscal reports through Ellucian Self-Service or Report Manager. Furthermore, the Accounting Guidelines section of the district intranet contains dozens of protocols focusing on fiscal responsibility. These guidelines include Internal Cash Controls, Time Keeping Standards, Asset Tag Management, and more. SCCCD colleges use the SCIP system and GL Account Number Structure to track and categorize budgetary items. The Financial Audit Report also includes internal controls and grants management.

B. Audits demonstrate the integrity of financial management practices, and audit findings and/or compliance issues are addressed in a timely manner.

The SCCCD Board of Trustees reviewed the 2021-2022 Financial Audit Report in their February 14, 2023 Meeting. The final report did not identify any compliance issues. The Board unanimously voted to approve the financial audit.

C. Information about budget, fiscal conditions, and audit results are communicated with stakeholders as appropriate to the institution's mission and structure.

The SCCCD makes budgetary information publicly accessible to all stakeholders on the Business Office page of the SCCCD website and Board Docs. Financial information is taken to the board of trustees quarterly. At the Nov 7, 2023 Meeting, the board reviewed and approved the Quarterly Budget Update. Constituents and community members can access the 2021-2022 Financial Audit Report, as well as an archive of audits dating back to 2015-2016. The Business Office page also includes links to Final Budgets from 2009-10 to 2023-24. The most recent annual budget was approved at the September 5, 2023 Meeting.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

A. The institution reviews its past financial results as part of planning for current and future fiscal needs.

SCCCD BP-6200 requires the Chancellor to annually present a budget that is in accordance with Title 5 Guidelines and the California Community College's Budget Manual. The budget presentations include analysis of past financial results and help guide future planning. At the September 5, 2023 Board Meeting, the Chancellor and Vice-Chancellor of Finance and Administration provided a presentation on the 2022-23 SCCCD Final Budget/Fiscal Update. This presentation analyzed historic funding levels and the impact of Prop 98. In the September meeting, board members also reviewed California Community College's Joint Analysis of the 2023-24 Budget. This report includes reflections on longer-term revenues, as well as recommendations on investing in infrastructure.

B. The institution continually monitors, evaluates, and adjusts its institutional budgets and cash management strategies to ensure both short-term and long-term financial solvency.

At the district level, SCCCD uses a wide range of data sets and strategies to monitor and adjust financial plans. The SCCCD Business Office page has links to actuarial studies from 2008 to 2022. These studies help the district consider the budgetary impact of items like pension expenses and asset management. The District Strategic Planning Committee coalesces members from each college to continuously monitor and update strategic planning. The Districtwide Strategic Plan Update 2020-2024 identifies trends and uses workshop themes to guide future financial planning.

C. The institution has reasonable plans for payments of long-term liabilities and obligations (health benefits, insurance costs, building maintenance costs, other post-employment benefit obligations, other college-incurred debts, etc.) and considers these plans in annual budget development and other short-term fiscal planning.

The Chancellor and the Board of Trustees are in charge of managing the district's long-term liabilities. BP-6300 describes SCCCD's fiscal management policies. The Chancellor's financial procedures must satisfy U.S. Education Department General Administrative Regulations (EDGAR) and California Community College's Budget and Accounting Manual. BP-6540 says that the Chancellor is responsible for securing insurance for the district. The District participates in self-insurance through Valley Insurance Program Joint Powers Agency (VIPJPA) and Fresno Area Self-Insurance Benefits Organization (FASBO). As part of the December 13, 2022 Board Meeting, Trustee Debbie Ikeda was re-appointed as the District's FASBO representative.

The SCCCD Final Budget 2022-23 outlines the district's plans for payment of long-term liabilities. The State Center Allocation Methodology includes a Student-Centered Funding Formula, Base Allocation, and Supplemental Allocation. The Base Allocation process starts with allocation of ongoing resources like COLA adjustments, retirement savings, and benefit changes.

D. The institution ensures that locally incurred debt repayment schedule does not have an adverse impact on meeting all current and future financial obligations.

The Board of Trustees and Chancellor ensure a fiscally responsible debt management strategy for the District. BP-6300 says that the Chancellor is responsible for fiscal responsibility and management. BP-6307 explains that the district follows the reporting requirements laid out by the California Debt and Investment Advisory Commission. The 2022-23 Final Budget/Fiscal Update outlines all the liabilities, obligations, and concerns.

Reedley College does not finance outside debt. At Reedley College, the Budget Committee utilizes Program Reviews and administrative recommendations to facilitate the college budget process. The Budget Management COA explains how the committee systematically assesses resources to promote fiscal responsibility.

3.8.	The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

A. The institution aligns planning and maintenance of facilities and other physical resources with the institutional mission and goals and needs of programs and services.

SCCCD and Reedley College have systems in place to assure facility planning aligns with the institutional mission and goals. The Districtwide Facilities Master Plan, Construction Plan and Scheduled Maintenance Plans are updated in five-year increments. At the June 6, 2023 Board of Trustees Meeting, members voted to approve updated plans. The 2019-2030 Districtwide Facilities Master Plan Update, (p. 19-20) describes the district's purpose, process, and goals for facility planning. The facilities master plan supports the district's mission by effectively guiding resource allocation. The 2022-2026 Construction Plan describes the benefits of each upcoming construction project and how the project fits into the mission of innovative educational opportunities. The 2022-2026 Scheduled Maintenance Plan identifies each upcoming maintenance project with a brief justification. All facility construction and improvements relate back to the institutional mission. The State Center Vision 2035 Initiative helps to align long-term planning with the institutional mission. At the December 12 Board Meeting, the State Center Vision 2035 presentation reviewed the updated district mission and explained how the mission provides a framework for long term planning.

B. The institution has processes and/or procedures in place to ensure the safety of all facilities, including procedures for reporting of unsafe physical facilities.

Reedley College Business Services handles campus facility reporting. To use any campus facilities, members have to complete a Facility Use Request. The Facility Use Request includes important safety guidelines and Liability Insurance Requirements. If any building or facility on campus requires maintenance, students or staff can

fill out a School Dude. The School Dude reporting system makes sure maintenance requests get delivered to the appropriate maintenance team member. If a facility needs more permanent modification, students or staff can complete the Facilities Modification Request Form. Modifications include items like HVAC, plumbing, and new equipment connections.

The Reedley College Facilities and Safety Committee ensures the physical safety of all campus facilities. The Facilities and Safety Committee Operating Agreement says the committee is expected to systematically assess resources and develop safety plans. At the meeting on August 30, 2023, the committee reviewed data on occupational injuries 2021-2023. They also developed a plan for emergency phones on campus. On October 19, the committee orchestrated Reedley College's participation in the California Shake Down to assess earthquake safety preparedness.

C. The institution evaluates the effectiveness and sufficiency of its facilities and equipment on a regular basis, taking utilization and other relevant data into account, and uses the results to improve.

SCCCD and Reedley College look to evaluate facility usage and effectiveness on a consistent basis. According to the 2019-2030 Districtwide Facilities Master Plan Update (p.160), the Foundation for California Community Colleges conducts a facility condition assessment every three years. Some of the assessment results that related to Reedley College include recommending additional driveways and covered bus shelters.

The State Center Vision 2035 is coordinating with Gensler to evaluate campus facility usage. The September 2023 Commission Workshop (p.45-46) presentation analyzes facility utilization. The study looked at lab, lecture, office, library, and instructional media utilization / capacity load ratios for 2019 and 2022. This information is helping to fuel the next cycle of facilities master planning.

3.9. **The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.**

A. The institution aligns technology planning, implementation, and maintenance with the institutional mission and goals.

Reedley College and SCCCD technology planning processes are firmly rooted in institutional missions and goals. The 2019-2024 Districtwide Technology Plan was designed to support and coordinate each campus' strategic technology plans. The Purpose of the Plan (p.4-5) is to describe technology initiatives that will help the district deliver on its mission, vision, and values. On a campus level, the Technology Services Program Review aligns technology planning with the college's mission. Section I.2 says that the Reedley College Technology Services goal is to support the college mission, promoting and fostering student achievement.

B. The institution's technology infrastructure is appropriate to support educational services and operations.

Reedley College Technology Services supports students, faculty, and staff. The Technology Services webpage includes login, email, and Canvas support for students. The Intranet Technology Services Page also contains links to Technology Help and IT Service Tickets. The Technology Services team for Reedley College has 8 members, including 5 IT Customer Support Technicians. The Director of College Technology Services also sits on the Planning and Institutional Effectiveness Committee.

C. The institution clearly communicates guidelines/rules for appropriate use of its technologies to all users.

The district guidelines for appropriate technology use are posted in board policies, the college catalog, and district website. BP-3720 addresses acceptable computer use and employee responsibility to not abuse technological resources. AR-3720 outlines appropriate technology usage as well as confidentiality protocols. The Computer/Network Equipment Use Policy is in the 2023-2024 Reedley College Catalog (p.47). It states that computer and network use are intended for educational purposes only. The SCCCD Use Policy is displayed on the district website. It details a variety of prohibited uses like copyright infringement, defamation, and obscenity.

D. The institution's networks are secure and data is protected.

SCCCD is always looking to improve data and network security. Administrative regulations pave the way for new security strategy implementation. AR-3730 sets district standards for remote access for network security. To maintain these security standards, the district enrolls in the Microsoft Exchange Online Protection program. It helps protect the organization against spam, malware, and phishing. Part of ongoing network security efforts includes a Multi-Factor Authentication process that the district rolled out in Fall 2023. The district launched the Know-Be4 Cybersecurity Training Campaign in 2023 to help generate cybersecurity awareness with all district employees.

E. The institution regularly evaluates its technology infrastructure (including network security) to ensure ongoing effectiveness in supporting educational services and operations.

As part of the SCCCD Districtwide Technology Plan, the Chancellor's Cabinet interviewed over 85 participants, including students, staff, and administration, asking them to evaluate the district's technological infrastructure. From this research process, they identified 36 key items and grouped them into 10 strategic themes. These themes included a wide array of technology topics like emergency preparedness and effective security training.

Reedley College Technology Services evaluates its effectiveness through the program review process. Section III of the Technology Services Program Review 2021 asks the program to evaluate themselves in terms of equity in educational services. According to the program review, Reedley College Technology Services addressed a digital access equity gap by providing over 1000 laptops for students.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

A. The institution has policies and procedures in place that will mitigate emergencies and unforeseen occurrences that would significantly impact availability of its resources.

SCCCD has board policies designed to mitigate emergencies. BP 6800 outlines district safety regulations requiring compliance with OSHA, US Department of Transportation, and Federal Transit Administration guidelines. Adherence to these regulations will reduce the likelihood of unforeseen occurrences.

The district also develops strategic goals to ensure availability of resources. At the July 11, 2023 meeting, the board adopted the [2023-2025 Board of Trustees Goals and Priorities](#). Goal 3: Fiscal Integrity and Stability states that the district will maintain a minimum of 17% reserve for economic uncertainty. The district has typically maintained a 6-16% reserve to cover general operating costs in the event of financial emergencies.

Locally, Reedley College adopted an [Emergency Operations Manual](#) to prepare for unforeseen occurrences. The manual addresses shelter in place, lockdown, fire, flood, and active shooter protocols. The manual also includes a finance section with descriptions on how to deal with accounting and documentation of emergencies and incidents.

B. The institution has sufficient insurance to cover its needs. If the institution is self-funded in any insurance categories, it has sufficient reserves to handle financial emergencies.

SCCCD board policies and administrative regulations require the district to maintain sufficient insurance and reserves. [BP-6540](#) says the chancellor must secure insurance for the district. SCCCD chooses to join a self-insurance organization. [AR-6540](#) says that pursuant to Education Code Section 81603 the SCCCD will form a joint powers agreement with Valley Insurance Programs and become a member of Fresno Area Self-Insurance Benefits Organization ([FASBO](#)). According to the [2023-2025 Board of Trustees Goals and Priorities](#), SCCCD aims to maintain a minimum of 17% reserve for financial emergencies.

C. The institution routinely reviews and updates their insurance coverages.

The SCCCD Employee Benefits Workgroup meets monthly to review and update district insurance coverage. At each meeting, members discuss different elements of the district insurance policy. In the [May 17, 2023 Meeting Notes](#), the workgroup discusses the Kaiser renewal. In the [October 25, 2023 Meeting Notes](#), they discuss vision benefits. The [September 27, 2023 Meeting Notes](#) reviewed Ameritas dental coverage.
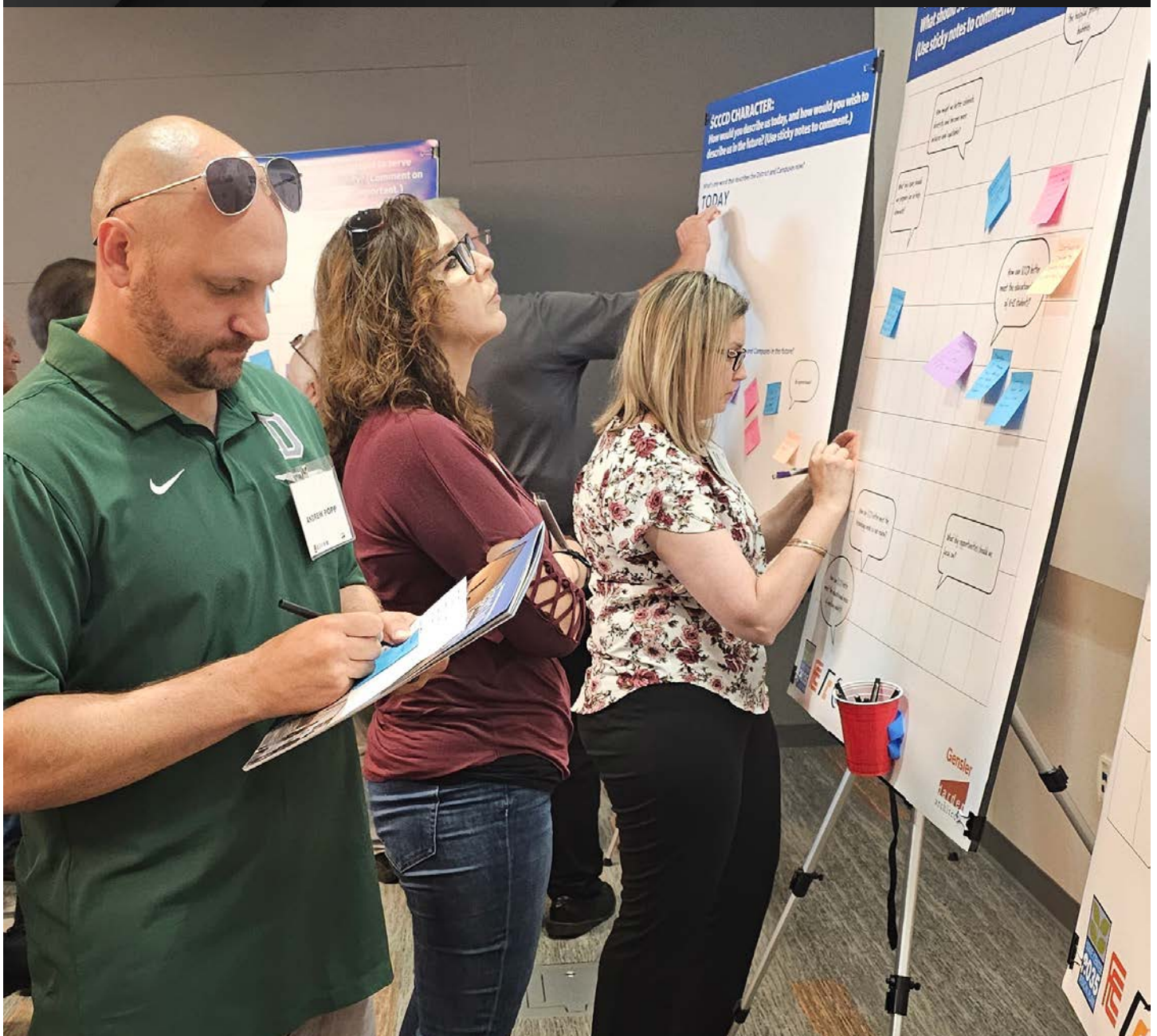
D. The institution has protocols for back-up and recovery of sensitive data systems, including student and employee information systems.

According to the [2019-2024 SCCCD Districtwide Technology Plan](#), the Vice Chancellor of Operations and Information collaborates with the District Director of Information Systems to identify shadow systems where data could be duplicated and used inappropriately. The District Technology Advisory Committee reviews that information and decides what systems to enact regarding data systems. SCCCD utilizes the Microsoft Exchange Online platform that includes data loss protection.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

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4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Academic freedom and integrity are extremely important principles to Reedley College and the SCCCD. During the course of the ISER review process, new campus wide and district wide initiatives were established to ensure the consistent pursuit of those principles. At Reedley College, the President's Cabinet commissioned to review the governance handbook, emphasizing up to date language and outlining operation of campus and detailing inquiry process for stakeholders. Reedley College's Academic Senate passed anti-racism legislation and DEIA (diversity, equity, inclusion, accessibility) training. At the district level, Chancellor Goldsmith brought in outside council to modify BPs and ARs. Going from freedom of speech area to whole campus freedom of speech, while also contextualizing what is appropriate freedom of speech.

A. The institution communicates its commitment to principles of academic freedom and freedom of inquiry to relevant stakeholders, including students and part-time faculty.

Reedley College communicates its commitment to academic freedom through administrative regulations and handbooks. The 23-24 Reedley College Catalog (p.46) has a list of college policies and procedures regarding academic freedom, including expression, protests, demonstrations, and more. AR-4030 and BP-4030 describe the district policies regarding academic freedom of speech and political activities. In the 2023-2024 Reedley College Faculty Handbook (p.20-21), there is a section dedicated to the American Association of University Professors' Ethics Statement. This statement describes the significance of the professor's role in protecting academic freedom.

B. The institution communicates clear expectations for academic integrity and freedom of inquiry to relevant stakeholders, including students and part-time faculty.

Reedley College uses the college website and course catalog to communicate administrative regulations regarding academic integrity. The Reedley College website's Policies and Procedures page has a link to the Student Conduct Standards. The conduct standards include AR-5500, which outlines the district's standards regarding plagiarism and academic dishonesty. The 2023-2024 Reedley College Faculty Handbook (p.67-72) contains an example of a course syllabus that explicitly communicates the district's policy on academic integrity. The 23-24 Reedley College Catalog has a section for administrative policies. It includes campus expectations regarding cheating, computer network use and other academic related integrity issues.

C. The institution follows clearly communicated procedures for addressing instances of academic dishonesty and violations of its principles of academic freedom and freedom of inquiry.

Reedley College's procedures for addressing academic dishonesty and academic freedom are on the website and in the handbooks. The RC Policies and Procedures page has a link for Grievance Procedures. There, students can find a Student Complaint Form that they can use to report any abuse of academic freedom.

Conversely, AR-5520 outlines the procedures for addressing academic dishonesty. It explains time limits and processes for hearings and suspensions. The 23-24 Reedley College Catalog communicates the academic dishonesty procedures to students regarding cheating, plagiarism, and potential disciplinary actions. The Academic Dishonesty Form can be used to report any instances of plagiarism or cheating.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

A. The institution's decision-making processes are appropriate to its mission and organizational structure.

Reedley College decision-making processes match the mission's commitment to empowering students and community. The college practices participatory governance, as outlined in the Reedley College Governance Handbook. The college governance is grounded in its mission, vision, and values. Reedley College constituent groups follow Ed Code 70901 standards for ensuring faculty, staff, and students the right to participate and express their opinions. BP-2510 follows Title 5 and defines the participatory groups as Academic Senate, Staff, and Students. The Board of Trustees is the final authority for governance at Reedley College. BP-2012 says it is the board members' duty to monitor performance, delegate power, and establish policies that define the institutional mission.

B. The institution's decision-making processes are documented and widely available to support shared understanding.

Every aspect of Reedley College's participatory government decision making process is widely available. The Associated Student Government website has the mission statement, meeting dates, governing documents, previous minutes, as well as an Agenda Item Request Form. The Academic Senate website displays Title 5 guidelines, meeting dates, agendas, and minutes. The Classified Senate website has excerpts from their bylaws and meeting information. The Board of Trustees website includes board policies, agendas, and minutes.

C. Constituency roles in decision-making are clearly defined

Board policies and the governance handbook clearly define the roles of each constituency. BP-2510 describes the roles of Academic Senate, Classified Senate, and Associated Student Government. For example, the board "will consult collegially with Academic Senate" before making decisions that would impact academic professional matters. The Reedley College Governance Handbook further defines the roles of different constituencies. The Governance Organizational Chart (p.16) shows the path from committees through senate to college council.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

A. *The institution evaluates its decision-making structure and processes with a focus on effectiveness and improvement.*

The Reedley College Governance Handbook outlines the college's governance structure and describes the institutional evaluation process (p.19). The evaluation process includes annual reviews of COAs and a full governance handbook review once every three years. During that review, representatives from administration, Academic Senate, Classified Senate, and Associated Student Government use surveys, data reviews, and other planning documents to evaluate the college governance processes. These findings are presented at the College Council meetings. College Council uses a Participatory Governance Items Tracking Sheet to monitor the progress of governance items that are under review. Some of the COAs currently undergoing review process include the Planning and Institutional Effectiveness Committee and the Technology for Student Success and Achievement.

SCCCD has policies in place to guide the evaluation of board members and chancellors. BP-2745 describes the board member self-evaluation process, including criteria and due dates. BP-2435 outlines the chancellor review process, including job descriptions and performance goals.

B. *The institution holds itself accountable for implementing its decision-making structure and processes consistently to ensure participation of appropriate constituencies and shared understanding of decisions.*

SCCCD practices a participatory governance model to ensure participation of appropriate constituencies. The SCCCD participatory governance model shows a cyclical relationship between college planning committees and the district strate-gic plan. To support effective constituent participation, SCCCD developed a document to define the Roles of Constituents in District Decision Making. The Board of Trustees, Chancellor, College Presidents, faculty, classified personnel, and students all have defined roles in this governance structure.

In the Reedley College Governance Handbook (p.11), the college's constituent groups are listed as follows: Academic Senate, Associated Student Government, California School Employees Association, and Classified Senate. College Council sits atop the college governing process and holds each committee accountable for implementing the correct decision-making processes.

C. *Decision-making structures and processes result in decisions that advance the mission of the institution.*

According to the Reedley College Governance Handbook (p.8), the primary function of Reedley College's participatory governance structure is to promote student success and achieve the college mission. Reedley College and SCCCD have made positive progress toward equity, distance education, and providing transformative educational opportunities. BP-5300 affirms the district's commitment to equity and exemplifies effective use of the decision-making structures. The Reedley College Student Equity Plan went through all phases of the decision-making process. The 2022-25 Equity Plan Timeline shows the process for constituent review, including Academic Senate, Classified Senate, Associated Student Government, and College Council. The equity plan is an example of advancing the college's mission to cultivate equity-minded programs.

D. The institution communicates the results of its reviews of its decision-making structure and processes and uses them to improve.

Reedley's Integrated College Plan publicly communicates the results of several internal reviews. The Planning Framework and Process Overview section (p.3) describes how the Planning and Institutional Effectiveness Committee has evolved over the years, using a variety of evaluation techniques. The Guided Pathways section (p.11) looks at how governance structure has adapted to support the new learning model.

The District Strategic Plan 2020-2024 communicates the results of self-evaluation at the district level. The District Strategic Objectives Progress shows that the district completed some of the technology training and self-assessment goals from the last plan, while several other goals were still listed as in progress.

4.4. **Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)**

A. The institution has appropriate policies that delineate the governing board's accountability for academic quality and achievement of equitable outcomes.

SCCCD has a number of policies that define the governing board's role in achieving academic quality and equitable outcomes. BP-2012 outlines board duties. One board duty is to monitor institutional performance and educational quality. BP-7100 establishes the district's commitment to diversity, equity and inclusion.

B. The governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality and equitable outcomes.

As part of the State Center Vision 2035 the board hosted a series of special meetings to analyze key performance indicators. At the March 7, 2023 meeting, constituents reviewed data on Course Retention and Success. At the April 28, 2023 meeting, the group discussed Student Persistence Rates. This data-based discussion is an important foundation for the college and district long-term planning.

C. The institution has a policy manual or other compilation of policy documents that delineates the governing board's role and responsibility in ensuring the financial stability of the institution.

The Board of Trustees policies and regulations delineate all the governing board's responsibilities. BP-2012 says the board's duty is to assure fiscal health and stability. With BP-6100, the board delegates the Chancellor with the authority to supervise business and award contracts. BP-6200 requires the Chancellor to prepare and present a budget annually. AR-6310 adds that the Chief Business Officer needs to submit quarterly fiscal reports.

D. The governing board regularly reviews key fiscal information and documents regarding the stability of the institution.

The board of trustees review fiscal information annually and quarterly. The budget is on an annual cycle. At the June 6, 2023 meeting, the board discussed the 2023-2024 Tentative Budget. At September 5, 2023, the Board of Trustees reviewed and adopted the 2023-2024 Final Budget and Fiscal Update. With the budget in place for the year, the board reviews updates quarterly. At the November 7, 2023 meeting, interim Vice Chancellor Dr. Andy Dunn presented the Quarterly Budget Update – September 2023.

E. The governing board has a system for evaluating and revising its policies on a regular basis

The board is responsible for evaluating its policies on a regular basis. BP-2405 says that it is the Chancellor's duty to enact procedures that assist the board in reviewing all Board Policies. According to AR-2405, board members are required to review all Board Policies as part of their initial orientation and annual retreats. AR-2410 describes the process for proposing revisions to the board policies.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

A. The governing board sets clear expectations for regular reports on institutional performance from the chief administrator.

SCCCD board policies and administrative regulations set out clear expectations for the chancellor in terms of reporting institutional performance. AR-6200 outlines the Chancellor's role in budget preparation, including due dates and minimum standards. The 2023-24 Final Budget was presented at the September 5, 2023 meeting. BP-3100 says the Chancellor oversees updating Organizational Charts (District and Reedley College). According to BP-2435, the Chancellor's evaluation will be based on board policy, the job description, as well as performance goals.

B. The governing board has policies outlining the delegation of administrative authority to the institution's chief administrator.

BP-2430 delegates executive responsibility to the chancellor, including the right to interpret and administer board policies. AR-2410 allows the Chancellor's Cabinet to develop administrative regulations to help enforce board policies. For example, in the January 10, 2023 meeting, chancellor Dr. Carole Goldsmith recommended board members pass BP-2015 providing compensation for the student board member. BP-6100 delegates financial authority to the Chancellor, including the ability to administer contracts, budgets, and audits.

C. The governing board adheres to its policies for delegation of administrative authority to the institution's chief administrator.

At the April 4, 2023, Special Meeting, Dr. Gohar Momjian presented the ACCJC Accreditation and Governing Boards Workshop. Part of the workshop emphasized the board's expectation of giving full authority to a CEO. To make sure governing board members adhere to board policies, BP-2745 outlines a self-evaluation process. At the June 6, 2023 meeting, members Deborah Ikeda, Nasreen Johnson, and Destiny Rodriguez agreed to continue in their roles as the Board Self-Evaluation Committee.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

A. The institution's governing board outlines its expectations for working as a collective unit in support of the mission.

Several board policies help outline expectations for board members. BP-2210 explains how board members elect officers to organize meetings and communicate responsibilities. BP-2220 describes the process for establishing committees to assist the board. BP-2435 says that the board members need to work together and in conjunction with members of the general public. BP-2720 limits board members' ability to communicate through personal intermediaries. BP-2012 says that the board is expected to establish policies that define and support the institutional mission. Each of these board policies are designed to encourage collective work, dedicated to achieving the mission.

B. The governing board demonstrates the ability to act in the best interest of the institution, independent from undue influence.

The SCCCD (State Center Community College District) has some administrative regulations to make sure board members can act without undue influence. AR-2710 is designed to make sure board members consistently act in the best interest of the institution. Board members are not permitted to hold conflicting public positions, be financially invested in a company contracted by the Board, or be employed by incompatible entities. AR-2712 outlines the process for board members to disclose potential conflicts of interest and recuse themselves from discussions.

C. Once a collective decision has been reached, board members, individually, demonstrate their support for board policies and decisions.

The Board of Trustees' Code of Ethics talks about the importance of demonstrating collective support. BP-2715 explains that board members may disagree during debates but must show public support for all group decisions.

D. The institution's governing board has documented procedures for self-governance and/or addressing behavior that does not align with its policies.

BP-2305 outlines the annual organizational meeting to be held in December. At the December 13, 2022 meeting, the board elected new officers, appointed representatives, and adopted a Board Meeting Calendar. BP-2355 address potential decorum issues. Profanity, offensive language, and physical violence will be ruled out of order. Members who engage in such activities will be removed. The Code of Ethics in BP-2715 further defines appropriate behavior for board members. Some of these expectations include refraining from threats or bribes, maintaining privacy for items discussed in close sessions, and using the Censure Process for addressing any Code of Ethics violations.

E. The governing board improves its own effectiveness through orientations, professional development, and regular board self-evaluation.

BP-2745 outlines the board's self-evaluation process. The Board of Trustees Self-Evaluation Tool was approved in the March 7, 2023 meeting. This tool was developed with influences from ACCJC standards, Community College League of California (CCLC) Trustee Competencies, and SCCCD Board Policy. The self-evaluation tool asks questions regarding board organization, leadership, CEO-relations, and more. BP-2740 affirms SCCCD's commitment to ongoing development and education for trustees. During the January 10, 2023 meeting, board members participated in an ethics training session. In the January 20, 2022 meeting, board members participated in a Trustee Fellowship Workshop.

C. Required Documentation

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	ACCJC Action Letter – June 14, 2022 ACCJC Response Letter – January 27, 2020
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	Integrated College Plan (Planning Framework and Process Overview)
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	Sep. 6, 2022 Board Agenda

Required Item	Documentation
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	Integrated College Plan 2022
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	Institutional Set Standards

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) *(See Commission Policy on Credit Hour, Clock Hour, and Academic Year)*	Curriculum Committee Handbook

Required Item	Documentation
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated compe-tency or learning See *Policy on Transfer of Credit*	Transfer Center Transfer Center Canvas Page College Catalog Transfer Information (p.38)
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* *(ER 16)*	AR-7120 Procedures for Recruitment

Required Item	Documentation
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	Complaint Process Accessibility Complain Process College Catalog Grievance Policy (p. 49)
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit

Required Item	Documentation
vii. Documentation of the institution's policies and/or practices for the release of student records	College Catalog Family Education Rights (p.52)
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	Program Discontinuance Policy AR-4021
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews *See Policy on Institutional Compliance with Title IV*	n/a Reedley College has not had a Title IV audit

Required Item	Documentation
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy *See Policy on Distance Education and on Correspondence Education*	Distance Education Plan Records and Confidentiality
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	College Catalog (p.168)

Required Item	Documentation
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	College Catalog (p.23)
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Net Tutor Contract
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	n/a

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	Staffing Handbook Hiring Process Webpage
ii. Employee handbooks or similar documents that communicate expectations to employees	Faculty Handbook AR-7160
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	2021-22 Audit Report 2020-21 Audit Report 2019-20 Audit Report

Checklist Item	Documentation	Checklist Item	Documentation
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	Base Budget Worksheet	ix. Written code of professional ethics for all personnel including consequences for violations	BP-2715 Faculty Handbook BP-3150 Code of Ethics - Administrators Academic Freedom Policy in College Catalog (p.48) BP-7150 CSEA Agreement (p.79)
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	AR-3250 AR-6200		
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	SCCCD Districtwide Technology Plan AR-3720		
FOR TITLE IV PARTICIPANTS:			
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	Reedley College Cohort Default Rate		
REQUIRED ONLY IF APPLICABLE			
viii. Documentation of any agreements that fall under ACCJC's Policy on Contractual Relationships with Non-accredited Organizations	JB Aeronautics Contract		

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/ procedures for selecting and regularly evaluating its chief executive officer	AR-2410 BP-2431 BP-2435 BP-6100 AR-6200 BP-2745
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	BP-2010 BP-2210
iii. Governing board policies/procedures/ bylaws related to Board Ethics	BP-2715
iv. Governing board policies/procedures/ bylaws related to conflict of interest	BP-2710

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up *See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D*	Third Party Comment Form
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page *See Policy on Representation of Accredited Status*	RC Accreditation Page

D. Appendix 1: Verification of Catalog Requirements (ER 20)

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Reedley College Catalog 2023-2024

REQUIRED ELEMENT	CATALOG LOCATION
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E. Appendix 2: Organizational Structure

[Reedley College Governance Handbook (p.16)](#)

[Reedley College Organizational Chart](#)

[SCCCD Organizational Chart](#)

Reedley College

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State Center Community College District