



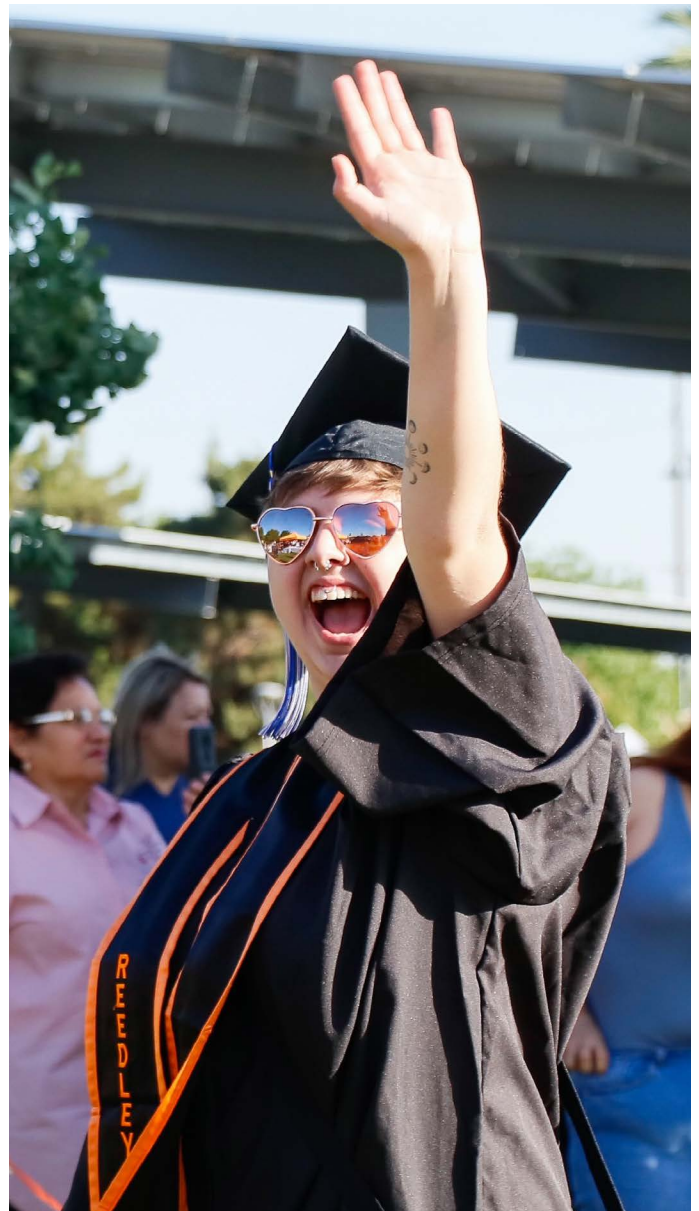
INTEGRATED COLLEGE PLAN

2022

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Introduction



Dr. Jerry L. Buckley
Reedley College President

Message from the President

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

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

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

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

Planning Framework & Process Overview

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

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

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

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

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

The committee developed this graphic to represent the design principles:



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

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

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

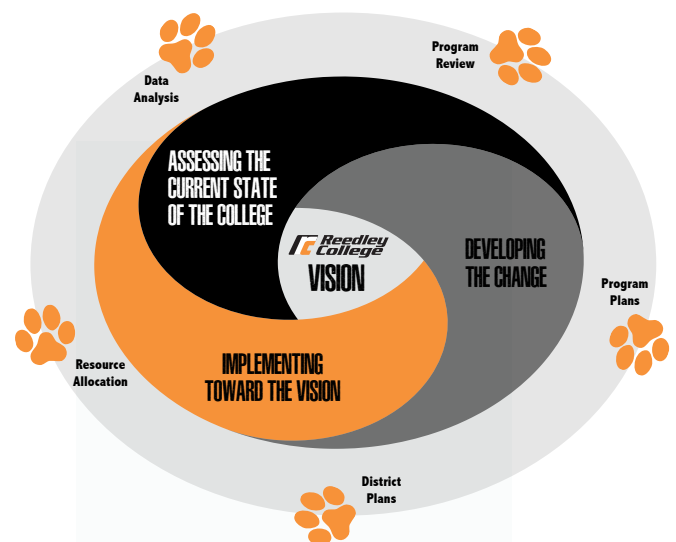
Convening the Writing Teams. The Writing Teams were re-convened at the "Great Writing Retreat" just before Opening Day fall 2021 to be introduced to the drafts, which conveyed similar sentiments expressed at the Strategic Planning Retreat but had slightly differing areas of emphasis. The Writing Teams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

Restructuring into Planning and Institutional Effectiveness Committee. In keeping with the recommendations from the Governance Taskforce that called for greater efficiency in committee structure at the college, the Strategic Planning Committee was combined with the Accreditation Committee into the new Planning and Institutional Effectiveness Committee early fall semester

2021. The committee's purpose is to: develop Strategic Plan and Integrated Master Plan in alignment with the District Strategic Plan; monitor accreditation recommendations and facilitate completion of accreditation requirements (Annual Report, Midterm Report, ISER); promote and support institutional effectiveness practices, including student success measures, and effective utilization of resources; and monitor progress toward statewide metrics and institutional state standards. The committee is now composed of ten constituency appointed members, including a student representative appointed by the Associated Student Government, and led by a tri-chair model with faculty, classified, and administrative co-chairs.

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

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



North Star Guidance

Mission, Vision, and Values

Vision Statement

Providing equitable educational opportunities that transform our students and communities

Mission Statement

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

Values

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

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

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

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

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

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

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



Goals and Objectives

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

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

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

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

Goal # 2. Collaboration between Intersegmental and Community Partners

Objective 2.1: Align high school dual enrollment programs with Reedley College Pathways through appropriate course offerings, particularly courses serving those students identified in AB 30.

- **Action Item: 2.1.1:** Provide adequate staffing to address the needs of the dual enrollment programs by Spring 2023.
- **Action Item: 2.1.2:** Check in with high school partners to map pathways by Spring 2023.
- **Action Item: 2.1.3:** Provide a menu of dual enrollment programs and course options to our high school partners one year in advance of student registration, starting in Fall 2023.

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



Goal #3. Equity and Anti-Racism

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

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

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

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

Goal #4. Communication

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

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

Institutional Learning Outcomes

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

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

Where We Were

History

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

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

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

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



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

Where We Are

Higher Educational Policies and Recommendations

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

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

Economy and Employment

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

to incorporate more business, entrepreneurial, and technology skills, but the field will continue to need workers in middle-skill occupations.

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

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

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



Economic Status

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

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

Data Source: [US Census](#) and [U.S. Bureau of Labor Statistics](#)

Population Served

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

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

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

Data Source: [US Census](#)

Demographic Trends

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

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

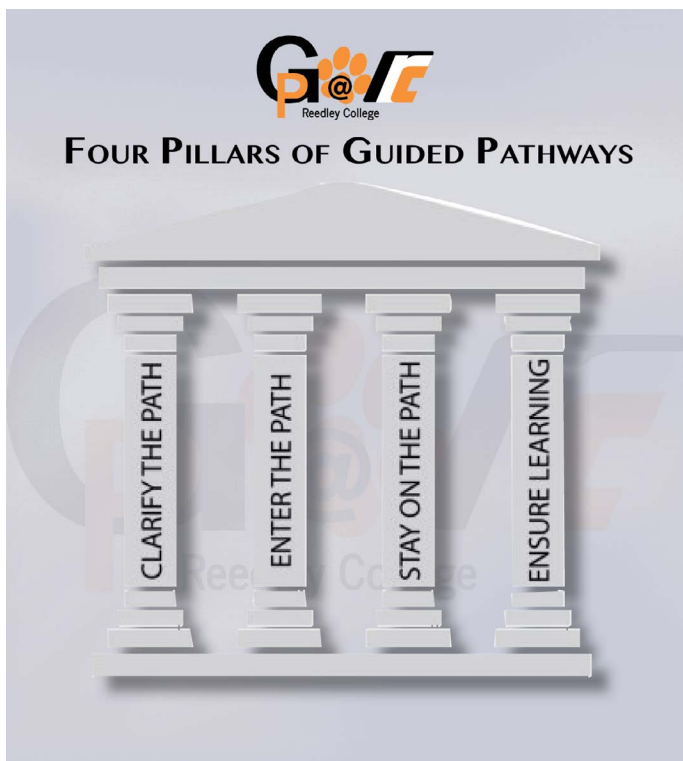
Data Source: [US Census](#). N.B.: “People may choose to report more than one race to indicate their racial mixture, such as ‘American Indian’ and ‘White.’ People who identify their origin as Hispanic, Latino, or Spanish may be of any race.”

Educational Attainment

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

Education- al Attain- ment by County, 25 and older	High school graduate or higher (no degrees)	Bachelor's Degree or higher	Percent- age Gap
Fresno County	76%	21.2%	-54.8%
King County	73%	14.7%	-58.7%
Tulare County	71%	14.6%	-56.2%

Data Source: [US Census](#)



Guided Pathways

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

The **Guided Pathways Framework** includes the following principles:

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

Guided Pathways and College Planning

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

Guided Pathways has encouraged colleges to ask important questions such as:

- Why do we do what we do?
- What is its impact on our students?

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

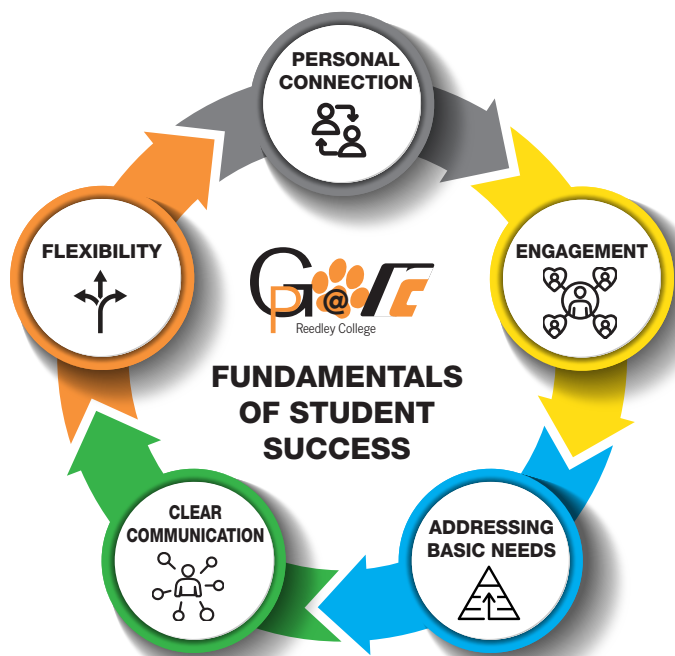
Guided Pathways, Equity, and Data

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

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

Guided Pathways and Students

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



As shown above, the Five Fundamentals include:

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

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

Guided Pathways and Governance

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

Reedley College Accomplishments through Guided Pathways

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

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

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

Campus Facilities

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

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

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

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

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





Student Population

Student Demographics and Enrollment

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

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

Data Source: [SCCCD Institutional Research and Effectiveness Office Tableau](#)

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

Overall Enrollment Trends by Race and Gender

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

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

Overall FTES (Full-Time Equivalent Student)

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

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

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

Data Source: [Tableau InfoBook](#). N.B.: MIS all FTES

Overall Student Count Trends by Enrollment Status

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



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

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

Factors Impacting Enrollment Hispanic Serving Institution

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

All First Time Students

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

Persistence

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

Financial Aid

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

First Generation

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

Dual Enrollment

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

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

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

Distance Education

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

Course Success and Retention Rates

Course Success and Retention Rate

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

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

Data Source: [Tableau InfoBook](#)

Course Success Rate by Ethnicity and Race

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

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

Data Source: [Tableau InfoBook](#) N.B.: MIS course success rate by ethnicity/race.

Course Success Rate by Gender

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

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

Data Source: [Tableau InfoBook](#) N.B.: MIS course success rate by gender.

Degree Completion, Transfer, and Employment

Degree and Certificate Completion

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

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

Employment Outcomes

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

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

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



Where We Are Going

Guided Pathways at Reedley College

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

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

Guided Pathways Districtwide

In addition to the work being done at Reedley College, the State Center Community College District has embraced the Guided Pathways Framework. As each of the four District colleges works through the framework, they identified district policies, processes, and procedures that impact students across the district. A districtwide Guided Pathways workgroup was established to promote collaboration between Guided Pathways leaders from all campuses and the District Office. At the districtwide meetings, campus

leaders can meet and work together to address systemic barriers for students. The SCCCD Guided Pathways workgroup identified four specific areas of focus for intersectional conversations: Data, Professional Development, Technology, and Communication. Discussions are forthcoming on how to redesign district governance processes through a Guided Pathways and equity framework.

Fresno K-16 Collaborative

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

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

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

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

Noncredit

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

Reedley College Noncredit future projects include:

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

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

Dual Enrollment

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

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

Reedley College Early College future projects include:

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

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

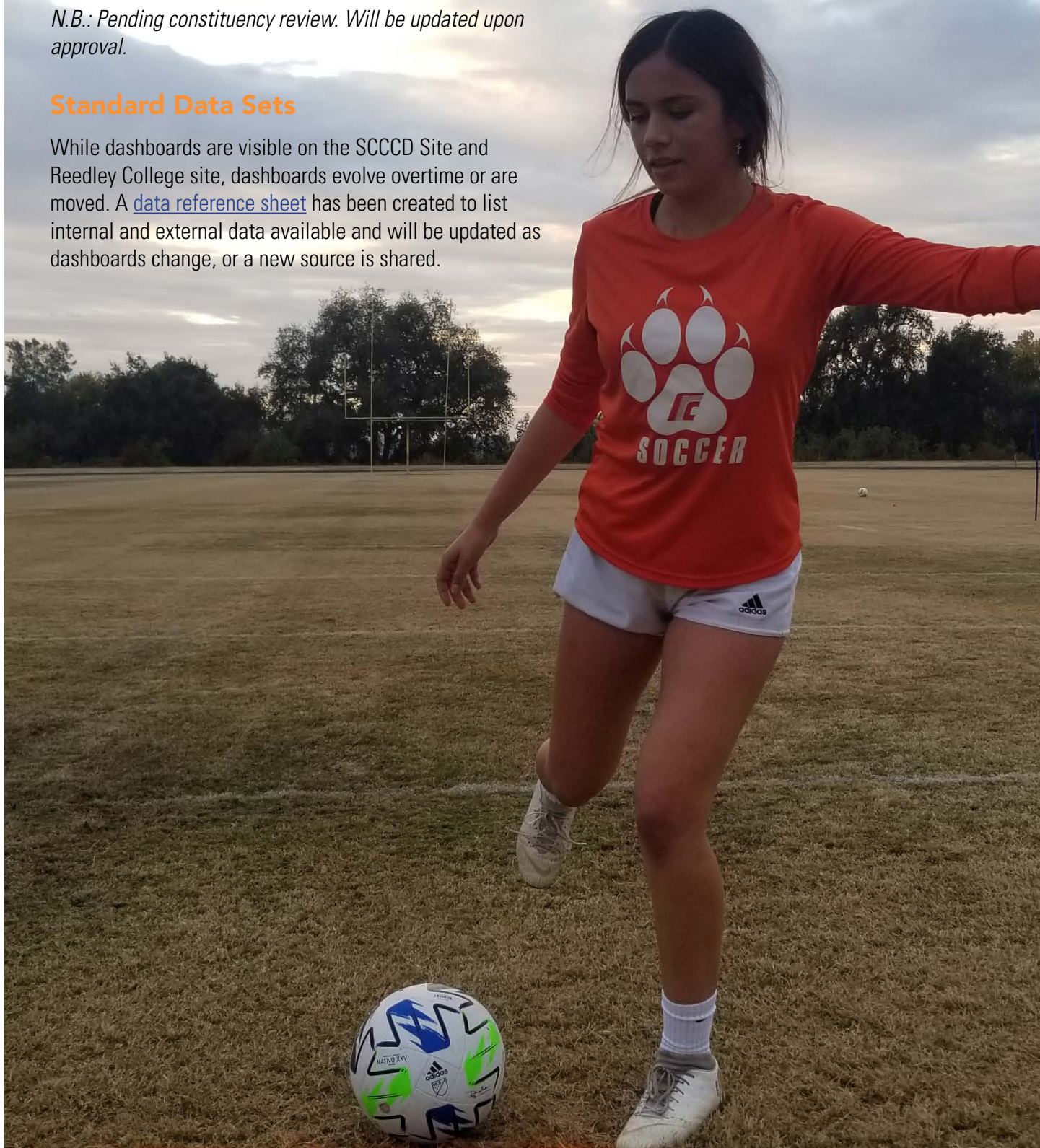
Guiding Data Sets

Institutional Set Standards

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

Standard Data Sets

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



Acknowledgements

Contributors to the Writing of the Integrated College Plan

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

Strategic Planning Committee, 2019-2021

- Darnell Harris, Co-Chair
- Louie Long, Co-Chair
- Dale van Dam, Co-Chair
- Dr. Darlene Murray
- Desiree Molyneux
- Ignacio Faria
- Renee Craig-Marius
- Diana Rodriguez
- James Davis
- Liz DeFore
- Yesenia Farias Manzo
- Dr. Emily Berg

Planning and Institutional Effectiveness Committee, 2021-2022

- Louie Long, Co-Chair
- Katherine Guhin, Co-Chair
- Dale van Dam, Co-Chair
- Rebecca Snyder
- Dr. Emily Berg
- Ignacio Faria
- Darnell Harris
- Avril Guadalupe Garcia-Huizar
- Amanda Taintor
- Stephanie Doyle
- Dr. Sarah Maokosy

Strategic Planning Retreat, June 2021

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

Integrated College Plan Writing Team members

- Lead, Dr. Emily Berg
- Janice Offenbach
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- Stephanie Curry
- Renee Craig-Marius
- Ignacio Faria
- Darnell Harris
- Dr. Aaren Cobb
- Katherine Guhin
- Dr. Natalie Culver-Dockins

Appendix

Supporting Plan Submission Form

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

Plan Title:

Date Written:

Authors:

Plan Duration: (ex: 2021-2025)

Introduction

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

Goals

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

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

Example from the Farm Plan:

Pavilion Modernization/Rehabilitation (Project J)

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

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

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

Approval Routing

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





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2019-22 Student Equity Plan

EXECUTIVE SUMMARY

Reedley College Equity Executive Summary

Reedley College motivates and inspires students to be successful by providing high-quality, innovative educational opportunities. The college serves approximately 14,000 students per year with a majority of students identified as Hispanic/Latinx (68%), Low-income (61%), and First Generation (40%).

Since the 2017-2019 Integrated Plan, Reedley College has worked to establish a model and a set of processes to monitor the plan's goals and funding to support equity efforts. The development of the *Coordinator's Collaborative* included program initiative coordinators, faculty, administration, institutional research, accounting, and representation from Reedley, Madera and Oakhurst. The efforts from this group ultimately guided the College's current implementation of Guided Pathways by establishing the foundation of the college's integrated planning efforts, campus participation and dialogue.

Assessment of the 2017-2019 Integrated Plan Goals

In developing the Integrated Plan with Student Equity, Student Success and Support Program (SSSP), and the Basic Skills Initiative, the College chose to view Equity as the overarching driver of our goals and activities. Therefore, a specific Equity goal was not defined; rather, all of our goals were equity-minded as our college engaged in a data inquiry process that allowed for critical reflection and ongoing monitoring of opportunity gaps. This approach assured equity practices were embedded in all activities and goals related to the Integrated Plan.

Goal 1: Basic skills and ESL completion, including increasing the number of students successfully transitioning to college-level mathematics and English courses.

- 1.1** Focused counseling support for Basic Skills / ESL.
- 1.2** Support for Academic Support Centers, including supplemental instruction models.
- 1.3** Creation and expansion of focused pathways for Basic Skills and ESL students, including FYE and accelerated models.
- 1.4** Identify key economic barriers for students and provide interventions.

Goal 2: Improving success rates in degree attainment, certificate attainment, and transfer.

- 2.1** Intrusive tracking and follow-up of students through their educational pathway
- 2.2** Increase access to counseling services
- 2.3** Support for Transfer and Career Services.
- 2.4** Increase non-credit awareness and support, including identification of potential new non-credit offerings.
- 2.5** Focused pathways to degree and certificate attainment.
- 2.6** Facilitate faculty and staff (both full time and adjunct) engagement in student success through professional development.

Goal 3: Improve identification of students at-risk for academic or progress probation and provide support.

- 3.1** Intrusive intervention for probation and at-risk students.
- 3.2** Improved participation and follow-up in Early Alert.
- 3.3** Identification of and appropriate interventions at momentum points relevant to retention and academic progress.

Goal 4: Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness.

- 4.1** Create workforce partnerships to collaboratively develop career opportunities.
- 4.2** Collaboration with feeder schools and community (e.g. adult education, foster youth, veterans) to identify and serve high risk/high needs populations.
- 4.3** College pathway development for high school students.
- 4.4** Increase community and feeder school outreach to raise awareness regarding major selection, career goals, and certificate opportunities leading to job placement.

Goal 5: Increase student retention through focused engagement in the first year of the students' attendance.

- 5.1** Increase opportunities for face-to-face interactions prior to and during student's first term of attendance.
- 5.2** Create a comprehensive Summer Bridge program linking to First Year Experience.
- 5.3** Increased opportunities for family and students' support networks engagement in educational experiences.
- 5.4** Support for activities targeted to culturally responsive student engagement and shared experiences. Below is an analysis of our goals for Equity identified groups, the 2015 gap, the review our progress, and how goals align to the goals and activities of the integrated plan.

The table below displays the summary of progress made toward 2017-2019 Integrated Plan.

Table 1.

Summary of Student Equity Progress

The campus-based research for the 2014-2019 Equity Plan indicated that specific ethnic groups have measures of inequity when assessing for disproportionate impact for the five student success indicators. These indicators originated from the Student Success Score Card which are no longer used and has since been replaced by the new Student Success Metrics. Disproportionate impacted populations for the 2014-2019 Equity Plan was selected based upon groups experiencing most frequently and consistent disproportionate impact across the indicators. Table 2. Illustrates the comparison of metrics and similarities and differences for student groups experiencing disproportionate impact.

Student Group	Indicator	2014-2015 Gap BASELINE	2015-2016 Gap	2016-2017 Gap	Progress 2014-2015 and 2016-2017
<i>Males</i>	Access	-10.7%	-9.83	-6.6	Decrease of 4.1%
	Course Completion	-1.6%	-1.5%	-0.6%	Decrease of 1.0%
	Basic Skills (English)	-3.8%	-3.6%	-5.9	Increase of 2.1%
	Basic Skills (Math)	-2.3%	-2.3%	-4.8	Increase of 2.5%
	ESL	7.7%	0.8%	No Gap	No Gap
	Degree and Certificate Completion	-1.1%	-1%	0.6%	Decrease of 0.5%
<i>Hispanic/Latino</i>	Access	-3.7	-5.92	-3.7	No change
	Course Completion	-1.0%	-1.57%	-1.2	Increase of 0.2%
	Basic Skills (English)	-6.9%	-4.9%	-1.6	Decrease of 5.3%
	Basic Skills (Math)	-2.9%	-3.2%	-0.2	Decrease of 2.7%
	ESL	0.7%	-3.2%	0.3	Decrease of 0.4%
	Transfer	-2.6%	-5.3%	-8.0	Increase of 5.4%
<i>Black/ African American</i>	Course Completion	-14.9%	-9.76%	-11.7	Decrease of 3.2%
	Basic Skills (English)	1.6%	-8.4%	-10.8	Increase of 9.2%
	Basic Skills (Math)	-2.7%	-7.6%	-13.7	Increase of 11%
	ESL	N/A	0%	NA	NA
	Degree and Certificate Completion	-7.6%	-4%	-11.7	Increase of 4.1%
<i>Low-income</i>	Course Completion	-2.0%	-6.95	-0.1	Decrease of 1.9%
	Basic Skills (English)	-1.8%	-2.3%	-1.0	Decrease of 0.8%
	Basic Skills (Math)	-0.5%	-0.3%	-1.5	Increase of 1%
	ESL	-1.4%	-0.1%	-.1%	Decrease of 1.3%
	Transfer	-2.2%	-3.0%	-7.3	Increase of 5.1%

Table 2.

Comparison of 2014-2019 Equity Indicators and DI Populations with 2019-2022 Equity Indicators and DI Populations

2014-2019 Success Indicators	2017 Integrated Plan - Disproportionately Impacted Populations	2019-2022 Success Indicators	2019 Student Equity Plan - Disproportionately Impacted Populations	Data Indicator Change/Explanation
Access (compared to service population)	Males, Hispanic/Latinx, Low-income	*Access (enrollment of applicants)	Female: Black/African American, White, Vets, LGBTQ Male: Black/African American, White, Foster Youth, LGBTQ	Previously compared college populations to service area with Census data. Now, Student Success Metrics (SSM) look at the proportion of all applicants who enrolled in the college in the following year.
Course Completion	Males, Hispanic/Latinx, Black/African American, Low-income	Retention (Fall to Spring)	Female: Asian, Black/African American, Filipino, White, Foster Youth, Vets, LGBTQ, Male: Asian, Black/African American, Two or More Races, LGBTQ	This change is reflective of the CA Education Code, which has always referenced "retention". However, this is one of the largest changes to the Student Equity Plan data.
Transfer (Data mart: transfer velocity cohorts)	Males, Hispanic/Latinx, Low-income	Transfer to a four-year institution (All in academic year)	Female: Hispanic/Latinx, Foster Youth, Students with Disabilities, LGBTQ, Male: Hispanic/Latinx, First Gen, Foster Youth, Students with Disabilities, LGBTQ	In the past, transfer rate was only calculated for transfer aspirants as defined in the Data Mart Transfer Velocity statistics. Furthermore, this indicator used to be a rate of number of transfers divided by the number of transfer aspirants. The SSM metrics show transfer for all students as count.
ESL and Basic Skills Completion	Males, Hispanic/Latinx, Black/African American, Low-income	Completion of transfer level math and English	Female: LGBTQ Male: Black/African American, Hispanic/Latinx, Students with Disabilities, LGBTQ	Due to AB-705, this metric has moved away from understanding progress of basic skills students to focusing on all students who complete transfer level math and English with the first year. This is also consistent with the new funding formula.
Degree and Certificate Completion (Scorecard cohorts)	Males, Black/African American	Earned credit certificate over 18 units, or associate degree. (All in academic year)	Female: American Indian/Alaskan Native, Black/African American, Asian, Two or More Races, White, LGBTQ, Male: American Indian/Alaskan Native, Black/African American, Two or More Races, LGBTQ	In the past, degree and certificate completion was only tracked for those students included in the Student Success Scorecard over six years. This new metric will allow us to better understand degree and certificate completion of all students, not just the six year cohorts.

Alignment of Local Goals with CCCC Vision for Success

In Spring 2019, Reedley College adopted the five goals of the California Community Colleges Chancellor's Office Vision for Success and aligned these goals with our existing and new plans:

GOAL 1: Completion

System-wide, increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.

GOAL 2: Transfer

System-wide, increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2021-22.

GOAL 3: Unit Accumulation

System-wide, decrease the number of units accumulated by CCC students earning associate degrees, from an average of approximately 87 total units to an average of 79 total units by 2021-22.

GOAL 4: Workforce

System-wide, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.

GOAL 5: Equity

System-wide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

Development of 2019-2022 Equity Plan

In Spring 2019, Reedley College began the development of the new 2019-2022 Equity Plan in accordance with the California Community Colleges Chancellor's Office guidelines and template. The college conducted an Equity Plan gap analysis and shared the data with the college community. The Equity Coordinator and Institutional Researcher met with a variety of constituent groups including students, to solicit feedback on activities that support closing opportunity gaps. A campus survey was also developed and disseminated to gather additional feedback from faculty, staff, and administrators. The following goals and activities were identified in the 2019-2022 Equity Plan. It is important to note that there are data limitations used to identify disproportionately impacted student populations. The Chancellor's Office has not yet provided student-level data for the Student Success Metrics, consequently, disproportionate impacted (DI) populations may change. Furthermore, once our college has a more accurate understanding of the DI groups, activities will be targeted and intentionally implemented to meet the unique needs of each student population.

Table 3.

Summary of Disproportionate Impacted Population for the 2019-22 Equity Plan

	Access: Successful Enrollment		Completion of transfer level math AND English		Retention: Fall to Spring		Student Awards		Transfer to a four-year institution	
	Among all applicants, the proportion who enrolled in a community college in the selected year <i>(Enrolled in the Same Community College)</i>		Among all first time students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district		Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution		Earned credit certificate over 18 units, associate degree, or CCC bachelor's degree (Attained Vision Goal Completion Definition)		Among all students, the number who transferred to a four-year institution (UC, CSU, Private and Out of State)	
<i>All or Gender</i>	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
American Indian/Alaska	No	No	No	No	No	No	Yes	Yes	No	No
Asian	No	No	No	No	Yes	Yes	Yes	Yes	No	No
Black or African American	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No
Filipino	No	No	No	No	Yes	No	No	No	No	No
Hispanic	No	No	No	Yes	No	No	No	No	Yes	Yes
Native Hawaiian or other Pacific	No	No	No	No	No	No	No	No	No	No
Two or More Races	No	No	No	No	No	Yes	Yes	Yes	No	No
White	Yes	Yes	No	No	Yes	No	Yes	No	No	No
Economically Disadvantaged (BOG and or Pell recipient)	No	No	No	No	Yes	No	No	No	No	No
First-Generation	Not Availabl	Not Availabl	No	No	No	No	No	No	No	Yes
Foster Youth	No	Yes	No	No	Yes	No	No	No	Yes	Yes
Disabled	No	No	No	Yes	No	No	No	No	Yes	Yes
Veterans	Yes	No	No	No	Yes	No	Yes	No	No	No
LGBT	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Metric 1	Indicator	Baseline	
		2017-2018	Goal
Access: Successful Enrollment	Among all applicants, the proportion who enrolled in a community college in the selected year (<i>Enrolled in the Same Community College</i>)	47%	40%

	All	Gap	Goal	
<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Listed Activities</i>
Black or African American	30%	-17%	40%	<ul style="list-style-type: none"> • Modification of the Reg-to-Go process and survey to better understand students' intent • Development of a Welcome Center • Intentional student recruitment • Simplification of the student onboarding process • Improved marketing to families to encourage student enrollment, and highlighting the reasons for selecting Reedley College • Development of a research plan to better understand enrollment trends and practices • More responsive outreach and marketing based on data driven results • Specialized orientations for special populations • Support inquiry-based research opportunities to improve financial aid awareness and outreach strategies • Increase the percentage of students who complete the FASFA application
White	42%	-5%	40%	
Veterans	30%	-17%	40%	
LGBT	33%	-14%	40%	
<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	
Black or African American	32%	-15%	40%	
White	43%	-4%	40%	
Foster Youth	39%	-8%	40%	
LGBT	33%	-14%	40%	

Metric 2	Indicator	2017-2018	Goal
Retention: Fall to Spring	Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution	63%	40%

All		Gap	Goal	Listed Activities
Female	Female	Female	Female	
Asian	52%	-11%	40%	<ul style="list-style-type: none"> Clearly defined course pathways and schedules to meet students' educational goals Expand Open Education Resources (OER) to help close the gap of accessible courses More non-traditional course schedules based on need (ex: short term, weekend, and intersession) Expanded mentoring opportunities campus wide (ex: staff and faculty advisors, major, career, affinity groups) Career and major exploration workshops in summer (ex: internships, volunteer activities to increase student engagement) Increased culture of consistent student engagement (ex: athletic, clubs, college and career readiness, college hour, Honors Program and involve students in communication and marketing) Increased professional development opportunities for student services (ex: counseling, admission and records, financial aid) Providing centralized communication to students by exploring technology to bridge communication gap (ex: RC app) Building in regular counseling and faculty check-in processes for students Support inquiry-based research opportunities for students in courses and in programs
Black or African American	53%	-10%	40%	
Filipino	44%	-19%	40%	
White	56%	-7%	40%	
Economically Disadvantaged (BOG and or Pell recipient)	61%	-2%	40%	
Foster Youth	54%	-9%	40%	
Veterans	43%	-20%	40%	
LGBT	45%	-18%	40%	
Male	Male	Male	Male	
Asian	52%	-11%	40%	
Black or African American	54%	-9%	40%	
Two or More Races	51%	-12%	40%	
LGBT	45%	-18%	40%	

Metric 3	Indicator	2016-2017	Goal
Transfer to a four-year institution	Among all students, the number who transferred to a four-year institution (UC, CSU, Private and Out of State)	1019	40%

		All	Gap	Goal	
<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Listed Activities</i>
Hispanic	353	0.84	40%		<ul style="list-style-type: none"> • Recognition of all students who are accepted for transfer • University tours to encourage transfer • Increased student awareness of transfer requirements • Building connections to four-year institutions • Increased culturally responsive marketing of transfer opportunities • Information nights for families • Full-time transfer coordinator for Reedley and Madera Community College Center • Increased awareness of opportunities for students enrolled in honors courses • Support inquiry-based research opportunities for students in courses and in programs • Support inquiry-based research opportunities to improve financial aid awareness and outreach strategies • Increase the percentage of students who complete the FASFA application
Foster Youth	15	0.80	40%		
Disabled	30	0.69	40%		
LGBT	5	0.54	40%		
<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	
Hispanic	196	0.76	40%		
First-Generation	116	0.64	40%		
Foster Youth	6	0.78	40%		
Disabled	22	0.59	40%		
LGBT	3	0.48	40%		

Metric 4	Indicator	Baseline	
		2017-2018	Goal
Completion of transfer level math AND English	Among all first-time students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district	6%	40%

	All	Gap	Goal	
<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Listed Activities</i>
LGBT	0%	-6%	40%	<ul style="list-style-type: none"> • Expanding and diversifying tutorial offerings (ex: embedded tutoring, extending the classroom, and supplemental instruction) • Shifting the culture of academic support services, “tutoring, learning communities, and cohort enrollment programs” • Professional development opportunities for all employees, especially for English, Math, and ESL faculty, to support student engagement in and outside of the classroom • Professional development opportunities for counselors based on best practices related to balanced course load • Intentional award planning aligned with market needs (stackable, scheduling, certificates and associates) • Building in opportunities for awards and reevaluating sequenced course planning • Celebrating milestone accomplishments (ex: completing 30 units) • More awareness of certificate and degree opportunities
<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	
Black or African American	2%	-4%	40%	
Hispanic	4%	-2%	40%	
Disabled	2%	-4%	40%	
LGBT	0%	-6%	40%	

Metric 5	Indicator	Baseline	
		2017-2018	Goal
Student Awards	Earned credit certificate over 18 units, associate degree, or CCC bachelor's degree (Attained Vision Goal Completion Definition)	1176	40%

		All	Gap	Goal	Listed Activities
Female	Female	Female	Female	Female	
American Indian/Alaska Native	3	0.54	40%	<ul style="list-style-type: none"> • Intentional award planning aligned with market needs (stackable, scheduling, certificates and associates) • Building in opportunities for awards and reevaluating sequenced course planning • Celebrating milestone accomplishments (ex: completing 30units) • More awareness of certificate and degree opportunities 	
Asian	16	0.38	40%		
Black or African American	10	0.61	40%		
Two or More Races	8	0.50	40%		
White	89	0.62	40%		
Veterans	3	0.78	40%		
LGBT	4	0.32	40%		
Male	Male	Male	Male		
American Indian/Alaska Native	1	0.38	40%		
Asian	12	0.53	40%		
Black or African American	6	0.35	40%		
Two or More Races	8	0.70	40%		
LGBT	2	0.26	40%		

Summary of New Developments

AB705

In fall 2017 the California legislature passed Assembly Bill 705, which restricts colleges from placing students into remediation unless placement research shows that the student is highly unlikely to succeed in transfer-level math or English. According to the legislation, all colleges must comply with the mandates of AB 705 by fall 2019. Placement policies have serious implications for equity. Research shows that students of color are more likely to be placed into remedial courses; and, students placed into remediation are much less likely to reach their educational goals. AB 705 implementation will have an immediate effect on equity gaps in access to transfer-level courses and maximize the number of students, especially underrepresented populations, who begin and complete transfer-level English and mathematics courses.

Reedley College Administrators, Faculty, and Staff recognizes that narrowing equity gaps is a key component of AB 705. As a result, Reedley began early implementation in spring 2019 by incorporating the use of multiple measures, including high school performance, for placement, academic and non-academic support structures, including corequisite models and resources from learning assistance. Training faculty and staff to adopt equity-minded practices is an important element of narrowing equity gaps, supporting professional development, providing students with an effective support structure, and taking the necessary steps to accommodate a growing number of entering students enrolling directly in transfer-level courses. Reedley College cited several key strategies: incorporating culturally relevant pedagogy and addressing the affective learning domain in the classroom; helping faculty to recognize and address their own biases through professional development; funding incentives offered by the state to colleges that show progress; and adopting equity-minded practices and policies.

Guided Pathways

In 2017, Reedley College committed to developing a comprehensive reform model and was selected as one of the 20 California Community Colleges to design and implement Guided Pathways. The Guided Pathways model is an integrated, institution wide approach to student success based on intentionally designed clear and structured educational pathways supported by data and evidence that will guide students effectively and efficiently from high school to college and beyond. Curricular pathways are supported by embedding and contextualizing student support services. The integrated approach to this redesign has required ongoing dialogue, data sharing and continuous assessment in order to develop and facilitate timely interventions targeted to the needs of each pathway and student. As our college works to develop and implement Guided Pathways, Equity continues to remain at the forefront of the work we do. Our college embraces a culture of equity and inquiry focused on incorporating student voice into the redesign of our college structure.

Equity and Basic Needs Subcommittee

The purpose of the MOR Equity & Basic Needs Work Subcommittee is to provide support, facilitation, and monitoring of the Student Equity Plan, analyze and/or collect (as necessary) quantitative and qualitative data related to student equity outcomes, provide professional development opportunities for faculty, staff, and administrators focused on best practices to support disproportionately impacted student groups, and build institutional capacity. The Equity and Basic Needs subcommittee works to identify student needs (including housing, transportation and food insecurities and mental health issues) that impact educational advancement as well as develop and implement strategies to effectively address these issues. Lastly, the purpose of the Equity and Basic Needs Subcommittee is to engage in a continuous reflective process to identify and examine practices or policies that may create inequitable access or opportunity for students. We recognize that a lack of basic needs, as they relate to housing, food, transportation, & wellness (mental health) have a direct impact on quality of life and the ability of our students to succeed in attaining their educational goals. We are committed to supporting our students by working to address these insecurities and increase their quality of life and student success.

First Year Experience/RC&Me

In 2017, Reedley College began to scale up its First year Experience (FYE) program for student success. By creating a series of FYE cohorts, faculty and student services work together to encourage highly-motivated high school graduates to complete needed math and English courses in the first semester or two of their college career. The program has now evolved into RC&Me (Reading, Composition and Math Engagement) at the Reedley campus, and First Year Experience at the Madera campus. The purpose of the program is to increase successful completion of math and English coursework in the first year of enrollment by reducing the number of barriers students face in their first year. Evidence suggests that when students are given the opportunity to belong to a group of motivated individuals with a specific first semester schedule, tutorial support, and access to a named counselor, they are more likely to persist in their academic pursuits. Students in this program are scheduled to complete 30 units towards their Associate Degree in their first year. This cohort approach has been highly successful.

Reedley College Dream Center

Reedley College is committed to supporting and advocating for undocumented students. The Dream Center, currently limited in services offered, is designed to provide information and counseling to new and continuing undocumented students. These services include: academic counseling, guidance and referrals to financial aid and scholarships, career and employment, mental and psych services, referrals to community legal resources, outreach to potential students, and orientation services. The College is committed to expand the Dream Center and the services to our undocumented students.

Coordination across Student Equity-Related Categorical Programs

Reedley College is currently undergoing a structural redesign using the Guided Pathways framework. Equity-related categorical programs and campus-based programs are included in the redesign process to identify support services offered and to avoid duplication of services. The Guided Pathways Transformation Team is currently working on designing success teams for each pathway. Part of this work includes surveying categorical programs to establish best practices and building these practices into each pathway. Additionally, a current focus of the college though our strategic driver #2 is to improve campus communication. Through this improved communication, our college will highlight the success of respective equity-related categorical programs and campus-based programs.

Process for Evaluating Progress Made Toward Meeting Student Equity Goals

Reedley College remains committed to institutionalizing equity and embedding equity practices into our work. Our college has updated the Program Review Annual Progress Report to include an equity question. Specifically, programs are asked to report on the steps taken to close equity gaps. The Program Review template is also being redesigned to address student equity and success. Beginning the fall term of each academic year, Reedley College will establish an “equity priority” to be more intentional as we work to improve our campus culture and inclusivity. All activities identified in the Equity Plan will be measured utilizing qualitative and quantitative data such as survey instruments and focus group data. Student Success metrics will be monitored for continuous improvement and progress will be shared with the campus community on an annual basis. While continuous measurement and evaluation of metrics are needed, it is also critically important that we check the temperature of our college and what it means to be an equitable college where our students can succeed. There will be a greater use of our current Equity website to not only include our Equity Executive Summary but to also demonstrate visual dashboards to help the campus community keep a pulse of our work

Review of Past Equity Expenditures

	2015-16	2016-2017	2017-18
Outreach	\$32,239	\$48,332	\$22,649
Student Services & Categorical	\$9,814	\$0	\$24,764
Research & Evaluation	\$40,371	\$83,742	\$69,537
Student Equity Coordination & Planning	\$95,687	\$106,301	\$145,107
Curriculum/Course Dev. & Adaptation	\$22,967	\$51,028	\$11,847
Professional Development	\$45,527	\$49,678	\$13,343
Instructional Support	\$92,733	\$241,796	\$147,754
Direct Student Support	\$799,402	\$492,293	\$556,455
Total	\$1,138,740	\$1,073,170	\$991,456 as of 3/31/19.
Balance	\$0	\$0	\$196,283 *Remaining balance will be spent by 6/30/19

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Strategic Enrollment Management Plan

2020-2023



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Introduction

The Reedley College 2020-2023 Strategic Enrollment Management Plan (SEMP) is a three-year plan that documents the College's enrollment management goals and strategies, in alignment with the 2017-2021 Strategic Plan and in support of the College's mission. The SEMP has been created by an interdisciplinary team from across the campus. To promote currency and provide the flexibility necessary to respond to emerging enrollment management challenges, the plan is intended to be reviewed annually to assess progress on goals set in the previous year and set new goals, objectives and tactics, as appropriate. The plan is focused on the student experience, with Guided Pathways and its emphasis on equity, as the framework which creates a highly-structured approach to student success.

Creation of this first-ever SEMP for Reedley College was aided by the college's participation in the California Community College Chancellor's Office Institutional Effectiveness-Strategic Enrollment Management Program. This Program involved ten faculty and staff from Reedley and began at the end of May 2019. Over the subsequent year, the ten Program participants were folded into the existing Strategic Enrollment Management Sub-Committee of the Student Success Committee and together the combined group worked with coaches/mentors provided by the Program to create an outline and eventually a draft of the SEMP. The Program completed with a (virtual) convening in May 2020 at which members of the Reedley team presented on our progress over the year. The Program was valuable in providing a foundational understanding of enrollment management principles to all Sub-committee members and for the support of the coach/mentors throughout the process.

Why a Plan Focusing on Strategic Enrollment Management?

The overarching goal of Strategic Enrollment Management is to develop and support a sustainable, integrated set of enrollment strategies that maximizes student access and success, creates fiscal stability, and allows the college to anticipate scheduling needs. Enrollment management is not simply an administrative process and should not be considered the sole purview of any office or division on campus; enrollment management involves the entire campus. Equitable student access, success, and completion and addressing gaps in student achievement experienced by disproportionately-impacted segments of our campus community are the priorities of the SEMP.

As a Guided Pathways institution, Reedley College focuses on

- *the equitable delivery of instruction and services to students intended to allow them to assess and define their educational goals;*
- *successfully initiating students' post-secondary experience by providing user-friendly enrollment, registration and on-boarding experiences;*
- *supporting students' ability to take and complete the appropriate courses to ensure efficient progress toward their goal;*
- *providing intentional intervention and support as appropriate to keep students on the path toward their goal; and*
- *ensuring that students have not only achieved their goal but also met the learning outcomes associated with the courses and program they've chosen.*

At Reedley, effective implementation of Strategic Enrollment Management will be predicated on integration with all aspects of campus operations, starting before the students arrive on campus and continuing through graduation. Strategic Enrollment Management is

- *An integral part of College strategic planning;*
- *Accompanied by goal setting and the determination of appropriate metrics to allow the college to judge the progress toward our goals;*
- *Used to align services and resources under the umbrella of the College and District Mission, Vision and Values and the concepts of Guided Pathways;*

- *A data-informed set of strategies, which balance enrollment optimization with equitable access to courses and efficient pathways toward completion for all students, including those of our students that are members of historically disproportionately-impacted communities;*
- *A living plan that can and must constantly change as institutional needs, internal priorities, and external influences change.*

While Enrollment Management at California community colleges has traditionally focused on FTEs generation due primarily to the way colleges were funded, recent changes to the state’s community college funding formula (the creation and continued fine-tuning of the Student-Centered Funding Formula [SCFF] since 2017) have made other factors proportionally more significant. Student completion, student “momentum points,” and the degree to which colleges provide access and success to disproportionately-impacted students are now also considered as part of the equation determining a college’s operating revenue.

As a result, Reedley College, while working to allow access to more students (i.e., increase FTEs), is also implementing Guided Pathways practices and tactics that will result in sustainable, data-informed increases in student success and completion. Through this plan, Reedley College will intentionally ensure that its Strategic Enrollment Management goals and tactics are consistent with state-wide initiatives, including the State Chancellor’s Vision for Success, the College’s Student Equity Plans, and the factors considered as part of the SCFF. These state-wide goals are consistent with the College’s and the District’s strategic goals and the College Educational Master Plan, as well as its mission, vision, and values. To implement the tactics associated with the SEMP, the College will follow the Participatory Governance Handbook and all other standard participatory governance practice.

Reedley College Mission, Vision and Values

MISSION

Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

VISION

As an exemplary educational institution, Reedley College cultivates professional, well-prepared individuals who will enrich our ever-changing local, regional, and global communities.

VALUES

Student Success

We are committed to students’ intellectual empowerment and the development of critical thinking. We are committed to support our students in their pursuit of individual academic, career, and personal goals.

Integrity

*We are accountable and transparent, and we adhere to the highest professional standards.
(from district strategic plan)*

Stewardship

*We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.
(from district strategic plan)*

Inclusivity

*We are committed to and intentional in creating an environment that cultivates, embraces and celebrates diversity.
(from district strategic plan)*

Collaboration

We are committed to fostering a spirit of teamwork with our students, faculty, classified professionals, and administrators while expanding our partnerships with education, industry, and our communities

Any effort to optimize enrollment management must be undertaken with a view toward the overarching goals now set by the CCCC for completion, transfer, unit accumulation, post completion employment and the reduction of student achievement gaps for disproportionately-impacted populations (goals set as part of the Vision for Success), equitable student access, momentum and completion (the College's Student Equity Plan) and the incentives to reach these goals offered by the SCFF.

Reedley College Vision for Success Goals

In alignment with the CCCC Vision for Success and Equity Plan, Reedley College developed the following goals during academic year 2018-2019

- *Increase by 20 percent the number of Reedley College students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.*
- *Increase by 35 percent the number of Reedley College students transferring annually to UC, CSU or private university by 2021-22*
- *Decrease the number of units accumulated by Reedley College students earning associate degrees, from an average of approximately 84 total units to an average of 76 total units by 2021- 22.*
- *Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 74% by 2021-22.*
- *Increase by 3 percent the number of successful enrollments at Reedley College by 2021-22.*
- *Increase by 20 percent the number of students who complete transfer level math & English by 2021-22.*
- *Increase by 20 percent the number of students retained from fall to spring by 2021-22.*
- *Reduce the Equity Gap by 40% for all goals by 2021-2022.*

Reedley's Educational Master Plan, 2015-2025

Reedley's current EMP was written in 2014-2015. As part of creating a new EMP, administrators, faculty and classified staff gathered on Opening Day in fall 2014 and collectively envisioned where the college should be in the year 2025. The intent was to focus the college on possibilities then to show the connection between planning and possibilities. Vision 2025 became the focal point for the creation of the EMP.

The following goals were set by EMP 2015-2015 for achievement by 2025; those EMP goals most relevant to creation of the Strategic Enrollment Management Plan appear in bold below:

1 PROVIDING EXCELLENCE IN EDUCATION

Establish partnerships & pathways with feeder high schools

Ensure through recruitment practices that only top individuals are hired

Increase the commitment to and funding for high quality and continuous professional development

Create or expand programs based on labor market data and our community needs

Bridge the gap in success rates for online students

2 LEADING IN STUDENT SUCCESS & COMPLETION

Increase success and completion rates from 68% to 70%

Increase number of degrees awarded

Increase number of certificates awarded

Improve access by improving transportation to all three campuses

Improve persistence rates

3 WORKING TOWARD THE ACCREDITATION OF MADERA COMMUNITY COLLEGE

Support Madera Community College Center of Reedley College in all efforts (staffing, programs, and services) for full Accreditation by 2025

4 BUILDING AND MAINTAINING SAFE, MODERN FACILITIES

Ensure that updated Facilities and Technology plans are written, up-to-date and readily available campus wide

Pursue all paths to secure funding for new proposed buildings

i. RC

1. Center for Fine and Performing Arts
2. Agriculture Facility
3. STEM Building Upgrades-Life Science Building expansion

ii. MCCC

1. Academic Village (Phase II)
2. Expansion of Center for Advanced Manufacturing

iii. OCCC

1. Permanent Facilities

Expanding and modernizing classroom and advanced technical areas

Increase the number of rooms available for classroom instruction

Modernize facilities, maintain innovative technology and infrastructure for students and staff

Commit to maintain and ensure safety on all campuses

Commit to continuation of implementing sustainable practices

5 ENGAGING IN COLLABORATIVE AND INTEGRATED PLANNING

Increase communication and collaboration between MOR in plans, processes, programs and services

6 ESTABLISH ENVIRONMENTS FOR COMMUNITY ENGAGEMENT AND CULTURAL ACTIVITIES

Create partnerships with our community to increase campus enrichment, cultural, and artistic events.

Commit to maintain and ensure safety on all three campuses during events that are open to students and the public at large

Reedley's Strategic Plan, 2017-2021

Consistent with the Goals set by the EMP, Reedley's current Strategic Plan Goals are listed below. Those Strategic Planning goals most relevant to creation of the SEMP appear in bold below:

1. Excellence in Education
 - A. Instructional Services**
 - B. Student Support**
2. Institutional Effectiveness
 - A. Foster Student Success**
 - B. Build and maintain facilities
 - C. Engage in collaborative and integrated planning
 - D. Intentionally pursue inclusion**
 - E. Maximize resources (financial and other)
3. Leadership in Higher Education and Community Collaboration
 - A. Establish environments for community engagement
 - B. Foster and expand partnerships (industry, community and internal)**
4. Accreditation of Madera Community College Center

Reedley College Strategic "Drivers," 2020-2021

Each year, the college uses a collaborative process to set strategic "drivers" for the following academic year that connect to and are consistent with the existing Strategic Plan but allow the college the flexibility to respond to emerging challenges and focus on issues of relevance for the immediate future. The current strategic drivers for

academic year 2020-2021 are:

- *Equity is not only a value of our institution and a desired outcome, but a process of intentional action focused on operationalizing our equity lens, implementing culturally responsive practices, professional development and empowering students. (EQUITY)*
- *Improve Communication through website re-organization, enhanced internal and external information sharing, and identification of reliable two-way channel(s) for student communication. The College must ensure that communication in any form is accessible with regard to digital format, language use, and technology. (COMMUNICATION)*
- *Align planning and evaluation documents and ensure planning and evaluation documents are visible to relevant constituent groups. (PLANNING AND EVALUATION)*
- *Utilize physical, capital, and human resources more effectively. Example - how do we better utilize the student services building and other areas on campus that need to be better utilized. (RESOURCE UTILITIZATION)*

Enrollment Management Sub-Committee Description

Currently the Enrollment Management Sub-Committee is an advisory to the Student Success Committee. Because of the significance of enrollment management and the college-wide nature of the Sub-Committee's membership and work, one of the recommendations of the SEMP is that overall structure and placement of the Sub-Committee be assessed; the Enrollment Management Sub-Committee recommends that reporting directly to College Council or being placed within the Guided Pathways committee structure would be more appropriate.

Sub-Committee Purpose (excerpted from the current Sub-Committee *Committee Operating Agreement*)

This Sub-Committee of Student Success will coordinate, communicate, develop and recommend enrollment management procedures, processes and strategies that support enrollment planning and decision-making.

- *Evaluate and recommend short- and long-term enrollment goals taking into consideration external and internal conditions and available resources.*
- *Identify prospective student markets as determined by such factors as feeder high school enrollment trends, regional demographics, economic trends, emerging demands for skilled workers, enrollment targets and other factors and work to develop, evaluate, and improve recruitment strategies accordingly to promote student success.*
- *Assess and recommend modifications to enrollment processes and protocols to ensure ease of use for students and efficient utilization of college resources.*
- *Facilitate the use of data to support enrollment planning and decision-making to improve student persistence and success.*
- *Assess and recommend modifications (if appropriate) to optimize course scheduling practices to promote student persistence and success and promote the efficient utilization of college resources.*
- *Review district-wide enrollment priorities and targets and make recommendations for implementation.*

Enrollment Management Sub-Committee Summary of Recommendations

Moving forward the Sub-Committee will analyze and make recommendations on several topics, including:

- Assess the merits of a change in status of the Sub-Committee; modify the overall committee structure so that the Enrollment Management Sub-Committee of the Student Success Committee becomes a “stand-alone” Committee providing input, advice, and feedback directly to College Council or be placed within the Guided Pathways committee structure.
- On-going assessment of metrics that the Sub-Committee will continue to review (FTES Goals, Fill Rate of Courses, Retention, etc.).
- Communication of Enrollment Management concepts and principals to other committees and constituency groups across the college.

- Assess the Sub-Committee’s role in recommending actions in response to emerging issues that directly impact enrollment.

Current Enrollment Management Sub-Committee Membership

Position	Position Type	Member Type
Vice-President of Instruction (co-chair)	Administrator	Standing Member
Director of College Relations and Outreach	Classified Management	Standing Member
Admissions and Records Manager	Classified Management	Standing Member
Vice-President of Administrative Services or designee	Administrator	Standing Member
Counseling faculty (appointed by the Academic Senate)	Certificated	Standing Member
Director of Financial Aid	Certificated	Standing Member
Business Services Supervisor	Classified Management	Standing Member
Director of Marketing and Communications	Classified Management	Standing Member
Matriculation Coordinator or designee	Certificated	Standing Member
Academic Senate representative (appointed by Academic Senate) (co-chair)	Certificated	
Student representative (appointed by ASG)	Student	
Department Chair or faculty designee from Div A	Certificated	
Department Chair or faculty designee from Div B	Certificated	
Department Chair or faculty designee from Div C	Certificated	
Department Chair rep from Counseling (could replace Counseling Faculty appointed by Academic Senate if approved by Senate)	Certificated	
Vice President of Student Services or designee	Administrator	Standing Member
Director of Institutional Research and Evaluation	Classified Management	Standing Member

CCCCO SEM Academy Team Members

Name	Position
Marie Harris	(formerly) Instructional Dean – Division B
Veronica Fisher	Admissions and Records
David Clark	Instructional Dean – Division C
Janice Offenbach	Director of Research, Evaluation and Planning
Dr. Kurt Piland	Director of Outreach
Joseph Lind	Biology Faculty
Jason Boyer	Information System Faculty
Samara Trimble	Counseling Department Chair
Adelfa Lorenzano	RMCHS (Reedley Middle College High School)
Dale van Dam	VP, Instruction

SEMP Development Process and Goal Rationale

In April 2019, the individuals listed above as part CCCCO SEMP Academy Team participated in the Institutional Effectiveness Partnership Initiative (IEPI) Strategic Enrollment Management (SEM) Academy. Prior to attending the first convening, we completed the institutional self-assessment (Appendix A). The assessment was organized into 13 categories across three themes or lenses. The three principal lenses of 1) foundation, 2) approach, and 3) strategies and practices were further subdivided as follows: a) leadership and collaboration; b) mission-driven; c) data-informed; d) targeted enrollment goals; e) equity focused; f) scheduling and program pathways; g) retention and persistence; h) student support and services; i) marketing and communication; j) outreach and student success support program (SSSP); and k) success and completion.

The self-assessment served as a foundation for SEMP development. After brainstorming the concepts and components of a logic model, we began to look at enrollment management plans from community colleges across the state for examples of how to organize our plan. We reviewed the past and present plans of Reedley College (the EMP, the Strategic Plan, Equity Plan, Vision for Success metrics, SCFF, for example) to ensure that the goals of the SEMP would complement or align with existing efforts. We compiled a list of tactics from the self-assessment and the example enrollment management plans we had reviewed, particularly the plan of Long Beach Community College. We categorized the tactics across four themes (marketing and communication, student support, curriculum and instruction, and data and evaluation) correlating to the four pillars of Guided Pathways. From the beginning, Sub-Committee members were focused on aligning, and not competing, with the goals of the College's implementation of Guided Pathways. The members of the Sub-Committee then reviewed a tactic list consisting of 100 potential tactics (Appendix B) and started to condense. After first review of the tactics, the committee felt there was something missing, which led to the creation of a fifth category of tactics (that we referred to as technology and professional development) that would apply across all four themes.

The committee split up into smaller teams for each pillar to review and prioritize the 100 potential tactics. We met as a larger group regularly to discuss and share our progress. Through a series of meetings, the current prioritized tactics were reduced to 27. At the mid-way point of the academy, we were able to present our progress to the other participating colleges. The feedback from our colleagues helped us shape the overall goals of our SEMP. We began to review the existing goals of Reedley College and agreed that the SEMP would align goals with the existing efforts of the college. Alignment to pre-existing goals developed by the Vision for Success and the Student Equity Plan made the most sense.

A measurable outcome has been defined for each goal and objective in Reedley's SEMP. The Enrollment Management Subcommittee members will be assigned to monitor a subset of the outcomes. Our expectation is that we will be able to increase student head count, increase student retention and increase completion in accordance with our goals, but even if we fall short, the tactics to be employed and discussion of and reflection on our efforts will be valuable. Data collection will lead to modified tactics which may be more successful. We see the process as an exercise in continuous quality improvement.

Reedley College Strategic Enrollment Management Goals, 2020-2021

The table below represents the alignment of goals/metrics across three State-wide “programs” or initiatives and the goals set by the SEMP for the next 12 to 18 months (about 1 and a half years).

Crosswalk of Relevant Metrics

Student Equity Plan (2019-2022)	Vision for Success (2019)	Student-Centered Funding Formula (2019)	Initial SEMP Goals (this plan)
Access – Successful Enrollment			Increase Unduplicated Enrollment by 3% Over 3 Years
Transfer level math & English in the 1st year		Transfer level math & English in the 1st year	
Retention-Retained fall to spring			Increase Fall to Spring Retention by 20% in 2021-2022
	Limit Unit Accumulation		
Degree/Certificate Completion	Degree/Certificate Completion	Degrees awarded	Increase Degrees and Certificates Awarded by 20% over 3 years
		Completion of 9+ CTE units	
		Credit Certificates awarded (16+ units)	
	Students Employed in Their Field of Study	Attainment of regional living wage	
Transfer to 4 Year	Transfer to CSU or UC	Transfer to 4 Year	
Close Achievement Gaps	Close Equity Gaps		Close Achievement Gaps

SEMP Goal #1 – Increase New Student Head Count by 3% over three years.

This goal aligns with the Student Equity Plan for ACCESS. This goal supports the mission and vision of Reedley College. Focusing on enrollment increases the opportunity to motivate and inspire students to succeed. Goal # 1 aligns with the first two pillars of Guided Pathways: Clarifying and Entering the Pathway. The tactics listed under pillars 1 & 2 will support the goal of increasing new student head count.

Rationale for Goal #1 – The focus of Goal #1 is **Student Access**. To set this goal, the Sub-Committee first reviewed recent projections and goals for full-time equivalent students (FTES). The review indicated that FTES goals are determined by our District; so, we decided to focus instead on increasing overall student head count.

Many of the tactics under this goal are focused actions to increase enrollment. Upon review of student access data on disproportionately impacted groups from the 2017-2019 Equity Plan, the Sub-Committee decided on a goal of a 3% increase in unduplicated headcount over three years, consistent with the goal from the Equity Plan (noted on page 5 of this plan) of *increasing by 3 percent the number of successful enrollments at Reedley College by 2021-22*.

This goal will be compared to the access goal of the Equity Plan and adjusted accordingly to maintain alignment over

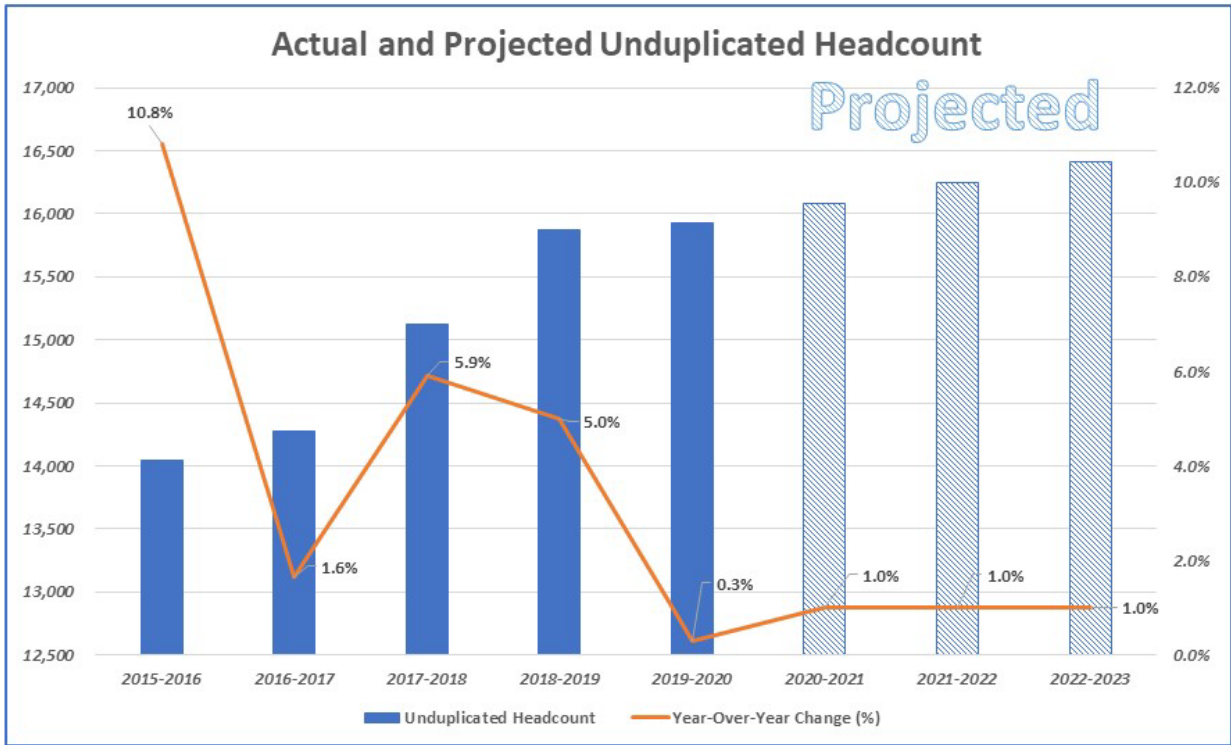
a 3-year timeframe. As indicated in the table below, disaggregated unduplicated enrollment numbers will also be tracked, to determine the progress of gap closing for disproportionately impacted students. Our annual progress will guide our efforts and inform the priority and emphasis on this goal in subsequent years of the SEMP.

Actual and Projected Unduplicated Headcount[†]

Academic Year	Unduplicated Headcount	Year-Over-Year Change	Rolling 3-year Change
2014-2015	12,676	--	--
2015-2016	14,046	10.8%	--
2016-2017	14,276	1.6%	--
2017-2018	15,121	5.9%	19.3%
2018-2019	15,878	5.0%	13.0%
2019-2020	15,926	0.3%	11.6%
2020-2021 ^{**}	16,085	1.0%	6.4%
2021-2022 ^{**}	16,246	1.0%	2.3%
2022-2023 ^{**}	16,409	1.0%	3.0%

[†]Data source: https://analytics.scccd.edu/#/site/SCCCD/views/EnrollmentManagement_0/CountsGPAPersistenceData?iid=1 as of November 6, 2020; data include dual enrollment students.

^{**}Projected values based on 1.0% growth per year after academic year 2019-2020



Unduplicated Headcount, Disaggregated by Disproportionately-Impacted Populations

Female, Unduplicated Headcount									
Academic Year	2014-2015	2015-2016	2016-2017	2017-2018†	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	212	260	189	213	357	375	394	413	434
African American	266	188	180	164	180	189	198	208	219
Filipino	34	43	35	35	37	39	41	43	45
White	1096	1247	1170	1112	1088	1142	1200	1259	1322
Economically Disadvantaged (BOG (Board of Governors) and or Pell recipient)		3224	4768	4617	4602	4299	4514	4740	4977
Foster Youth	222			360					
Veterans	25	24	36	36	37	31	33	34	36
LGBTQ+	*	*	*	*	37	39	41	43	45
Male, Unduplicated Headcount									
Academic Year	2014-2015	2015-2016	2016-2017	2017-2018†	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
African American	263	182	174	186	187	196	206	216	227
Asian	636	409	295	391	437	459	482	506	531
Two or more Races	246	148	139	157	162	170	179	188	197
LGBTQ+	*	*	*	*	58	58	61	64	67

When writing the 2019-2022 Student Equity Plan, there was a change in how disproportionately-impacted populations were defined. The disproportionately-impacted populations for access were defined as follows:

2014-2019 Success Indicators	2017 Integrated Plan - Disproportionately Impacted Populations	2019-2022 Success Indicators	2019 Student Equity Plan - Disproportionately Impacted Populations	Data Indicator Change/Explanation
Access (compared to service population)	Males, Hispanic/Latinx, Low-income	*Access (enrollment of applicants)	Female: Black/African American, White, Vets, LGBTQ Male: Black/African American, White, Foster Youth, LGBTQ	Between 2014 and 2019 - compared college populations to service area (determined by Census data). 2019 to present - Student Success Metrics (SSM) compare the proportion of all applicants who enrolled in the college in the following year.

***2019-2022 Student Equity Plan**

Prioritized Tactics to Achieve Goal #1:

GP	Tactics	Role of SEM	Measurable Outcome
1	1. Develop a marketing and communication plan that provides a tool for regular and consistent communication with the community and prospective students to keep them informed of registration dates and enrollment opportunities and provide resources for instructional program marketing and invest in website development and maintenance.	Recommend to the Student Success committee the development of a workgroup or subcommittee for a marketing and communication plan. Monitor/facilitate and/or participate in the development of a committee.	Committee or workgroup is created, including meeting schedule, objectives, standing item on SEM agenda.
1	2. Identify prospective students and provide targeted marketing campaigns to inform them of educational opportunities tailored to their needs including expansion of efforts to adult schools, engaging parents, early outreach and targeting prospective students from disproportionately impacted groups.	Recommend the above and employ a tool such as but not limited to CRM (Customer Relations Management) software.	Committee or workgroup is created, including meeting schedule, objectives, standing item on SEM agenda.
1	3. Partner with high schools to connect programs of study from high school to college providing a seamless transition for students including provide relevant dual enrollment courses (College and Career Readiness.)	Work with the Dual Enrollment committee, Guided Pathways (K-12 Design Team), and Outreach to coordinate the same.	Creation of intentional CCAP (College and Career Access Partnership) pathways to GP pathways.
1	4. Expand partnerships with community organizations to increase job skills and education community members to increase and continue collaboration with industry partners and employers.	Compile a list of community, education, industry and employer partners.	Begin with a list of advisory committee membership.
1	5. Focus on workplace learning such as internships and work experience opportunities.	Request feedback from dept. chairs, program leads, Title V Co-op grant coordinator about the structure and status of these activities.	Comprehensive list of internships and or work experience opportunity available for students.

GP	Tactics	Role of SEM	Measurable Outcome
1	6. Expand and ensure regular sharing of information and program updates between high school districts, RC and CSU, Fresno counselors, as well as transfer center coordinators	Recommend returning to something like College Readiness Forums, done in the past. (Dual Enrollment Committee, high school, and college counselor conferences)	Survey data of any events taken place.
2	7. Through the college website and career center, provide students with relevant and accurate labor market information to inform their major and career decisions	Support the development of a marketing and outreach workgroup or committee. Support the need for Career Coach and Job Speakers	Analysis of engagement, career coach or job speaker app usage
2	8. Invest in career tools that can be embedded in the College website for student use.	Support the need for career coach software.	Purchase of career coach software.
2	9. Provide all students with the opportunity, upon entry to the college, to engage in one-on-one interventions to assist in career and major identification and exploration	Supporting the development of Guided Pathway Success Team (data coaching)	Success of launching Data coaches for Fall 2020.
2	10. Promote the college's support services such as the student success centers, tutoring, and supplemental instruction to students from disproportionately impacted groups.	Regular communication from the SEM committee and support the creation of Guided Pathways Success Teams	Success of launching Student Success Teams by Fall 2020
2	11. Assess the implementation of contextualized instruction, align students' foundational skills coursework with programs of study	Support the need for alignment and Title V grant focused on contextualized instruction.	Increase of alignment with foundational skills with program of study.
2	12. Disaggregate retention and success data from these programs to determine if equity gaps have been narrowed or eliminated and make revisions as needed for improved success	Requesting disaggregated data for student outcomes data. Advocating the need for Program Review Data Coaches to help programs review and discuss disaggregated data.	Success of launching Data Coaches as part of Student Success teams by Fall 2020.
2	13. Streamline processes and increase student understanding of Admissions and Records	Advocate for a clearer process and communication for students.	Utilization of portal text notification hub by A&R

Goal #2 – Increase persistence by 20% between Fall and subsequent Spring Semesters.

This goal aligns with the Visions for Success and the Student Equity and Achievement Goal for Persistence – Fall to Spring. Goal #2 aligns with pillar 3 of Guided Pathways: Staying on the Path. Goal #2 is after Goal #1. Once we get students on campus, we want to ensure we make every extended effort to keep them on campus. The tactics listed under pillar 3 will support the goal of increasing student persistence between semesters.

Rationale for Goal #2 – The focus of goal two is **persistence**. Subcommittee members agreed that making a conscious and intentional effort to improve student persistence is imperative. All the tactics under this goal are focused actions to increase and promote registration for subsequent semesters of students already attending Reedley College who have not attained their educational goal.

Upon review of the persistence data amongst disproportionately impacted groups from the Student Equity and Access plan and consistent with the goals of that plan (see page 5 of this plan), our goal is to *increase by 20 percent the number of students that persist from fall to spring semesters*. This goal will also serve as a benchmark to be reviewed in comparison with the persistence gaps of the disproportionately impacted groups identified under the Equity Plan; with the overarching goal of closing achievement gaps by 2026-2027.

Female, Persisted from Fall to Spring

Academic Year	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u> *	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Overall	60.1%	65.7%	64.6%	67.8%	71.2%	74.8%	78.5%
Asian	57.1%	61.2%	59.3%	62.3%	65.4%	68.6%	72%
African American	51.4%	59.5%	55.7%	58.5%	61.4%	64.5%	67.7%
Filipino	54.8%	56.1%	44.8%	47%	49.4%	51.9%	54.5%
White	57.1%	64.1%	64.6%	67.8%	71.2%	74.8%	78.54%
Economically Disadvantaged (BOG and or Pell recipient)	47.6%	49.0%	56.5%	62.2%	65.3%	68.5%	71.9%
Veterans	46.0%	46.6%	53.0%	58.3%	61.2%	64.3%	67.5%
LGBTQ+	*	*	*	57.1%	60%	63%	66%

Male, Persisted from Fall to Spring

Academic Year	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u> [†]	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Overall	56.8%	64.8%	62.1%	65.2%	68.5%	71.9%	75.5%
African American	42.4%	62.4%	54.4%	57.12%	59.9%	62.9%	66.1%
Asian	62.5%	66.3%	66%	69.3%	72.8%	76.4%	80.2%
Two or more Races	52.7%	63.6%	61.1%	64.2%	67.4%	70.7%	74.3%
LGBTQ+	*	*	*	59.6%	62.6%	65.7%	69%

[†] Baseline: The percentage of students retained from fall to spring in the same district in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

Data Source: https://analytics.sccd.edu/#/site/SCCCD/views/EnrollmentManagement_0/CountsGPAPersistenceData

Economically Disadvantaged (BOG and or Pell recipient)

<https://analytics.sccd.edu/#/site/SCCCD/views/SCCCDInfoBook2019/FinancialAidSummary?iid=1>

Foster Youth - The variable may be off by the way it is coded <https://webdata.cccco.edu/ded/sg/sg03.pdf>

*LGBT- No data as of 2018SU <https://webdata.cccco.edu/ded/sb/sb37.pdf>

Prioritized Tactics to Achieve Goal #2:

GP	Tactic	Role of SEM	Measurable Outcome
3	14. Provide students with clear and structured paths to completion, transfer, and the world of work	Recommend to Student Success Committee the promotion of SEPC completion; SEPC Campaign, faculty outreach to students around registration dates.	Increase number of SEPCs in starfish.
3	15. Continue to support faculty and staff to embrace innovative teaching strategies that streamline time to completion for students and to utilize educational technologies that make the delivery of instruction and classroom management more effective and efficient, as well as improve equitable student success.	Promote Staff Development (PD) opportunities – Model for teaching & learning, Ed Tech – equity workshops/participation; teaching strategies/opportunities within professional associations.	Participation Data - Surveys? Track number of faculty going through different processes.

GP	Tactic	Role of SEM	Measurable Outcome
3	16. Provide additional supports and services to address student social and emotional issues (e.g., homelessness, food insecurity, mental health, soft skills) to improve student wellness and success in achieving educational goals. Increase one-on-one and small group information sessions on topics such as improving self-esteem, steps to positive health, effectively managing stressors, etc. Provide referrals for students to local agencies that provide social and emotional services. Increase student awareness of student supports available to them on campus.	Promote Health & Psych services, starfish early alert - for basic needs - food bank/pantry: Support JIT interventions - on-campus/off-campus resources.	Access to starfish for other support services I.E. Financial Aid, A&R, Business Office, Student Activities, and Development of a welcome center.
3	17. Streamline processes and increase student understanding of Admissions and Records	Support accessibility and update efforts to website information around A&R	Completion of online forms - e-sign, "how to" videos
3	18. Expand and improve current student retention interventions	Support starfish early alert implementation, success teams - student ambassadors, flex day/college hour activities related to student retention, tutorial utilization as retention strategy.	increase in awareness and faculty utilization; Faculty involvement in student retention interventions.
3	19. Increase student awareness and use of Starfish to predict student demand and inform the scheduling of classes	PD around starfish, data coaching; scheduling software	Full implementation of Starfish (early alert, connect)
3	20. Increase student connection to the college community and local industries (work-study & internships.)	Support work of Align to Careers design team (GP); title V grant; special presentations - industry sectors.	Increase "new" internships beyond CTE pathways; on campus activities/events - human library, constitution week, etc.
3	21. Create and implement a student-centered scheduling design that ensures that students' progress and complete	See above (Tactic 14: SEP/Scheduling Software/Starfish) Explore purchase of scheduling software.	Analytics in Starfish
3	22. Routinely conduct systematic research on students who stop out and actions to address improving retention rates, focusing also on strategies for students in disproportionately impacted groups	Recommend to Student Success committee defining "stop out" - during semester, after first semester, first 9-weeks etc. Support Intentional Tracking	Reach out to sample of "stop out" - exit interview/survey.

Goal #3 – Increase degree/ certificate attainment by 20% over three years.

This goal aligns with the Vision for Success and pillar 4 of Guided Pathways: Ensuring Learning. The tactics listed under pillar 4 will support the goal of increasing our completers.

2014-2019 Success Indicators *	2019-2022 Success Indicators	2019 Student Equity Plan - Disproportionately Impacted Populations	Data Indicator Change/Explanation
Degree and Certificate Completion (Scorecard cohorts)	Earned credit certificate over 18 units, or associate degree. (All in academic year)	<p>Female: American Indian/Alaskan Native, Black/African American, Asian, Two or More Races, White, LGBTQ,</p> <p>Male: American Indian/Alaskan Native, Black/African American, Two or More Races, LGBTQ</p>	In the past, degree and certificate completion was only tracked for those students included in the Student Success Scorecard over six years. This new metric will allow us to better understand degree and certificate completion of all students, not just the six-year cohorts.

* 2019-2022 Student Equity Plan

Rationale for Goal #3 – The focus of Goal #3 is Completion. This goal is to increase degree/certification completion by 20% over 3 years and it comes directly from the State Chancellor’s Vision for Success (refer to page 5 of this plan). Tactics under this goal are focused actions to increase certificate and associate degree awards. This goal will be reviewed in comparison to the student awards data on DI groups from the Student Equity Plan, with an overarching goal of closing gaps by 2026-2027.

Female: Certificate Attainment

Academic Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall	122	295	254	218	280	294	309
Asian	2	19	15	16	17	18	19
African American	11	11	5	6	7	8	9
Filipino	0	9	3	4	5	6	7
White	15	104	42	45	48	51	54
Economically Disadvantaged (BOG and or Pell recipient)	29	26	39	41	44	47	50
Foster Youth	0	0	0	0	0	0	0
Veterans	0	3	1	2	3	4	5
LGBTQ+	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Male: Certificate Attainment

Academic Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall	139	311	381	342	420	441	463
African American	0	5	2	3	4	5	6
Asian	0	15	19	20	21	23	25
Two or more Races	0	13	11	12	13	14	15
LGBTQ+	N/A	N/A	N/A	N/A	N/A	N/A	N/A

⁺ Baseline: The percentage of students retained from fall to spring in the same district in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

Data Source: https://analytics.sccd.edu/#/site/SCCCD/views/EnrollmentManagement_0/CountsGPAPersistenceData

Economically Disadvantaged (BOG and or Pell recipient)

<https://analytics.sccd.edu/#/site/SCCCD/views/SCCCDInfoBook2019/FinancialAidSummary?iid=1>

Foster Youth - The variable may be off by the way it is coded <https://webdata.cccco.edu/ded/sg/sg03.pdf>

N/A- Population size too small to be statistically significant

Prioritized Tactics to Achieve Goal #3

GP	Tactic	Role of SEM	Measurable Outcome
4	23. Target students who have completed 45+ units toward their degrees. Ensure scheduling of courses for students who have earned 45+ units toward their degrees. Support students with graduation checks and confirmation of graduation requirements.	Support intentional tracking - A&R already IP, Financial Aid - notifications 30, 45, 60, 75 & 90 units to stay on track. Towards completion (attempted)	Incorporate other departments process (success student teams) as part of communication plan.
4	24. Develop and utilize an enrollment management evaluation plan developed in partnership with the Office of Research & Evaluation to establish and evaluate key performance indicators.	Develop plan for evaluation: inventory dashboard(s), accurate baseline data.	Development of dashboard, disaggregated info for Reedley College

Additional Tactics - Integrated Support Services

Focus institutional resources on structures, processes, and practices that support strategic enrollment management.

GP	Tactic	Role of SEM	Measurable Outcome
All	25. Professional Development - Support professional development focused on retention including engagement strategies and providing students with a welcoming and supportive environment. Scale student equity professional development to improve cultural competency and equity mindedness for members of all campus constituency groups. Utilize professional development activities to build stronger partnerships between academic affairs and student support services.	Support for Tableau training. Support the need for equity-related trainings. Collaboration and support with Success Teams or on-going equity, retention intervention and tableau training.	Data Coaching training in Tableau. Increase scope of equity training for ALL staff and faculty, including community members. Support on-going training for Student Success Teams.
All	26. Technology - Create and set aside a budget to support identified prioritized persistence and retention tactics. Continue to ensure that the website remains student-friendly, up-to-date, and easy to navigate on both mobile devices and computers	Student contact software (text option, 2-way text). Support GP team on update of website development and stream-lined information.	Success of implementing text 1-way AND 2-way option. Completed GP Webpage.
All	27. FTES Projections - Utilize Predictive Analytics to inform and explain student persistence and analyze risk factors	FTES pd led by Jason and Joseph. Use of Starfish Analytics, Degree Planner to project course taking behaviors.	Completion of Starfish Analytics and Degree Planner.

Appendix A – Institutional Self-Assessment



Strategic Enrollment Management (SEM) Institutional Self-Assessment

Last Update: 9/16/2020

1 -Disagree 2 -Somewhat Agree/Disagree 3 -Agree 0 -I Don't Know

I. Leadership and Collaboration		
	Input Column	Comments
1. My college uses a SEM leadership group, office or individual to organize, plan and/or track the implementation of strategic enrollment management strategies and practices.	2	A committee exists, but does not have oversight of all of these areas; tracking is lacking; the extent to which we are strategic with regard to enrollment management is questionable
2. My college has a shared commitment with all constituent groups (e.g. instructional faculty, support staff & administrators) to optimize enrollment and improve student success.	1	Student success is a factor now in all (or at least most) of the decisions we make; I'm not sure that optimizing enrollment is a "shared commitment" (or that we even agree upon what it means in every context)
3. My college has an enrollment management planning process that is integrated with the college's strategic goals, planning cycle, and the budget decision-making process.	1	no integration; when SEM happens it is not integrated with other campus efforts
II. Student-Centered Budget Model		
	Input Column	Comments
4. The college/district budget decisions take into consideration my college's SEM goals by intentionally supporting SEM efforts.	1	Little intentional support; no budget line items devoted to SEM; its really up to each college
5. Budget allocation at my college/district is aligned with the principles of the Student Centered Funding Formula (e.g., evaluated in part on how well we support student access, retention and success).	1	Our FTEs projections did consider the goals of the Vision for Success and the SSFF, but it did so in a very qualitative manner (essentially a de-emphasis on growing FTEs for next AY thinking that our energies should be devoted to completion, completion of ENGL and math for first year students, etc.)
6. Funding of instructional support efforts at my college takes into consideration FTES generated when students persist in subsequent terms.	1	There is an emerging awareness of the importance of student persistence on overall FTEs but there are few targeted strategies that impact the entire campus to enhance persistence
7. Instruction and Fiscal at my college work together to determine FTEF allocation needed to meet the college/district SEM goals.	2	Recent changes toward a more collaborative approach
III. Infrastructure (Policies, Technology, & Facilities)		
	Input Column	Comments
8. When the Office of Instruction (or other oversight entity) at my college reviews room utilization data, they take into consideration some or all of the following: classroom reallocation decisions based on enrollment, waitlists and fill rates, modality and demand for day/evening classes.	2	Often based on qualitative/anecdotal information; systems not in place to facilitate quantitative data review
9. Software and/or technology systems are being used to provide information for scheduling facilities in order to respond to demand and changes in enrollments and course offerings (e.g., changes in lab and classroom space to accommodate enrollment demands).	1	We're just now discussing (again) acquiring software that could help in the schedule optimization process; at present it is difficult to even visualize the entire schedule
10. The policies and procedures at my college support and promote enrollment optimization (e.g., admissions and registration policies and procedures, placement protocols, certificate and degree attainment, transfer and the graduation application processes).	2	Our awareness is growing and we have made improvements, but our efforts are not as well integrated as they could be; lots of room for growth
11. The technology at my college is adequate to support and facilitate a smooth enrollment process for students (e.g., registration, website, and education planning).	1	Improvements occur on a regular, ongoing basis, but we still have a long way to go to streamline and make the process student friendly

FOUNDATION



Strategic Enrollment Management (SEM) Institutional Self-Assessment

Last Update: 9/16/2020

1 -Disagree 2 -Somewhat Agree/Disagree 3 -Agree 0 -I Don't Know

APPROACH	IV. Mission-Driven		
		Input Column	Comments
	12. The SEM goals, strategies and practices align with our institutional mission and goals.	1	SEM goals tend to be set with only short-term considerations; little or no coherent, overarching strategy
	13. The SEM goals align with the Chancellor's Office Vision for Success goals.	1	Just getting started to align with VIS; VIS was considered when setting FTEs goals for 2019-2020 year
	V. Data-Informed		
		Input Column	Comments
	14. Data are used widely and extensively at my college to establish and measure enrollment goals.	1	Data are not always reliable (multiple sources; some irregularities) and it is not used widely and extensively
	15. My college regularly uses course and program success and completion data to evaluate student improvement.	1	Only on official documents (Program Review) and perhaps more as a "check the box" exercise; not done on an ongoing, routine basis and does not always result in a discussion of how to improve
	16. My college uses key performance indicators, measures and benchmarks to track outcomes of all students, as well as specific targeted student groups.	1	We've had ISS but the use of these is spotty; use of the data once it is acquired is minimal (not used to trigger discussions of innovation or improvement)
	VI. Targeted Enrollment Goals		
		Input Column	Comments
	17. Overall enrollment/FTEs goals are established and tracked at my college.	3	They are established and tracked; there is a wide variability of awareness on campus of the goals, tracking and outcomes
	18. My college has established enrollment/FTEs goals for targeted student groups, e.g., First year students, basic skills, online and CTE students.	1	No FTEs targets have been established for specified or DI groups
	VII. Equity Focused		
	Input Column	Comments	
19. My college makes concerted efforts to serve all students equitably in order to close access and achievement gaps.	2	We are aware of gaps, and we've taken some actions, but could do much more to develop strategies and target specific groups to close the gaps	



Strategic Enrollment Management (SEM) Institutional Self-Assessment

Last Update: 9/16/2020

1 -Disagree 2 -Somewhat Agree/Disagree 3 -Agree 0 -I Don't Know

STRATEGIES & PRACTICES	VIII. Scheduling & Program Pathways		
		Input Column	Comments
	20. The courses and programs at my college meet the needs of the students, the community, and the job market.	2	Always working on it; systems in place to achieve; never full attainment
	21. My college regularly uses course and program enrollment demand data to inform scheduling decisions.	1	We do it "by feel" and with some effectiveness, but the systems are not in place to do this in a regular, continuous and predictable manner
	22. The approach my college has taken to develop and implement Guided Pathways will provide students with clear program maps that will lead to program completion, transfer and/or a career.	3	Still in progress so full implementation will need to be evaluated
	23. My college considers scheduling options to meet the needs of specific targeted student groups.	1	Consideration currently given to specific targeted and small groups (Honors, FYE, dual enrollment); practice not widespread; tends to be anecdotal and isolated
	24. My college implements Guided Pathways strategies and practices that help mitigate equity gaps.	1	In progress; very early stages of implementing GP
	25. My college has a student-centered schedule development process, which ensures students can enroll in the courses to complete their educational pathway.	1	Just starting to get systems in place across the campus to do; some of this is already done in CTE areas, but not done systematically
	IX. Retention & Persistence		
		Input Column	Comments
26. My college implements scalable strategies and interventions to improve retention and persistence.	1	Again, some strategies being created (especially in some special programs), but currently not at scale	
27. My college implements retention and persistence strategies that are specific to the targeted student groups identified in our enrollment goals.	1	Again, some strategies being created (especially in some special programs), but currently not at scale or available to all groups	
X. Student Support & Services			
	Input Column	Comments	
28. The student support services at my college promote student access and success for all students, as well as for targeted student groups.	2	There are some efforts underway, but we have minimal knowledge of the effectiveness of these efforts or whether they are effective at scale and for targeted groups	
29. My college provides support to students to help them manage their enrollment, including the impact of financial aid policies on their lives and their overall college experience.	2	Counselors and FA staff do provide information; students go through loan counseling; some measures in place	
30. Instruction and support services faculty and staff have developed appropriate interventions and support for students throughout their program pathways.	2	Much of this is under development; some supports currently in place	



Strategic Enrollment Management (SEM) Institutional Self-Assessment

Last Update: 9/16/2020

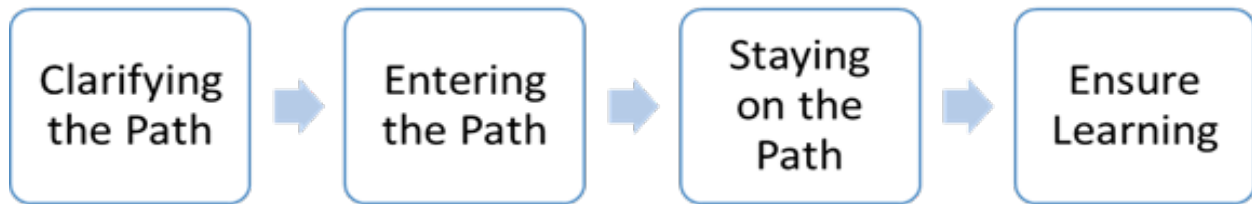
1 -Disagree 2 -Somewhat Agree/Disagree 3 -Agree 0 -I Don't Know

STRATEGIES & PRACTICES	XI. Marketing & Communications		
		Input Column	Comments
	31. My college uses marketing and communications strategies to promote a positive image in the community that helps garner enrollments and expand external partnerships.	2	Increasing recent use of social media and traditional media; little quantitative understanding of how it impacts enrollment
	32. Marketing and communication strategies at my college are integrated into the SEM planning efforts.	1	Currently no connection between SEM planning and marketing
	33. My college employs effective means of communication with the students, staff, faculty, and the community.	2	Need upgrades in web and social media efforts; effectiveness unknown, have not found reliable way to gauge
	XII. Outreach & SSSP		
		Input Column	Comments
	34. Recruitment efforts at my college help make the on-boarding process (e.g., orientation, placement and education planning) smooth for incoming students.	2	Efforts have been made and there are some positive impacts; but there remains much room for improvement
	35. The admissions policies and practices at my college are regularly reviewed for ways to improve the registration and on-boarding processes, which helps to maximize potential enrollments.	2	There are regular improvements as we seek to make the policies and practices better, but there remains much room for improvement
	36. All students at my college receive clear guidance and communication about their options to enroll in English and mathematics courses.	2	Just now making a thorough effort to inform all students, utilizing multiple communication channels, that they are eligible for transfer-level math and English
	XIII. Success & Completion		
		Input Column	Comments
	37. My college regularly assesses the effectiveness of our student success strategies and practices.	1	Some assessment is done, but not on a regular basis
	38. My college regularly looks for ways to improve success strategies for targeted student groups.	2	Happening in special programs; but not routinely across college
39. Success strategies at my college address the entire student experience/pathway, not just the first year experience.	1	Some efforts across years and student groups, but not reaching "entire student experience/ pathway"	

Name: Reedley College
(Optional)

Created by the SEM team and the Enrollment Management Committee in an interactive meeting on April 23, 2019
Affiliation: _____
(Dept., Committee, etc. - Optional)

Appendix B – Tactics Inventory (original)



Infrastructure – Professional Development

FTES projections – Technology

Clarifying the Path

Create clear curricular pathways to employment and further education.

Metric Alignment

Student Equity Achievement	Vision for Success	Student Centered Funding Formula
Access – Successful Enrollment	Degree/Certificate Completion	Degrees awarded
Completion – of transfer level math & English in the 1st year	Transfer to CSU or UC	Credit Certificates awarded (16+ units)
Retention – Retained fall to spring	Unit Accumulation	Completion – of transfer level math & English in the 1 st year
Degree/Certificate Completion	Workforce	Transfer to 4 Year
Transfer to 4 Year	Close Equity Gap	Completion of 9+ CTE units
		Attainment of regional living wage

Marketing & Communication

Tactics
<i>Provide regular and consistent communication with the community and prospective students to keep them informed of registration dates and enrollment opportunities</i>
<i>Identify prospective students and provide targeted marketing campaigns to inform them of educational opportunities tailored to their needs</i>
<i>Market career clusters/meta-majors in connection with guided pathways efforts</i>
<i>Ensure coordination of all outreach activities</i>
<i>Continue to participate in high school and university open houses and career nights to highlight opportunities at RC</i>
<i>Develop a communication plan to inform students, the community, faculty, staff, and administration before and after registration date changes occur</i>
<i>Continue to engage in and expand partnerships with feeder high school districts and other partners</i>
<i>Inform students eligible for these programs and their parents about the opportunities for them at RC</i>
<i>Offer matriculation services (i.e., assessment, orientation, counseling, abbreviated student education plan development) to high school seniors</i>
<i>Maintain and expand partnerships associated with the CVP/Mitsuoka Grant</i>
<i>Expand outreach to local adult school</i>
<i>Develop intentional outreach and recruitment strategies to prospective students from disproportionately impacted groups</i>

Student Support

Tactics
<i>Continue to invest in website resources to recruit and enroll prospective students</i>
<i>Engage in early and continued college support and outreach</i>

Curriculum & Instruction

Tactics
<i>Provide resources for instructional program marketing</i>
<i>Provide relevant college and career dual enrollment courses</i>
<i>Partner with high schools to connect programs of study from high school to college providing a seamless transition for students</i>
<i>Expand partnerships with community organizations to increase job skills and education for community members</i>
<i>Increase and continue collaboration with industry partners, employers, and community agencies to develop and strengthen educational opportunities</i>
<i>Focus on workplace learning such as internships and work experience opportunities</i>

Data & Evaluation

Tactics
<i>Ensure regular sharing of information and program updates between high school districts, RC and CSUF counselors, as well as transfer center coordinators</i>
<i>Expand data sharing between school districts, RC, and CSUF</i>

Entering the Path

Help students choose and enter their pathway

Metric Alignment

Student Equity Achievement	Vision for Success	Student Centered Funding Formula
Access – Successful Enrollment	Degree/Certificate Completion	Degrees awarded
Completion – of transfer level math & English in the 1 st year	Transfer to CSU or UC	Credit Certificates awarded (16+ units)
Retention – Retained fall to spring	Unit Accumulation	Completion – of transfer level math & English in the 1 st year
Degree/Certificate Completion	Workforce	Transfer to 4 Year
Transfer to 4 Year	Close Equity Gap	Completion of 9+ CTE units
		Attainment of regional living wage

Marketing & Communication

Tactics
Continue to improve and evaluate workshops for new incoming students including the new student, counseling plus registration (CPR) and educational planning workshops
<i>Continue to coordinate, implement, and improve the matriculation conversion plan that focuses on converting students from applicants to enrollees through the use of targeted communication and nudges at each phase of student entry (application, orientation, assessment, student educational planning)</i>

Student Support

Tactics
<i>Expand the Career Center</i>
Provide all students with the opportunity, upon entry to the college, to engage in one-on-one interventions to assist in career and major identification and exploration
<i>Through the college website and career center, provide students with relevant and accurate labor market information to inform their major and career decisions</i>
Provide transcript evaluations for incoming students with transcripts from other colleges and universities to assist in educational planning and future graduation checks
Increase offerings of and enrollment in career counseling and orientation for college success courses
Promote the college’s support services such as the student success centers, tutoring, and supplemental instruction to students from disproportionately impacted groups

Curriculum & Instruction

Tactics
Support, scale, and evaluate current innovations in English, English as a second language, and math
Innovate to Achieve Student Success in Transfer Level Math and English
<i>Expand foundational skills education in a non-credit environment</i>
Ensure appropriate curriculum development and inactivation
<i>In response to changing enrollments and demand in programs, examine program consolidation/elimination and creation in accord with the established criteria to ensure viability of programs</i>
Develop low-cost educational opportunities such as zero textbook cost degrees, stackable credentials that lead to employment and feed into additional educational opportunities, noncredit Career Development and College Preparation certificates, and programs that align with labor market needs, as well as current and emerging skill expectations from employers
In alignment with state-wide Guided Pathways efforts, develop program roadmaps that show students clear and efficient paths to completion of their educational and career goals that include articulated learning outcomes
<i>Support skills builders as they enter the College to gain the skills they need to obtain wage gains in the workplace</i>
<i>Create alternative and innovative adult education non-credit courses and programs to meet needs of diverse student populations</i>
<i>Invest in career tools that can be embedded in the College website for student use</i>

Data & Evaluation

Tactics
<i>Assess the implementation of contextualized instruction, align students’ foundational skills coursework with programs of study</i>
<i>Disaggregate retention and success data from these programs to determine if equity gaps have been narrowed or eliminated and make revisions as needed for improved success</i>

Staying on the Path

Helping students stay on their path

Metric Alignment

Student Equity Achievement	Vision for Success	Student Centered Funding Formula
Access – Successful Enrollment	Degree/Certificate Completion	Degrees awarded
Completion – of transfer level math & English in the 1 st year	Transfer to CSU or UC	Credit Certificates awarded (16+ units)
Retention – Retained fall to spring	Unit Accumulation	Completion – of transfer level math & English in the 1 st year
Awards- Degree/Certificate Completion	Workforce	Transfer to 4 Year
Transfer to 4 Year	Close Equity Gap	Completion of 9+ CTE units
		Attainment of regional living wage

Marketing & Communication

Tactics
<i>Provide students with clear and structured paths to completion, transfer, and the world of work</i>
<i>Ensure alignment of college-wide marketing efforts</i>
<i>Provide targeted marketing and communication that encourages students to stay on track to achieve their educational goals</i>

Student Support

Tactics
<i>Provide additional supports and services to address student social and emotional issues (e.g., homelessness, food insecurity, mental health, soft skills) to improve student wellness and success in achieving educational goals</i>
<i>Provide students with strategies to reduce stress during midterms and finals</i>
<i>Provide responsive group support options for students following unexpected national, state, or local occurrences, events, or decisions that may induce chronic stress</i>
<i>Increase one-on-one and small group information sessions on topics such as improving self-esteem, steps to positive health, effectively managing stressors, etc.</i>
<i>Provide workshops, tools, and clear guidance for faculty and staff on how to identify and respond to distressed students, students in crisis, students experiencing food insecurity or homelessness, mental health issues etc. and connect these students to appropriate and available resources</i>
<i>Provide referrals for students to local agencies that provide social and emotional services</i>
<i>Increase mental health clinic staffing to support student needs</i>
<i>Survey students to solicit their feedback and thoughts on how to best address their needs</i>
<i>Continue to educate campus on strategies to serve students with special needs (e.g., Veterans, DSPS, first generation)</i>
<i>Streamline processes and increase student understanding of Admissions and Records</i>
<i>Provide online access for students to the same services on-campus students receive</i>
<i>Expand and improve current student retention interventions</i>
<i>Increase student awareness and use of Starfish to predict student demand and inform the scheduling of classes</i>
<i>Increase student awareness of student supports available to them on campus</i>
<i>Continue and scale up the celebration of student successes through positive communication</i>
<i>Support student learning through learning and academic resource services</i>

Curriculum & Instruction

Tactics
<i>Ensure an appropriate, efficient process is in place and well understood for curriculum modification</i>
<i>Increase student connection to the college community and local industries</i>
<i>Provide students with clear and structured paths to completion, transfer, and the world of work</i>
<i>Create and implement a student-centered scheduling design that ensures that students' progress and complete</i>
<i>Continue to evaluate and share instructional best practices for ensuring student success and retention</i>
<i>Support faculty and staff innovation to improve equitable student success</i>
<i>Continue to support faculty as they embrace innovative teaching strategies that streamline time to completion for students and to effectively utilize educational technologies that make the delivery of instruction and classroom management more effective and efficient</i>
<i>Increase online and hybrid course and program offerings</i>

Data & Evaluation

Tactics

Routinely conduct systematic research on students who stop out and actions to address improving retention rates, focusing also on strategies for students in disproportionately impacted groups

Ensure Learning

Ensure that learning is happening with intentional outcomes.

Metric Alignment

Student Equity Achievement	Vision for Success	Student Centered Funding Formula
Access – Successful Enrollment	Degree/Certificate Completion	Degrees awarded
Completion – of transfer level math & English in the 1 st year	Transfer to CSU or UC	Credit Certificates awarded (16+ units)
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Degree/Certificate Completion	Workforce	Transfer to 4 Year
Transfer to 4 Year	Close Equity Gap	Completion of 9+ CTE units
		Attainment of regional living wage

Marketing & Communication

Tactics
<i>Celebrate students' successful attainment of degrees and certificates</i>
<i>Ensure timely communication regarding graduation and other commencement-related ceremonies</i>
<i>Ensure students are notified and understand graduation requirements and deadlines</i>
<i>Provide targeted communication to students who qualify for certificates of accomplishment or achievement</i>

Student Support

Tactics
<i>Connect students with post-graduation employment opportunities</i>
<i>Host and evaluate job fairs that connect students directly with employment opportunities in their fields of study</i>
<i>Through transfer services, assist students with CSU and UC admissions applications and appeals</i>
<i>Support students with graduation checks and confirmation of graduation requirements</i>
<i>Automate the process for students to apply for awards and graduation</i>
<i>Through the Transfer Center, utilize the Transfer Interest Database, website homepage, social media platforms, outreach tabling, and direct student emails, inform students of application filing periods and other important transfer deadlines</i>

Curriculum & Instruction

Tactics
<i>Continue to assist faculty and staff in developing meaningful, effective, and measurable student learning and service unit outcome assessment methodologies including disaggregation, to improve student learning and student support services for all student groups</i>

Data & Evaluation

Tactics
<i>Target students who have completed 45+ units toward their degrees</i>
<i>Ensure scheduling of courses for students who have earned 45+ units toward their degrees</i>
<i>Develop and utilize an enrollment management evaluation plan developed in partnership with the Office of Research & Evaluation to establish and evaluate key performance indicators</i>
<i>Develop and administer an annual exit survey to send to recent graduates to better understand their experiences at the College, determine ways the College can potentially improve, and understand more about their career or transfer choices</i>

Integrated Support Structures

Focus institutional resources on structures, processes, and practice that support strategic enrollment management.

Professional Development

Tactics
<i>Expand professional development opportunities for faculty teaching distance learning courses</i>
<i>Continue to provide professional development opportunities for faculty that support and encourage discipline currency, expertise in educational technologies (both currently adopted and potentially utilized at the college), and program innovation</i>
<i>Provide opportunities for inter-disciplinary conversations of best practices among complementary disciplines</i>
<i>Scale student equity professional development to improve cultural competency and equity mindedness for members of all campus constituency groups</i>
<i>Utilize professional development activities to build stronger partnerships between academic affairs and student support services</i>
<i>Support professional development focused on retention including engagement strategies and providing students with a welcoming and supportive environment</i>
<i>Provide professional development opportunities to increase understanding and use of data to inform enrollment management</i>
<i>Provide professional development focused on enrollment management at key points each academic year</i>
<i>Support professional development focused on retention including engagement strategies and providing students with a welcoming and supportive environment</i>
<i>Host an enrollment management retreat for deans and department heads specifically on how the college is funded and on associated topics involving schedule creation and schedule management: FTES targets, efficiency, budget, and data analysis</i>

Technology

Tactics
<i>Consistently invest in staff and resources to support retention and persistence</i>
<i>Implement a restructure of the Communications and College Advancement department</i>
<i>Continue to ensure that the website remains student-friendly, up-to-date, and easy to navigate on both mobile devices and computers</i>
<i>Utilize software to provide real-time enrollment and efficiency data to faculty and administrators to inform enrollment management implementation</i>

FTES Projections

Tactics
<i>Assess and create enrollment benchmark ratios (e.g., fill rates, seat utilization, overloaded courses, and underutilized courses)</i>
<i>Utilize predictive analytics to inform and explain student persistence</i>
<i>Identify and monitor FTES trends based on seat utilization, by part-time vs. full-time, and average seat per term to focus on improving FTES generation or reduction; and help establish</i>

Appendix C – Example SCCCCD FTES Update Report

SCCCD FTES Update as of 8/18/2019 5:05:01 AM

		2019-20				
SCCCD	Summer	2,885	3,028	2,931	-97	96.8%
Total	Fall	14,088	14,433	14,369	-64	99.6%
	Spring	13,453	13,909	192	-13,717	1.4%
Grand Total		30,426	31,371	17,492	-13,878	55.8%
		FTES Last Year	Target Selected Year	FTES Selected Year	Act minus Target	% of Target

Select College or Location
Location

Incl. Positive Attendance
All

Select Year
2019-20

		2019-20				
		FTES Last Year	Target Selected Year	FTES Selected Year	Act minus Target	% of Target
CCC	Summer	463	472	538	66	114.1%
	Fall	2,505	2,566	2,726	160	106.2%
	Spring	2,369	2,411	126	-2,285	5.2%
	Total	5,336	5,449	3,390	-2,059	62.2%
FCC	Summer	1,657	1,669	1,605	-64	96.1%
	Fall	7,819	7,876	7,955	79	101.0%
	Spring	7,359	7,460	0	-7,460	0.0%
	Total	16,835	17,005	9,560	-7,445	56.2%
CTC	Summer	68	183	44	-139	23.9%
	Fall	121	302	23	-279	7.7%
	Spring	132	391	0	-391	0.0%
	Total	322	876	67	-809	7.6%
RC	Summer	484	487	494	7	101.4%
	Fall	2,497	2,514	2,408	-106	95.8%
	Spring	2,491	2,505	66	-2,439	2.6%
	Total	5,472	5,506	2,968	-2,538	53.9%
MCCC	Summer	187	192	221	29	115.0%
	Fall	1,045	1,075	1,174	99	109.2%
	Spring	1,011	1,049	1	-1,048	0.0%
	Total	2,242	2,315	1,395	-920	60.3%
OCCC	Summer	26	25	30	5	118.4%
	Fall	101	101	82	-18	81.7%
	Spring	92	94	0	-94	0.0%
	Total	219	219	112	-107	51.0%

[Click on the dashboard for more detail. Login with your AD account.](#)

Select Level of Detail
Course

Term
2019FA

Course Enrollment (Number of Students) as of 8/18/2019 5:05:01 AM

Level of Detail	Enrollment	2019FA Seats Available	Waitlist
ENGL-1A read & comp	8,289	330	520
PSY-2 general psych	1,374	32	188
BIOL-5 human biology	1,756	-10	170
CHEM-3A intro gen chem	1,212	31	167
SOC-1A intro to soc	1,860	-26	155
COMM-1 public speaking	2,274	116	149
POLSI-2 american gov	2,990	240	121
HIST-11 us to 1877	1,650	-175	108
COMM-2 interperson com	1,582	58	103
MATH-11 elem statistics	3,323	478	100
CHDEV-39 child grwth d..	1,287	136	83
PSY-2 gen psychology	1,482	108	83
ENGL-3 crit rdg & writ	1,246	194	69
MATH-103 foundn of alg..	504	37	66
PHOTO-5 intro to photo	1,036	209	65
ACCTG-4A financial acctg	765	-2	62
CIT-1S computr concepts	719	128	60
HLTH-1 contemp hith iss	1,855	205	60
CHDEV-38 lifespan devel..	693	-44	59
CRIM-1 intro to crim	631	11	54
COMM-8 group communi..	707	22	50

Non-Credit FTES as of 08/18/2019

(Displayed separately here and not included in Act. Calc FTES)

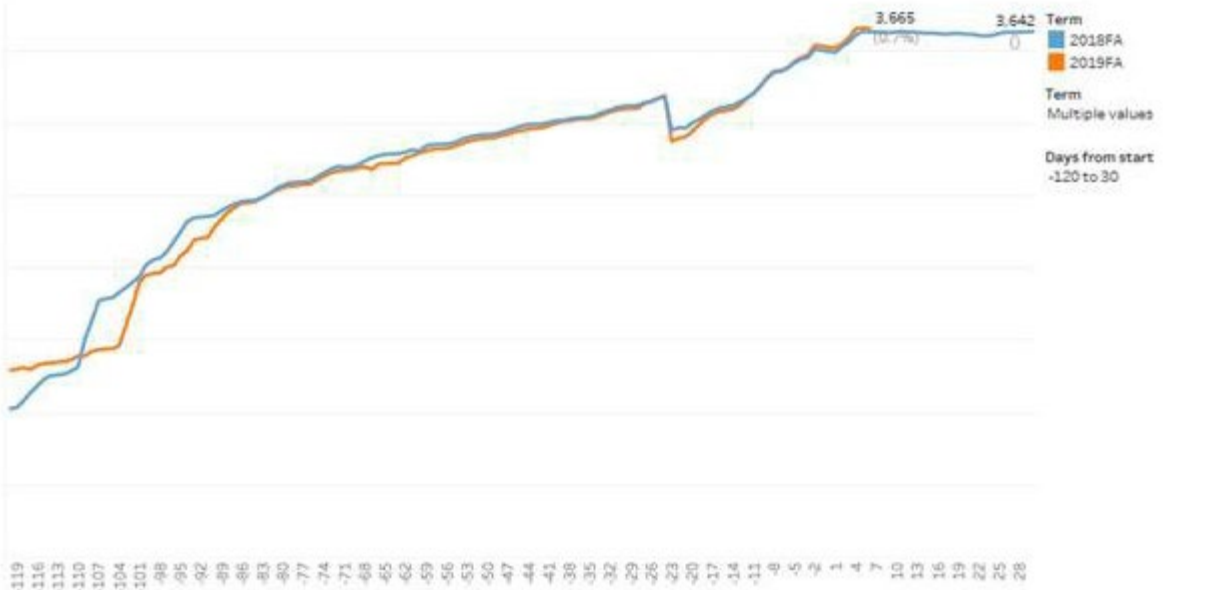
Location	2019-20			Grand Total
	Summer	Fall	Spring	
FCC	10	12	0	22
CTC	68	57	0	125
RC	1	14	0	14
MCCC	0	10	0	11
CCC	0	0	0	0
Grand Total	80	93	0	172

Appendix D – Example Year to Year FTES Comparison Report

Term		Days from Term Start Date									Location
		-120	-119	-118	-117	-116	-115	-114	-113	-112	
2019FA	Act. Calc. FTES*	1,295	1,301	1,313	1,299	1,328	1,341	1,346	1,351	1,35	<input type="checkbox"/> CCC
	% Difference from Prior Day		0.4%	0.9%	-1.1%	2.3%	1.0%	0.4%	0.4%	0.2%	<input type="checkbox"/> CTC
2018FA	Act. Calc. FTES*	1,028	1,035	1,084	1,139	1,185	1,233	1,257	1,262	1,27	<input type="checkbox"/> FCC
	% Difference from Prior Day		0.8%	4.7%	5.1%	4.0%	4.0%	2.0%	0.3%	0.5%	<input checked="" type="checkbox"/> MCCC
											<input checked="" type="checkbox"/> OCCC
											<input checked="" type="checkbox"/> RC

Year-to-Year FTES Comparison by Day from Term Start Date

(click or hover over trend lines to see values)



~We motivate and inspire
students to succeed~

Reedley College



Technology Plan 2018-2022

Reedley College

Madera Community College Center

Oakhurst Community College Center

Executive Summary

Today's technology plays an increasingly important role in the future direction of education. The development of a technology plan includes more than providing for the acquisition of computers and software. To be successful in meeting the needs of all stakeholders, a technology plan must address academic, student and administrative needs with the flexibility to respond to the ever changing higher education technology landscape.

The addition of new technology affects all aspects of the school culture, from architecture to interpersonal relations. A comprehensive technology plan is developed to meet the classroom plans or projects within the context of the strategic objectives of the college. The technology plan for Reedley College which also addresses the needs of Madera Community College Center and Oakhurst Community College Center was developed under these same premises.

Technology upgrades require sizeable capital investment and as such budget was a large consideration in the creation of the Reedley College technology plan. Through conversations with the technology advisory committee as well as input from the technology survey it is recommended the budget allows funding for staff development and training as well as formal training courses for the staff of the information technology department. The budget must include maintenance, trouble-shooting and network management. Matching capital funding that can be supported by the institution's budget and to minimize disruption in services to faculty, staff and students.

Technology planning is an iterative process adapting to the continued growth of the physical college, courses, faculty and staff needs as well as the continual growth of the colleges online education program. The technology plan will undergo a refresh of evaluation and assessment under the direction of the Technology Advisory Committee, Reedley College and the District technology advisory committee. As the State Center Community College District begins the process of developing a districtwide technology plan the objectives outlined by the committee will be incorporated into the Reedley College Technology plan as needed.

The Technology Plan provides guidelines and vision during the next five years which includes support for Madera campus technology and support of its move towards accreditation (strategic goal #4) and is presented in a separate section of this plan.

This plan is developed with collaboration of the Technology Advisory Committee (TAC). TAC provides college-wide perspectives on technology goals, proposed changes to current technology and development of future technology goals. The TAC committee is composed of :

- Director of Technology (standing member)
- One instructional Dean representing administration (standing member appointed by V.P. of Instruction)
- One representative from Student Services (appointed by V.P. of Student Services)

- One representative from Administrative Services (appointed by V.P. of Administrative Services)
- Webmaster
- Coordinator, Instructional Design/Distance Education
- Faculty representative appointed by MOFA – two year appointment
- Counseling Department Representative appointed by Dean of Students – two year appointment
- One representative appointed by the classified Senate – two year appointment
- Two instructional faculty appointed by the Academic Senate – two year appointment
- Two support faculty appointed by the Academic Senate – two year appointment
- One representative appointed by the CSEA – two year appointment
- One representative appointed by the SCFT – two year appointment

Reedley College Mission Statement

Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

Reedley College Vision Statement

As an exemplary educational institution, Reedley College cultivates professional, well-prepared individuals who will enrich our ever changing local, regional, and global communities.

Reedley College Technology Mission and Vision

The Reedley College Computer Technology Department's mission is to provide a reliable technological environment that meets the needs of students, faculty, classified staff and administration and promotes a student-centered learning environment.

Status of Technology

Reedley College strives to maintain a five-year replacement of computers that are used by students and staff. Most standards for organizations and white papers recommend a four to five year refresh of technology. Consistent with this industry standard and other community colleges Reedley College including Madera and Oakhurst utilizes this five-year cycle started in 2006 and continues to guide the systematic refresh of technology. The planning cycle continues to be refined and now includes equipment with varying replacement cycles; printers, document cameras, projectors, servers, Virtual Desktop Infrastructure (VDI) equipment, network equipment, security cameras and other devices.

All student-access-computers located in non-classroom areas have been switched to VDI (Thin Client) stations: Student Center, Residence Hall Lab, Tutorial Center, Library Open Lab, Library Lobby, SARS Stations and the Web Room, lengthening the time frame for replacement and reducing costs. Reedley, Madera and Oakhurst have changed equipment in several classrooms, removing computers and replacing them with thin clients, serving a Virtual Desktop to the students. The following rooms have been virtualized: at Reedley - CTL1, IND17, AG1, BUS41, BUS49, AERO1, AERO3, FEM3 and LAL1; Madera – AV242, AV240, AV139, AV239; Oakhurst – Room 3, Room 4. Laptops in classroom labs and ‘check out’ services continue to need replacement within the five-year cycle.

Equipment Replacement Cycle

Equipment Type	Cycle
Computer Lab (PC’s and Laptops, tablets)	5 years – upgrade memory/hard drive as needed
Server Hardware	5 years
Thin Client – VDI – HP & Wyse	7-9 years
Staff Desktop/Laptops	5 years – equipment may be recycled sooner as needed
Classroom AV connection wiring, switching gear. Projectors	10 year or as rooms are remodeled, Projectors are replaced as needed, bulbs are stocked for regular replacement
VOIP Phones - Cisco	Replacement cycle is set at D.O. and dependent on call manager system
Printers – Dell, HP, Canon, Epson	As needed.

Budget

Budgeting the initial and ongoing finances continues to be a challenge as choosing which technology make us more efficient which meeting the strategic goals for our college is critical. Currently the on-going technology budget addresses the 5-year replacement cycle as well as a separate software budget. However, given the goals established through this strategic plan a budget including training needs and the purchasing of new equipment needs to be included.

Software Budget

Vendor		Total	Reedley	Madera	Oakhurst
Blackboard	Licensing fee DO paying	\$ -	\$ -	\$ -	\$ -
Blackboard	Additional storage DO paying	\$ -	\$ -	\$ -	\$ -
Foundation	Presidium support DO paying	\$ -	\$ -	\$ -	\$ -
Secure Content	Sophos DO paying	\$ -	\$ -	\$ -	\$ -
Secure Content	Sophos – email DO paying	\$ -	\$ -	\$ -	\$ -
Computerland	Microsoft license DO paying	\$ -	\$ -	\$ -	\$ -
Computerland	Microsoft license DO paying	\$ -	\$ -	\$ -	\$ -
Computerland	Adobe license DO paying	\$ -	\$ -	\$ -	\$ -
Techsmith	Camtasia Relay/Studio	\$ 4,190.00	\$ 4,190.00	\$ -	\$ -
Netsupport	Netsupport license	\$ 2,121.39	\$ 1,195.95	\$ 783.06	\$ 142.38
Faronics	DeepFreeze	\$ 2,515.00	\$ 2,515.00	\$ -	\$ -
Harland	Class Climate	\$ 2,138.00	\$ 2,138.00	\$ -	\$ -
OCLC	EZ Proxy	\$ 2,927.34	\$ 2,927.34		
Vision Internet	Website hosting DO paying	\$ -	\$ -	\$ -	\$ -
SPSS	SPSS licensing DO paying	\$ -	\$ -	\$ -	\$ -
SolarWinds	Webhelpdesk	\$ 2,998.00	\$ 2,998.00	\$ -	\$ -
SolarWinds	Netflow/Pmonitor	\$ 2,215.00	\$ 2,215.00	\$ -	\$ -
**Turnitin	turnitin.com DO paying	\$ -	\$ -	\$ -	\$ -
SARS	SARS DO paying	\$ -	\$ -	\$ -	\$ -

Vendor		Total	Reedley	Madera	Oakhurst
Video Surveillance	Video Surveillance DO paying	\$ -	\$ -	\$ -	\$ -
Adam Software		\$ 2,695.00			\$ 2,695.00
Citrix - VDI		\$ 36,000.00	\$ 18,000.00	\$ 14,400.00	\$ 3,600.00
Other - misc		\$ 10,000.00	\$ 7,000.00	\$ 2,500.00	\$ 500.00
	Total	\$ 67,799.73	\$ 43,179.29	\$ 17,683.06	\$ 6,937.38

5-Year Replacement Plan

Lottery Plans	Total	Reedley		Madera		Oakhurst	
RP2017	\$ 679,610.28	\$ 447,387.00	66%	\$ 189,248.09	28%	\$ 42,975.19	6%
RP2018	\$ 667,038.73	\$ 414,509.87	62%	\$ 213,594.53	32%	\$ 38,934.33	6%
RP2019	\$ 524,572.28	\$ 271,094.00	52%	\$ 169,083.09	32%	\$ 84,395.19	16%
RP2020	\$ 469,233.19	\$ 165,403.45	35%	\$ 286,900.10	61%	\$ 16,929.64	4%
RP2021	\$ 511,980.59	\$ 332,397.44	65%	\$ 157,700.76	31%	\$ 21,882.39	4%
Total	\$ 2,852,435.07	\$ 1,630,791.76	57%	\$ 1,016,526.57	36%	\$ 205,116.74	7%

Technology Staffing

The Director of Technology reports to the Reedley College President. Currently the Director is responsible for Reedley College and Madera Community College Center and Oakhurst Community College Center. There are currently nine (9) technical staff members reporting to the Director of Technology and three (3) reporting to other managers.

Title	Name	Campus
Director of Technology	Gary Sakaguchi	Reedley/Madera/Oakhurst
Network Coordinator	Andrew Ho	Reedley/Madera/Oakhurst
Computer Support Specialist	Donna Baker-Geidner	Reedley
Computer Support Specialist	James Davis	Reedley
Computer Support Specialist	Ramon Escarano	Madera
Computer Support Specialist-DSPPS	Steve Maciel	Reedley/Madera

Computer Support Technician	Enrique Torres	Reedley
Computer Support Technician	Fred Rola	Reedley
Computer Support Technician	Ricardo Alvarez	Madera
Instructional Technician – Open Lab	Shannon Aguilar	Reedley
Instructional Technician – Open Lab	Kao Vang	Reedley
Web Master	Drew Baker	Reedley/Madera/Oakhurst
Instructional Designer/DE Coordinator	Amanda Taintor	Reedley/Madera/Oakhurst

Facilities Remodel/New Construction

Standards for new classrooms, offices and video conferencing are dependent on the room usage and include technology and furniture.

- Infrastructure: 2 network drops on ceiling with power, 3-6 network drops per wall plate, CAT 6A cable, HDMI to projectors with video switching to accommodate room PC, Laptops, Document cameras and sound system
- Desks: at replacement should have a “push down monitor” to enable room for lecture, designated accessible desks, adjustable chairs, 1-2 printers per classroom
- Video conference/Distance Learning: Rad-vision equipment, with Large TV panels HDMI, attached PC for presentations and printer
- Meeting rooms: Large TV panels with built-in-sound, HDMI, attached PC with webcam for Skype and Scopia meetings.

Accessibility

To ensure accessibility in technology the following is recommended for the review, purchase and implementation of new equipment: WCAG 2.0 AA Standards

- Review of department Program Review substantiated goals request for technology to insure compliance is met on all new software and hardware departmental purchases
- New items reviewed to ensure compliance of established guidelines
- Continuous and ongoing accessibility training and utilizations of available professional development opportunities
- Continues web site accessibility and establishment of procedures and protocols to maintain compliant website

As outlined in the Reedley College Quality Focus Essay (QFE) Reedley College has begun the process of creating a comprehensive accessibility plan to best address the ongoing accessibility training and compliance needs. State Center Community College District

(SCCCD) has also begun the process of establishing recommendations and policies to meet accessibility guidelines.

Disaster Recovery and Backup

Computer Services department has complete emergency power system. Uninterrupted Power Supply (UPS) battery stack with generator to supply power to the main distribution facility. In the event of a power failure, the batteries provide immediate power and the generator starts up in a designated time to keep the servers and main switches online. Backup servers are located in a separate building and locked to prevent direct intrusion.

Current Campus Facilities

Reedley College Campus

Reedley College has approximately 1169 computers and 447 virtual stations available to students, staff and faculty. Students have access to an “open access” lab that is located in the Library with seventy-six virtual stations and six computers to accommodate extended access. Nine additional “open access” virtual stations are located in the Student Center. The Veterans Center has three computers and a printer that are dedicated for use of our veteran students. Library Periodicals department provides 43 laptops and 20 iPads for usage in the Library building.

Reedley has thirty-five instructional computer labs each supporting specific programs: Business, Forestry, Science, Math, Dental, English, ESL, Agriculture, Aeronautics, Manufacturing, Forestry and Music. The software available in the labs is a standard of Windows 7/10 with Microsoft Office 2013/2016 along with specialized programs to support specific disciplines.

There are fifty-eight media enhanced classrooms, with ceiling mounted projectors, computers, document cameras and wireless display support. Transparency projectors and vcr’s are available in some rooms by request, this older technology is increasingly incompatible with advancing technology and will not be replaced following failure.

Madera and Oakhurst

The Madera Community College Center and Oakhurst Community College Center campus has approximately 762 computers available to students, staff and faculty. They have nine (9) computer labs and 1 Mac lab with 570 computers (109 desktops, 256 virtual stations and 196 laptops) available for student use. The Madera open computer lab in the Library has 60 computers available for student use. Thirty-nine classrooms are technology enabled with computers, projectors and document cameras. There are 497 computers for staff and faculty use with 52 printers.

Distance Learning and Video Conferencing

Reedley College, Madera Community College Center and Oakhurst Community College Center have eleven rooms equipped with video conferencing equipment. Seven are conference rooms, which allow staff/faculty to meet without driving between locations. Five lecture rooms also support distance learning classes, where the instructor teaches from one site with students at remote locations that can include connections to any other site with video conferencing capability. Meeting rooms equipped with Large TV panels and computers, with secondary connections for laptops. Skype-Web Cam sessions are available in the Reedley Library Conference Rooms, Industrial Meeting room, and Forestry/Engineering/Math Meeting room.

Campus Location	PC's, Laptops, Tablets	VDI Desktop	Networked Printers	Networked Copiers	Conferencing Rooms	D L Rooms
Reedley	1169	447	202	20	4	2
Madera	572	256	45	6	2	1
Oakhurst	20	50	7	2	1	1
Totals	1761	753	254	28	7	4

Infrastructure Equipment

The Reedley campus core networking and server farm is housed in the MDF (main distribution facility) located in the Library building. Each of the 37 buildings on campus has an IDF (intermediate distribution facility) that connects the building network equipment to the core via fiber optic cabling. Copper Ethernet cabling supports the connection from the network switches in the IDF to the desktop. The 2012-13 infrastructure project replaced a majority of the network switches with new Juniper equipment and Aero Hive wireless access points. The server farm is composed of Dell server hardware and Microsoft Hyper-V virtual servers and supports all the file, print and software applications for both instructional and operational uses. Citrix servers host our thin client machines and deliver specialized virtual desktops. Phones at Reedley, Madera and Oakhurst are VOIP units. Fax service is online and integrated with Canon multifunction printer-copiers and utilizes email to send and receive fax documents.

The Madera Community College Center core networking and server farm is located in the MDF (AM133) in the Administration building. All of the buildings on the campus are connected from IDF to the MDF via fiber. Madera is the first location in the district to have the VOIP phone system and utilizes online FAX.

The Oakhurst Center is a small campus, but has similar capabilities to the other campuses. All of the classrooms have internet/network access via cabling back to the network core located in Room 1. VOIP phone system and online FAX.

Campus Location	Servers	Virtual Servers	IDF/MDF Rooms	Infrastructure Switches	Data Line
Reedley	13	48	37	180	10 Gig
Madera	14	18	18	47	
Oakhurst	4	7	3	5	1 Gig
Totals	31	73	58	232	

Instructional Use of Technology

Students utilize technology continually: in classrooms, labs, open access stations and laptop/iPad checkouts. Additional student support is provided using Internet-based services. These include enrollment and registration, applications and routing, transcript requests, and password resets for Web Advisor, wireless access, e-mail and the district adopted Course management system (CMS) Canvas.

All faculty and staff have access to the Canvas course management system. Courses and students are loaded into the system prior to the start of the semester. Students can access the cloud based system from home and/or numerous locations on campus, including the open computer lab which provide approximately 80 virtual stations at Reedley and 60 virtual stations at the Madera Community College Center open computer lab, with other stations available in Student Services and the Student Center. Within Canvas LMS students are able to use 24/7 online tutoring, 24/7 Canvas support, instructor enabled plagiarism checker, Atomic Learning Modules and/or publisher resources as assigned in their classes.

Nearly all classrooms are “smart classrooms” utilizing network-connected computers with a digital projector, and sound systems, secondary connection for laptops, and Miracast connections for tablets. Technology based courses use classroom computing labs extensively, matching the work environment, for subjects such as Digital Media, Computer Aided Design and Drafting (CADD) and Landscape Design. Students in programs such as these expect hardware and software to meet current industry standards. Classroom computer labs are also used for all areas of instruction, including English as a Second Language (ESL), Spanish, Mathematics, Physics, Biology, English, Journalism, Agriculture, Ag Mechanics, Aeronautics and Art.

Full-time faculty members are provided with an office computer and the Microsoft Office suite and other software as needed for instructional purposes. Part-time faculty have access to similar equipment in the Instructional Resource Center located in the CCI office area. Faculty use Ellucian’s WebAdvisor system for student and scheduling information, class rosters, and for final grade entry. Faculty have access to alternate media provided by DSPS and video captioning services provided by DECT grant funding. These services help meet Section 508 compliance standards.

Computer Services staff currently provide instructors with technical support. Specialized tutorials are available on-line via Atomic Learning or Lynda, and Computer Services staff are available for personal instruction workshop/training sessions.

Many existing labs acquired computers and other technological equipment by way of department and institutional grants. The purchase of products may present challenges in keeping these systems updated on a regular upgrade cycle as grant funding is not permanent.

Expansion of Distance Education , most often referred to as online education, courses has been enhanced by the addition of a Distance Education Coordinator (faculty release time position) and an Faculty Instructional Designer (faculty position). There are 200 courses offered online in the 2016-2017 academic year. These courses can provide an increase of FTES and additional courses that are made available online via Canvas and at multi-site classes utilizing video conferencing technology.

Student Services and Administrative Use of Technology

Technology is used extensively in administrative departments to provide services to students and staff. Connection paths are available on the Reedley College website and by Internet-based application providers. Utilization of technology in support of these services continue to expand.

- Students and Staff use WebAdvisor for status checks.
- CCC Apply is the current online enrollment application.
- State based services provide student eligibility status tracking for loans, grant applications, processing, and transcript requests.
- As of this writing SCCCD is in the process of acquiring and training on the use of eLumen for assessment of learning outcomes, program review and curriculum.
- CirrucUNET (which will be replaced FA18 by eLumen) is used to simplify the collection and tracking of data related to courses offered to students including historical tracking of each course for transfer between institutions.
- Starfish is integrated enterprise product for students in higher education that offers advanced capabilities for in-depth academic advising, case management, and personalized degree-planning tools. ‘Early alert’ identifies those who need attention, provides outreach to students and is a key component of Guided Pathways.
- Board Docs is cloud-based storage for meeting documents and is used by the Board of Trustees and Personnel Commission.
- Canvas LMS is a cloud-based learning management system. Group and committee spaces can be developed for the collection and sharing of documents and contacts.
- Microsoft 365 provides email free to all students, office 365 is included so that students have the most common software needed to be successful.

The Reedley College website, <http://www.reedleycollege.edu>, Madera Community College Center website, <http://www.maderacenter.com/index.html> and Oakhurst Community College website, <http://www.oakhurstcenter.com/index.html> are campus specific, online presence. These webpages provide resources and information for prospective, new, and continuing students, including registration and enrollment services. The site is used to communicate district news and events with students and the community. The site also serves staff and faculty with links to departments and committees for reporting and communication.

Ellucian Colleague the district's ERP (enterprise resource program) is an integrated database used for all of the major district functions, such as Human Resources, Financials, Student Records and Curriculum Management. This database feeds information to all other systems, such as Canvas, Scheduling and Reporting System (SARS) and is the source of state and federal report content and Institutional Research data. Staff and administrators use Colleague extensively throughout each workday and a substantial amount of the district's technology staffing is required to maintain this system.

Ellucian Colleague is used extensively for district information and processes. The WebAdvisor application enables students and staff to update residence address information. Students must confirm their program enrollment each semester. Password resets for this system are resolved using an automated email exchange, and students may also call a central help desk for personal interaction or additional questions. Colleague records are updated with student contact information, and summary information is transferred for State MIS reporting and internal Institutional Research.

Business Office uses Ellucian Colleague for all district purchasing and accounts receivable. The cashiers are able to accept credit and debit cards from students, and secure transactions are made through the Web site. Admission applications are submitted in CCC Apply, an Internet service partially funded by the Chancellors Office. Information is supplied by applicants at the web site then downloaded daily by the schools which the individual applied. The information is moved into Colleague automatically then verified by staff. Any individual exceptions are manually resolved before processing proceeds.

In the counseling office, the SARS (Student Appointment and Recording System) application is used to schedule and track meetings with individual students. Electronic document imaging is accomplished using On-Base imaging to increase efficiency and responsiveness of Student Services, Financial Aid and Admissions & Records.

The Learning Resource Center (LRC) at Reedley College uses the OCLC system to track all library books and materials throughout the district. The collection can be queried using dedicated PCs which provide catalog functionality. Numerous web site links provide connections to on-line research databases to which the school has license, and these may be queried by currently-enrolled students. The LRC uses the Tiger One-Card system to convert dollars into printing credits for use within the Library Open Computer Lab and for the copy

machines. The card also serves as the student body card, door entry card for the Residence Hall and can also be used in the cafeteria.

The district video conferencing system is used by committees and cross functional groups to include staff located at distant campuses in meetings. The system also has the ability for linking into the CENIC video conferencing system for statewide conferences, seminars and other meetings. The system allows for several simultaneous conference rooms to be connected at once.

Student Services relies on technology for data exchange and to provide many services. Web-based systems are used for enrollment, registration, and data exchange. The computers used by staff and students need to be kept up to date and secure. Some work tasks would benefit from additional automation, for data exchanges and for document handling.

Technology needs are developed and proposed by departments, divisions and work units during the Program Review process. After review and prioritization, the most beneficial projects will be matched to funding sources.

Identify and Assess Emerging Technology Needs

Reedley College is involved in various California Community College statewide projects which necessitate increased utilization and stress on technological services at all campus sites.

Currently the Online Education Initiative (OEI) through a grant disbursed by the California Community College Chancellor's Office provides funding for Canvas to all interested California Community Colleges. During implementation the Faculty Instructional Designer in conjunction with the campus IT staff provided training and support. Currently the district is in the process of implementing Hobson's Online Degree Planner, Early Alert and Connect. Online Degree Planner provides a framework for an electronic student educational plan and robust advanced scheduling features not currently available to students or administrators. Early Alert allows instructors and other stakeholders to identify early students that need a variety of possible supports as well as provides an opportunity to electronically communicate with all stakeholders in the student's academic life. Connect is an online appointment scheduling and case management system to provide timely and effective support to the students. Reedley College is participating in the implementation of Online counseling, expanding online course offering and developing a common student web-portal. The basis of the web-portal is a "single sign on", where one user-id/password gives access to all student applications, email and online classroom functions, from one portal-login.

Distance education now known more commonly as online education is a growing system at the state, district and campus level. Reedley College and its centers have implemented Canvas, and other online software components which help in achieving success for online and traditional face to face classes. How we incorporate new technologies with accessibility in mind will be a continued challenge in improving the success of online instruction. Support from the Distance

Education committee and other key committees on campus will be crucial in identifying and implementing new fully accessible technologies. The implementation and use of new technology into the traditional classrooms provides another great opportunity to improve student learning.

Eliminating barriers for students with physical, financial or network access issues are always a challenge when introducing technology. Starting in 2018 a great focus centered around accessibility on district and college websites. An internal website is being considered to address online issues and enable more timely response to changing needs. Staff will need simple tools that can be used in development of department and classroom sites. Website auditing to ensure compliance with Section 508 and WCAG 2.0 AA, accessibility standards is being considered along with a method of ongoing audits. Meeting these standards is a district-wide initiative and members will be assigned to the committee from each campus.

As a Guided pathways project school Reedley College, Madera Community College Center and Oakhurst Community College have begun the transformative work of implementing Guided Pathways. Technology will play an integral path in the implementation and support of this statewide and national program. At this stage of early implementation the role of technology will continue to evolve.

Reedley College Technology Goals

Technology in its various forms has become essential to the daily activities of the educational institution. Reedley College continues to move forward in the development, use and application of technology in support of learning. Through the writing of this Technology strategic plan clear technology goals become evident to support the Reedley College Educational Master Plan, Strategic Plan and SCCCD District Strategic Plan. These goals are to be accomplished over the next five years.

Goal 1 – Access to current and reliable technology (Strategic Goal #1)

- Initiative 1.1 – Provide all learning spaces with the appropriate technology to promote the exchange of ideas for learning and for achieving student success ie SmartBoard technology, flex design space
- Initiative 1.2 – Expand use of VDI to all computer labs and (14) laptop labs
- Initiative 1.3 – Active role in the technology design for Bond measure projects
- Initiative 1.4 – Continue to update/implement the Five-Year equipment replacement plan accessing the different technology needs of instructional faculty
- Initiative 1.5 – Continue to update/implement the annual software plan as new technologies and choices emerge to support student services and instructional programs
- Initiative 1.6 - Combine funds and/or seek grant funding to fund technical staff when new projects have need of technical resources (s)

Goal 2 – Provide support for effective instruction and work environment (Strategic Goal #2)

- Initiative 2.1 – Implement new website design facilitating communication between stakeholders and web designer
- Initiative 2.2 – Support the Madera Community College Center transition to College status
- Initiative 2.3 - Implement and/or continue to support systems and technology to complement student learning consistent with the student success and support programs, basic skills, and student equity ie. District approved LMS, Guided Pathways, Starfish, student ID card use in library services
- Initiative 2.4 - Examine options for providing on-call staff capable of responding to afterhours problems (s)
- Initiative 2.5 -Allocate sufficient budget for training of users as well as IS staff (s)

Goal 3 – Provide current and appropriate technology training (Strategic Goal #1)

- Initiative 3.1 – Increase instructor knowledge of professional learning opportunities: Hoonunit and Lynda.com
- Initiative 3.2 – Investigate and implement additional online training platforms
- Initiative 3.3 – Provide training on new website
- Initiative 3.4 – In coordination with the Faculty Instructional Designer implement a comprehensive training program addressing current and evolving technology needs for employees.

Goal 4 – Provide ADA and 508 compliant accessibility to technology (Strategic Goal #1)

- Initiative 4.1 – Update the websites to be fully compliant with TAG 2.0
- Initiative 4.2 – Support development of campus wide accessibility plan which includes addressing plan for instructional support, accessible classroom design and accessible facilities

Goal 5 – Break-out planning for Madera Community College Center, transition to College status. (Strategic Goal #4)

Conclusion

Technology budgeting continues to be a challenge and this plan must be flexible in achieving its goals. The target is to meet educational goals and objectives instead of describing specific technologies. This allows us to stay focused - that the purpose of technology is to support the mission of the college.

Reedley College needs to stay committed to supporting technology by providing a solid funding model. Continued commitment to providing adequate staff to support and train our faculty and staff is equally important.

The Technology Plan was developed using the both the [Educational Master Plan](#) and the [Strategic Plan](#) as guiding documents.

Madera Community College Center Transition to College

Status of Technology

Madera Community College strives to maintain a five-year replacement of computers used by students and staff. This five-year cycle started in 2006 and continues to guide the systematic refresh of technology. The planning cycle continues to be refined and now includes equipment with varying replacement cycles; printers, document cameras, projectors, servers, Virtual Desktop Infrastructure (VDI) equipment, network equipment, security cameras and other devices. All student-access-computers located in non-classroom areas have been replaced with VDI (Thin Client) stations: Library Lab, AV242, AV240, AV139, AV239 lengthening the replacement schedule and reducing costs. Laptops in classroom labs and ‘check out’ services and Staff continue to need replacement within the five-year cycle.

Campus network connectivity in some buildings is inadequate. Changes in building use and growth of the campus has resulted in older buildings repurposed and in need of adequate network connection.

Madera has a distinct web page which includes branding and coloration that distinguishes the campus personality. <http://www.maderacenter.com/index.html>

Budget

Budgeting the initial and ongoing finances continues to be a challenge as choosing which technology make us more efficient is critical. Currently the on-going technology budget addresses the 5-year replacement cycle as well as a separate software budget. However given the goals established through this strategic plan a budget including training needs and the purchasing of new equipment needs to be included.

Software Budget

Vendor		Total	Reedley	Madera	Oakhurst	
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Blackboard	Additional storage	\$ -	\$ -	\$ -	\$ -	DO paying
Foundation	Presidium support	\$ -	\$ -	\$ -	\$ -	DO paying
Secure Content	Sophos	\$ -	\$ -	\$ -	\$ -	DO paying
Secure Content	Sophos - email	\$ -	\$ -	\$ -	\$ -	DO paying
Computerland	Microsoft license	\$ -	\$ -	\$ -	\$ -	DO paying
Computerland	Microsoft license	\$ -	\$ -	\$ -	\$ -	DO paying
Computerland	Adobe license	\$ -	\$ -	\$ -	\$ -	DO paying

Vendor		Total	Reedley	Madera	Oakhurst	
Techsmith	Camtasia Relay/Studio	\$ 4,190.00	\$ 4,190.00	\$ -	\$ -	
Netsupport	Netsupport license	\$ 2,121.39	\$ 1,195.95	\$ 783.06	\$ 142.38	
Faronics	DeepFreeze	\$ 2,515.00	\$ 2,515.00	\$ -	\$ -	
Harland	Class Climate	\$ 2,138.00	\$ 2,138.00	\$ -	\$ -	
OCLC	EZ Proxy	\$ 2,927.34	\$ 2,927.34			
Vision Internet	Website hosting	\$ -	\$ -	\$ -	\$ -	DO paying
SPSS	SPSS licensing	\$ -	\$ -	\$ -	\$ -	DO paying
SolarWinds	Webhelpdesk	\$ 2,998.00	\$ 2,998.00	\$ -	\$ -	
SolarWinds	Netflow/Pmonitor	\$ 2,215.00	\$ 2,215.00	\$ -	\$ -	
**Turnitin	turnitin.com	\$ -	\$ -	\$ -	\$ -	DO paying
SARS	SARS	\$ -	\$ -	\$ -	\$ -	DO paying
Video Surveillance	Video Surveillance	\$ -	\$ -	\$ -	\$ -	DO paying
Adam Software		\$ 2,695.00			\$ 2,695.00	
Citrix - VDI		\$ 36,000.00	\$ 18,000.00	\$ 14,400.00	\$ 3,600.00	
Other - misc		\$ 10,000.00	\$ 7,000.00	\$ 2,500.00	\$ 500.00	
	Total	\$ 67,799.73	\$ 43,179.29	\$ 17,683.06	\$ 6,937.38	

5-Year Replacement Plan Budget

Lottery Plans	Total	Reedley		Madera		Oakhurst	
RP2017	\$ 679,610.28	\$ 447,387.00	66%	\$ 189,248.09	28%	\$ 42,975.19	6%
RP2018	\$ 667,038.73	\$ 414,509.87	62%	\$ 213,594.53	32%	\$ 38,934.33	6%
RP2019	\$ 524,572.28	\$ 271,094.00	52%	\$ 169,083.09	32%	\$ 84,395.19	16%
RP2020	\$ 469,233.19	\$ 165,403.45	35%	\$ 286,900.10	61%	\$ 16,929.64	4%
RP2021	\$ 511,980.59	\$ 332,397.44	65%	\$ 157,700.76	31%	\$ 21,882.39	4%
Total	\$ 2,852,435.07	\$ 1,630,791.76	57%	\$ 1,016,526.57	36%	\$ 205,116.74	7%

Technology Staffing

Under the Director of Technology, The Director reports to the Reedley College President. Currently the Director is responsible for Reedley College , Madera Community College Center and Oakhurst Community College Center. There are currently two (2) technical staff members at Madera with additional support from Reedley.

Title	Name	Campus
Director of Technology	Gary Sakaguchi	Reedley/Madera/Oakhurst

Network Coordinator	Andrew Ho	Reedley/Madera/Oakhurst
Computer Support Specialist	Ramon Escarano	Madera
Computer Support Technician	Ricardo Alvarez	Madera

Madera has five classroom labs with thin client computers, one Mac Lab and nine mobile laptop carts. The open computer lab in the Library has 60 thin client/VDI computers available for student use. Thirty-nine classrooms are technology enabled with computers, projectors and document cameras. There are 497 computers for staff and faculty use with 52 printers (109 desktops, 256 virtual stations and 196 laptops) available for student use.

Madera Community College has three Distance Learning and Video Conferencing rooms. Conference rooms allow staff/faculty to meet without driving between sites.

Campus Location	PC's, Laptops, Tablets	VDI Desktop	Networked Printers	Networked Copiers	Conferencing Rooms	D L Rooms
Madera	497	256	45	6	2	1

Infrastructure Equipment

The Madera Community College Center core networking and server farm is located in the MDF (AM133) in the Administration building. All of the buildings on the campus connect from IDF to the MDF via fiber. Madera Community College Center was first in the district to have the VOIP phone system and utilizes online FAX. Copper Ethernet cabling supports the connection from the network switches in the IDF to the desktop. The 2012-13 infrastructure project replaced a majority of the network switches with new Juniper equipment and Aero Hive wireless access points. The server farm is composed of Dell server hardware and Microsoft Hyper-V virtual servers and supports all the file, print and software applications for both instructional and operational uses. Citrix servers host our thin client machines and deliver specialized virtual desktops. Additional buildings that were previously ‘offline’ are now in need of network connections.

Campus Location	Servers	Virtual Servers	IDF/MDF Rooms	Infrastructure Switches	Data Line
Madera	14	18	18	47	1 Gig

Madera Community College Center Technology Goals

As Madera Community College Center progresses in their accreditation path it is anticipated the initiatives outlined to meet each goal in this strategic plan will require continuous assessment and change to support Madera Community College's work to become a fully accredited college.

Goal 1 – Access to current and reliable technology (Strategic Goal #1)

- Initiative 1.1 – Provide all learning spaces with the appropriate technology to promote the exchange of ideas for learning and for achieving student success ie SmartBoard technology, flex design space
- Initiative 1.2 – Expand use of VDI to all computer labs and laptop labs
- Initiative 1.3 – Active role in the technology design for Bond measure projects
- Initiative 1.4 – Continue to update/implement the Five-Year equipment replacement plan accessing the different technology needs of instructional faculty
- Initiative 1.5 – Continue to update/implement the annual software plan as new technologies and choices emerge to support student services and instructional programs
- Initiative 1.6 - Combine funds and/or seek grant funding to fund technical staff when new projects have need of technical resources (s)

Goal 2 – Provide support for effective instruction and work environment (Strategic Goal #2)

- Initiative 2.1 – Implement new website design facilitating communication between stakeholders and web designer
- Initiative 2.3 - Implement and/or continue to support systems and technology to complement student learning consistent with the student success and support programs, basic skills, and student equity ie. District approved LMS, Guided Pathways, Starfish, student ID card use in library services
- Initiative 2.4 - Examine options for providing on-call staff capable of responding to afterhours problems (s)
- Initiative 2.5 -Allocate sufficient budget for training of users as well as IS staff (s)

Goal 3 – Provide current and appropriate technology training (Strategic Goal #1)

- Initiative 3.1 – Increase instructor knowledge of professional learning opportunities: Hoonunit and Lynda.com
- Initiative 3.2 – Investigate and implement additional online training platforms
- Initiative 3.3 – Provide training on new website
- Initiative 3.4 – In coordination with the Faculty Instructional Designer implement a comprehensive training program addressing current and evolving technology needs for employees.

Goal 4 – Provide ADA and 508 compliant accessibility to technology (Strategic Goal #1)

- Initiative 4.1 – Update the websites to be fully compliant with TAG 2.0

- Initiative 4.2 – Support development of campus wide accessibility plan which includes addressing plan for instructional support, accessible classroom design and accessible facilities

Goal 5 – Break-out planning for Madera Community College Center, transition to College status. (Strategic Goal #4)

- Initiative 1.1 – Upgrade network infrastructure at the Madera Community College Center
- Initiative 1.2 – Create a plan for increased IT staffing needs to meet the growth needs of Madera Community College Center
- Initiative 1.3 - Provide support for effective instruction and an efficient work environment during transition

Professional Development Plan



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Program History

Currently, our campus has a Staff Development Committee that has recently been renamed the Professional Development Committee. Staff Development Committee is a campus committee that contributes to/oversees disbursement of funds to facilitate professional development to part-time, full time faculty, classified professionals, and administrators and managers, for a variety of different Professional Development activities through a proposal process. These PD activities range from 1-day workshops to full conferences. Requestors are attendees as well as presenters. This committee began discussions in regards to creating and implementing a unified professional development plan that includes all part-time and full-time faculty, classified professionals, and administrators and managers. These discussions derived from submitted proposals where there appeared to be confusion as to what was considered to be acceptable professional development, who could apply for funds, and the process to apply for funds.

In fall 2018, the Faculty Professional Development group called for the creation of a comprehensive Professional Development Plan and began to draft the plan as a committee. Quickly realizing the scope of the plan was beyond the purview of the committee, the chair of the Faculty Professional Development Committee in conjunction with the chair of the Staff Development Committee wrote a resolution (Attachment B) calling for the creation of a Professional Development Workgroup. The resolution was approved by the Academic Senate and adopted by College Council mid-Spring semester 2019, with the suggested constituency group members identified. Each constituency group was contacted to appoint representatives thereafter, and the Professional Development workgroup began meeting late spring semester 2019 to create a comprehensive Professional Development plan for the campuses and draft a revised critical needs survey.

Approved by the Professional Development Workgroup
10/18/19; RCAS 11/26/19; Classified Senate 11/26/19;
College Council 12/4/19

The Faculty Professional Development Committee, with membership of full-time faculty in each division at each college and center location as well as the addition of administrative, staff, and student representatives, began to meet face-to-face monthly in spring 2018. They immediately began designing questions for the critical needs survey, administered February 2018, and analyzed the results (see attached). Based on these results, they to put together a comprehensive Flex day schedule for fall 2018, during which most members of the committee presented at in multiple campus locations or helped staff the Welcome Booths at both campuses. The committee also wrote its first mission statement:

The mission of the Professional Development committee is to provide collegially planned professional and personal growth opportunities that support the college's strategic goals for all individuals in the college community.

The Professional Development workgroup, which began meeting late spring 2019, developed a draft of revised critical needs survey to be distributed fall 2019 and developed the goals listed in the Program Goals section.

Constituencies Served

All employees of Reedley College, including full-time and part-time faculty, classified professionals, and administrators and managers, are served by this professional development plan, in accordance with the ACCJC accreditation standard III.A.14:

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Faculty

Title 5 § 55724 allows community college districts to "designate an amount of time in each fiscal year for employees to conduct staff, student, and instructional improvement activities. These activities may be conducted at any time during the fiscal year. The time designated for these activities shall be known as 'flexible time'".

The SCCCD contract (2018-2021), AGREEMENT BETWEEN STATE CENTER COMMUNITY COLLEGE DISTRICT AND FULL-TIME FACULTY BARGAINING UNIT STATE CENTER FEDERATION OF TEACHERS LOCAL 1533, CFT/AFT, AFL-CIO, stipulates for full-time faculty in Article XII, Section 7: "One flexible schedule day shall be provided at the beginning of each semester, unless the District and the Senates mutually agree otherwise. Faculty members may request to reschedule a "flex day" at a time other than the date at the beginning of the fall and spring semester(s) for a specific educationally related activity, which is beneficial to the education of students, providing such alternate schedule is management approved and within the normal travel and conference budget expenses. Any approved rescheduled "flex day" must occur within the academic year from which it was rescheduled and must be outside of the individual faculty member's regular contract and overload teaching schedule as assigned. Weekday evenings and/or weekend days are permissible. Evening and/or weekend assigned time cannot be counted. Faculty scheduling alternate flex day activities are responsible for the reporting requirements required in regulation." Per the contract, faculty are required to earn at least ten hours per academic year of approved flex day activities.

The flexible calendar program allows all faculty, inclusive of full and part time as well as instructional and non-instructional faculty) to work on three areas (Title 5, § 55720):

Approved by the Professional Development Workgroup
10/18/19; RCAS 11/26/19; Classified Senate 11/26/19;
College Council 12/4/19

- Staff improvement
- Student improvement
- Instructional improvement

Classified Professionals

Classified professionals are not required to earn Flex time. They are encouraged to participate in professional development activities, but they are not provided any compensation at this time. Professional development needs for classified professionals include training to keep current in technological tools used by the College, increasing communication skills, and career development training as staff prepare for positions of increasing responsibility.

Administrators and managers

Administrators and managers are also not required to earn Flex time, but they are encouraged to continue to develop professionally.

Program Goals

Goals	Activities may include but are not limited to:
<p>Develop and foster a culture that prioritizes professional development for all employees to support student success</p>	<ul style="list-style-type: none"> • Embrace culture of Equity and Inquiry through intentional professional development on topics related to cultural diversity, race relations, and inclusion. • Advocate for Campus Professional Development Coordinator • Examine existing structures for what reorganization that needs to be done to support these goals. • Secure funding for a CTE liaison position • Advocate for the creation of a CTE Advisory group. • Advocate for release time for the Staff Development Committee Chair.

	<ul style="list-style-type: none"> • Work with unions to recommend appropriate Flex Time for faculty and classified staff. • Advocate for Flex Day attendance for all faculty and staff. • Investigate College Hour • Investigate Compressed Calendar and its potential to impact professional development opportunities • Funding for adjunct instructors to attend PD activities • Expanding internship possibilities for faculty and expanding to CTE programs • Advocate for a District wide PD coordinator to increase communication across all campuses. • Continue to encourage all employees to attend PD opportunities • Work with district office and professional development coordinators throughout district to increase collaboration. • Provide activities that deepen knowledge in all employees' area of responsibility and increase their awareness of current developments in their fields. • Align Opening Day activities with each year's professional development goals in order to provide PD for the entire campus at once.
<p>Identify all available funding sources for professional development</p>	<ul style="list-style-type: none"> • Advocate for a college wide annual vision set by the President and supported by the college council. • Professional Development funding is prioritized by this vision. • Grant coordinators or designee to serve on the PD committee and report out on projects being funded, providing regular updates <p>The Professional Development Committee will assist applicants in identifying all sources of professional development funding.</p>
<p>Streamline processes for application and educate all employees of process</p>	<ul style="list-style-type: none"> • Develop a new application process that allows opportunities to be external and internal.

	<ul style="list-style-type: none"> • Restructure the current PD committees to consider becoming one body. • Grant coordinators or designee to serve on the PD committee and report out on projects being funded, providing regular updates.
Learning to value the investment in professional development opportunities for all employees	<ul style="list-style-type: none"> • To use a PD LMS systems for all employees. • Include in application requirement that all conference attendees will present a workshop, preferably at Flex Day or College Hour. • Work with PIO office to market and brand Office of Professional Development.
On campus, increase participation for professional development opportunities for all employees	<ul style="list-style-type: none"> • To include both Full time and part time faculty, classified professionals, and management. • Restructure the Staff Development Committee to allow for applications for funding for out-of-district conferences and internal.
Increase knowledge of professional development best practices and share findings with campus communities	<ul style="list-style-type: none"> • Provide opportunities for PD Learning Communities. • To use a PD LMS systems for all employees. • Include in application that all conference attendees will present a workshop, such as for their departments, Flex Day, or College Hour.

Program Budget

The PDC recognizes the importance of aligning the PDP with grants and other plans on campus that include professional development. Current categorical funding include:

Grant/Plan	Professional Development Component	Funding
Student Equity and Achievement (SEA)	BSI/BSSOT: <ul style="list-style-type: none"> • Acceleration Training (internal and through organizations like CAP) 	Funding information not provided.

	<ul style="list-style-type: none"> • Reading Apprenticeship (both internal and through organizations like RP Group and West Ed) • AB705 Training (English, Math, and implementation activities) • Tutor Training (Tutor Expo, Mental Health Training, and various conferences) 	
Guided Pathways	<ul style="list-style-type: none"> • Workshops hosted by IEPI and the Chancellor’s Office • T² half day meeting which includes PD • Days of Dialogue: equity, data, meta-majors/mapping, etc. • Flex day workshops • Department meetings 	Funding information not provided.
STEM	<ul style="list-style-type: none"> • Professional Development FT/PT Math faculty to develop concurrent support for the statistics pathway for AB 705 • Campus and Community events to promote STEM through outreach activities • PD for STEM Faculty on mentoring to help increase the number of STEM students being mentored at RC/MC/OC • PD for STEM faculty student transition from a community college to a four-year university. This will allow for 	Funding information not provided.

	STEM faculty to know what STEM faculty at four-year universities	
Technology Master Plan	<p>Technology training for faculty and staff including but not limited to:</p> <ul style="list-style-type: none"> • Flex day presentations on new technology • Accessibility training • Support for contracted professional development programs such as Lynda.com and Hoounit • eLumen training in curriculum, program review, SLO • 0365 	Allocated annually through the Technology Budget
Staff Development	<p>Staff Development Committee is a campus committee that contributes to/oversees disbursement of funds to facilitate professional development to part-time, full time faculty and staff for a variety of different Professional Development activities. These PD activities range from 1-day workshops to full conferences.</p>	Allocated annually from the President’s Office 2018/19 FY \$15,000.00
Strategic Plan		
Strong Workforce		

Attachments

Attachment A: Reedley College Critical Needs Survey Results

Spring 2018 Survey results, based on 75 participants

Designing online classes	30
Promoting use of OER (Open Educational Resources)	22
Student support resources online (e.g. library, Writing Center)	21
Integrating technology in the classroom	33
Diversity and inclusion across campus	24
Student based learning: reaching the unmotivated student	39
Student based learning: practices to invite engagement	38
Integrating teaching and scholarly/creative activity	26
One Book/One College	14
Campus tours to see what departments are doing	22
Staff & Faculty Showcase (display/discuss artwork, publications, etc.)	16
Basics of Guided Pathways	24
Student Support Services: An Introduction to Campus Resources	21
Fun with FERPA: Understanding the federal privacy laws	13
Safety: Dealing with disruptive students	29
Understanding the process for student grievances	12
Incorporating research into coursework	20
Integrating instructional/mobile technology into your courses	27
Inclusive teaching practices	30
Understanding and supporting students with disabilities	32
Motivating students	35
Dealing with difficult students	27
Understanding and supporting students in crisis	29
Encouraging academic integrity	21
Mentoring and advising students	35
Tips for promoting events on campus	19
Tips for organizing events on campus	17
Understanding the governance structure at RC (Governance 101)	12
Understanding the budget process	16
Understanding grants	20
Understanding scheduling	15
Preparing for program review	17
Understanding staff and faculty rights	28
Training in accessibility in documents	13
Safety workshops	12
Fundraising tips	7
Introduction to campus committees (Committee 101 workshop)	15
Tips for advising/leading a club	12
Introduction to professional development online resources	20
Applying for lateral transfers	11
Marketing 101 (tips for promoting campus events and programs)	9
Dual Enrollment strengthen community engagement and outreach	23
Building partnerships with local K-12 schools	33
Creating clear communication around RC partnerships (e.g. POM)	21
Approved by the Professional Development Workgroup 10/18/19; RCAS 11/26/19; Classified Senate 11/26/19; College Council 12/4/19	

Approaching local industries for partnerships	38
Understanding accreditation	29
MCCC Candidacy Preparation	19
Eligibility Requirements for Accreditation	27
Institutional Planning Overview	17
Getting Involved with the Core Team	12
Basics of the process and timeline for accreditation	31

Attachment B: Resolution of the Academic Senate of Reedley College
**REGARDING THE NEED FOR A UNIFIED PROFESSIONAL
DEVELOPMENT PLAN**

WHEREAS Assembly Bill No. 2558 (2014) established the Community College Faculty and Staff Development fund “for purposes of providing state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs”, and

WHEREAS Assembly Bill No. 2558 modified California Education Code (§87150) to specify that “The board of governors shall annually allocate funds, when appropriated for purposes of this article, only to a community college district whose chief executive officer has submitted to the chancellor an affidavit that includes all of the following: (a) A statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs,” and

WHEREAS Title 5 of the California Code of Regulations (§55724) allows community college districts to "designate an amount of time in each fiscal year for employees to conduct staff, student, and instructional improvement activities,” and

WHEREAS the California Code of Regulations, Section 53200(c) defines that Academic Senates as those who consult collegially on “Academic and professional matters” means the following policy development and implementation matters” including “(8) policies for faculty professional development activities;”,

BE IT RESOLVED that the Academic Senate of Reedley College charges the Faculty Professional Development (Flex) Committee to form a workgroup from constituencies across all campuses to create a professional development plan for the college and its centers and report its findings to the body by fall 2019.

Attachment C: Critical Needs Survey Reedley College, Fall 2019

Default Question Block

Please identify your primary campus:

Reedley College campus

Madera Community College Center

Oakhurst Community College Center

Identify your role on your campus:

Manager/Administration

Part-time classified staff

Full-time classified staff

Part-time faculty

Full-time faculty

Which subject areas are you interested in learning about (check all that apply)?

- Staff & Faculty Showcase: display artwork, publications, departmental products, etc.
- Equity: Diversity and inclusion across campus, across departments and within various positions on campus, inclusive teaching practices, inclusive hiring committees, equity-minded customer service
- Legislative Information: Understanding the federal privacy laws (FERPA); Understanding Ed Code; Understanding unions and contracts
- Building partnerships: Local K-12 school, local industries for partnerships, advisory committee best practices
- College Wide Programs: One Book/One College; Speakers Series

- Student Support Tools :Motivating students, Understanding and supporting students in crisis, serving students with disabilities, Intro to campus resources, process for student grievances
- Initiative Updates: Guided Pathways; Open Educational Resources with "Petting Zoo" samples; AB 705
- Marketing 101: tips for promoting campus events and programs, working with the PIO office
- Learn about our campus/Campus Basics!; Campus tours to see what Mentoring and advising : mentor program for staff and/or students, tips for advising clubs
- Understanding Accreditation
- Safety: Dealing with disruptive students, safety tips from police personnel
- Campus Structure : Governance structure, The Budget Process, Introduction to grant writing, Introduction to Campus Committees
- Employment Opportunities and other Professional: Development Applying for lateral transfers, resume building or resume review, interview tips, Professional Development online resources;
- Understanding the process of Equivalency, Faculty Internships

Of the same list presented above, please now choose ONE of the following topics you are MOST interested in attending?

- Staff & Faculty Showcase: display artwork, publications, departmental products, etc.
- Equity: Diversity and inclusion across campus, across departments and within various positions on campus, inclusive teaching practices, inclusive hiring committees, equity-minded customer service
- Legislative Information: Understanding the federal privacy laws (FERPA); Understanding Ed Code; Understanding unions and contracts
- Building partnerships: Local K-12 school, local industries for partnerships, advisory committee best practices
- College Wide Programs: One Book/One College; Speakers Series

- Student Support Tools :Motivating students, Understanding and supporting students in crisis, serving students with disabilities, Intro to campus resources, process for student grievances
- Initiative Updates: Guided Pathways; Open Educational Resources with "Petting Zoo" samples; AB 705
- Marketing 101: tips for promoting campus events and programs, working with the PIO office
- Learn about our campus/Campus Basics!; Campus tours to see what Mentoring and advising : mentor program for staff and/or students, tips for advising clubs
- Understanding Accreditation
- Safety: Dealing with disruptive students, safety tips from police personnel
- Campus Structure : Governance structure, The Budget Process, Introduction to grant writing, Introduction to Campus Committees
- Employment Opportunities and other Professional: Development Applying for lateral transfers, resume building or resume review, interview tips, Professional Development online resources;
- Understanding the process of Equivalency, Faculty Internships

Attachment D: Professional Development Faculty Coordinator

Campus: Reedley Community College

Title: Professional Development Faculty Coordinator

The Reedley College Professional Development Faculty Coordinator will provide campus-wide support for the planning, development, organization, and implementation of ongoing professional development for faculty and classified professionals that supports the strategic goals of the college and Vision for Success. The Professional Development Coordinator will support the college's efforts to continue to institutionalize a culture that embraces diversity and student equity; that values creativity, engagement, inclusivity, and accountability; and fosters data-driven cycles of research, analysis, and innovation focused on learning and student outcomes.

This position reports to the Vice President of Instruction.

DUTIES

- Works closely with the Vice President of Instruction and the Professional Development (currently called Staff Development) Committee Chairs, to develop, implement, and monitor a college-wide Professional Development Plan.
- Provides workshops for faculty and staff on areas of identified in the annual critical needs survey.
- Seeks expertise internally and externally to provide workshops for faculty and staff throughout the year, including flex day workshops.
- Aligns professional development with college and state initiatives
- Coordinates planning, assessment, and on-going improvement of Professional Development Plan for Reedley College in consultation with campus stakeholders.
- Completes an annual critical needs assessment to determine the professional development needs of the college faculty and staff.
- Assists the Vice President of Instruction with organizing and implementing the New Faculty Onboarding program.
- Plans and organizes First Year Experience (FYE) and Communities of Practice (COPs) focusing on high impact practices.
- Collaborates with Administration and the Office of Institutional Research to offer, organize, and implement various training sessions related to data analysis, Guided Pathways, and other college or statewide initiatives.
- Coordinates with and supports Distance Education professional development efforts with the Instructional Designer.
- Collaborates and coordinates with the Professional Development Committee to provide on-going professional development activities that support college planning:
 - Integrated Plan

- Guided Pathways Plan
- Strong Workforce Plan
- College-wide Strategic Goals, and
- Statewide initiatives
- Chair the college Professional Development Committee meetings.
- Assists in the writing, editing, and submitting required state and college reports.
- Provides annual progress report to College Council.

Optional Duties:

- May attend conferences and workshops related to professional development.
- Attend departmental and requested campus meetings.

Qualifications:

Any full-time faculty member at Reedley College

Attachment E: CTE Liaison

Campus: Reedley Community College

Title: CTE Liaison

Reassigned Time: 1.5 LHE/semester

Position Description: The need for CTE Liaisons was established by the Academic Senate of the California Community Colleges senate delegates through Resolution 17.02 (Spring 2015) along with liaisons for noncredit (17.05) and legislation (17.03). The overall purpose of this position is to facilitate communication between local CTE faculty and ASCCC; additionally, the CTE liaison should engage local CTE faculty through statewide information and opportunities. The CTE liaison should be kept up-to-date by participating in appropriate ASCCC listserv, including CTE and noncredit liaison. The CTE Liaison reports to the Dean of the Agriculture & Natural Resources, Business Sciences, and Industrial Technology Division.

Duties and Responsibilities:

- Sign up for the ASCCC CTE liaison listserv
- Communicate with the local senate and faculty regarding statewide conversations relevant to their college
- Attend local senate meetings; report on statewide issues of concern
- Create a mechanism to communicate with faculty
- Serve as a conduit between the local faculty and other representatives in the surrounding districts
- Participate in and/or facilitate local and regional discussions
- Identify issues of concern locally or regionally
- Communicate opportunities for faculty to participate in statewide initiatives, workgroups, committees and taskforces to ensure that varied interests are represented
- Participate in conversations to implement local and system-wide policies and practices that may significantly affect educational programs
- Identify faculty at the college and in the region to serve locally and statewide on committees and taskforces
- As local funding permits, attend state-level events (CCCCAOE, ASCCC) and regional consortia meetings
- Attend Reedley College Academic Senate meetings as designated liaison
- Give a liaison report regularly, or as requested
- Help to keep senators informed on specific issues & topics
- Share liaison perspectives with senators/ other liaisons
- Share impact of possible senate actions on students and programs
- Recruit other CTE faculty to serve as senators
- Help further increase necessary connections to senate
- Helps to further senate's understanding of statewide academic & professional matters

Compensation and duration:

The release time for this position will be 1.5 LHE per semester. The position is renewable every two years.

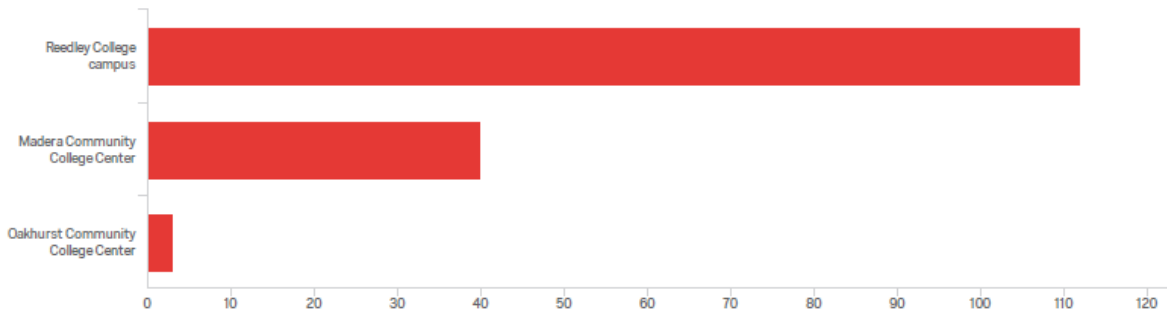
ATTACHMENT F: RESULTS OF THE 2019 CRITICAL NEEDS SURVEY

Default Report

Professional Development Critical Needs Survey

September 5, 2019 9:22 AM MDT

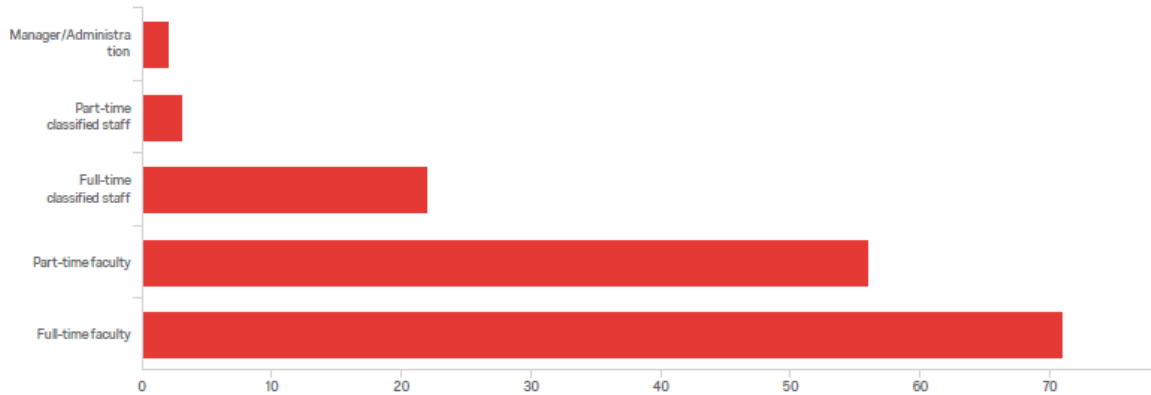
Q1 - Please identify your primary campus:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please identify your primary campus:	1.00	3.00	1.30	0.50	0.25	155

#	Field	Choice Count
1	Reedley College campus	72.26% 112
2	Madera Community College Center	25.81% 40
3	Oakhurst Community College Center	1.94% 3
		155

Q2 - Identify your role on your campus:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Identify your role on your campus:	1.00	5.00	4.24	0.86	0.74	154

#	Field	Choice Count
1	Manager/Administration	1.30% 2
2	Part-time classified staff	1.95% 3
3	Full-time classified staff	14.29% 22
4	Part-time faculty	36.36% 56
5	Full-time faculty	46.10% 71
		154

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Q3 - Which subject areas are you interested in learning about (check all that apply)?

#	Field	Choice Count
1	Staff & Faculty Showcase: display artwork, publications, departmental products, etc.	5.47% 41
2	Legislative Information: Understanding the federal privacy laws (FERPA); Understanding Ed Code; Understanding unions and contracts	5.21% 39
3	College Wide Programs: One Book/One College: Speakers Series	5.07% 38
4	Initiative Updates: Guided Pathways: Open Educational Resources with "Petting Zoo" samples: AB 705	5.07% 38
5	Learn about our campus/Campus Basics: Campus tours to see what departments are doing, Understanding Accreditation	4.94% 37
6	Safety: Dealing with disruptive students, safety tips from police personnel	5.34% 40
7	Employment Opportunities and other Professional: Development Applying for lateral transfers, resume building or resume review, interview tips, Professional Development online resources: Understanding the process of Equivalency, Faculty Internships	6.54% 49
8	Teaching Strategies: Integrating technology in the classroom, Incorporating research into coursework, encouraging academic integrity	11.21% 84
9	Equity: Diversity and inclusion across campus, across departments and within various positions on campus, inclusive teaching practices, inclusive hiring committees, equity-minded customer service	7.34% 55
10	Building partnerships: Local K-12 school, local industries for partnerships, advisory committee best practices	7.61% 57
11	Student Support Tools :Motivating students, Understanding and supporting students in crisis, serving students with disabilities, Intro to campus resources, process for student grievances	11.08% 83
12	Marketing 101: tips for promoting campus events and programs, working with the PIO office	4.94% 37
13	Mentoring and advising : mentor program for staff and/or students, tips for advising a club	5.87% 44
14	Campus Structure : Governance structure, The Budget Process, Introduction to grant writing, Introduction to Campus Committees	5.47% 41
15	Technology on campus: Training in accessibility in documents, O365, Qualtrics, designing an online class, SharePoint, Moving documents into Cloud	8.81% 66
		749

Showing rows 1 - 16 of 16

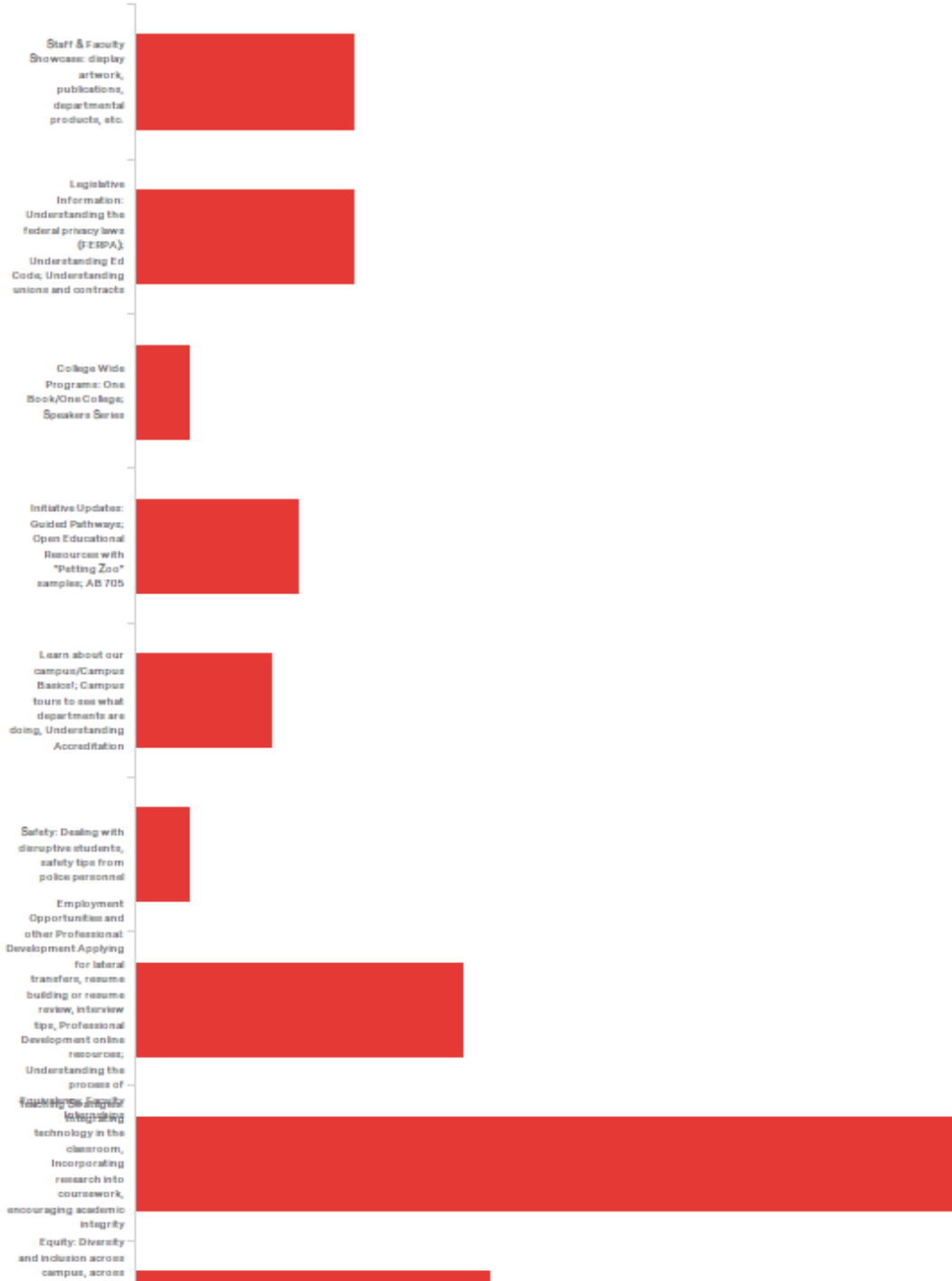
#	Field	Choice Count
1	Staff & Faculty Showcase: display artwork, publications, departmental products, etc.	5.47% 41
2	Legislative Information: Understanding the federal privacy laws (FERPA); Understanding Ed Code; Understanding unions and contracts	5.21% 39
3	College Wide Programs: One Book/One College: Speakers Series	5.07% 38
4	Initiative Updates: Guided Pathways: Open Educational Resources with "Petting Zoo" samples: AB 705	5.07% 38
5	Learn about our campus/Campus Basics: Campus tours to see what departments are doing, Understanding Accreditation	4.94% 37

#	Field	Choice Count
6	Safety: Dealing with disruptive students, safety tips from police personnel	5.34% 40
7	Employment Opportunities and other Professional: Development Applying for lateral transfers, resume building or resume review, interview tips, Professional Development online resources: Understanding the process of Equivalency, Faculty Internships	6.54% 49
8	Teaching Strategies: Integrating technology in the classroom, Incorporating research into coursework, encouraging academic integrity	11.21% 84
9	Equity: Diversity and inclusion across campus, across departments and within various positions on campus, inclusive teaching practices, inclusive hiring committees, equity-minded customer service	7.34% 55
10	Building partnerships: Local K-12 school, local industries for partnerships, advisory committee best practices	7.61% 57
11	Student Support Tools :Motivating students, Understanding and supporting students in crisis, serving students with disabilities, Intro to campus resources, process for student grievances	11.08% 83
12	Marketing 101: tips for promoting campus events and programs, working with the PIO office	4.94% 37
13	Mentoring and advising : mentor program for staff and/or students, tips for advising a club	5.87% 44
14	Campus Structure : Governance structure, The Budget Process, Introduction to grant writing, Introduction to Campus Committees	5.47% 41
15	Technology on campus: Training in accessibility in documents, O365, Qualtrics, designing an online class, SharePoint, Moving documents into Cloud	8.81% 66
		749

Showing rows 1 - 16 of 16

Q9 - Of the same list presented above, please now choose ONE of the following topics

you are MOST interested in attending?





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Of the same list presented above, please now choose ONE of the following topics you are MOST interested in attending?	1.00	29.00	13.34	8.06	64.89	151

#	Field	Choice Count
1	Staff & Faculty Showcase: display artwork, publications, departmental products, etc.	5.30% 8

		Count
2	Legislative Information: Understanding the federal privacy laws (FERPA); Understanding Ed Code; Understanding unions and contracts	5.30% 8
3	College Wide Programs: One Book/One College: Speakers Series	1.32% 2
4	Initiative Updates: Guided Pathways: Open Educational Resources with "Petting Zoo" samples: AB 705	3.97% 6
5	Learn about our campus/Campus Basics: Campus tours to see what departments are doing, Understanding Accreditation	3.31% 5
6	Safety: Dealing with disruptive students, safety tips from police personnel	1.32% 2
7	Employment Opportunities and other Professional: Development Applying for lateral transfers, resume building or resume review, interview tips, Professional Development online resources: Understanding the process of Equivalency, Faculty Internships	7.95% 12
8	Teaching Strategies: Integrating technology in the classroom, Incorporating research into coursework, encouraging academic integrity	19.87% 30
9	Equity: Diversity and inclusion across campus, across departments and within various positions on campus, inclusive teaching practices, inclusive hiring committees, equity-minded customer service	8.61% 13
10	Building partnerships: Local K-12 school, local industries for partnerships, advisory committee best practices	9.93% 15
11	Student Support Tools :Motivating students, Understanding and supporting students in crisis, serving students with disabilities, Intro to campus resources, process for student grievances	14.57% 22
12	Marketing 101: tips for promoting campus events and programs, working with the PIO office	1.99% 3
13	Mentoring and advising : mentor program for staff and/or students, tips for advising a club	5.96% 9
14	Campus Structure : Governance structure, The Budget Process, Introduction to grant writing, Introduction to Campus Committees	3.97% 6
15	Technology on campus: Training in accessibility in documents, O365, Qualtrics, designing an online class, SharePoint, Moving documents into Cloud	6.62% 10
		151

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Marketing & Communications Plan 2021-2023

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Overview

Reedley College

Reedley College is a member of the State Center Community College District and is located in the San Joaquin Valley. The college serves approximately 14,000 students per year with a majority of students identified as Hispanic/Latino/a/x (74%), Low-income (61%), and first generation (40%). The college offers associate degrees, certificates of completion, noncredit instruction, and Career Technical Education (CTE).

MISSION

Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

VISION

As an exemplary educational institution, Reedley College cultivates professional, well-prepared individuals who will enrich our ever-changing local, regional, and global communities.

VALUES

Student Success

We are committed to students' intellectual empowerment and the development of critical thinking. We are committed to support our students in their pursuit of individual academic, career, and personal goals.

Integrity

We are accountable and transparent, and we adhere to the highest professional standards.

Stewardship

We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.

Inclusivity

We are committed to and intentional in creating an environment that cultivates, embraces and celebrates diversity.

Collaboration

We are committed to fostering a spirit of teamwork with our students, faculty, classified professionals, and administrators while expanding our partnerships with education, industry, and our communities.

Marketing & Communications Plan

The purpose of Reedley College's Marketing and Communications Plan is to support the college's mission, vision, and values. This plan will be re-evaluated and modified every two years. Priorities have been identified by the Office of Marketing and Communications with support from members of the Marketing and Communications committee. Prospective students, employees and donors, state and local leaders, corporate partners, employers, and internal audience influenced the selection of the Plan's priorities and activities.

Concurrent to the development of this plan, a private marketing firm, Graduate Communications, was engaged to develop a Guided Pathways Communication Plan. This plan references and incorporates that plan, which is attached as a linked addendum.

Priorities

Priority 1: Enrollment

Support Strategic Enrollment Management tactics to increase enrollment, retention, and success for target audiences identified through data analysis.

Strategies

- Promote student success, retention, and completion.
- Identify ideal media vehicle and market to reach diverse prospective students.

Activities

- Market student services activities and resources to current students.
- Give welcome packet from the President's office providing clear and comprehensive communication to new students.
- Analyze and utilize data to create targeted campaigns to promote campus opportunities, including academic programs and services.
- Analyze secondary and enrollment data consistently to support in-reach and outreach decisions.
- Campaign to targeted audiences using the following media channels: documents/plans, direct mail, radio, TV, transportation, magazines, newspapers, digital spaces, social media, and on- and off-campus spaces. (\$75,000)
- Strengthen social media presence and engagement. Utilizing most social media platforms: LinkedIn, Facebook, Instagram, Twitter, and YouTube.
- Analyze pre/buy/post campaign data.
- Interview and/or survey current students, former students (those who have dropped or did not persist)

Priority 2: Brand Identity

Create a brand identity and increase Reedley College's reputation in the region.

Strategies

- Establish unified logo, voice, and identity for Reedley College.
- Communicate effectively through media outlets on a continuous basis.
- Connect with the regional community.

Activities

- Develop a series of templates for the college (PowerPoint presentations, letterhead, email signatures, agendas etc.)
- Include internal audience to develop and launch a brand identity that supports the College values and resonates with target audiences.
- Create and distribute templates, standards, and guidelines for all College materials.
[Reedley College Style Guide](#)
- Infuse brand in all external communication.
- Ensure all employees embrace and use a consistent brand identity.
- Sponsor and/or attend events to increase awareness of Reedley College's programs to encourage partnerships and sponsorships of scholarships, internships, and fundraising. (\$30,000)
- Engage alumni (e.g., mentoring, coaching, and fundraising.)
- Interview and survey student, alumni, and community focus groups to identify perceptions.

Priority 3: Unified Marketing and Communications

Unify efforts to market activities, athletics, pathways, and programs across campus.

Strategies

- Standardize requests for marketing and communication.
- Utilize an annual calendar.
- Implement “Messaging” and “Communications Plan by Audience” recommendations from the Graduate Communications Guided Pathways Communications Plan: Messaging should come from clear sources, utilize consistent terminology and design, be accessible, and multi-lingual, two-way communication, engage students and family, and be simple and straightforward. See Plan for more detail.

Activities

- Align print and digital content.
- Create a standardized process for requesting marketing.
- Align buys with academic calendar onboarding activities.
- Create a more streamlined process for using the campus calendar.
- Utilize the calendar to improve targeted communications as described in the Graduate Communications Plan.
- Initially Graduate Communications is developing some foundational communication for Reedley College. Further messaging to students and community should follow design principles described by and demonstrated in those materials.

Priority 4: Website (reedleycollege.edu)

Restructure the website to represent target audiences and provide clear communication and navigation.

Strategies

- Conduct an equity and content web scan.
- Identify priorities from programs, departments, and divisions to update and/or restructure pages.
- Provide synchronous communication during and after business hours.
- Utilize and promote events through website calendar.
- Implement “Website” and “Canvas” recommendations from the Graduate Communications Guided Pathways Communications Plan: Website should create multiple opt-in opportunities, provide FAQ for each pathway, utilize video, provide clear contact information for Pathways and all faculty, avoid dated materials so website remains “evergreen,” and provide clearer navigation from the homepage. Canvas should be utilized as a go-to spot for time-sensitive information, communication, and hosted events. See plan for more detail.

Activities

- Engage students, employees, and community members in reviewing the website for clear communication, accurate representation, and user experience.
- Collaborate with Guided Pathways to enhanced Guided Pathways Canvas shells per Graduate Communications recommendations.
- Track and analyze the navigation process for high-traffic areas.
- Work with deans, chairs, and employees to revise pages to provide clear communication and brand identity.
- Expand and promote the Online Information Center (OIC) and chatbot. (\$31,000)

Addendum

[Reedley College Guided Pathways Recommendations and Communications Plan by Graduate Communications](#)

Distance Education Plan

2018-2021



Definition of Distance Education



Distance Education is defined by Title 5 Section 55200 as

...instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d). NOTE: Authority cited Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; Title 29 United States Code Section 794d, and Title 42 United States Code Section 12100 et seq.

Distance Education is further defined by ACCJC in the following way in compliance with federal regulation [34 CFR § 602.3](#):

Definition of Distance Education (34 C.F.R. § 602.3.)

Distance Education means:

Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

- (1) the internet;
- (2) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) audioconferencing; or
- (4) video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Definition of Correspondence Education (34 C.F.R. § 602.3.)

Correspondence education means:

- (1) education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
- (2) interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
- (3) correspondence courses are typically self-paced.
- (4) correspondence education is not distance education.

Vision of the Reedley College Distance Education Program

In support of the institution's Mission, Vision, and Values, the Reedley College Distance Education program will provide "anytime-anywhere" educational opportunities to foster and cultivate professional, well-prepared individuals who will contribute to their respective communities.

Mission of the Reedley College Distance Education Program

At Reedley College, Distance Education is one part of a multi-site effort to provide an accessible educational environment ensuring high-quality and innovative learning opportunities supported by those services appropriate and necessary for student success.

History of the Reedley College Distance Education Program

In its infancy, the Reedley College Distance Education program consisted of a few telecourses and courses conducted via synchronous multi-site video feeds. In 1998, the program began to offer a handful of online courses in Business and English using instructor-designed websites with non-standardized software. Instructors relayed course content through posting of text-based materials.

During the following decade, several important technical transitions took place ensuring greater cohesiveness in course offerings and equivalent rigor in presentation: district-wide adoption of Microsoft Office, including an e-mail client for administration, faculty, and staff, eventually leading to the district-wide issuance of student e-mail addresses; college (then district-wide) adoption of Blackboard and then Canvas as the CMS ; use of lecture-capture software (initially Impatica, then Tegrity, and finally Camtasia Relay/Studio) for presentation of lecture materials. In 2007, the Reedley College Distance Education committee was established by the Academic Senate to oversee the Distance Education program at Reedley College (RC) and its centers at the time, Willow/International (W/I), Madera (MC), and Oakhurst (OC). Distance Education guidelines were written and subsequently adopted in 2009 by the Academic Senate. Those guidelines will be reviewed in conjunction with this plan on a four-year cycle. (See Appendix A for RC Distance Education Guidelines.) In 2008, one faculty member on a 50% reassigned time assignment was designated as Distance Education coordinator and made responsible for scheduling training and acting as liaison between administration and faculty regarding scheduling, staffing, and new curriculum development. In spring semester 2014, the DE Coordinator was placed on a one-semester 100% reassigned time assignment in order to review and reinvigorate the program, its policies, and procedures. In 2012, the Willow/International Center advanced to candidacy as an autonomous college; this document, then, refers to Reedley College, the Madera Center, and the Oakhurst Center, and will become part of a larger DE Faculty Handbook.

Current status of Reedley College Distance Education Program

While the Reedley College Distance Education program has expanded its offerings over the course of the past fifteen years (), there are still gaps in the offerings that would lead to a completely online degree. The Reedley College Distance Education program continuously completes comprehensive review of its curriculum, offerings, policies, procedures, as well as past practices. Subsequent modifications to our programs will also consider potential state-wide course and program support offerings through the CCC Online Education Initiative

Definitions of Reedley College Distance Education Courses

Defining the various types of distance education classes can sometimes create confusion on the part of all constituencies (administration, faculty, staff, students, and community) since the definitions of online and hybrid courses have not always been treated consistently depending on context (state reporting, curriculum, contract). Please refer to the following table:

Descriptor	Definition	Curriculum	Notes
Fully online (100% online)	Courses in which students work entirely without having to come to any college facility. Arranged proctored tests are available in this modality (students do not have to come to a Reedley College learning center to take tests); orientations and/or face-to-face class meetings are optional. Synchronous activities are not required but if synchronous events are scheduled, they may be posted as required archives for asynchronous access.	Requires separate Curriculum Committee approval with Distance Education (DE) form and follows all quality measures as outlined in the Distance Education Guidelines (i.e. Regular Effective Contact)	Requires faculty readiness standards are met prior to online teaching. If proctoring is required, it cannot be required that students come to campus. Rather, instructors must arrange for a proctoring location in collaboration with the student.
Hybrid	Anytime distance education is offered in lieu of face-to-face class time, where planned face-to-face time is formally scheduled. This designation is also given whenever students are required to come to a Reedley College site for any reason (testing, orientation, etc.).	Requires separate Curriculum Committee approval with Distance Education (DE) form and follows all quality measures as outlined in the Distance Education Guidelines (i.e. Regular Effective Contact). For state reporting purposes, hybrid courses with greater than 51% of contact hours conducted online are reported as distance education courses. Courses with less than 51% LHE online are not reported to the Chancellor's Office as distance education courses but still must be approved for distance education delivery by the Curriculum Committee in compliance with Title 5 and DE Guidelines.	Requires faculty readiness standards are met prior to online teaching. Face-to-face class meetings must be clearly identified in the printed Schedule of Courses and in WebAdvisor.
Face-to-face (web-enhanced)	Face-to-face courses that require the student to access the Internet and/or Canvas as part of the course work. All courses offered by the college are provided with a Canvas course shell that an instructor may choose to employ for the posting of materials (e.g. syllabus, classroom handouts, and lecture materials) and grades.	No further Curriculum Committee approval is necessary other than the Course Outline of Record.	These courses at a minimum will declare the required online use in the course syllabus.

Organizational structure

The following individuals serve the Reedley College Distance Education Program in the following capacities:

- Vice-President of Instruction, Reedley: Supervises the Faculty Distance Education Coordinator and, in consultation and cooperation with the Vice-President of Instruction, Madera/Oakhurst, is ultimately responsible for the administration of the Distance Education Program as part of the larger Office of Instruction.
- Faculty Distance Education Coordinator:). Serves as liaison between faculty and administration in distance education matters, leads planning efforts for DE professional development, chairs the Distanced Education Committee, and reviews and recommends for approval DE courses through the Curriculum Committee as needed. Assists faculty with a variety of technical and pedagogical matters related to DE. Serves as a liaison with Director of Technology for RC (RC, MC, OC) . Currently the faculty distance education coordinator position is served concurrently with the faculty coordinator of instructional design.
- Director of Technology: (Administrator for Technology infrastructure for RC, MCCC, and OCCC). Provides leadership in collaboration with the DE Coordinator in all areas related to technology (hardware, software, networking, new purchase, maintenance, replacement, and repair) for four of the five campus sites within the district. Works cooperatively with counterparts at FCC and CCC.

Additional Support Services:

Student Services

- Financial Aid (campus website, phone)
- Counseling/Advising (available online on a limited basis)
- Application and Registration (WebAdvisor)
- Student Orientation (online)

Learning Resource Centers

- Tutoring (Learning Center, Reading and Writing Center, Math Center with varying degrees of online access)
- Supplemental Instruction (Beyond the Classroom)
- Library Online Services (Access to the catalog, e-books, electronic data bases, librarian support, and specific library research documents)

Business Services

- Bookstore (online ordering)

DSPS department

- Accessibility Review and Assistance (appointments by phone)
- Captioning Assistance (through Chancellor's Office DECT grant)

College Committees

- Staff Development
- Student Success
- Distance Education (DE)
- Technology Advisory Committee (TAC)
- Curriculum Committee

Program and course development process

The Reedley College Distance Education Guidelines suggest the following reasons for developing, approving, and offering an online course:

- To reach students in remote areas
- To provide specialty course for student
- To recruit and support students
- To serve the community and business institutions with special training
- To serve students for whom face-to-face attendance is less suitable

The DE addendum submitted to the Curriculum Committee must fully identify how methods of instruction have been adapted for online delivery and what strategies will be employed to ensure regular and effective contact as required in Title 5 and the proposed Reedley College Distance Education Regular Effective Contact Policy (See Appendix A: Regular Effective Contact Policy).

Faculty wishing to adapt an existing class (a course with a current Course Outline of Record) to an online class must have approval from their department chair (or division representative) and dean. A distance education addendum must be reviewed and approved by the curriculum committee before a new distance education course can be developed for online delivery.

Faculty members developing an online course are strongly encouraged to work in tandem with other experienced Distance Education faculty and the faculty instructional designer. Throughout the development process, faculty should collaborate with one another to ensure best practices and to share insights into both the technology and the pedagogical ramifications of converting a traditional course for online delivery. Several checklists or rubrics exist for assisting faculty in this critical endeavor. Since moving from the traditional classroom to a virtual classroom is not as simple as merely putting existing course notes and readings online, faculty should critically evaluate their online course to ensure that opportunities have been created for active, student-centered learning. It is strongly suggested that faculty members developing a new course use the Online Education Initiative (OEI) Course Design Rubric (Rubric)] [<https://drive.google.com/file/d/0B1xkCojmD9vWNFdtcUsyYU1WSkU/view>] as a means of evaluating the design of their courses.

Distance education policies

Institutional support:

State Center Community College District and/or Reedley College is responsible for providing the following:

1. Funding for the CMS (Canvas). Funding for a 24/7 monitoring of all technical systems related to online program delivery.
2. Regularly offered comprehensive training for faculty, staff and administrators, as well as web based tutorial assistance with the Canvas course management system, and help desk support. **(See Action Items #1 and 2.)**
3. Orientation and readiness material for students available prior to their enrolling in DE courses (that remain available for the balance of the course term) as well as 24/7 help desk support for Canvas use. **(See Action Item #5.)**
4. Instructional design support for faculty developers. **(See Action Items #1, 2, 10.)**
5. Student support services at a distance, including library, counseling, bookstore, orientation, and tutoring, and enrollment services. **(See Action Item #7.)**
6. Easily accessible schedule and catalog copy for students seeking distance-learning opportunities. **(See Action Item. #4.)**
7. Support for course development and delivery particularly in the area of accessibility compliance. **(See Action Item #1,12 2.)**
8. A system for designating in which states our enrolled online student are residents and detailing where and how Reedley College can obtain approval to offer courses to students in those states.
9. Appropriate substantive change report to the ACCJC when programs reach the ability to offer 50% or more of their degree or certificates via distance education.

Student integrity and authentication

1. Students access the Course Management System, CANVAS through a college administered authentication process (student ID related password protection). (See Action Item #13.)
2. Password updates take place on a regular basis via a password aging policy. **(See Action Item #13.)**
3. Instructors are encouraged to use multiple methods of assessment in their course design. (see <http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf>). (See Action Item #2)
4. Assessment, grading and interactive activities will take place within an authenticated, copyright appropriate, and Section 508 compliant environment. **(See Action Item #8.)**
5. Instructors will monitor students' continuous active participation in the course. **(See the Regular Effective Contact Policy, Appendix B)**
6. To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, the students will be required to acknowledge Reedley College's Student Conduct Standards.
7. Instructors are encouraged to define plagiarism and cheating in their online course policies as articulated in the course syllabus.

Faculty readiness

In order to ensure quality and appropriate rigor, faculty electing to teach online classes should have training in online pedagogy and the use of Canvas. To teach a course in the Distance Education program or to design a new online course, the faculty member should—

- have received appropriate training/certification in online teaching, such as that provided by @ONE, the Reedley College certification on Effective Practices in Online Teaching and

- Learning (see Appendix D),
- or another approved or accredited program, or be able to demonstrate equivalent experience such as prior success at teaching online courses through the observation of a deployed course site, portfolio, or experience as deemed appropriate by the DE Committee and Instructional Administration.

The faculty member must then seek approval from the relevant division Dean and department chair (or division representative, designated discipline expert, and/or DE Committee member) to teach an online course.

Teaching and learning

In order to develop quality Distance Education courses, the following standards will be applied.

1. All Distance Education courses will follow the approved course outline of record.
2. Distance education students will be given information about course requirements, expectations regarding course work standards, equipment needs, and techniques for succeeding in a distance education environment at least five days in advance of the start of the course. Technical training and support will be available throughout the course via the Canvas portal, RC Online page, and within individual courses (syllabi, etc.). Students must authenticate and access course content through the district approved CMS Canvas.
3. Courses will provide ample written instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the on-line discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
4. Students will be required to be active learners in presenting, organizing, applying, and constructing information, ideas, and knowledge. They are prepared and expected to participate in collaborative activities throughout the length of their course of study.
5. All course objectives, Student Learning Outcomes (SLOs), and requirements will be presented clearly in each course.
6. Courses will provide opportunities for regular and ongoing interaction between teacher and students, among students, and between students and the learning environment (Regular Effective Contact). Students are held accountable for the communication activities within courses. Instructors will initiate contact with all students. (See the Reedley College Regular Effective Contact Policy, Appendix A.)
7. All student assignments and their due dates, as well as tests and test dates, will be explained and posted at the beginning of the course, or in a way to give reasonable preparation time for the student. A clear announcement on how often updated grades will be posted will be prominently shown in the syllabus.
8. Any special testing (i.e., proctoring) and laboratory situations and/or arrangements will be clearly described to the student in the syllabus and announcements area of the course. Fully online courses do not require the students to come to a Reedley College site for any reason. Hybrid courses must inform students of specific dates and times when on-campus meetings are required through the syllabus, WebAdvisor, and the printed Schedule of Courses.
9. Course design will address multiple learning styles of students.
10. Student assessment and evaluation methods will be relevant to the activities, reading assignments, and other learning materials presented in the course.
11. Instructor feedback to student assignments and questions will be constructive and provided in a timely manner. Instructors will clearly define feedback response time in the course syllabus.

12. Instructors will keep back-up copies of their digital grade books.
13. The course documents or a similarly defined course area will describe the functions of the course website to the student (e.g., how to post assignments, communicate with the instructor, etc.).
14. The instructor will make frequent announcements regarding the progress and processing of the course. **(See the Regular Effective Contact Policy, Appendix B)**
15. A policy regarding deadlines in the case of technical difficulties will be communicated in the syllabus or overview of the course.
16. Faculty will post cheating and plagiarism policies in the online syllabus.
17. Course Media and Materials Standards will be posted in the syllabus.
18. All external links and internal functionality of Distance Education courses will be available and operational when the class starts.
19. The course content will be kept current term by term and will open on the date listed for the start of the semester and remain open at least until the closing date of the course as listed in the schedule.
20. Technology will be appropriate to the course pedagogy.
21. The course syllabus will adhere to the checklist available in the Reedley College Faculty Handbook; the course contents will adhere to the course outline of record.

Accessibility and security

1. Distance Education courses will provide accessibility for those users employing screen readers. Images and links contained in the course website must show alternate text upon cursor contact. Presentations employing audio files must be captioned (captioning services are available through the DECT grant). (Action Item #12)
2. Distance Education students have access to sufficient library resources that may include a “virtual library” accessible through the Web. (Action Item #7)
3. Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments. **(See Action Item #7.)**
4. Privacy and Protection Standards from FERPA are followed, particularly when directing students to resources that are outside of the college controlled CMS.
5. Procedures are in place to help ensure security of student work. (See Action Item #13)
6. Students receive clear instructions to save and retain copies of all work submitted electronically.
7. Instructors back-up all grade book data.

Program review

1. An approved evaluation instrument is recommended within the course to ensure student feedback on the organization and content of the course and the instructor performance. **(See Action Item #3.)**
2. Reviews of student outcomes include assessment of student products and exams, as well as student evaluations of the course.
3. Data on enrollment, costs, and successful/innovative uses of technology are used when reviewing program effectiveness.

4. Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.
5. Courses meet or exceed Reedley College's academic standards.
6. Courses are reviewed on a regular basis and revisions documented. Instructional materials are reviewed periodically to ensure they continue to meet program standards. Course evaluation includes technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction. (Action Item #11)
7. Peer Evaluation of the Instructor will be accomplished via approved methods as agreed to by the Academic Senate, the bargaining unit (CFT Local #1533), and District. (See Appendix C for RC Faculty Online Observation Form.)
8. Distance Education program review exists as part of the Office of Instruction.
9. Program review for courses takes place in the individual discipline areas as do creation and maintenance of Student Learning Outcomes.

Student support

1. All students will have 24/7 access to the Canvas Course Management System.
2. Distance Education students will have the same access to both academic and student services resources as traditional students. **(See Action Item #7.)**
3. All courses have Canvas course shells that are populated at the time of enrollment through the Datatel system.
4. Assistance for students who need help with Canvas is provided by a 24/7 help desk. Support is also provided as outsourced to Canvas help.
5. The RC Online page from the main college web site, and the Canvas portal, have assistance opportunities and information for students about accessing Canvas, course schedules, orientations, help desk and all other virtual support services. **(See Action Item #7.)**
6. Supplemental Instruction opportunities are available to distance education students. (See Action Item #7)
7. Readiness information for students wanting to become Distance Education students will be available in the form of information and readiness tests for self-evaluation, available at the RC Online page. **(See Action Item #5.)**
8. Preparedness opportunities will be available for students wanting to become DE students via a not-for-credit online orientation course in Canvas. **(See Action Item #5.)**

Department or discipline specific

1. The course adheres to the integrated Course Outline of Record and is the virtual equivalent to the traditional course.
2. The course is offered with rigor, depth, and breadth consistent with its face-to-face counterpart. (See Action Item #11)
3. It is the responsibility of the discipline/department to maintain the quality of delivery of all classes offered regardless of modality. (See Action Item #11)
4. Student learning meets the standards set within the discipline, especially within sequenced and/or transfer courses.
5. Distance Education courses incorporate department's official course SLOs into the course

design.

6. Faculty teaching in Distance Education modalities will have met minimum qualifications for the discipline, have been approved by department discipline experts, and have met the Reedley College Readiness Standards for DE Faculty.

Other faculty-related items

General Recommendations:

This plan allows faculty members to grow into distance education at their own pace and comfort level. The administration has assured the Senate and the bargaining unit that no faculty member will be penalized for not offering distance education courses or forced to convert courses to the online environment. One priority of the college will be to look for candidates for new faculty hires who are willing and/or able to incorporate technology resources into their teaching and learning. Current faculty members are given the opportunity to offer courses at a distance based on the need as appropriate to the discipline and as identified earlier in this plan.

In accordance with Title 5 guidelines, which designate online and partially online courses as equivalent in credit status with regular courses, the Administration and Faculty of Reedley College, consider distance education courses the same in content and credit as regular courses. It is to be determined through bargaining what percentage of the instructor's load can be conducted in distance education mode.

Classroom Visitation Protocol for Online Courses:

Background: It is common practice for administrators to visit face-to-face classes occasionally to offer support to instructors as well as to observe students in class settings and to stay connected to the actual practice of instruction. Instructional administrators also have the responsibility to ensure that classes are meeting as posted in the schedule of classes and that the instructor is providing the instruction agreed upon as contracted. When an administrator visits a face-to-face class in session, the instructor, if possible, has been notified ahead of time, is present in the room, and aware of the visitation. It is appropriate to assume that the same situation should exist during visitations in the virtual classroom. Because it is possible for administrators to observe an online course without the instructor's knowledge, the following protocol will be followed by Reedley College instructional administrators.

Visitation of online courses by administrators may occur for the purposes listed below.

::

1. In response to a request from the instructor in the course. (questionable student conduct, technical problems, course development review, and recommendation, etc.).
2. In response to student complaints about the instructor, the course, or the course management system infrastructure.

The course instructor must be notified via email and/or phone prior to the visitation.

An informal email summary of the visitation will be forwarded to the instructor upon the conclusion

Reedley College Distance Education Strategic Plan, 2018-2021

of the visitation.

Reedley College Distance Education Program Goals

Reedley College's commitment to maintaining a viable and quality Distance Education program is a logical extension of those goals articulated in the Strategic Plan for State Center Community College District and in the Reedley College 2017-2021 Strategic Plan. These goals and consequent action items will be reviewed and examined as part of the Distance Education Committee's ongoing review of the program and formal analysis of achievement or deficiency will be accomplished as part of the 2021 review of this plan.

Expanding service:

1. Develop greater breadth of Distance Education course offerings, with special attention to AA/AS degree requirements and CSU/UC General Education requirements. (RC Strategic Plan: 1:A, 1:B)
2. Create a clearer, more accessible pathway for online matriculation. (RC SP 2.A)
3. Increase student retention and success rates of distance education courses for parity with face-to-face classes. (RC SP 1:A)

Ensuring Integrity

1. Improve faculty participation in on-site Distance Education workshops and/or off-site professional development programs.. (RC SP 1:A)
2. Review requirements for student authentication in fully online classes. (RC SP 1:A,2:A)
3. Ensure that all classes (F2F and DE) employing online presentations and materials are accessible and ADA compliant. (RC SP 2:D))

Action Items

1. Institute a fully online Online Teaching certification program to be used as fulfillment college-certification in distance education. (See Appendix D.)
2. Institute regular bi-weekly "topics" workshops in pedagogy, course design, and/or technology adapted for pedagogical needs.
3. Implement the use of the Online Education Initiative (OEI) Course Design Rubric (Rubric) course evaluation form for use within the course for Distance Education program review purposes. ()
4. Create and publish a revised RC Online (MC/OC online) page on the campus websites, clearly listing the pathways for students.)
5. Implement a Reedley College Student Orientation for Distance Education including a readiness assessment for the RC Online page
6. Create and Implement a non-credit Student Orientation for Distance Education class.
7. Develop online Student Services components (including counseling, educational planning financial aid, available tutorial options—general, math, and writing—and library), linked to the RC Online page
8. Develop a 24/7 online tutorial option in compliance with Standard II.C of the Guide to Evaluating

Distance Education and Correspondence Education (A Publication of ACCJC).

9. Conduct a comprehensive audit of Reedley College Distance Education courses in conjunction with requirements for a degree and/or general education patterns for transfer.
10. Work with department chairs and discipline experts to fill the gaps in degree/GE patterns. (Ongoing)
11. Analyze the instructional quality between face-to-face and online courses and make recommendations to faculty and departments. (Ongoing)
12. Ensure ADA Section 508 compliance for all Reedley College DE courses through workshops . (Ongoing)
13. Develop increased security and safe test taking for online classes including appropriate methods for student authentication, single sign-on with periodic password-reset, and specific sites and protocols for proctoring. (Ongoing)
14. Forward recommendations regarding the structure and oversight of the Reedley College Distance Education program to the Reedley College Council..

RC DISTANCE EDUCATION GUIDELINES

A. Definition:

1. Distance education means instruction and student services in which the instructor, student support services, and students are separated and interact through the assistance of communication technology.
2. Distance education may include but is not limited to Internet, two-way interactive TV, telecourses, and satellite.

B. Purpose:

1. Distance education is used to provide students with alternative access to educational opportunities.
2. Distance education may be used but is not limited to,
 - To reach students in remote areas
 - To provide specialty course for student
 - To recruit and support students
 - To serve the community and business institutions with special training
 - To serve students for whom face-to-face attendance is less suitable

C. Quality:

1. The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses.
2. The same availability of student support service quality shall be applied to distance education as are applied to traditional student support services.
3. Regular curriculum review of a distance education course shall occur every five years as per program review and with the same frequency and scope as that of traditional face-to-face courses.
4. Regular evaluations of distance education courses and instructors shall include student, faculty, and administrative evaluations following faculty contract guidelines. The evaluation will consider factors unique to the distance education delivery system.
5. The discipline faculty shall decide what DL course format is best to ensure quality of the course. If students in a DL course are consistently performing at a significantly lower level (retention/success) than the corresponding face-to-face course, the discipline shall consider changing the DL course format or discontinuing the DL offering of the course.
6. Assessments in a course offered through distance education shall abide by the Academic Senate Resolution on Internet Plagiarism.
7. A course taught through distance education shall authenticate all identities of the students participating in the course through the district approved CMS.
8. Courses taught by distance education shall be in compliance with accessibility requirements as per the ADA.

D. Courses:

1. Courses taught through distance education shall be selected by discipline faculty within the department based on the appropriateness of a particular course for that delivery system.
2. Courses taught through distance education shall be developed and designed and/or adapted by discipline experts within the department in which those courses reside.

3. All courses offered through distance education shall be subject to curriculum committee approval and ECPC review. If a substantial change to the approved distance education format is proposed, the course must be resubmitted to the curriculum committee for approval.
4. Departments shall strive to offer as many of their courses through distance education where the quality can be maintained in order to expand access to students.
5. Preference for multiple offerings of a course currently offered through distance education shall occur only when the course exhibits comparative success and retention rates to the face to face sections.

E. Instruction:

1. Instructors shall be selected by the procedures used to determine all instructional assignments as per contract. (Title V)
2. Instructors shall have appropriate training in the techniques of effective distance education instruction before teaching a distance education class. Members of the department and/or discipline shall determine the appropriateness of the training and preparedness of the instructor.
3. For any course delivered through distance education, instruction shall include regular and effective personal contact between instructor and students through group or individual meetings, orientation and review sessions, supplemental seminar sessions, field trips, library workshops, telephone contact hours, Web- based communications, or other person-to-person activities as described in the RC Distance Education Plan (related to Title V 55376).

F. Workload/Class Size

1. Any additional compensation and/or load factor and/or released time provided for the additional time required for a distance education course assignment shall be determined by contract.
2. The determination of the number of students assigned to a distance education course section shall be guided by what class size best contributes to educational quality and reasonable faculty workload, that determination to be made by the discipline experts within the department in which the course resides in consultation with the administration.

G. Institutional Support

1. Technical support will be provided in a timely, effective manner for all distance education courses to free instructors to teach most effectively.
2. Enrolled students shall have reasonable and adequate access to the range of student services appropriate to support their learning and assess their progress.
3. Instructors of distance education courses shall be encouraged to attend distance education workshops and seminars and to visit other districts with distance education programs, with expenses reimbursed through staff development funds.

H. Intellectual Property Rights

See Section XIX, INTELLECTUAL PROPERTY RIGHTS, Page 70, of the "Agreement for Fiscal Years 2006-07, 2007-08, 2008-09 Between State Center Community College District and State Center Federation of Teachers, Local 1533, CFT/AFT, AFL-CIO."

I. Periodic Review

1. A review of the Distance Education Guidelines and of the distance learning program in general shall be conducted by the campus committees annually, or semi-annually if warranted. (See Title 5, Section 55317).
2. In reviewing and evaluating the guidelines and program, the Distance Education Committee shall seek input from faculty at large, faculty teaching distance education courses, students taking distance education courses, administrators, department chairs, curriculum committees, academic senates, and the SCFT.

Reedley College Regular Effective Contact Policy

Regulations:

Title 5 and the Distance Education Guidelines for the California Community Colleges state:

55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

NOTE: Authority cited: Section 66700 and 70901, Education Code.

References: Sections 70901 and 70902, Education Code.

Guideline for Section 55202

This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of distance education courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

55204. Instructor Contact.

In addition to the requirements of section 55202 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55204

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211, which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

The last published Distance Education Guidelines, March 2004, issued by the Chancellor’s Office pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Background:

In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student receives the benefit of the instructor’s presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, social media, or face-to-face office visits.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment, should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses “the type and frequency of interaction appropriate to each DE course/section or session”.

Reedley College Policy:

All DE courses at Reedley College, whether hybrid or fully online will include regular effective contact as described below:

- Initiated interaction: Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating

regularly in the activities in the course. Providing students with an open-ended forum for questions about course assignments, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

- Frequency: Distance Education courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of contact between instructor and students will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course and comparable to face-to-face course offerings of the same class.
- Establishing expectations and managing unexpected instructor absence: A policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course and/or a group e-mail that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable. The Instructor should contact her/his department chair or dean immediately to work on appropriate faculty substitution

Type of Contact:

Recommended types of contact that may exist in Reedley College Distance Education courses:

- Announcements
- Discussion Board
- Canvas Inbox
- Phone text/App text
- Synchronous meetings/conferencing
- Facilitation of student-to-student contact via social networking sites
- Feedback of individual student work on LMS, wikis, and blogs
- Publisher provided software blogs
- Interactive instructor designed lecture videos/ 3rd party interactive software

- .
- .

Suggestions:

- Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail. e-mail, or other activities.”) and/or Canvas Conferences , video

conference (Skype, Google Hangouts, CCCConferZoom), or other synchronous technologies may also be included.

- It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other regularly scheduled question-and-answer sessions available to students, as well as regular interactive activities directly related to the content of the course.

Faculty Online Observation

Reedley College
State Center Community College District

Faculty Name:	Date:
Course:	Location:
Topic:	Evaluator:

Category	Satisfactory	Needs Improvement	Not Observed	Not Applicable	Comments
PLANNING					
Online class site and content presented in an organized manner and is user-friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Curriculum logically progresses from one concept to the next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COMMUNICATION TECHNIQUES					
Announcements or other tools are used to communicate with the class regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use of vocabulary is appropriate to content and class level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Class materials are communicated in an effective and understandable manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A class forum, threaded discussion or other means (IM chat, Skype, journals, blogs) is provided for students to communicate in "class discussions" or with instructor on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays flexibility and respect for the ideas of others in discussion boards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skillfully facilitates student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PRESENTATION					
Demonstrates current knowledge of the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses examples to clarify and illustrate concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrates through online interactions enthusiasm for and interest in the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Employs a variety of materials and techniques appropriate to varying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

abilities and backgrounds.					
Provides alternatives (ie: illustrations, animations, audio, video, or PowerPoint presentations) for students who do not learn well through text-only instructional models.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
STUDENT RELATIONS					
Creates a feeling of genuine interest in student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Summary Statement: Please address the following:

1. What specific strengths did you identify in this faculty?

2. Please list any specific changes recommended to strengthen this faculty's effectiveness.

3. List any other suggestions for improvement.

4. Other comments or suggestions.

Evaluator's Signature: _____

The signature below indicates this observation has been discussed with me but does not constitute consent or agreement. I understand I may prepare a narrative statement to be attached to this document.

Faculty Member's Signature: _____

Date: _____

Proposed Reedley College Readiness Standards for DE faculty

In order to ensure quality, campus certification for faculty teaching in a distance education format (either fully online or hybrid) must be achieved through the following means:

I. Initial Training

1. Prior verified distance education teaching experience. Dean, department chair, or discipline expert and DE Coordinator or DE Committee member should have reviewed a CV indicating the extent of that experience, conducted an interview regarding the instructor's preparedness, as well as having access and opportunity to review at least one course site;
or
2. Verified satisfactory completion and/or certification from a recognized distance education training program (e.g. @ONE Online Teaching Certification Program);
or
3. Attendance and completion of Reedley College's Effective Practices for Online Teaching and Learning (see below).

II. Continuing Education

1. In the first semester of teaching a distance education course for Reedley College, the DE instructor will attend at least one mid-semester workshop offered (either on-ground at one of the college sites or virtually).
2. During subsequent semesters, Reedley College instructors will attend at least one mid-semester workshop every two semesters (instructors who provide verification of their enrollment in @ONE course work leading to Online Teaching Certification are exempt from this requirement).
3. Attendance at mid-semester workshops will be verified by the DE Coordinator and forwarded to the Office of Instruction. It is recommended part-time instructors attending required mid- semester workshops be compensated.

III. Review of Course Site Design

Prior to the first day of instruction, it is recommended a new distance education instructor make his/her developed course site available for review by the appropriate dean, department chair, or discipline expert and the DE Coordinator or a member of the DE Committee. Those designated to review the course site will be available for consultation with the new DE instructor from the date of hire and throughout the course of the semester in which the course is taught. In the event of a late hire or substitution, the instructor should be certified by one of the means above and the course site made available for review within a week of the hiring.

Effective Practices for Online Teaching and Learning (online certification course))

This specially targeted course in Distance Education pedagogy will be conducted fully online in 6 week cohort course. It satisfies the campus initial training requirement for teaching online in lieu of verified previous online teaching experience or other forms of certification (e.g. @ONE). This course will be designed to incorporate pedagogical best practices as well as practical considerations regarding the use of the CMS (Canvas) and peripheral applications (e.g. MS Office, HTML editors, Adobe Acrobat, Camtasia Studio/Relay, etc.).

1. Introduction to teaching in an online environment: what does it mean to teach at a distance?
2. Designing the most effective course: basing course design on objectives and student learning outcomes
3. Creating meaningful assessments
4. Working the modalities: text, image, audio, video for content presentation
5. Regular and effective contact: communicating by any means possible
6. Accessibility issues: considering our audience

REEDLEY COLLEGE
Department of Athletics
and Student Athlete Success

Strategic Plan



MOTIVATING AND INSPIRING STUDENT-ATHLETES

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Message from the Director

We Motivate and Inspire Students to Succeed Empowering through educational excellence!

Introduction

These two statements are the simple and clear aspirations of Reedley College and our State Center Community College District. They are embedded in our mission and vision. We achieve these aspirations through the continuous and excellent actions of our coaches, faculty, staff, administrators, and community partners in their commitment to serving students.

Creating and maintaining an environment where the college and its personnel can efficiently and effectively serve students each year requires proper planning, adequate resources, collaboration, communication, and execution. The opportunity to motivate and inspire students through the inter-collegiate athletic environment is a truly unique privilege. Students now have numerous choices in a very competitive market society when it comes to selecting their college. Achieving educational excellence is competitive. To better assist in this regard, our students deserve the very best in their instruction, facilities, support services, and equitable access & opportunities.

To that end, the strategic plan that follows will serve as a guide for the advancement and modernization of the Tiger Athletic Department toward the achievement of our goals. In addition, the strategic plan affirms the College and District commitment to the Tiger Athletic Department as we continue to motivate and inspire student athletes to succeed through educational excellence.

Summary

Our sport programs are among the most competitive in the CCCAA. We have a rich history of success in our sport team programs that include numerous conference, regional, state, and national championships. More importantly, we are proud of our proven track record of assisting our student-athletes in transferring beyond Reedley College to complete their academic endeavors. This is our mission.

In an effort to maintain and improve that success, the following five areas have been identified as key goals to support this endeavor.

1. ACADEMIC SUCCESS
2. FACILITY MODERNIZATION & IMPROVEMENT
3. STUDENT & COMMUNITY ENGAGEMENT
4. PROFESSIONAL DEVELOPMENT & COLLABORATION
5. PROGRAM EXPANSION

We have so much to be proud of and so much to look forward to. The ability to serve, educate, motivate, and inspire young minds through inter-collegiate athletics is a distinct privilege and honor. I am excited about the future of the Reedley College Athletic Department.

GO TIGERS!!



Dr. David Santesteban

Director of Athletics and Student Athlete Success



We Motivate and Inspire

Strategic Plan - Mission, Vision, Values



MISSION

Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

VISION

As an exemplary educational institution, Reedley College cultivates professional, well-prepared individuals who will enrich our ever changing local, regional, and global communities.

VALUES

Student Success

We are committed to students' intellectual empowerment and the development of critical thinking. We are committed to support our students in their pursuit of individual academic, career, and personal goals.

Integrity

We are accountable and transparent, and we adhere to the highest professional standards. (from district strategic plan)

Stewardship

We are committed to the enhancement, preservation, conservation, and effective utilization of our resources. (from district strategic plan)

Inclusivity

We are committed to and intentional in creating an environment that cultivates, embraces and celebrates diversity. (from district strategic plan)

Collaboration

We are committed to fostering a spirit of teamwork with our students, faculty, classified professionals, and administrators while expanding our partnerships with education, industry, and our communities.



REEDLEY COLLEGE ATHLETIC DEPARTMENT - STRATEGIC PLAN

GOALS

The Tigers Athletic Department enjoys a long standing tradition of success both on the playing fields, in the classroom, and in the professional lives that our student athletes lead long after time here at Reedley College. In an effort to maintain and improve that success, the following five areas have been identified as key goals to support this endeavor.

1. **ACADEMIC SUCCESS**

Specifically improve and expand our academic performance and/or services in the following areas:

A) Improve percentage of AA/AS degree completion B) Improve number of UC & CSU transfers; C) Improve overall GPA; D) Improve attendance of academic support services; E) Expand services of Student Athlete Retention Program (SARP); F) Expand services of athletic academic counseling to include summer months.

2. **FACILITY MODERNIZATION & IMPROVEMENT**

The physical education facilities which serve the athletic department sport programs have remained relatively unchanged for 70 yrs. Modern, updated athletic facilities positively impact the success that can be achieved in the following areas: teaching and learning effectiveness, safety, effective and competitive recruiting, community engagement, pride and self-esteem for students, faculty, and community members.

Therefore; we must modernize and improve all of our physical education facilities. Modernization will include renovation and new construction. Due to scope of required improvements, it should be included in the next district bond measure.

3. **STUDENT & COMMUNITY ENGAGEMENT**

Specifically improve engagement with students and community members:

A) Increase student and community attendance at athletic events. B) Increase student programming with Student Activities department for all home games; C) Increase student-athlete engagement in Student-Activities events, ASG, and other campus promotional events. D) Increase fundraising for athletic events; and E) Increase sport camp/clinics, youth tournaments, or other charitable group event opportunities for local community on behalf of each of our sport team programs.

4. **PROFESSIONAL DEVELOPMENT**

Expand opportunities for faculty-coaches, student athletes, and athletic support staff to attend and interact in the following professional development opportunities:

A) Increase involvement and participation in faculty and college governance, curriculum development, student-activity events, other college sponsored events, and sport association governance; B) create student athlete advisory counsel; C) support and encourage faculty coaches in their professional development goals for their respective sport and leadership opportunities.

5. **PROGRAM EXPANSION**

Add sport team programs in an equitable manner in an effort to increase the ability to reflect the needs and profile of our community. Moreover, to increase the ability to serve additional students from our community that would not otherwise attend Reedley College. Additionally, program expansion should include the creation of new academic curriculum and programming to foster increased enrollments. (i.e. athletic training program)

Goal 1 - Academic Success Objectives

ACADEMIC SUCCESS — Specifically improve and expand our academic performance and/or services in the following areas:

- A) Improve percentage of AA/AS degree completion
- B) Improve number of UC & CSU transfers;
- C) Improve overall GPA's;
- D) Improve attendance of academic support services;
- E) Expand services of Student Athlete Retention Program (SARP);
- F) Expand services of athletic academic counseling to include summer



RATIONALE

Retention, persistence, and completion are critical components of student success. Fortunately, the CCCAA academic eligibility requirements help insure that our student-athletes among the higher achieving student-groups at Reedley College. Due to our success in this area, the athletic department will serve as a model for the new “Guided Pathways” initiative; however, we want to further improve our use of all the academic support services that are provided to student athletes, improve overall GPA’s, improve completion and transfer rates, and expand our athletic counseling services into the summer months. The desire to improve in these areas will only enhance the transferability of our student athletes. These goals are in line with our College and State Chancellor’s goals for student success

OBJECTIVES

- 1.1. Increase by at least 20 percent the number of RC student-athletes annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in- demand jobs by 2021-22
- 1.2. Increase by 35 percent the number of CCC students-athletes transferring annually to a UC or CSU by 2021-22.
- 1.3. Increase number of student-athletes and teams identified by CVC and CCCAA for All-Academic team and individual awards by 30%.
- 1,4. Re-organize how student-athletes are receiving support services to achieve a 70% attainment of all student-athletes achieving a 3.0 GPA or higher
- 1.5. Improve the attendance in the Student Athlete Retention Program by 30% and make the SARP Coordinator a full-time position.
- 1.6. Expand the contract days of our athletic academic counselor to include adequate duty days during summer session.



Goal 2 - Facility Modernization & Improvement Objectives

FACILITY MODERNIZATION & IMPROVEMENT



We must modernize and improve all of our physical education facilities. Modernization will include renovation and new construction. Due to the scope of required improvements, it should be included in the next bond measure.

RATIONALE

The physical education facilities which serve the athletic department sport programs have remained relatively unchanged for 60 yrs. Updated, modern, athletic facilities positively impact the success that can be achieved in the following areas: teaching and learning effectiveness, safety, effective and competitive recruiting, community engagement, pride and self-esteem for students, faculty, and community members. The estimated cost to fulfill our goals are between \$10-20 million which will require department input and involvement in the planning of the next bond measure for our area.

OBJECTIVES

- 2.1 Renovate the Football/Soccer Field & Track
Renovation to include artificial turf and updated all-weather track surface
- 2.2 Renovate Softball & Baseball fields - Renovation to include new backstops, dugouts, infield re-grading, new covered batting cage , press boxes, modernize spectator seating to include shade areas, hitters eye for baseball, field lighting for softball, and bathrooms for athletes and public.
- 2.3 Replace the original gymnasium flooring from 1961.
- 2.4 Add team rooms for M&W Basketball and Volleyball under the RC Gymnasium
- 2.5 Construct IHSA legal sized equine arena for Equestrian program to allow hosting of events
- 2.6 Complete Renovation & Modernization of men's and women's locker rooms & shower areas.
- 2.7 Construct adequate office & working space for athletic department staff and faculty coaches.
- 2.8 Modernize Athletic Training Room, Equipment Room, and weight rooms to include
- 2.9 HVAC. Expand parking areas in closer proximity to Baseball, Softball, and Soccer fields.
- 2.10 Plan & collaborate with district facilities and grounds to create a complete scheduled maintenance programs for all athletic facilities.



Goal 3 - Student & Community Engagement Objectives

STUDENT & COMMUNITY ENGAGEMENT - Specifically improve engagement with students and community members in the following areas:

A) Increase student and community attendance at athletic events. B) Increase student programming with Student-Activities department for all home games; C) Increase student-athlete engagement in Student-Activities events, ASG, and other campus promotional events. D) Increase fundraising for athletic events; and E) Increase sport camp/clinics, youth tournaments, or other charitable group event opportunities for local community on behalf of each of our sport team programs.

RATIONALE

We promote the idea that student interaction through clubs and social gatherings, student government and participation in College governance, community service activities, RC Tigers varsity sporting events, and intramural sports is essential to the learning process and creates well-rounded citizens. Developing programming that operates both on and off campus will foster the ability to engage students and the public whereby our community support relationships strengthen and grow.

OBJECTIVES

- 3.1 In collaboration with student activities: student, faculty, staff, and community attendance at all Home competitions should increase by 30%
- 3.2 In collaboration with student activities, create a student-centered event for one home game for each RC Tiger sport team throughout the academic year.
- 3.3 Create a RC Tiger Booster Club and create additional fundraising events like the Tiger Bash.
- 3.4 Increase community service activities of our sport teams to require one event per semester for each team. (i.e. Relay for Life, "Reading with the Tigers", FCA activities etc).
- 3.5 Increase the numbers of camps, coaching clinics, and youth events in the community for each program to a minimum of at least one event for each program.
- 3.6 Encourage student-athletes to get involved with student activities programming, Associated Student Government (ASG), as well as off campus organizations such as our neighboring churches and civic groups.



Goal 4— Professional Development & Collaboration Objectives

PROFESSIONAL DEVELOPMENT & COLLABORATION

Expand opportunities for faculty-coaches, student athletes, and athletic support staff to attend and inter act in the following professional development opportunities:

- A) Increase faculty/coach and staff involvement and participation in faculty and college governance, curriculum development, student activities events, other college events, and sport association governance;
- B) Create a student athlete advisory counsel (SAAC) so student-athletes can participate and give the student perspective in athletic department operations.
- C) Increase funding support and encourage faculty coaches in their professional development goals for their respective sport for coaching and leadership improvement opportunities.

RATIONALE

The love of learning and improving is contagious. Coaches and teachers who lead by example have the greatest and longest lasting impact on students. Research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels. Additionally, active and collaborative members in an organization more effectively create a culture of positive collegiality and cooperation between departments.

OBJECTIVES

- 4.1 Create a professional development plan for all faculty coaches and staff.
- 4.2 Identify and execute one team building group experience per semester for all faculty-coaches and staff.
- 4.3 Create a Student Athlete Advisory Counsel (SAAC).
- 4.4 Take an active and strategic approach to increase the campus committee participation by faculty coaches and staff in an effort to become more actively involved in campus decisions and operations.
- 4.5 Engage in professional development around equity.
- 4.6 Become more active in CVC, CCCAA, and sport coaches association activities
- 4.7 Become more involved with local and regional civic and or charitable groups.



GOAL 5 — Program Expansion Objectives

PROGRAM EXPANSION -- Add sport team programs in an equitable manner to increase enrollment and to reflect the needs and profile of our community. Moreover, to increase the ability to serve additional students from our community that are not otherwise attending Reedley College. Additionally, program expansion should include the creation of new academic curriculum and programming to foster increased enrollments.

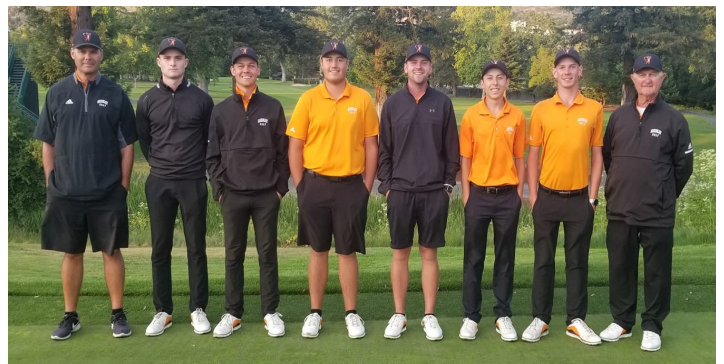
RATIONALE

The addition of sport programs will not only provide new opportunities for students, but will help recover and increase the FTES that will be lost at RC when Madera becomes its own college. In addition, the addition of sport programs will help Reedley College to positively address equity opportunities for its students.

OBJECTIVES

- 5.1 The following sports should be added to address these attendance increase and equity issues:
 - a. Men’s Soccer - Fall of 2021
 - b. Women’s Beach Volleyball – Spring of 2022
 - c. Men’s and Women’s Cross Country— Fall of 2023
 - d. Men’s and Women’s Track and Field — TBD (Upon completion of track renovations)
- 5.2 The RC Athletic Training program must also be expanded to assist and insure the safety and well- being of our student-athletes. At present RC Athletic Training program operates below the NATA recommended number of required full time trainer to student athlete ration.
 - a. Add one more full time athletic trainer
- 5.4 In coordination with the RC physical education department, create an articulated athletic training degree. This will give students real-world opportunities to work as student-trainers in the RC athletic department and will further assist the health and safety of our student athletes.
- 5.3 The classroom preparation, equipment care, and field preparation are vital to the safety and successful performance of our student-athletes as well as general physical education students.
 - a. Hire a full time Physical Education Tech position that will assist the Equipment manager for all field and court preparation (classroom) for all of our sport programs.
- 5.4 Investigate and collaborate with other community colleges on a regional and national level to find curriculum for additional certificate and degree options to help increase enrollment in physical education.





PAST 2 YEARS OF RC FOOTBALL: 20-2, 2 CONFERENCE CHAMPIONSHIPS, 2 BOWL GAMES



2018
10-1
GOLDEN COAST CONFERENCE CHAMPS
AMERICAN DIVISION BOWL
10 ALL-CONFERENCE SELECTIONS
OFFENSIVE CONFERENCE PLAYER OF THE YEAR
CONFERENCE COACH OF THE YEAR



2019
10-1
GOLDEN COAST CONFERENCE CHAMPS
AMERICAN DIVISION BOWL CHAMPS
15 ALL-CONFERENCE SELECTIONS
DEFENSIVE CONFERENCE PLAYER OF THE YEAR
CONFERENCE COACH OF THE YEAR





REEDLEY COLLEGE FARM LABORATORY 2018

RC/DO Strategic Plan & YR 2018-2022 Action Plan

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REEDLEY COLLEGE FARM LABORATORY STRATEGIC PLAN

GOAL 1: EXCELLENCE IN EDUCATION

- 1.1 The Reedley College Farm Laboratory is committed to supporting and assisting students in achieving their educational goals by offering premier academic, career technical training, and student support programs that enhance students' abilities to succeed in an increasingly complex and interconnected world.**
- 1.2 The Reedley College Farm Laboratory is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.**

GOAL 2: INSTITUTIONAL EFFECTIVENESS

- 2.1 The Reedley College Farm Laboratory recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.**
- 2.2 The Reedley College Farm Laboratory is committed to continually improve its organizational process to ensure its institutional effectiveness and accountability.**
- 2.3 The Reedley College Farm Laboratory is committed to optimizing its resources while maintaining its fiscal integrity.**

GOAL 3: LEADERSHIP IN HIGHER EDUCATION AND COMMUNITY COLLABORATION

- 3.1 The Reedley College Farm Laboratory is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and by offering and assuring access to quality career technical programs.**
- 3.2 The Reedley College Farm Laboratory is committed to open and clear communication among its constituent groups and with its external communities.**

DEVELOPING A VISION FOR THE NEXT DECADE...

The Reedley College Farm Laboratory is committed to working with corporate and small business partners in developing grants that would benefit our students and facilities. Examples of this collaboration include:

- The Natural Resources Program has been successful in establishing a River Ranger Program funded by an endowed grant by the Martin Family Trust. This is providing for Reedley College students to be employed in a Kings River restoration project.
- Business partners are expected to include training on AGNR facilities for fire suppression and urban fuels management. Entities: Cal Fire, ACRT, Davey Tree Expert Company, and the US Forest Service are currently coordinating training curriculum that will take place on the Reedley College Campus and the Reedley College Forest.
- An opportunity exists for developing a partnership within the Pesticide Manufacturing industry, specifically the Agricultural Research and Development divisions of these companies, to utilize the College Farm Laboratory to conduct field research in exchange for appropriate land use and/or crop loss (deconstruct) fees. Many corporations spend a significant portion of their research funding on grant-in-aid for field research studies. The potential for Reedley College student involvement in field R&D while gaining significant experience with these companies could prove valuable toward meaningful employment in this industry.
- Water conservation is a major topic of concern throughout the State of California and the Western United States. Several companies in the irrigation technology industry have been identified that the College Farm Laboratory would benefit from a partnership with. The opportunity to integrate emerging water-saving technology into our crop production systems would provide further student education through hands-on involvement and would further the preparedness of our graduates into this industry.

Regular facilities improvement is crucial to the success of the Reedley College Farm Laboratory in providing a valuable learning experience for students in the AGNR program.

- Improved wood processing, chainsaw laboratory, log deck, and lumber drying facilities to meet the needs of the Natural Resources Program.
- Animal Science Facility/Infrastructure improvement requirements include in part: construction of additional pasture space to better utilize the practice of stock rotation, renovation or reconstruction of several inadequate pens and paddocks housing several species of animals, and the upgrade/repair of the Animal Science Pavilion.
- The addition of several new permanent and annual crop varieties would benefit the AGNR students through greater learning potential from hands-on production as well as in support of a new Farm Store.
- The expansion of the heavy equipment technician shop and equipment storage area, and the addition of solar shade structures for equipment would further enhance the Agricultural Mechanics program and would significantly and positively influence the College Farm Laboratory.

Engaged faculty and staff are key to fully utilizing the Reedley College Farm Laboratory as an instructional tool as well as a community asset. The following are instrumental in accomplishing this effort:

- Plant Science Instructor
- Animal Science/Food Science Instructors
- Ag Mechanics Instructors
- Forestry and Natural Resources Instructors
- Adjunct Instructors
- Multi-discipline AGNR Instructional Technicians
- Reedley College Farm Laboratory Manager
- Dean of Agriculture and Natural Resources
- RC Administration

- College President
- SCCCDC Chancellor and the Board of Trustees

The Reedley College Farm Laboratory relies on several sources of income to operate and improve its facilities and infrastructure. These include:

- Annual land lease payments from industry partners
- Contracted crop purchases
- Farm Instructional Budgets
- Various Federal and State Grants
- Industry partner donation
- Student enterprise projects
- On campus co-curricular budgets

The Reedley College Farm Laboratory is key to the development of curriculum within the high school community and is important to creating meaningful pathways for students in the Central Valley.

- The NR Program continues to collaborate with other CTE education entities including adding dual-enrollment courses in wildland fire, chainsaw, career preparation, and forest ecology. These partners include Sequoia High School in Tulare County, Fresno Local Conservation Corps, and Valley Regional ROP.

HISTORY OF THE SCHOOL FARM LABORATORY

The Early Days

The property on which the Reedley Community College campus sits, including the farm lab, was originally purchased from the 76 Land and Water Company by Thomas Law Reed, for whom Reedley was named. T.L. Reed came to Reedley in 1884, purchased the property, and built his homestead (house, barn, and various out buildings) on land that is now occupied by the orchard just north of the service entrance to the campus off of Reed Avenue. Mr. Reed was the first farmer to till the soil on this ranch. The major crop at the time was wheat. Reed went on to prosper as a farmer and ultimately purchased a total of 2,500 acres north and west of the current college lab property.

Reed was also instrumental in the creation of the Alta Irrigation District which brought irrigation water from the Kings River and forever changed the Reedley area. He was the first to advocate construction of a dam on the Kings River. Unfortunately he did not live to see this occur as he died in 1911 at the age of 64, more than 40 years before the completion of Pine Flat Dam.

Sam and John Reed, T.L.'s brothers, farmed the property until the late 1920's when its ownership was lost during the Great Depression.

Changing Times

The next owner of the Reed property was thought to be the Paloian family, which most likely acquired it during the early 1930's. These were transitional times for the area as tree fruit and grapes were becoming the major crops, and raisin production became very extensive. The Paloians farmed the entire property until 1954, when the college acquired the first 20 acres for a new campus. Prior to that time, beginning in 1926, college classes were held on the Reedley High School campus. In the years that followed, several acquisitions were made until 1968 when the campus encompasses 140 acres, with approximately 38 acres being occupied by farm laboratory. The original farm included the following:

Open Land	12 acres
Orchard	6 acres
Thompson Seedless Grapes	4 acres
Various Varieties Grapes	3 acres
Tree Fruit	2 acres
Citrus	1 acre
Balance- Bluffs, Roads, etc.	

The northern boundary of the farm property was an extension of Parlier Avenue to the west. The Paloian family controlled the remaining 280 acres.

During the 1970's, area growers, staff, and administration met to plan for the future expansion of the farm lab. Many options were examined, including three off-campus parcels as possibilities for a new, expanded farm lab. The off-campus sites quickly discounted because of the distance from campus. The focus then was placed on the remaining T.L. Reed property controlled by the Paloian family. The committee identified four options ranging from 91 to 138 acres. Ultimately it was recommended to the Board of Trustees that the entire 280 acres be acquired because the other possibilities were all landlocked without access or a means for irrigation. On February 5, 1976 the Board approved the acquisition of the entire 280 acres and a substantial development budget that included the current ag mechanics building and animal science pavilion, along with funding for equipment purchases and modifications and improvements on the acreage. At the time of acquisition, the farm included:

Palomino Grapes	45 acres
Carrignane Grapes	60 acres
Thompson Seedless Grapes	70 acres
President Plums	18 acres
Sun Grand Nectarines	17 acres
Balance- Bluffs, Roads, River Bottom, Creek.	

The District took possession of the property in October, 1977, and construction began on the two structures in the spring of 1978.

Historical Conclusion

It is our hope in presenting this brief history that it affords the reader a better understanding of how the farm laboratory fits into the LAND instructional programs, and gives some insight into where we have been and some focus on where we are going.

REEDLEY COLLEGE FARM LABORATORY

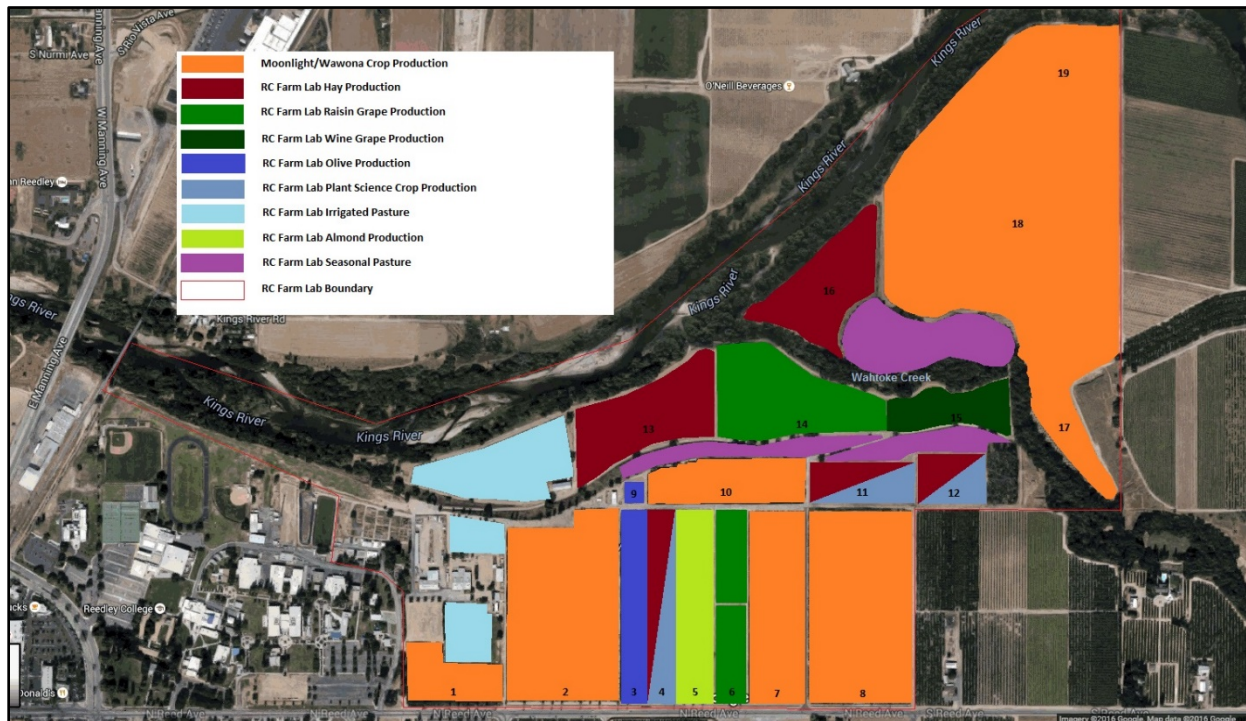
YR 2018-2022 ACTION PLAN

INTRODUCTION

The Reedley College Farm Laboratory currently operates on 298 acres, including: 220 acres of arable land, 44 acres of riparian wetlands, and 34 acres dedicated to roads, structures, and miscellaneous. The Farm Laboratory facility, while primarily used for Reedley College Agriculture and Natural Resources (AGNR) instruction, crop production, and the support of Reedley College livestock, is also widely used by members of the community for various recreational activities such as walking, hiking, running, cycling, and horseback riding. Guided tours of the Farm Laboratory are provided upon request several times per year to groups such as State Center Trustees/Reedley College Administration, Reedley College Faculty & Classified Employees, High School Counselors, and Reedley College Student Groups.

The College Farm Laboratory is an important component of student success at Reedley College. Students enrolled in Plant & Soil Science courses receive instruction in all aspects of crop production using traditional and progressive techniques to achieve maximum yields while engaging in practices geared toward farm sustainability. Animal Science students are educated in forage and hay production used to sustain several Reedley College livestock species while learning important aspects of animal husbandry such as proper livestock rotation and nutrition selection. Forestry and Natural Resources students utilize the College Farm Laboratory to engage in riparian restoration (River Rangers), selectively removing non-native vegetation species, and returning the Kings River and Wahtoke Creek sections to their natural state. Students enrolled in Agricultural Mechanics courses maintain and repair the various tractors and implements used on the College Farm Laboratory while honing valuable skills such as land preparation, planting, mechanical tillage, and harvest of traditional crops.

Figure 1. Aerial photo depicting the Reedley College Farm Laboratory with current land allotment.



REEDLEY COLLEGE

AGNR Farm Lab Staff and Student Employees manage 88 acres dedicated to Plant & Soil and Animal Sciences. Current land allocation is as follows:

Permanent Crops

Thompson Seedless Raisin Grape	12 acres
Selma Pete Raisin Grape	5 acres
Syrah Wine Grape	2.4 acres
Pinot Gris Wine Grape	0.5 acres
Sangiovese Wine Grape	0.5 acres
Chardonnay	0.5 acres
Nonpareil/Supareil Almond	6.4 acres
Arbequina Olive	5.5 acres
Alfalfa	5.0 acres

Annual/Biennial/Perennial Crops

Oat/Sudan grass/Hay Production	19.7 acres
Plant Science Demonstration Plot (Various crops)	5 acres

Pasture

Irrigated	11.5 acres
Seasonal	14 acres

LEASED LAND

The Reedley College/SCCCD land lease contract with Moonlight and Wawona Packing Companies is binding through October 31, 2019 and is comprised of the following crops for a total allotment of 132 acres. These companies manage all operations of the following crops grown on Reedley College farmland:

Permanent Crops

August Flame Peach	19 acres
Zee Fire Nectarine	48 acres
Honey May Nectarine	30 acres
September Bright Nectarine	26 acres
Murcott Mandarin Oranges	7 acres
Tango Mandarin Oranges	2 acres

CURRENT FARM LABORATORY PROJECTS

PG&E Riparian Restoration (Project A)

- Begin: 9/2017
- Objective: Restore riparian vegetative oak tree plantings along the Kings River AND Wahtoke Creek to reestablish land to a more natural state. Involves encroaching into the oak grove pasture some 70' inward to establish a greater area along the river for vegetation to flourish.
- 5% complete- Plans are still taking shape at this time, coordination amongst agencies and businesses are a work in progress as well. New additions to the pump that supplies water to the oak grove will be done including a 5,000 gallon holding tank to allow for drip and micro sprinkler irrigation to the new riparian project plantings. New waterline will be installed on the eastern end of the oak grove pasture with alfalfa valves to allow for flood irrigation of pasture, and new fence will be installed to allow for animals to graze as well. First day of physical work to site will be weekend of November 4th/5th 2017.
- Estimated completion: 1/2018

Figure 2. Aerial Photo of PG&E Work Location and Perimeters of Work Boundaries. Green area depicts where riparian restoration and tree replants will take place, black is overlay of perimeter of fence line for the pasture.



Farm Solar Project (Project B)

- Begin: 8/2017
- Objective: Installation of solar panels as part of a greater campus and district wide project to capture solar energy to reduce electrical costs.
- 10% complete- Trees have been cut near the wash rack, installation of panels and footings should begin with construction sometime in October.
- Estimated completion: 1/2018

Alfalfa Block Establishment (Project C)

- Begin: 7/2017
- Objective: Create a flood irrigated alfalfa block for animal science livestock consumption.
- 80% complete- Land has been fertilized for pre-seeding, seeding to take place in Mid-September.
- Estimated completion: 10/2017

Perimeter Fencing of Animal Science Area (Project D)

- Begin: 9/2017
- Objective: Create a new perimeter fence for animal science made of no climb fence and used oil pipe. Fence will replace all chain-link fence on the north end of the facility as well as replace the pastures on the west end of the facility.
- 5% complete- New pipe and no climb fence arrived in late August, fall semester employees are just beginning project at this time.
- Estimated completion: 7/2018

Figure 3. Aerial Photo depicting location of new perimeter fence line for the upper pasture.



Reedley College Community Garden Renovation (Project E)

- Began: 4/2016
- Objective: To consolidate the Reedley College Community Garden into twenty (20) plots each measuring 17' x 60'.
- 30% complete- Each plot will be equipped with a new irrigation system comprised of a spigot for hose watering as well as a 12-line manifold with an in-line filter, pressure regulator, and electric solenoid valve for drip irrigation capability. Additionally, the two pathways through the facility will be scraped and leveled and a 2" layer of decomposed granite will be laid down to ease walking. Finally, a tool shed will be relocated to the southeast corner of the facility and a walking gate to the Reedley College airstrip will be installed to facilitate parking once construction of the RMCHS facility effectively limits access to the garden via the east and west access points. All garden plots to be divided by railroad ties to give defined borders. Mini grant has been approved to help fund project.
- Estimated completion: 6/2018

Sprinkler Protection in Pole Barn Pastures (Project F)

- Corrections made to existing risers in field. Current risers are made of PVC which sunburn and are easily snapped by cattle in pastures. Replacement of all PVC risers with galvanized piping for added strength to reduce the number of repairs made to sprinkler lines over the course of the year. Control valves on the perimeter of the pasture to be enclosed in boxes, and wiring set up on an automatic timer in the pole barn. While setting up of electrical station at pole barn, flood lighting should also be added at this time to the pole barn.
- Cost: \$3,500
- Estimated completion 4/2018

New Farm Map/Aerial Photographs (Project G)

- No aerial photographs of the school farm have been taken since the 1970's. For all projects on the ground, the college has been relying on Google Maps and Google Earth for visual aids. New photographs can be taken from the inside of a plane to give an updated look from the sky of what the farm looks like now. Pictures can be printed and blown up for visual aids as needed if so desired. A benefit to these more recent pictures would be using Arc GIS and layers to map lines in the fields.
- Costs: Flight and Photography: Free. Photographs: \$300. Arc GIS/Layering: Free, in-house.
- Project estimated to begin 10/2017

PLANNED FARM LABORATORY PROJECTS

Eucalyptus Grove Removal, Seasonal Pasture Development (Project H)

- Removal of underutilized eucalyptus grove to allow for more seasonal grazing space, creates an additional space of 1.8 acres. Area is currently used solely for storage of materials at this time.
- Cost: Tree removal and leveling of block, installation of fencing approximately \$20,000.
- Estimated completion: 6/2019

Figure 4. Aerial Photo of where eucalyptus grove to be removed is located.



Fieldhouse Modernization/Rehabilitation (Project I)

- Installation of new roof and electrical lights in the fieldhouse shop. Currently the fieldhouse has numerous leaks, where every rain event leads to puddles inside of the facility. A new roof will help make the building safer, and more usable even during the wet months. Electrical lights at this time are old and dated, when turned on initially and before the bulb has warmed up, the lights make a great deal of noise. Replacement of these lights would lead to an improvement in having light right away, as well as reduce electrical costs to the college.
- Cost: \$18,000
- Estimated completion: 4/2018

Pavilion Modernization/Rehabilitation (Project J)

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

Expansion/Creation of Storage Yard (Non-Wheeled Equipment) (Project K)

- The limited space of the storage yard within the Agricultural Mechanic yard has caused for items to be stored in tight conditions. Additional storage of non-wheeled farm implements to alleviate crowding in agricultural mechanic yard. Project would call for the removal of existing chain-link fence and expanding towards the south and the addition of 3" of DG or asphalt road base laid to help with the drainage and provide greater dust control.
- Cost: \$10,000 (Awaiting Kelly Fence)
- Construction estimated to begin: 11/2017

Figure 5. Aerial Photo of proposed new fence line for storage of non-wheeled farm implement equipment.



Cement Flooring of Pole Barn (Project L)

- The pole barn at this time consists of an uneven dirt footing. In order to reduce uneven setting of stacks as well as reducing rotting of the bottom level of bales stacked inside of the exposed barn, new concrete should be added to provide a better working barn for feed storage. New concrete will make it easier to clean the facility, as well as keep water away from the stored feed reducing waste. New 6" cement pad can help increase the elevation several inches to keep out any water that may accumulate in the area.
- Cost: Approximately \$18,000
- Construction estimated to begin in 8/2018

Woodshop Expansion (Project M)

- The wood shop in its current state has become too constricted for use as a classroom. In order to meet its intended use, the building needs to be modified by expanding to the south 20' in order to accommodate the workbenches and students. With the exterior wall moving 20' to the south there can be adequate room to install the wood planer and ventilation hood as well as large capacity air compressor that the building is in dire need of utilizing. At this time there is still a need to install 3 phase 440 Volt supplied power to the room so that these pieces of equipment can operate.
- Cost: TBD
- Construction estimated to begin 7/2019

Shade Awning for Forestry Chainsaw Shop (Project N)

- At this time there is a temporary shade structure for chainsaw shop students to work on chainsaws outdoors which is in a decrepit state. Ideally to give the students adequate cover from the elements a new awning would be constructed. New awning would need to measure 45' by 20'.
- Cost: TBD
- Construction estimated to begin 7/2019

Farm Road Improvements (Project O)

- Several roads on the farm are not paved which cause large amounts of dust, and sinkholes in the wet months making travel difficult. SC800 oil can be used to control dusty roads for several years as opposed to fully paving. Students frequently are shuttled on these unpaved roads, as well as farm employees while traveling to the pump to start water for the farm. Having a paved surface in these areas would make for safer travel to and from as well as reduce exposure to large amounts of dust kicked up.
- Cost: \$7,000
- Construction estimated to begin 10/2017

Figure 6. Aerial Photo of proposed new paved roads for farm.



Animal Science Unit Northern Expansion (Project P)

- Limited space for proper rotation of Reedley College/RMCHS Livestock used in instruction necessitates an expansion of the Animal Science Unit. The most suitable location for this expansion to occur is the stone fruit tree block directly to the north of Animal Science. The current contract with Moonlight/Wawona does not allow for removal of this block from production until October 31, 2019, at which time 17 acres will be removed from the lease. Two acres will be left as a buffer zone of the 19 available to take out of the lease. Of the 17 acres, approximately 10 acres would be used for expansion of the Animal Science Unit. In the expansion going north, a new paved road will be constructed as an entrance from Reed Avenue for the middle college students, an unimproved waiting lot would be installed in that area to allow for short-term students' parent parking while waiting for their children to care for their animals.
- An equine appropriate facility would be constructed in the west end of this block. An irrigated pasture, constructed from welded oil-pipe and no-climb panels, would be installed in the center of the block; and an area for the housing of student project market animals for the middle college would be located on the most eastern end.
- Cost: Approximately \$180,000. Price subject to final pasture and covered animal facility configuration.
- Estimated start of construction: November 2019

Figure 7. Aerial photo depicting the Animal Science Unit Northern Expansion Area as well as Student Enterprise Block.



Reedley College Student Enterprise Block (Project Q)

- A 7-acre block dedicated to crops grown in support of Student Enterprise projects would be obtained by removal of the stone fruit block just south of the 5-acre grove of new olives. These trees would be removed from the contract currently in effect with Moonlight/Wawona. This contract expires on October 31, 2019. Additionally, two acres on the east side of the Animal Science Unit expansion area would remain in nectarine production but would be removed from the contract as well. Crops to be grown would be determined by the Plant Science Instructor according to student interest, the Farm Manager according to market/seasonal demand, and interest from students and industry partners in establishing projects that would benefit the College Farm Laboratory and the various agricultural industries that AGNR collaborates with. Programs that would potentially utilize this block would be Plant Science and Mechanized Ag for instruction and Ag Business and Farm for production and marketing of finished products.
- Cost: \$5,000 for tree removal. Additional costs will vary dependent upon types of crops planted.
- Estimated start of construction: November 2019

Reedley College Farm Market (Project R)

- With the passage of Measure C, funding will soon become available for the construction of a new Agricultural Center on the Reedley College campus. A Farm Market is projected to be built within the center that will highlight student enterprise projects from the many programs within AGNR. Examples of current and planned products that could be marketed through this facility through Spring and Fall seasonal sales are:

Product	Availability
▪ RC Wine (Red, White, & Blends)	2016
▪ RC Olive Oil (Virgin and Flavor-infused)	2016
▪ RC Balsamic Vinegar (Blends)	2017
▪ RC Almonds	2017
▪ RC Christmas Hams	2017
▪ RC Spring Lambs	2018
▪ RC Cheese	2017
▪ RC Plant Sales (Poinsettias, vegetables, etc.)	2016
▪ RC Finished Forestry Products (bar/table tops, Picnic benches, garden sheds, planter boxes, etc.)	2017
▪ RC Firewood	2016

- Estimated start of Reedley College Farm Market construction: 2020

Animal Science/College Farm Laboratory East Entrance (Project S)

- Construction of a dedicated entrance to facilitate the care and feeding of student market animals in the Animal Science Unit expansion area. A stout and aesthetic gate would be installed at the intersection of Reed and Parlier Avenues to provide access to Reedley College/RMCHS students and their parents. To make this project viable, relocation of a single palm tree 20' to the north would be necessary to provide direct access to the entrance. The City of Reedley would be approached about configuring the Reed/Parlier intersection into a 4-way stop to mitigate traffic congestion due to northbound vehicles waiting to turn into the facility. Additionally, SCCCD Operations would be approached about improving 350' of the road leading west onto Reedley College property.
- Cost: Dependent on District Operations requirements for road improvement.
- Estimated start of construction: January 2019

Figure 8. Photo depicting the proposed east Animal Science/College Farm Laboratory entrance at the intersection of Reed and Parlier Avenues.



FARM LAB PROJECT COMPLETION TIMELINE SUMMARIES

2017: Project C

2018: Projects A, B, D, E, F, G, I, K, O

2019: Projects: H, J, L, N

2020: Project M, Q, S

2021: Projects P, R

2022:

FARM LABORATORY ANNUAL EVENTS

January: Mid-winter FFA Field Day

March: FARMS Leadership Day

April: Spring FFA Field Day; Ag Backers Council Pinot & Pints Fundraiser

May: Spring Semester Ends; Summer Student Employees Begin

June: Summer Student Employees AGNR Tasks

July: Wonderful Ag Career Camp; Summer Student Employees AGNR Tasks

August: Summer Student Employees AGNR Tasks

October: Fresno Fair Collegiate Livestock Competition; AMA Long Eared Bonanza Mule Show, Reedley College IHSA Home Competition, New Member FFA Field Day

November: Ag Backers Council RC Golf Tournament Fundraiser; Opening/Closing Ceremonies Contest; Novice Showmanship Competition, Bob Frisch Memorial Ride

December: Fall Semester Ends



Fresno City College



Clovis
Community
College



STATE CENTER COMMUNITY COLLEGE DISTRICT 2019-2030 Districtwide Facilities Master Plan Update

2019



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Note: The full reports for Appendix A and B are available from the district.



ACKNOWLEDGEMENTS

Facilities Master Plan



Letter from the Chancellor



Dr. Paul Parnell

Chancellor, *State Center Community College District*



On behalf of the Board of Trustees, administration, faculty, staff and students, it gives me great pleasure to present the 2019-2030 State Center Community College District Facilities Plan. For more than a century, our colleges and centers have been providing outstanding educational programs and services for students in the Central Valley. Over the past few years, the District has experienced tremendous growth, now serving more than 67,000 students. This document has been developed with the input of all our stakeholders and provides a strategic framework for where we need to grow to better serve our students.

Our mission is to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region. The passage of our \$485 million facilities bond in 2016 is assisting in our ability to provide new and improved facilities to our growing District.

New bond projects that will provide state-of-the-art learning environments include a West Fresno campus, a First Responders campus, a permanent campus building in Oakhurst, a Center for Fine and Performing Arts in Reedley, an Applied Technology Building in Clovis, and a Center for Agriculture and Technology Building in Madera, to name a few.

I want to thank the many faculty, staff, students, administrators, and community members for participating in the development of this plan. In addition, I would especially like to thank our Board of Trustees for providing the leadership and vision to address the needs of the community we serve.

Dr. Paul Parnell
Chancellor, State Center Community College District



Letter from the College President



Dr. Jerry Buckley



To our community:

Reedley College is one of the oldest and most recognized rural community colleges in California, offering an award-winning agricultural program, critically important natural resources programs that help maintain the environmental balance within our local mountains and rivers, as well as a cutting-edge flight science program that helps train the next generation of commercial pilots. With an aging infrastructure, we look forward to introducing new and expanded facilities for our students over the next ten years to enhance learning and access to technology that will help better prepare the Central Valley's next generation workforce.

As a comprehensive college, we are equally excited to enhance education within the fine and performing arts with a state-of-the-art facility that will improve the college's ability to both convene community events, as well as share and celebrate our local cultures. As a community college, Reedley will continue to partner with our K-12 districts and four-year universities to enhance the educational attainment of our youth and upskill our existing workforce. Our commitment with local industries to help improve the economy of the Central Valley through education and prepare our students for careers in a competitive world-wide job market is a never-ending process that will benefit greatly from the modernization of our campus.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J.L. Buckley'.

Dr. Jerry L. Buckley
President , Reedley College





Facilities Master Planning Committees Structure

The master planning process required the engagement of staff, students, faculty, campus and district administration; as well as the chancellor, SCCCD Board of Trustees, and the community. The Facilities Master Planning Process is a complex process that necessitates numerous opportunities for college, district, and community voices and opinions to be expressed. Through multiple open forums and meetings, the various constituency groups provided input while incorporating appropriate checks and balances.

The final Master Plan is subject to review and ratification by the SCCCD Board of Trustees.



PLANNING COMMITTEE STRUCTURE

Chancellor's Cabinet Committee—This represents the highest level of administrative leadership in the district. This committee provided input on macro issues in the district such as:

- Capacity of campus sites
- Budget targets/limits
- Delivery schedule
- Special facilities locations
- Districtwide facilities standards and goals
- Design and building aesthetic considerations
- Centralizing site support such as security, maintenance and grounds
- Technology Master Plan

Districtwide Facilities & Safety Committee—This districtwide facilities committee is most familiar with the districtwide physical improvements and provided input on planning, construction, funding, and operational leadership. This committee deals with districtwide and site-specific issues such as:

- Security
- Facilities Needs and Planning
- Scheduled Maintenance Needs
- Space Utilization
- Facilities Master Plan

College and Campus Facilities Committees—These campus-specific committees are most knowledgeable of their individual campus and operations. These committees consist of faculty, department heads, maintenance and operations staff, administrative staff, students, and the president of the college. This group addressed the site-specific physical improvement needs of their individual campuses, respective to their educational goals, student needs, and community wishes. Each group addressed the unique physical improvement needs of their campus and helped set direction based on their goals for the campus, such as:

- Provided input regarding physical improvement needs at their site.
- Provided valuable site-specific input regarding campus operations.
- Provided input for site-specific needs.
- Discussed changing aspects of the curriculum and how facility designs must respond to these changes.
- The Colleges also held a number of open forums to further provide engagement opportunities for faculty and staff who were not involved in formal committees or planning groups.



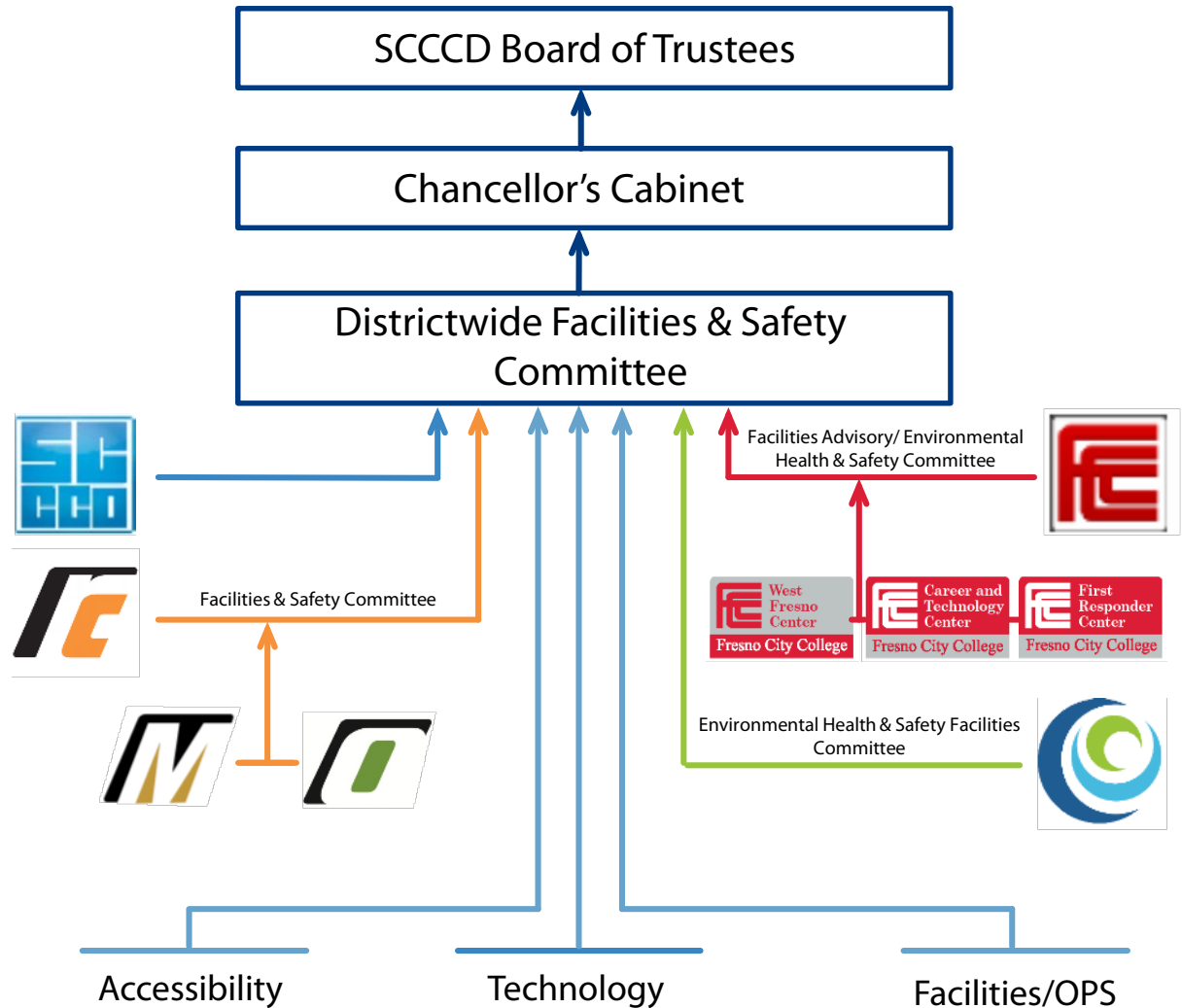
Facilities Master Planning Committees Structure



The planning process for the SCCC Districtwide Facilities Master Plan was highly participatory, engaging the many constituencies of the district. The Planning Team worked closely with multiple planning groups, which included faculty, classified staff, administrators, and students.

The planning groups had much to consider throughout the master planning process. A series of highly interactive meetings with each of the site planning groups, provided analysis of existing conditions, evaluation of a series of options, and decision-making, culminating in the development of the 2019 Districtwide Facilities Master Plan.

Additionally, presentations were held with the district administration, SCCC Board of Trustees, and the larger college community to provide opportunity for input and broaden the plan's perspective. The interactive planning process encouraged effective participation of numerous college stakeholders and led to recommendations that can be supported by the entire college community.





Facilities Master Planning—Key Participants



BOARD OF TRUSTEES

Deborah J. Ikeda,	President
Eric Payne,	Vice President
Annalisa Perea,	Secretary
Richard M. Caglia	Trustee
Magdalena Gomez	Trustee
Bobby Kahn,	Trustee
John Leal	Trustee
Ronald H. Nishinaka	Former Trustee
Miguel Arias	Former Trustee

CHANCELLOR'S CABINET

Dr. Paul Parnell	Chancellor
Cheryl Sullivan	Vice Chancellor, Finance and Administration
Dr. Carole Goldsmith	President, Fresno City College
Donna Berry	Interim President, Reedley College
Dr. Lori Bennett	President, Clovis Community College
Dr. Jerome Countee, Jr	Vice Chancellor, Ed Services and Institutional Effectiveness
Julianna Mosier	Vice Chancellor Human Resources
Christine Miktarian	Vice Chancellor, Operations and Information Systems
Lucy Ruiz	Executive Director for Public & Legislative Relations
Rico Guerrero	Executive Director, Foundation
Matthew Besmer	General Counsel

CAMPUS PLANNING GROUPS

Fresno City College
 Reedley College
 Clovis Community College
 Madera Community College Center
 District
 Technology
 Accessibility

DISTRICTWIDE FACILITIES & SAFETY COMMITTEE

Anne Adams	Executive Assistant to the Vice Chancellor
Becky Allen	Physical Education/Health Instructor, CCC
Cathy Ostos	Administrative Assistant, CCC
Cheryl Sullivan	Vice Chancellor of Finance and Administration
Chris Bosworth	Police Sergeant
Christine Miktarian	Vice Chancellor, Operations & Information Systems
Dan Hoffman	Building Generalist, CCC
Darin Soukup	Director, OCCC
Darren Cousineau	Director of Environmental Health and Risk Management
Donna Baker-Geidner	Micro Computer Resource Technician, RC
Donna Berry	Interim President RC
Dr. Paul Parnell	Chancellor
Elizabeth Tucker	Occupational Health & Safety Officer
George Cummings	Director of Facilities Planning & Construction
Gracie Spear	Counselor, MCCC
Dr. Carla Walter	Vice Chancellor of Administrative Services, FCC
Jose Flores	Chief of Police
Lacy Barnes	Psychology Instructor, MCCC
Linda Lyness	Accounting Technician I, FCC
Lorrie Hopper	Vice President, Administrative Services CCC
Michael Lynch	Custodian, RC
Ryan Blodgett	Counselor, FCC
Shannon Robertson	Director of Construction Services
Steve DaSilva	Greenhouse Technician, FCC
Tiffany Sarkisian	Communication Studies, CCC
Wendell Stephenson	Letters/Philosophy, FCC



Facilities Master Planning—Key Participants

Facilities Planning Groups



Reedley College - Facilities Planning Groups/Participants

Brian Speece
Carlo Fuentes
Christine Miktarian
Dale Van Dam
Darren Cousineau
David Clark
David Santesteban
Donna Berry
Dr Samuel Morgan
Eric Marty
Ernesto Duran
George Cummings
Gerardo Reyes
Glen R Foth
Jose Alunzar
Jose Flores
Kassandra Davis-Schmall
Kenneth Willet
Kent Kinney
Kevin Woodard
Kurt Piland
Leroy Bibb
Maria Ortiz
Mark Gomez
Michael Kaiser
Rebecca Snyder
Renee Craig-Marius
Rosemarie Elizorido
Samara Trimble
Shannon Robertson

Assistant to Chancellor
ASG/Student Representative
Vice Chancellor, Operations & IS
VPI
Dir. of Enviro. Health & Risk Mgt.
Dean of AG/NR
RC Director of Athletics
Interim President, RC
DSP&S
RC Football Coach
Student Representative
Dir of Facilities Planning & Const
ASG Senator/Student Rep.
Ground Services Manager
ASG/Student Representative
Chief of Police
RC-Administration Aide DIVC
Farm Production Supervisor
Instructor Forestry
RC AG/NR
Director of College Relations
Lead Maintenance, FCC
Faculty, RC
Student Representative
Reedley Building Services
Faculty/Academic Senate
RC VPS
Faculty/Biology
RCDSPS/Counseling
Dir. of Construction Services

Clovis Community College - Facilities Planning Groups/Participants

Adrian Datiles
Anthony Abbott
Austin Fite
Brian Speece
Brian Shamp
Cathy Ostos
Christine Miktarian
Colleen Brannon
Dan Hoffman
Dianna Whaley
Darren Cousineau
Elizabeth Tucker
Emily Wilson
Erica Joku
George Cummings
Glen Foth
Gurdeep Hebert
James Rooney
Jose Flores
John Forbes
Lorrie Hopper
Naomi Forey
Niko Shamlin
Orlando Ramirez
Shannon Robertson
Sergio Salinas
Vicki Cockrell

Inter-Club Council President/Senator
Physics Instructor
Instructional Lab Tech, Science
Assistant to Chancellor
Instructor
CCC Admin Services
Vice Chancellor, Operations & IS
CCC DSPS
Building Generalist, CCC
Counselor/Coordinator,
Director of Enviro. Health and Risk Mgt.
Occupational Health & Safety Officer
Instructional Lab Tech, Science
CCC Counseling
Dir of Facilities Planning & Const.
Ground Services Manager
Dean of Student Services
Director of Maintenance & Operations
Chief of Police
Dean of Instruction, STEM + Tech
VP Admin Services
Health Services Coordinator
Student Government Representative
Women's Soccer Coach
Director of Construction Services
Custodial Manager
Administrative Aide

Accessibility Planning Group

Stephanie Crosby
Colleen Brannon
Christine Miktarian
George Cummings
Brian Speece
Samuel Morgan

DSPS Dir., FCC
DSPS, CCC
Vice Chancellor, Operations & IS
Dir of Facilities Planning & Const.
Assistant to Chancellor
DSPS-RC

Madera/Oakhurst Centers- Facilities Planning Groups/Participants

Becky Xiong
Brett Hunst
Brian Speece
Carol Fernandez
Cheyenne Tex
Christine Miktarian
Claudia Habib
Darren Cousineau
Desy Ruiz
Donna Berry
Fernando Jimenez
Ganesan Srinivasan
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Shelley Renberg RN
Tasha Rodriguez
Teresa Campaga Bryant
Todd Kandarian
Traci Menz
Yolanda Garcia

CA III/Classified Senator
Library Services Assistant
Asst Chancellor Cap Projects
LVN Coordinator
Student
Vice Chancellor, Operations & IS
Vice President, MC/OC
Dir of Enviro. Health and Risk Mgt.
Job Developer
Interim President, Reedley College
Lead Custodian
Dean of Instruction
Dir of Facilities Planning & Const.
Office Assistant SCCCD
Dean of Student Services
Director of Construction Services
Campus Nurse
Darden Architects
Construction Services Coord.
Mathematics Instructor
DSPS

Technology Planning Group

Brian Speece
Christine Miktarian
Dante Alvarado
Gary Sakaguchi
George Cummings
Harry Zahlis
John Forbes
Keith Johnson
Kevin Miller
Phil Howard
Scott Olds
Sean Martim
Teng Her

Asst Chancellor Cap Projects
Vice Chancellor, Operations & IS
Director IT
Director of Technology
Dir of Facilities Planning & Const.
Network Coordinator
Director of IT, Clovis CC
Lead Programmer
SR Systems & Admin Network
SCCCD
Director of IS
AV Maintenance Specialist
Network Coordinator, CCC



Facility Master Planning Meetings Dates



Initial Kick Off Meeting	12/19/17
Introduction Meetings	
Clovis Community College	1/17/18
Fresno City College	1/18/18
Reedley College	1/18/18
Madera/Oakhurst Community College Centers	1/18/18
Technology	3/2/18
Planning Meetings	
Clovis Community College	2/22/18, 5/10/18
Fresno City College	3/15/18, 3/21/18, 3/21/18, 3/27/18, 4/5/18, 4/5/18, 4/18/18, 10/4/18
Reedley College	2/20/18, 3/13/18, 4/10/18
Madera/Oakhurst Community College Centers	2/23/18, 3/16/18, 4/6/18
Technology	4/4/18
Internal Staff	4/19/18
Chancellor's Cabinet	5/7/19
Board Update	6/12/18, 11/5/19
Planning Meetings	
Clovis Community College Open Forum /Facility Committee	9/18/18, 9/18/19
Fresno City College Open Forum /Facility Committee	9/27/18, 9/27/18, 9/19/19
Reedley College Open Forum/Facility Committee	9/17/18, 9/19,19
Madera/Oakhurst Open Forum /Facility Committee	9/24/18, 9/19/19
Technology	6/27/18, 6/28/18, 10/2/18, 10/5/18
Internal Staff	6/3/18, 6/21/18, 7/4/18, 8/22/18, 9/19/18, 10/3/18,
Chancellor's Cabinet	8/27/18
Accessibility – DSPS	5/7/19, 5/22/18, 6/21/18
District Wide Safety and Planning Committee	8/21/18, 9/18/18, 9/17/19



Facilities Planning Team



DARDEN ARCHITECTS
Robert L. Petithomme, AIA, LEED AP

BLAIR CHURCH AND FLYNN
Civil Engineer

JLB Traffic
Transportation Consultant

TK1SC
Electrical and Telecommunications

ROBERT BORO
Landscape Architect





INTRODUCTION

Facilities Master Plan



History of the District

State Center Community College District (SCCCD) was formed in 1964 when it assumed control of Fresno City College and Reedley College. SCCCDC serves approximately 1 million people and 18 unified and high school districts in more than 5,500 square miles of urban and rural territory, including most of Fresno and Madera counties and portions of Kings and Tulare counties. SCCCDC is governed by a seven-member SCCCDC Board of Trustees who represent seven trustee areas.

Fresno City College, established in 1910, enrolls in excess of 22,000₁ students, and offers more than 100 associate of arts and science degree programs and 60 certificate of achievement programs in vocational/occupational areas.

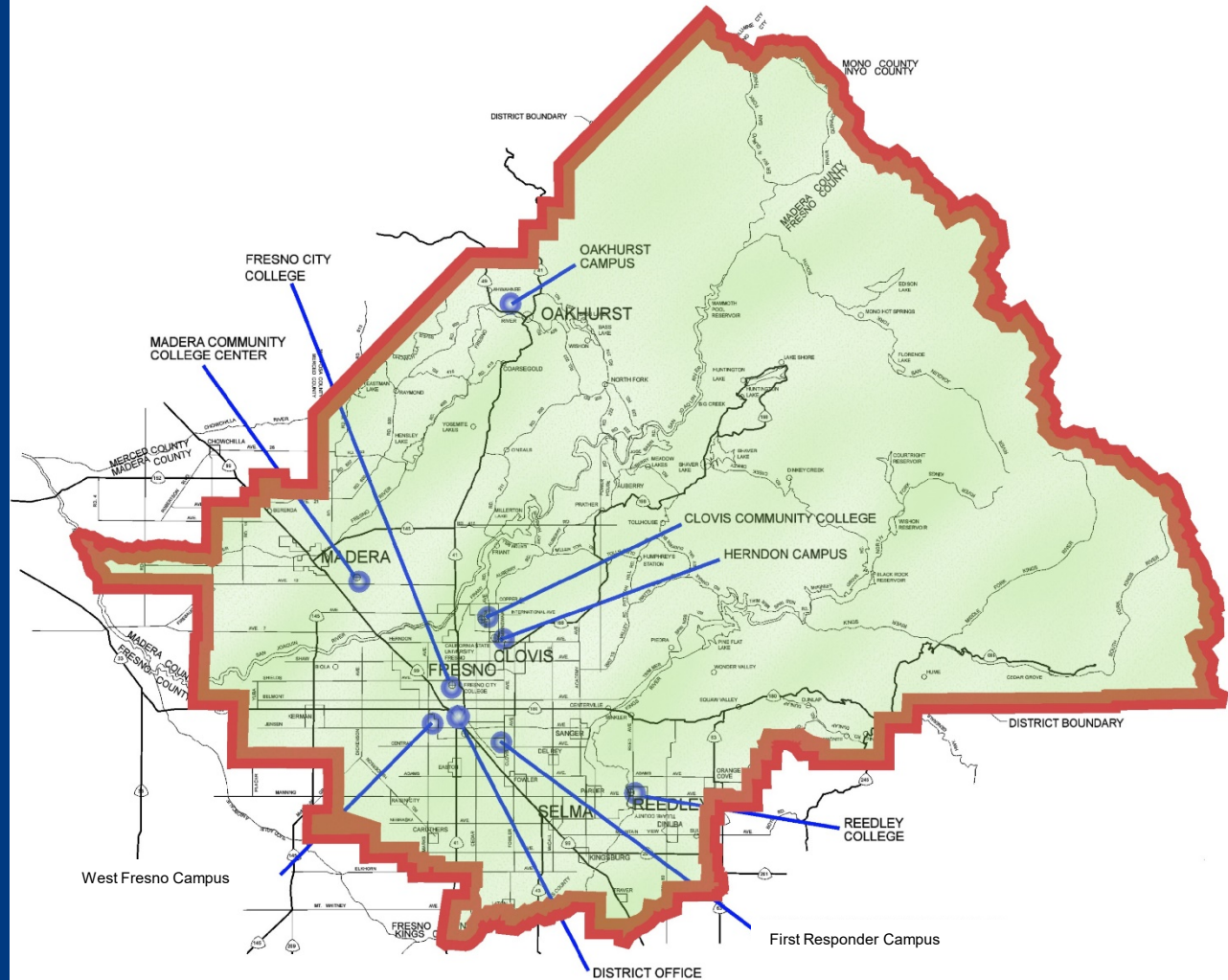
Reedley College, established in 1926, is located in Reedley (approximately 30 miles southeast of Fresno) and enrolls approximately 7,500₁ students in a variety of courses and degree programs in occupational education and the arts and sciences.

Clovis Community College, the 113th community college in California, was granted college status in June 2015 and enrolls approximately 7,800₁ students.

SCCCDC also operates three educational centers with a combined enrollment of approximately 5,600₁ students. Madera and Oakhurst Centers offer programs in general education for transfer and two-year degrees and are located in Madera and Oakhurst. Additionally, the district offers occupational and technical training at its Career and Technology Center as well as the Training Institute.

The district is in the process of developing three new College Centers: the West Fresno Campus, First Responder Campus, and Oakhurst Community College Center.

Both the West Fresno Campus (which will replace the current Career Technology Center) and the new Oakhurst campus will occupy larger sites allowing these two campuses to grow.





District Strategic Plan

MISSION

State Center Community College District (SCCCD) is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness, which will transform our region.

VISION

Empowering through Educational Excellence



CORE VALUES

STEWARDSHIP

We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.

COLLABORATION

We are committed to fostering a spirit of teamwork internally with our students, faculty, classified professionals, and administrators while expanding our external partnerships with education, industry, and our community.

INTEGRITY

We are accountable and transparent and adhere to the highest professional standards.

INNOVATION

We are committed to an educational environment promoting actions and processes that create new methods, ideas, or products.

INCLUSIVITY

We are committed to and intentional in creating an environment that cultivates, embraces, and celebrates diversity.





Facilities Master Plan Purpose, Process, and Goals

*“Vision without action is a dream.
Action without vision is simply
passing the time. Action with vision is
making a positive difference.”*

-Joel Barker,
Author, Independent Scholar, & Futurist

PURPOSE

The purpose of the Facilities Master Plan for State Center Community College District is to provide a guide for future development at each of the campuses in the district. The Facilities Master Plan was developed to respond to each of the district’s 2015-17 Educational Master Plans.

The Educational Master Plans provide a framework to guide the district and to support its mission by effectively allocating resources to meet the educational needs of the district. The goal of the Educational Master Plan is to assist the district in projecting the educational programs and support services needed through the year 2030.

The Facilities Master Plan provides a framework for the placement of future facilities, removal of existing facilities, the renovation of existing facilities, and various site improvements throughout the district. The Facilities Master Plan is a living document to be revisited as educational and student needs change. The drawings in the Master Plan and the schematic layouts are conceptual plans that identify the location and purpose of improvements. The final design of each site and project will occur as projects are funded and detailed programming and design occurs.

PROCESS

The planning process was highly participatory involving members of the many constituencies of the district. The planning team worked closely with multiple facilities planning groups, comprised of key faculty, staff, students, and administrators. The committees reviewed the analysis of existing conditions, analyzed the educational planning data, evaluated a series of development options, and made decisions that led to the development of the Facilities Master Plan recommendations.

The planning process included a series of facilities master planning meetings as well as open forums and discussions with the SCCCD Board of Trustees to broaden the plan’s perspective and to enhance the acceptance of proposed developments.

The process also included the analysis of the educational planning data included verifying the district’s current space inventory, projecting the effect of the district’s current 5-year plans, and projecting the future space needs of each campus. Each of the district’s campuses is unique in terms of its current status, projected growth, and diverse needs. The district’s campuses vary in development. They include fully developed college campuses, relativity new college centers, and three newly planned college centers.

GOALS

The facilities planning priorities were developed to include the following list of goals that focus on districtwide site and facilities issues:

- Address the needs identified in the Educational Master Plan Growth projections.
- Develop student learning support services for tutorial and quiet study areas, with counselors and advisors spread strategically throughout the campuses.
- Prioritize projects to support current and projected needs.
- Replace portable buildings with permanent facilities.
- Create flexible, interdisciplinary spaces to support a variety of activities.
- Develop campuses to promote collaboration between faculty, students, and staff.
- Develop sites and facilities to attract students.
- Develop student gathering areas (indoor and outdoor).
- Encourage students and community members to spend time on campus.
- Incorporate sustainable design principles in all development.
- Consider life-cycle costs and reduce maintenance needs.
- Address ADA issues and increase accessibility.
- Address districtwide technology standards.



District Campuses



Fresno City College

West Fresno Campus

First Responder Campus

Reedley College

Madera Community College Center

Oakhurst Community College Center

Clovis Community College

Herndon Campus

District Office

REEDLEY COLLEGE

Reedley College is located in Reedley, California, approximately 30 miles southeast of Fresno in a rural, agricultural setting. The campus community enjoys the unique combination of urban appeal and rural values. Reedley is located in the central San Joaquin Valley area. It is between the state's coastal mountain ranges and the Sierra Nevada mountains. The valley floor is the richest intensive agricultural production area in the world. Reedley's economy is predominately based upon agricultural production and agriculturally oriented industries and leads the nation in the shipping of fresh fruit.

The college was established in May 1926, as Reedley Junior College and was housed at Reedley High School. In September 1956, the college moved to its present site, which currently encompasses 420 acres, including the college's 300-acre farm adjacent to the campus. In 1963, the college became a member of the State Center Community College District.





THE PROCESS

Facilities Master Plan



Bond Projects

Our Community colleges ... putting the Valley to work.

MEASURE C

MEASURE "C" PROJECTS

FRESNO CITY COLLEGE

- New Science Building
- Parking Structure and Expansion
- New West Fresno Campus
- First Responder Campus
- Math Science Modernization/2nd effects
- Fresno City College Planning

REEDLEY COLLEGE

- New Math Science Engineering Building
- Center for Fine and Performing Arts
- Ag Complex Modernization & Addition

MADERA COMMUNITY COLLEGE CENTER

- Center for Agriculture and Technology
- Academic Village Two

OAKHURST COMMUNITY COLLEGE CENTER

- Site Acquisition & Permanent Facilities

CLOVIS COMMUNITY COLLEGE

- Applied Technology Facilities

DISTRICTWIDE PROJECTS

- Technology Improvements
- Infrastructure Improvements
- Accessibility & ADA Improvements
- District Office Relocation

In June 2016, voters passed Measure C, a \$485 million bond measure for the district.

<http://bondmeasures.scccd.edu/index.html>



Connection to the Educational Master Plan



COMPLETION OF THE EDUCATIONAL MASTER PLANS

Fresno City College

Reedley College

Clovis Community College

REVIEW OF EDUCATIONAL MASTER PLANS WITH THE AUTHORS

ANALYSIS OF THE EDUCATIONAL MASTER PLANS

INITIAL FOCUS

How can the Facilities Master Plan assist the district in achieving its Strategic Plan goals and objectives

TOP ISSUES

Campus Safety

Parking/Transportation

College Strengths and Weaknesses

Most Common Perceptions

What Would Provide Positive Immediate Impact

SPACE AND GROWTH ANALYSIS



2015-2025 Educational Master Plan



Clovis Community College Educational Master Plan 2017-2027



Connection to the Educational Master Plan



CONNECTION TO THE EDUCATIONAL MASTER PLAN

The State Center Community College District has a rich cultural and ethnic diversity and serves a large and diverse geographic region. To assist in the delivery of their Educational Model, the district acknowledges the strong influence the physical environment has on learning and teaching. Thoughtful planning is necessary to identify the facility improvements that are necessary for the delivery of learning.

Between 2015 and 2017, the district's colleges worked to complete the Educational Master Plans for Fresno City College, Reedley College, and Clovis Community College. The information presented in these plans assisted the planning groups and the planning team in the development of Facility Master Plans that responded to the educational objectives of the district.

After reviewing the Educational Master Plans, the planning team met with the authors of the plans to gain a more complete understanding of the content. Each Educational Master Plan was studied in preparation for the initial meeting with the facility planning groups at each site. The initial focus was to gain an understanding from the campus planning groups as to how the Facilities Master Plan could assist the campus in achieving its strategic plan goals and objectives.

Top issues affecting the Facilities Master Plan were reviewed and discussed, including campus safety, transportation, strengths and weaknesses of the college, most common perceptions, what would provide positive immediate impact, and future instructional programs.

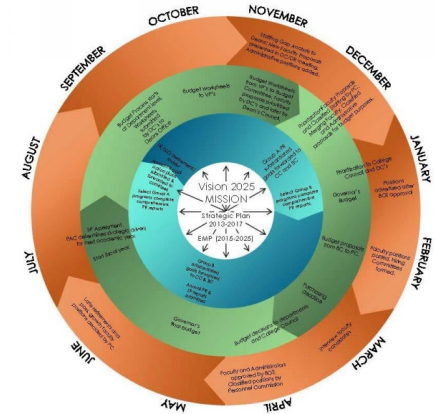
Analysis of the programs and space needs were considered; additionally, the assignable area that the campus would qualify for under Title 5 was analyzed based on the data provided in the plan and current database information available from the FUSION website.



Fresno City College Integrated Planning Process



Clovis Community College Integrated Planning Model



Reedley College Integrated Planning Cycle



Connection to the Constituents

The Planning Team worked closely with Facilities Master Planning Groups

Key Faculty—Staff— Students—Administrators—Community

Input from Facility Planning Groups

Analysis of existing conditions
Analysis of the educational planning data
Evaluation of options
Preparation of draft Master Plans

Draft Master Plan Presented to Open Forums

Additional Input

Draft Master Plan Presented to Chancellor's Cabinet

Additional Input

Draft Master Plan Presented to Administration

Additional Input

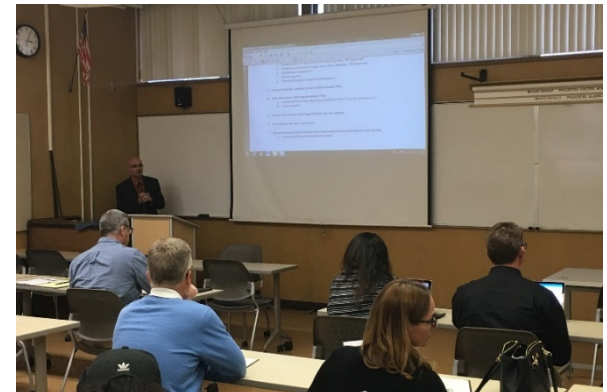
Draft Master Plan Presented to Facility Planning Groups

Recommended Project Priorities

Draft Master Plans Presented to the SCCCD Board of Trustees

Draft District Guidelines Presented to Facility Planning Groups

Draft District Guidelines Presented to Chancellor's Cabinet





Connection to the Constituents



CONNECTION TO THE CONSTITUENTS

The planning process was highly participatory, involving members of the many constituencies of the district. The planning team worked closely with multiple facilities master planning groups, comprised of key faculty, staff, students, and administrators. The committees reviewed the analysis of existing conditions, analyzed the educational planning data, evaluated a series of development options, and made decisions that led to the development of the Facilities Master Plan recommendations.

After a series of meetings with the college facilities planning groups, the information and input from the committee members along with the insights gained by the planning team, enabled preliminary drafts of each Master Plan to be prepared. The initial drafts were reviewed with the chancellor and the chancellor’s cabinet, after which the draft master plans were presented to the college presidents. With input from the chancellor and the cabinet, as well as the college presidents, the planning team adjusted the plans and met with the president’s advisory committee. Additional input was received and adjustments to the plan were discussed and incorporated. The planning team then prepared updated drafts for presentation to the site committees. While the planning team facilitated more than 50 meetings, the colleges also held numerous additional meetings.

Each Facilities Master Plan includes recommended modifications to each campus, including site improvements, modernization projects and potential new buildings. These recommendations were structured to address needs identified in the Educational Master Plans until the year 2030. The Master Plans also included a vision of each campus into the future, beyond the year 2030. Each Master Plan was presented to the facility planning groups. With the input and collaboration of the various constituents, campus needs and potential projects were prioritized by their importance relative to the needs of students and their ultimate success.

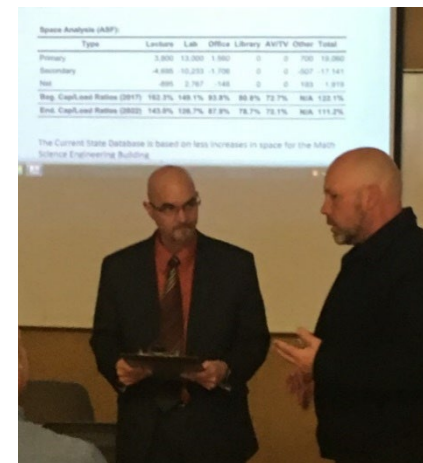
Meetings were also held with the Districtwide Facilities & Safety Committee. The committee was regularly updated on the progress of the Facilities Master Plan.

An update of the Facilities Master Plan was presented to the SCCCD Board of Trustees on June 12, 2018, at the June Board of Trustees meeting.

A draft of the updated 2019 Facilities Master Plan was released for districtwide review and comment on February 7/2019

Presentations were made to the campuses and planning groups at open forum meetings as follows: Fresno City College on 9/27/18; Reedley College on 9/17/18; Clovis Community College on 9/18/18 and Madera Community College Center/Oakhurst Center on 9/24/18.

Updated 2019-203 Facilities Master Plan was presented to the SCCCD Board of Trustees was on November 5, 2019.





Enrollment and Growth State Funding Eligibility



STATE FUNDING ELIGIBILITY

Space Category/Description	State Supportable	Potentially State Supportable	District Funded
100 CLASSROOM	X	-	-
210-230 LABORATORY	X	-	-
235-255 NON CLASS LABORATORY	X	-	-
300 OFFICE/CONFERENCE	X	-	-
400 LIBRARY	X	-	-
520-525 PHYS ED (INDOOR)	-	X	-
530-535 AV/TV	X	-	-
540-555 CLINIC/DEMONSTRATION	-	X	-
610-625 ASSEMBLY/EXHIBITION	-	X	-
630-635 FOOD SERVICE	-	-	X
650-655 LOUNGE/LOUNGE SERVICE	-	-	X
660-665 MERCHANDISING	-	-	X
670-690 MEETING/RECREATION	-	-	X
710-715 DATA PROCESSING/COMP	-	X	-
720-770 PHYSICAL PLANT	-	X	-
800 HEALTH SERVICES	-	X	-

State Supportable

The Assignable Square Footage (ASF) for these space categories is defined in Title 5 reference to the Board of Governor's Policy on Utilization and Space Standards. These space categories can qualify for state funding.

Potentially State Supportable

The Assignable Square Footage for these space categories are not defined in Title 5; the ASF is dependent on campus or program requirements. These space categories can, but do not always, qualify for state funding.

District Funded

The Assignable Square Footage for these space categories is dependent on campus or program requirements. These space categories do not qualify for state funding.



Enrollment and Growth

Districtwide

Annually, the **State Chancellor's Office generates a long-range forecast for growth of WSCH** (weekly student contact hours) and headcount. The forecast extends through the year 2025. The data are for fall semesters. The forecast for the State Center Community College District implies an annual growth rate of 1.24% for WSCH and 0.77% for student headcount.

CCCCO Long Range Enrollment Forecast 2017		
Term	Enrollment	WSCH
Fall 2017	40,710	419,643
Fall 2018	41,026	424,944
Fall 2019	41,345	430,306
Fall 2020	41,666	435,720
Fall 2021	41,990	441,198
Fall 2022	42,316	446,729
Fall 2023	42,645	452,325
Fall 2024	42,977	457,986
Fall 2025	43,311	461,544

Source: California Community Colleges Chancellor's Office Long Range Enrollment Forecast 2018

Glossary of Terms

Assignable Square Footage (ASF) – The area of spaces available for assignment to an occupant (excepting those spaces defined as circulation, custodial, mechanical and structural areas).

Capacity to Load Ratio (Cap/Load) – This is the ratio of space the College has divided by the space it needs (according to Title 5 space standards). A Cap/Load ratio above 100% means the College has a surplus of space in that category. A Cap/Load ratio below 100% indicates a need for more space. E.g., if the college has 120,000 ASF of classroom space and Title 5 Standards show that the College qualifies for 100,000 ASF, the Cap/Load ratio (HAVE ÷ NEED) = 120,000 ÷ 100,000 = 120%.

Classroom Space (also referred to as lecture space) – Rooms used for classes that do not require special purpose equipment for student use.

DGE (Day Graded Enrollment)

FTEF (Full-Time equivalent faculty) – Total full-time equivalents for all adjunct and full-time faculty. E.g., six adjunct faculty members, each teaching one-quarter of a full teaching load, is equal to 1.5 FTEF.

FTES (Full-Time equivalent students) – Total hours attended by one or more students, divided by 525. One FTES is equal to one student taking a course load of 15 units for two semesters.

Gross Square Footage (GSF) – The total square footage of a building, measured at the exterior of the walls, including all interior spaces.

Headcount – the number of individual people in a class or enrolled at the College

Instructional Media Space (also referred to as AV/TV space) - Rooms used for the production and distribution of audio/visual, radio and TV materials.

Laboratory Space – Rooms used primarily by regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation or practice in a field of study.

Library Space – Rooms used by individuals to study books or audio/visual materials. Rooms used to provide shelving for library or audio/visual materials. Rooms that support these uses, such as book processing rooms, circulation desk, etc.

Office Space – includes faculty, staff and administrator offices as well as all student services spaces (e.g., A&R, Financial Aid, etc.).

TOP Codes (Taxonomy of Programs) – A system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.

WSCH (weekly student contact hours) – The number of class contact hours a class is scheduled to meet times the number of students. E.g., if a class meets three hours per week, and has 30 students enrolled, that would generate 90 weekly student contact hours.



Enrollment and Growth

Districtwide

The District has created a growth model for the Long-Range Enrollment Forecast . This growth model allocates the enrollment growth among the colleges and educational centers. The WSCH projections are based on data provided by the District.

WSCH Projection SCCC				
Fall Semester	Clovis Community College	Fresno City College	Reedley College	Grand Total
Fall 2017	71,053	236,050	107,727	414,830
Fall 2018	75,309	249,576	111,305	436,189
Fall 2019	81,561	253,255	114,085	448,901
Fall 2020	88,332	256,988	116,936	462,255
Fall 2021	95,665	260,776	119,857	476,299
Fall 2022	103,608	264,620	122,851	491,079
Fall 2023	112,209	268,521	125,921	506,651
Fall 2024	121,525	272,479	129,067	523,071
Fall 2025	142,541	276,496	132,291	540,401
Fall 2026	142,541	280,572	135,596	558,708
Fall 2027	154,374	284,708	138,984	578,066
Fall 2028	167,191	288,904	142,456	598,551
Fall 2029	181,071	293,163	146,015	620,249
Annual growth rate (2013-2018)	8.3%	1.5%	2.5%	2.7%

2017-2018 Actual WSCH

2019-2029 Projected WSCH



Enrollment and Growth



SCCCD Projection of Future Space Needs

The tables on the following pages show the current space inventory, the pending projects for each campus, the qualification for space in 2029, and the net need or surplus of space. All the numbers (except percentages) are in assignable square feet (ASF). The qualification columns indicate the space that the college qualifies for according to Title 5 of the Education Code.

The forecast uses a 10-year time horizon (2029). It is not expected that the colleges will hit their WSCH targets exactly in that year. Rather, the space needs forecast shows how much space each campus will need when it reaches a certain level of WSCH. This might occur a couple of years before or after 2029.

These tables use the 2029 targets for WSCH shown earlier in this document on page 37.

The projections assume the following:

- FTEF will grow in proportion to WSCH and FTES, and
- Laboratory TOP Codes will not change dramatically

Data source:

The Facility Utilization Space Inventory Options Net project (FUSION) is a web-based project planning and management tool. Space needs are determined based on the enrollment data and current space inventory in the FUSION database.

Space Needs

Title 5 §57020-§57032 of the California Code provides formulae for each of the five key space categories to determine space needs. Those formulae are as follows:

Space Category	Title 5 Formula	
Lecture	42.9 ASF per 100 WSCH	
	47.3 ASF per 100 WSCH for colleges with WSCH below 140,000	
Laboratory	{Lab Factor‡} * 100 WSCH	
Office	140 ASF per FTEF	
Library	Base ASF Allowance	3,795 ASF
	ASF 1st 3,000 DGE	3.83 ASF
	ASF/3001-9,000 DGE	3.39 ASF
	ASF>9,000	2.94 ASF
AV/TV	Base ASF Allowance	3,500 ASF
	ASF 1st 3,000 DGE	1.50 ASF
	ASF/3001-9,000 DGE	0.75 ASF
	ASF>9,000	0.25 ASF
‡Lab Factors vary by TOP Code		



Enrollment and Growth Space Needs Forecast

Reedley College

Reedley College has **capacity to load ratios** higher than 100% in classroom and laboratory space. This means that the college has two areas that do not meet Title 5 enrollment expectations. The college will need to continue efforts to bring both areas under 100%. Taking growth into account as well as the seven facilities projects currently listed on the Five-Year Capital Construction Plan, there will be a surplus of space in two of the five key space categories. However there will still be a significant need for additional space in the other categories. The Net Space Need projections are based on actual use as required by the California Community College Chancellors Office.

Reedley College Space Needs Forecast						
Space Category	Inventory 2018 (ASF)	Cap/Load Ratio (2021)	Space Qualification 2021	Projects in the 5-Year Plan Total ASF	Projected Space Qualification 2029	Net Space Needs (Surplus)
Classroom *	32,730	149%	21,931	-972	23,817	(7,941)
Laboratory *	92,841	133%	69,884	18,758	76,866	(34,733)
Office *	31,395	87%	36,261	2,600	37,682	3,687
Library *	18,410	74%	24,892	5,832	26,444	2,202
AV/TV *	4,295	71%	6,031	2,507	6,145	(657)
Other	146,454	N/A	N/A	30,602	N/A	N/A
Total	326,125		158,999	59,327	170,954	(37,442)

*Note: Only spaces in the five categories identified with * affect Capacity/Load Ratios.*

Reedley College Facilities Projects							
Space Category	Math Science and Engineering	Center for Fine and Performing Arts	Oakhurst Academic Building	New Child Development Center	Ag Mechanics Expansion Phase 1 and 2	Modernization of Agriculture Instruction Complex	Modernize Voc-Tech Complex: Aero, Auto, Welding
Classroom	190	0	572	0	0	-596	-1138
Laboratory	2,671	0	-238	1,040	12,679	-65	2671
Office	726	0	1,488	1,150	100	-1,075	211
Library	2,434	0	1,698	0	0	500	1200
AV/TV	0	0	2,507	0	0	0	0
Other	918	24,500	0	6,411	3,420	-3,631	-1016
Total ASF Increase	6,939	24,500	6,027	8,601	16,199	-4,867	1,928

The figures in the chart above represent the change in Assignable Square Footage associated with the project, not the total Assignable Square Footage of the project



Funding

LOCAL BOND

In addition to funding projects that do not qualify for state funds, the district can leverage its local bond dollars to gain additional points toward improving the overall score for Final Project Proposals (FPP) submitted to the state for funding.

STATEWIDE BOND

A future statewide bond will likely be needed for the development of some of the projects described in the Facilities Master Plan.

In competition with the other districts in the state, the Facilities Master Plan recommends the following to maximize the potential for state funding:

- Develop the campuses to state standards by maintaining Capacity to Load Ratios (Cap/Load). Campuses with Capacity to Load Ratios exceeding 100% are generally not eligible for funding of growth projects.
- Reduce or eliminate inefficient space. This can include identifying underutilized space and modifying or repurposing the space to maximize its potential instructional use.
- It is recommended that the district prepare and submit Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) each year to the state chancellor's office for consideration.

PUBLIC/PRIVATE PARTNERSHIPS

To maximize the use and potential of the district assets, it is recommended that the district pursue a land asset analysis as further described in the section: Land Resource Utilization.

The district has been successful in obtaining grants for facility improvements and should continue to seek grant funding whenever possible. There are numerous Major Grants available through the Foundation for California Community College in three major areas which include the following:

Workforce Development

Air Quality Technician Training and Smog Check Referee Program
Career Pathway Internship Facilitation Service
Launch Path Work-based Learning Platform
Community College Linked Learning Initiative
Nursing Education Centralized Placement System, operating in 7 regions nationwide
Career Café Early Career Navigation Mobile Application
CCC National Science Foundation Partnership for Innovation Program

Student Success

Student Success Task Force
Step: Forward student priority registration awareness campaign and website
Capacity-Building for Student Success
Success Center for California Community Colleges
Leadership, Research, and Policy Development Center at UC Davis
California Colleges Guidance Initiative

Equity

California Community Colleges Student Mental Health Program
Youth Empowerment Strategies for Success Independent Living Program
Transition Age Foster Youth Program
California Connects, digital literacy program



Facility Assessments



FACILITY ASSESSMENTS

Community College Foundation

Once every three years, each Community College District in the state has a Facilities Condition Assessment conducted by the Foundation for California Community Colleges. The most recent assessment for SCCCDC was conducted in August 2015. The final report was updated in September 2015.

Facilities Planning Team

Between May and October 2018, the Facilities Planning Team walked the buildings at Fresno City College, Reedley College, Clovis Community College, and the Madera Community College Center.

The additional assessments by the planning team were intended to supplement the Foundation reports. These assessments included space inventory, room areas, audio/visual availability, and other data to assist the district's planning efforts.

Due to the size of the files reader can request data from the Facilities Planning Office.

1794 Room Data

assign: 1, District Name: State Center Community College District

Campus Name: Fresno City College, Campus Code: 571, Verified:

Build No: 1, Abbrev: HOAB, Condition: Satisfactory

ROOM NAME: Building Name: HISTORIC OAB

Prefix: Fusion Rm No: 110, Suffix: A, Fusion Room No: 110A

Plan Rm No: 110A, Rm No on Bldg: 110A, Status: Active

Use Code: 310-Office, Use Observed: [dropdown]

TOPICSS Code: 0099-General Assignment, Assignable SF: 142, Width: 10

Depth: 13.6, Calculated Area: 136, Occ Loading: 100, Assignable Stations: 2

Fire Code Occ Load: 1, Program: 11-General Academic Instruction, Observed Stations: 1

A/V Equip: [dropdown], WhiteBoards: No, Seating Type: Desks

CONDITION

Floor Finish: Carpet, Floor Condition: 1

Wall Finish: Paint, Wall Condition: 1

Ceiling Finish: Paint, Ceiling Condition: 1

1 ___ New-New or like-new condition; no issues to report; no expected failures; Plan 8 to 10 Yrs. 2 ___ Good - Good condition; no reported issues or concerns; consider replacement 6 to 8 Yrs. 3 ___ Fair - Average wear for building age; not new but no issues to report; replace within 4 to 6 Yrs. 4 ___ Poor - Worn from use - at the end of expected lifecycle. Replace within 2 - 4 years. 5 ___ Critical - Extremely worn or damaged; replace in next 2 Yrs

Database developed by the facilities planning team utilized an Apple iPad to assist the team during the Space Inventory Assessment building room survey.



DISTRICTWIDE PLANNING RECOMMENDATIONS

Facilities Master Plan



Sustainability and Energy Efficiency Goals



Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. To pursue sustainability is to create and maintain the conditions under which humans and nature can exist in productive harmony to support present and future generations.

Sustainability is important to making sure that we have and will continue to have the water, materials, and resources to protect human health and our environment.

<http://www.epa.gov/sustainability/basicinfo.htm#sustainability>



SUSTAINABILITY POLICY

To the greatest extent feasible, State Center Community College District is committed to a policy of sustainable design, green building, and energy efficiency, as well as the reduction of pollution and greenhouse gases.

Facilities Master Planning is the first and most important step in sustainable development. By analyzing need and creating right-sized facilities, strategizing to maximize the existing facilities, and committing to enhance student experience, various facility options are evaluated, and ultimately, the most balanced use of space and facilities is determined. This significantly reduces the likelihood that buildings will need to be removed before the end of their life expectancy, and increases the utilization of each building during its life.

Next, the Facilities Master Plan provides guidelines supporting the sustainable commitment during design and construction phases. Each campus will evaluate its environmental concerns and apply a set of sustainable design principles to the design, construction, and commissioning of all Master Plan projects. The following principles shall serve as a guide in the development of a sustainable design approach:

- Minimize the negative long-term effect on the environment.
- Conserve natural resources; e.g. water, fossil fuels, and forests.
- Use recyclable/recycled materials.
- Maximize use of renewable resources; e.g. solar energy.
- Maximize energy efficiency and utilization.
- Provide for aggressive and thorough pursuit of rebates and incentives.
- Provide for improved indoor environmental quality.
 - Improve interior air quality and lighting
 - Mitigate noise factors
- Facilitate use of alternate forms of transportation.
 - Public transportation
 - Bicycles
 - Carpooling
 - Electric vehicles
- **In 2018, the district embarked on solar installation projects at Fresno City College, Reedley College, Clovis Community College, and Madera Community College Center. The installed system provide approximately 11.668 million kilowatt hours. The systems are designed to produce a maximum of 83% of the campuses' energy needs. ¹**

State Center Community College District is committed to the continued education of its students, staff, and faculty regarding sustainable principles and practices.

¹ Information obtained from <https://www.sccd.edu/news/2017/solar-project.html> and https://www.sccd.edu/_uploaded-files/documents/news/solar/2017-03-solar-presentation-final-board.pdf



Sustainability and Energy Efficiency Goals

Incorporate Sustainability Concepts into all modernization and new construction projects to the greatest extent feasible.

Water Efficient Landscaping

- Group plants according to their water needs.
- Use native and low-water-use plants.
- Evaluate the extent of turf area and consider sustainable alternatives.
- Use efficient irrigation systems.
- Schedule irrigation efficiently.
- Maintain healthy soil.
- Provide regular maintenance.

Cool Roof Systems

Reduce Light Pollution

- Use cutoff fixtures to minimize light into the night sky and neighboring property.

Energy Efficient Lighting

- Daylighting
- Daylight dimming systems
- Lighting control systems
- LED lighting

High Efficiency Glass

- High U value
- Low-E coatings
- Low solar heat gain coefficient

Energy Efficient Building Envelope

Net Zero – Solar Energy

“State Center Community College District is excited to bring renewable energy to our campuses, which will reduce our carbon footprint, provide clean and sustainable energy, and save the district money.”

According to the California Public Utilities Commission, beginning in 2030, all new commercial buildings and major renovations of existing buildings should achieve zero net energy performance (onsite or offsite renewables) and support grid optimization. With the district’s investment in solar energy and commitment to continued sustainability, the district is striving to meet the 2030 goals.

Water Conserving Fixtures/Low Flow Devices

Low Emitting Materials

- Low VOC adhesives
- Low VOC sealants
- Low VOC paints
- Low VOC floor wall and ceiling systems

Waste Diversion

- Divert a minimum of 50% of construction waste.
- Develop systems for composting and other forms of greenwaste diversion.

Recycling

- Provide readily accessible receptacles consistent with campus policies.
- The district is committed to educate students and staff about recycling.

Alternative Transportation

- Improve bicycle storage.
- Encourage the use of carpooling and alternative-fuel/low-emission vehicles.
- Provide electric vehicle charging stations.



Alternative Energy Sources

- Photovoltaic panels
- Wind
- Geothermal
- Install controls and displays demonstrating energy production.

Energy Efficient Mechanical Systems

- System commissioning
- Energy management systems

Building Commissioning

Energy Audits

- Analysis of building and utility data
- Survey of operating conditions
- Evaluation of energy conservation measures
- Investigation of utility company incentives

Solar Control

- Building Orientation
- Shading Devices

Document and display sustainable concepts incorporated into projects





Modernization Standards

TEN AREAS OF EXAMINATION FOR MODERNIZATION PROJECTS:

1. **Student Collaboration**
2. **Education**
3. **Aesthetics**
4. **Accessibility**
5. **Code Requirements**
6. **Energy Conservation**
7. **Environmental**
8. **Maintenance**
9. **Technology**
10. **Occupational Health and Safety**

Education



Issues that have evolved out of the Educational Master Plan will be incorporated. Efforts will be made to improve the facilities and building systems to support curriculum delivery. Provide flexible spaces for future changes in education.

Provide Additional Student Support/Tutorial/Collaboration Spaces



Additional student support spaces will be included in each new project as new buildings are built, and existing buildings as they are modernized.

Student support and collaboration spaces will consist of formal and/or informal spaces where students can gather for study or tutorial sessions and have access to power and WiFi.

Accessibility



Existing facilities will be analyzed to determine modifications needed to allow the facility to meet current accessibility requirements and the requirements of the Americans with Disabilities Act. Existing facilities will be analyzed periodically and incorporated into the district's transition plan.

Aesthetics



Consider consistent architectural vocabulary based upon district campus design guidelines.

11/5/19



Code Requirements

Projects will be examined under current building safety and fire code requirements; recommendations will be made for incorporation into the projects.



Energy Conservation

Energy-saving changes will be reviewed and recommended for consideration. The existing building envelope and existing energy management plan will be reviewed for suggested improvements. Sustainable concepts will be reviewed and incorporated when appropriate.



Environmental

Determine whether environmental upgrades, such as new HVAC systems, electrical systems, etc., are necessary.



Maintenance

The entire facility will be examined for maintenance items that are in need of attention as a part of the modernization project.



Occupational Health and Safety

When evaluating proposed scope of work items, input from the district's Environmental Health Department will be reviewed, and removal included in the scope of the project will include but not be limited to asbestos, mold, and lead-based paint. Consider faculty and student safety and secure storage of hazardous materials in the design of facilities.



Technology

Implementation and integration of technology, communications, telephones, security, and data systems will be evaluated for the facility in the context of the districtwide technology plan, and upgrades shall be incorporated into the project.



Accessibility Policy Goals

State Center Community College District seeks to make all programs, services, and facilities accessible to people with disabilities.

State Center Community College District recognizes and supports the standards set forth in the Americans with Disabilities Act (ADA) and similar standards in the California Building Code, which are designed to eliminate discrimination against individuals with disabilities. Disabilities may include physical or mental impairments that substantially limit one or more of a person's major life activities, and that may require modifications to the facilities, programs, or services within the district.

State Center Community College District is committed to making its campuses and facilities accessible as required by applicable standards.

The District is committed to:

- Raising the level of awareness of accessibility issues on its campuses.
- Providing reasonable accommodation for people with special needs.
- Documenting accessibility issues.
- Systematically addressing issues involving accessibility.
- Involving faculty, staff, and students in planning efforts to identify, report, and assist the district in meeting its accessibility goals.
- **Developing a website link to facilitate the reporting of accessibility concerns.**

The district established a transition plan to systematically correct deficiencies and document corrections performed.

The Facilities Master Plan Update process included a review of the district's transition plan and the deficiencies that have been corrected since the initial ADA survey. College and district staff worked to develop priorities in the continued effort to correct deficiencies.

SUGGESTED STANDARDS

Multi-accommodation restrooms: The district would prefer that they be designed to eliminate doors to provide easier accessibility or provide a magnetic hold-open device if required by fire code.

Provide a panic button for alarm in elevators for deaf and non-speaking individuals.

Provide Evacu-Trac chairs at all stairways and provide regular training sessions on the proper usage of these devices.



Technology Policy Goals

IMPACT OF NEW TECHNOLOGIES AND METHODS IN EDUCATIONAL DELIVERY

The rapid development of new technologies has created the opportunity to revise, improve, and expand the learning environment for students. As a part of this facilities master planning process, the planning team will be seeking how SCCCD might provide better learning experiences for students through technological means. The learning environment has changed considerably in colleges over the past few years, and it is speculated that the classroom of the future will be much different from today's.

Laptop computers and new technology devices require network access. Every classroom and lab space should include a video monitor or projection TV unit and network access, plus computers, depending on the application and subject matter. As computers become more compact and lower in cost, students could be expected to purchase their own portable access devices. Thus the college will only need to provide network and internet access at each workstation or more via a wireless connection.

- Enhance the use of technology and maximize the resources to better serve the needs of the students and the college community.
- Establish a planning and implementation structure that improves the delivery of technology to all district facilities.
- Conduct an ongoing assessment and evaluation process to provide a basis for review and updating of goals, programs, and services served by technology.
- Effectively communicate to all constituents in the district the goals, activities, and accomplishments of the district related to technology.
- Enhance the use of technology to facilitate effective organizational operations and decision-making within the district.

The intent of the Facilities Master Plan related to technology, is to support the physical infrastructure within the district to support the technological facilities that support the staff and students. The district's *"District-Wide Technology 2019-2022 focuses on institutional effectiveness technology initiatives, whereas the campus plans focus more on educational excellence and community collaboration initiatives. Collectively, the technology plans will leverage technology to enable students to succeed and staff to be most productive in meeting the needs of students."*



Technology Policy Goals

Wireless Access

In the current market and for the near future (2-5 years), the capability of wireless devices to access network resources and the internet will not match the capabilities of wired devices. For data and video intensive and computationally complex applications, the fixed workstation setting will likely continue to be a favored venue. However, wireless technologies and personal data access (PDA) devices are rapidly becoming integral to the daily lives of students and staff, and this trend is expected to continue. To keep the campus learning environment vital and relevant, it is prudent to invest in staying abreast of the innovative ways students are using wireless technology in their daily lives to communicate with each other, access media, and express themselves. To that end, it is recommended that wireless access technology and infrastructure continue to be deployed in higher density and with greater multi-user and high bandwidth capability both inside major buildings and outdoor areas within the campus setting.

As wireless technology improves and becomes more widespread through the use of multiple types of mobile technology devices, these devices will be used more frequently and for longer periods by the students. Often, the batteries supporting these devices are not adequate to supply the power necessary for reliable use for the length of time students are on campus. In order to provide for access to the wireless networks and support other various student activities on personal mobile devices, it is recommended that adequate power infrastructure be provided that is accessible to students.

Security Systems

Campus and/or districtwide systems associated with security of people and property include:

- Intrusion detection
- Door access control
- Fire alarm
- Video surveillance
- Mass notification

Traditionally (and currently within the district) these systems are limited in deployment and are essentially stand-alone, legacy systems that utilize various proprietary network wiring and communications protocols. As such, each system has an associated administrative and maintenance cost that must be borne by the district maintenance and operations staff and typically involves several service vendors. New technology platforms have the ability to integrate these functions using fewer devices and simplified common technology platform(s). This approach promises to provide users and maintenance staff with fewer, simplified interfaces and can offer significant improvements in deployment and operational expenses.

Network Infrastructure Standards

Several key projects over the last decade have brought significant advances in the standardization of the primary data network infrastructure across the district. Fundamental to the success of these projects has been the ability to include district-owned documents into the construction specifications that consistently describe district standards for equipment, construction techniques, and performance testing. It is recommended that the refinement and expansion of these standards documents continue to include other systems such as security and building management, as these systems evolve into next-generation deployments.

Function-Specific Room Layouts

The application of technology for specific room functions can vary significantly, particularly in labs designed to accommodate specific disciplines such as photography, auto repair and chemistry. It is unlikely that a single set of specifications or exhibits can cover these applications. However, developing templates that describe typical requirements and general layout of commonly occurring spaces can be of benefit for staff and facility planners. It is recommended that the district develop standard technology deployment layouts for the following spaces:

- Classrooms
- Computer labs
- Private offices
- Meeting/conference rooms
- Distance learning rooms



Technology Policy Goals

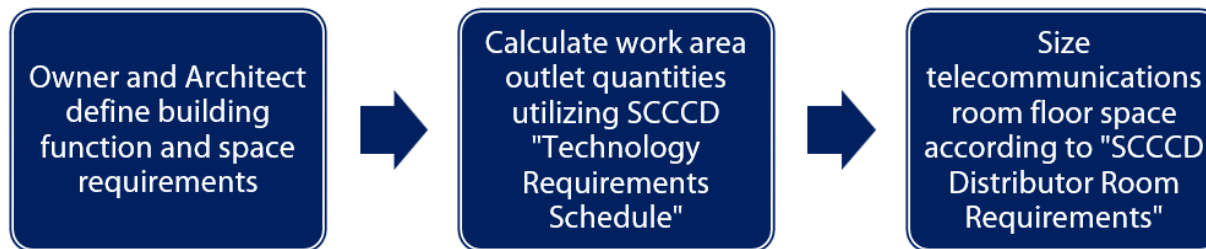
As higher education transforms and innovates teaching and learning, the design of academic buildings will also require spaces that are scalable and adaptable to evolving technology requirements. Space provisioning for technology in new buildings must be thoughtfully addressed at the beginning of the design process. The architectural programming phase is the best opportunity to introduce the unique and often stringent standards for technology rooms.

Architectural Programming for Technology Spaces

One of the top priorities for SCCCD, in terms of new building construction, is to design buildings that are flexible enough to accommodate shifting lecture classroom and science laboratory needs. SCCCD telecom room sizing should anticipate that a significant percentage of the classrooms in a new building could be converted to computer laboratory spaces at some point in the future.

The future conversion of classrooms to laboratories will require that designers anticipate the increased density of data outlets within the renovated space. Increased data outlets will drive the need for more conduit pathway to support new cable and additional space for new active electronics within the technology room. Increased power, UPS capacity, and environmental conditioning will also need to be addressed within the design.

The starting point for programming technology within new SCCCD buildings is defining the known requirements, such as the number of work area outlet cables that are necessary to support the planned spaces. This should be accomplished by establishing the function of each room and the quantity of work area outlets per room, based on the accepted SCCCD outlet configurations. Then, the aggregate number of cables per floor should be used to determine the size and quantity of distributor rooms.





Landscape/Irrigation Policy Goals

LANDSCAPE ARCHITECTURAL DESIGN CRITERIA

General

- Landscape architectural review criteria
- Sustainable/maintainable landscapes
- Environmental considerations
- Health and safety

Irrigation standards

- Design parameters
- District wide central control system
- System layout and design criteria
- Flow/system zones and exposure criteria
- District standard irrigation equipment

Planting standards

- General design
- Environmental considerations
- Sustainable planting design
- District standard plant material

Campus maintenance program staffing/management analysis

- General overview
- Industry standards for grounds maintenance
- Grounds staffing
- Grounds materials and equipment
- Maintenance program recommendations

Athletic fields maintenance program staffing/management analysis

- General overview
- Industry standards for grounds maintenance
- Athletic fields staffing
- Athletic fields materials and equipment
- Athletic fields maintenance program recommendations



Land Resource Utilization— Public Private Partnerships

Given the unique nature of each of the district's campuses and sites, the district is committed to undertaking a proactive approach to maximize the utilization of district-owned lands. Through a strategic land asset analysis, each of the district's properties should be evaluated according to its unique and relevant position to the district's Strategic Plan.

An understanding of the real estate market opportunities associated with the district's land assets and the educational direction of the district is a key step in identifying the potential for future public private partnerships.

The district may obtain the services of a consultant experienced in real estate consulting services to develop a complete assessment of their assets. The assessment should analyze the possible disposition of existing properties and consider their highest and best use, as well as potential acquisition of additional properties beneficial to the mission of the district. In the evaluation of the district's properties, consideration should be given to the potential sources of revenue generation to further the support of the district's mission.

The land asset analysis should consider the following:

- Review the district's Strategic Plan and the Strategic Plans of each campus.
- Review the districtwide Facilities Master Plan.
- Become familiar with the details of each property and gain an understanding of the public and private market potential at each site.
- Prepare an inventory of the district's land assets.
- Analyze current asset utilization including current leases and evaluation of the revenue generated and future potential.
- Prepare criteria to evaluate each site including property specific limitations related to governmental regulations.
- Obtain information regarding the market conditions of each property and establish a preliminary estimate of land values.
- Provide relevant examples of successful asset management activities of other educational institutions and potential public private partnerships.
- Prepare a report of the findings and establish recommendations to maximize the district's land assets.



Total Cost of Ownership

STAFFING RECOMMENDATIONS

During the development of the Facilities Master Plan Update, the level of staffing needs was researched, and current level of staffing of each campus identified. Recommended staffing levels were derived from various Association of Physical Plant Administrators (APPA) publications. The following pages compare the current staffing levels at each of the four campuses and compares them with the APPA recommended levels.

Staffing levels vary depending upon the level of service to be provided; the higher the level of service the greater the staffing level needed. The following pages also describe the various levels of service.

The recommended staffing needs for new buildings and new campuses is included to assist in determining the Total Cost of Ownership Model.

Public safety was also considered. Information from The Commission on Peace Officer Standards and Training, with relative data of employed full-time sworn, reserve, and dispatcher personnel was utilized to compare the staffing levels of public safety personnel across the reporting community college districts.

The district is working toward an APPA level of 2 for its facilities.

As new capital projects are constructed to meet the needs of the district, it is imperative that the cost of operating and maintaining those facilities – the total cost of ownership (TCO) – be considered.

Review and follow district Facilities Design Standards to ensure that new and renovated facilities are designed and constructed in accordance with the district's operational criteria.

Energy efficiency is of paramount importance, particularly in light of escalating energy costs. For new buildings in particular, energy efficiency should be a high priority design criterion.

Other facility design criteria should include architectural finishes that are functional, pleasing, durable, and easy to maintain, as well as environmentally friendly. Furniture should be selected in accordance with criteria that include comfort, ergonomics, durability, maintainability, and longevity.

The design of new systems and renovation of older mechanical, electrical, communications, building management controls, fire alarm systems, security systems, plumbing fixtures, etc., should be developed with existing campus wide systems in mind to ensure that maintenance staff have the training, knowledge, tools, and equipment to operate and maintain them in the most efficient and cost-saving manner.

In determining total cost of ownership, the following information should be prepared by the district, analyzed, and documented to develop the Total Cost of Ownership Model:

The Total Cost to Design and Build

- Hard and soft costs

The Total Cost to Maintain and Operate

- Routine maintenance
- Minor repairs
- Major modernizations, 5 to 25 years
- Preventive maintenance
- Custodial services
- Supplies
- Groundskeeping
- Waste management, including program-generated
- Utilities
- Technology
- Life cycle cost analysis

The Total Cost to Decommission Facility at the end of its useful life



Total Cost of Ownership APPA's Levels of Service

APPA's Levels of Service

Level	Maintenance	Custodial	Grounds
1	Showpiece Facility	Orderly Spotlessness	State of the Art
2	Comprehensive Stewardship	Orderly Tidiness	High Level
3	Managed Care	Casual Inattention	Moderate Level
4	Reactive Management	Moderate Dinginess	Moderately Low-Level
5	Crisis Response	Unkempt Neglect	Minimum Level



Total Cost of Ownership APPA's Levels of Service

MAINTENANCE

APPA Maintenance Standards				
	Level 1	Level 2	Level 3	Level 4
	Showpiece Facility	Comprehensive Stewardship	Managed Care	Reactive Management
Customer Service & Response Time	Able to respond to virtually any service, immediate response.	Response to most service needs, typically in a week.	Services available only by reducing maintenance, response times of one month or less.	Services available only by reducing maintenance, response times of one year or less.
Customer Satisfaction	Proud of facilities; have a high level of trust for the facilities organization.	Satisfied with facilities related services, usually complimentary of facilities staff.	Basic level of facilities care. Able to perform mission duties. Lack of pride in physical environment.	Generally critical of cost, responsiveness and quality of facilities services.
Maintenance Mix	All PM is scheduled and performed on time. Emergencies (e.g. power outages) are infrequent and handled efficiently	A well developed PM program; PM done less than defined schedule. Occasional emergency, caused by pump failures etc.	Reactive maintenance high due to systems failing. High number of emergencies causes reports to upper mgmt.	Worn-out systems require staff to be scheduled to react to failure. PM work consists of simple tasks done inconsistently.
Aesthetics, Interior	Like new finishes	Clean/crisp finishes	Average finishes	Dingy finishes
Aesthetics, Exterior	Window, doors, trim, exterior walls are like new	Watertight, good appearance of exterior cleaners	Minor leaks and blemishes average exterior appearance.	Somewhat drafty and leaky, rough looking exterior
Aesthetics, Lighting	Bright and clean, attractive lighting	Bright and clean, attractive lighting	Small percentage of lights out, generally well lit and clean.	Numerous lights out, missing diffusers, secondary areas dark.
Service Efficiency	Maintenance activities appear highly organized and focused. Service and maintenance calls are responded to immediately.	Maintenance activities appear organized with direction. Service and maintenance calls are responded to in a timely manner.	Maintenance activities appear to be somewhat organized, but remain people dependent. Service/ maintenance calls are sporadic without apparent cause.	Maintenance activities are somewhat chaotic and people dependent. Service/maintenance calls are typically not responded to in a timely manner.
Building Systems Reliability	Breakdown maintenance is rare and limited to vandalism and abuse repairs.	Breakdown maintenance is limited to system components short of MTBF.	Building and systems components periodically or often fail.	Systems unreliable. Constant need for repair. Backlog repair exceeds resources.



Total Cost of Ownership APPA's Levels of Service



CUSTODIAL

APPA Custodial Standards

Level 1	Level 2	Level 3	Level 4	Level 5
Orderly Spotlessness	Ordinary Tidiness	Casual Inattention	Moderate Dinginess	Unkempt Neglect
Floors and base moldings shine and/or are bright and clean; colors are fresh. All vertical and horizontal surfaces have a freshly cleaned or polished appearance and have no accumulation of dust, dirt, marks, streaks, smudges, or fingerprints. Washroom and shower tile and fixtures gleam and are odor-free; supplies are adequate.	Floors and base moldings shine and/or are bright and clean. There is no buildup in corners or along walls, but there can be up to two days' worth of dirt, dust, stains and streaks. All vertical and horizontal surfaces are clean, but marks, dust, smudges, and fingerprints are noticeable upon close observation.	Floors are swept or vacuumed dean, but upon dose observation there can be stains. A buildup of dirt and/or floor finish in corners and along walls can be seen. There are dull spots and/or matted carpet in walking lanes. There are streaks or splashes on base molding. All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges, and fingerprints. Lamps all work and fixtures are clean.	Floors are swept or vacuumed clean, but are dull, dingy, and stained. There is an obvious buildup of dirt and/or floor finish in corners and along walls. There is a dull path and/or obviously matted carpet in the walking lanes. Base molding is dull and dingy with streaks or splashes. All vertical and horizontal surfaces have conspicuous dust, dirt, smudges, fingerprints, and marks.	Floors and carpets are dull, dirty, dingy, scuffed, and/or matted. There is a conspicuous buildup of old dirt and/or floor finish in corners and along walls. Base molding is dirty, stained, and streaked. Gum, stains, dirt, dust balls, and trash are broadcast. All vertical and horizontal surfaces have major accumulations of dust, dirt, smudges, and fingerprints, all of which will be difficult to remove. Lack of attention is obvious.
Annual cleaning of all blinds. Repairs completed with 24 hours. Special projects completed within 5 working days.	Cleaning of all blinds within 18 months. Repairs completed within 1 week. Special projects completed within 5 working days.	Cleaning of all blinds within 3 years. Repairs completed within 2 weeks. Special projects completed within 10 working days.	Cleaning of all blinds every 5 years. Repairs completed within three weeks. Special projects completed with one month.	No regular Blind cleaning Repairs done only as time permits. Special project work done only during semester breaks.
All work requests completed the same day. All light fixtures in working order. All academic, low voltage, HID and emergency lighting systems maintained on a timely basis.	75% of work requests completed same day. No more than 5% of all lights out at any given time.	50% of work request completed same day. No more than 10% of all lights out at any given time.	Lighting in academic buildings replaced on an "as needed" basis. Requests would be prioritized with most urgent requests completed within one week.	Maintain essential minimal lighting in academic buildings. Many lights will be out in areas and only replaced when absolutely necessary.

Staffing Levels and Levels of Service derived from APPA publications



Total Cost of Ownership APPA's Levels of Service

GROUNDS

APPA Grounds Standards				
Level 1	Level 2	Level 3	Level 4	Level 5
State of the Art	High Level	Moderate Level	Moderately Low-Level	Minimum Level
Maintenance applied to a high-quality diverse landscape. Associated with high traffic urban areas, such as public squares, malls, government grounds, or college/university campuses.	Associated with well- developed public areas, malls, government grounds, or college/university campuses. Recommended level for most organizations.	Associated with locations that have moderate to low levels of development or visitation, or with operations that, because of budget restrictions, cannot afford a higher level of maintenance.	Associated with locations affected by budget restrictions that cannot afford a high level of maintenance.	Locations that have severe budget restrictions.



Total Cost of Ownership Staffing

STAFFING COMPARISON

	FCC 2017	RC 2017	CCC 2017	MC 2017
FTES ¹	17,202.00	5,136.00	4,716.00	2,032.00
Head count	33,737	10,184	9,827	4,822
Building (Gross Sq. ft.)	744,029.00	425,384.00	179,329.00	133,768.00
Approximate Campus Acreage	92.3	81.0	59.2	53.7
Maintenance Personnel	15.00	5.00	2.00	2.00
Custodial	40	13	7.5	4
Grounds	6.00	5.00	2.20	2.20
Police Officers	8	3	3	3
Building Square Feet / Maintenance Person	49,602	85,077	89,665	66,884
FCI ²	36.00	46.14	1.60	2.69
Present Level based on SF only	1.05	2.90	4.38	2.71
Present Level with FCI Factor	1.41	3.36	4.40	2.74
Desired Level	2.0	2.0	2.0	2.0
Additional Staff Recommended Level 2	-3.46	1.60	0.78	0.08
Additional Staff Recommended Level 3	-7.12	-0.50	-0.10	-0.58
Building Square Feet / Custodian	18,600.73	32,721.85	23,910.53	33,442.00
Approx. Present Level	2.0	3.5	2.9	3.5
Desired Level	2.00	2.00	2.00	2.00
Additional Staff Recommended Level 2	4.6	12.5	3.2	4.0
Additional Staff Recommended Level 3	-11.92	3.05	-0.73	1.05
Campus Acreage/Groundman	15.38	16.20	26.90	24.39
Approx. Present Level	3.1	3.2	4.2	4.1
Desired Level	2.00	2.00	2.00	2.00
Additional Staff Recommended Level 2	2.8	2.7	3.5	2.9
Additional Staff Recommended Level 3	0.61	0.80	2.04	1.64

Yellow highlight is desired level

APPA Custodial Standards

Cleaning Level	Sq. Ft per Staff
Level 1	8500
Level 2	16700
Level 3	26500
Level 4	39500
Level 5	45600

APPA Maintenance Standards

Maintenance Level	Sq. Ft per Staff
Level 1	47220
Level 2	64456
Level 3	94439
Level 4	118049
Level 5	236098

APPA Grounds Standards

Grounds Level	Acres per Staff			Recommended Acres per Staff Average
	Main Grounds	Open Area	Athletic	
Level 1	1.15	20.00	2.71	7.95
Level 2	2.30	25.00	4.09	10.46
Level 3	2.55	33.33	5.99	13.96
Level 4	5.74	50.00	11.52	22.42
Level 5	13.50	100.00	14.29	42.60

Refer to the previous pages for description of cleaning, maintenance, and grounds levels

- 1 Fulltime Enrolled Students (FTES)
- 2 Facility Condition Index (FCI)



Total Cost of Ownership Staffing

RECOMMENDED STAFFING FOR NEW BUILDINGS

Level 2		Square Feet of New Building		
Building Area		10,000	50,000	100,000
Maintenance (additional staff needed)	0.2	0.8	1.6	
Custodial (additional staff needed)	0.6	3.0	6.0	

Level 3		Square Feet of New Building		
Building Area		10,000	50,000	100,000
Maintenance (additional staff needed)	0.1	0.5	1.1	
Custodial (additional staff needed)	0.4	1.9	3.8	

Level 2 is the Desired Level

APPA Custodial Standards

Cleaning Level	Sq. Ft per Staff
Level 1	8500
Level 2	16700
Level 3	26500
Level 4	39500
Level 5	45600

APPA Maintenance Standards

Maintenance Level	Sq. Ft per Staff
Level 1	47220
Level 2	64456
Level 3	94439
Level 4	118049
Level 5	236098

RECOMMENDED STAFFING FOR NEW CAMPUS

Level 2		Acres of New Site		
Site Area		20.0	50.0	100.0
Grounds (additional staff needed)	1.9	4.8	9.6	

Level 3		Acres of New Site		
Site Area		20.0	50.0	100.0
Grounds (additional staff needed)	1.4	3.6	7.2	

APPA Grounds Standards

Grounds Level	Acres per Staff			Recommended Acres per Staff
	Main Grounds	Open Area	Athletic	
Level 1	1.15	20.00	2.71	7.95
Level 2	2.30	25.00	4.09	10.46
Level 3	2.55	33.33	5.99	13.96
Level 4	5.74	50.00	11.52	22.42
Level 5	13.50	100.00	14.29	42.60



Total Cost of Ownership Staffing Public Safety

All College Districts

POLICE DEPARTMENT STAFFING COMPARISON BY COMMUNITY COLLEGE DISTRICTS WITH SWORN OFFICERS

AGENCY NAME	Sworn	Reserve	Dispatch	Total	UDHC ₁ Fall 2017	UDHC	UDHC ₁ Per Sworn	UDHC ₁ Per Reserve	UDHC ₁ Per Dispatch	UDHC ₁ Per total
EL CAMINO CCD PD	22	2	7	31	24349	22,932	1107	12175	3478	785
MARIN CCD PD	6	0	0	6	6896	6,316	1149			1149
CONTRA COSTA CCD PD	23	0	0	23	35273	35,122	1534			1534
NAPA VALLEY COLLEGE DPS	4	0	0	4	6326	6,166	1582			1582
VICTOR VALLEY COLLEGE PD	7	4	0	11	11621	11,337	1660	2905		1056
CERRITOS CCD PD	14	0	0	14	23681	21,887	1692			1692
CHAFFEY CCD PD	13	0	0	13	22903	21,842	1762			1762
MIRA COSTA CCD PD	9	0	4	13	16318	15,916	1813		4080	1255
SANTA MONICA CCD PD	17	0	6	23	31720	29,541	1866		5287	1379
RIVERSIDE CCD PD	21	5	0	26	40124	37,130	1911	8025		1543
SONOMA CO JR COLLEGE DIST PD	13	0	6	19	25521	26,019	1963		4254	1343
PALOMAR CCD PD	12	2	0	14	24579	24,483	2048	12290		1756
SAN DIEGO CCD PD	35	0	9	44	71936	74,131	2055		7993	1635
COLLEGE OF THE SEQUOIAS PD	6	2	0	8	12614	11,681	2102	6307		1577
YUBA COMMUNITY COLL DIST PD	4	0	0	4	8919	9,601	2230			2230
BUTTE CCD PD	5	0	0	5	11774	10,992	2355			2355
GLENDALE CCD PD	8	0	0	8	18847	17,741	2356			2356
STATE CENTER CCD PD	17	0	5	22	40710	41,603	2395		8142	1850
VENTURA CO CCD PD	14	0	0	14	34333	32,418	2452			2452
SAN JOSE/EVERGREEN CCD PD	7	5	0	12	18907	18,294	2701	3781		1576
SAN BERNARDINO CCD PD	7	0	1	8	19524	19,082	2789		19524	2441
FOOTHILL-DEANZA CCD PD	13	1	0	14	36299	31,833	2792	36299		2593
MERCED CCD PD	4	0	0	4	11556	11,651	2889			2889
LOS RIOS CCD PD	24	1	5	30	74011	69,847	3084	74011	14802	2467
PASADENA CITY CCD PD	9	0	6	15	30058	28,057	3340		5010	2004
OHLONE CCD PD	2	0	0	2	9056	8,119	4528			4528
ALLAN HANCOCK CCD PD	3	1	1	5	14070	13,934	4690	14070	14070	2814
COAST CCD PD	1	0	0	1	43768	43,066	43768			43768

Staffing Data as of 7/03/2018 - Source

Commission On Peace Officer Standards And Training

Current Employed Full-Time Sworn, Reserve & Dispatcher Personnel

All Past Participating Agencies

UDHC₁ DATA as of 11/15/18 - Source

California Community College Chancellor's Office

Management Information System Data Mart

1 Unduplicated Head Count

Average FTES Per Sworn Officers		3808		
Average FTES Per Reserve Officers			18874	
Average FTES Per Dispatchers				8664
Average FTES Per PD Staff				3442
SCCCD Levels Percentage Compared to Average		114%	0%	173%
				172%



Total Cost of Ownership Staffing Public Safety

Only Multi-Campus Districts

POLICE DEPARTMENT STAFFING COMPARISON BY COMMUNITY COLLEGE MULTI-CAMPUS DISTRICTS WITH SWORN OFFICERS

AGENCY NAME	Sworn	Reserve	Dispatch	Total	UDHC ₁ Fall 2017	UDHC ₁ Per Sworn	UDHC ₁ Per Reserve	UDHC ₁ Per Dispatch	UDHC ₁ Per total
MARIN CCD PD	6	0	0	6	6896	1149			1149
CONTRA COSTA CCD PD	23	0	0	23	35273	1534			1534
CHAFFEY CCD PD	13	0	0	13	22903	1762			1762
MIRA COSTA CCD PD	9	0	4	13	16318	1813		4080	1255
COLLEGE OF THE SEQUOIAS PD	6	2	0	8	12614	2102	6307		1577
YUBA COMMUNITY COLL DIST PD	4	0	0	4	8919	2230			2230
BUTTE CCD PD	5	0	0	5	11774	2355			2355
STATE CENTER CCD PD	17	0	5	22	40710	2395		8142	1850
FOOTHILL-DEANZA CCD PD	13	1	0	14	36299	2792	36299		2593
MERCED CCD PD	4	0	0	4	11556	2889			2889
LOS RIOS CCD PD	24	1	5	30	74011	3084	74011	14802	2467
OHLONE CCD PD	2	0	0	2	9056	4528			4528
COAST CCD PD	1	0	0	1	43768	43768			43768

Staffing Data as of 7/03/2018 - Source

Commission On Peace Officer Standards And Training

Current Employed Full-Time Sworn, Reserve & Dispatcher Personnel

All Post Participating Agencies

UDHC₁ DATA as of 11/15/18 - Source

California Community College Chancellor's Office

Management Information System Data Mart

1 Unduplicated Head Count

Average FTES Per Sworn Officers	2586			
Average FTES Per Reserve Officers		12957		
Average FTES Per Dispatchers			2702	
Average FTES Per PD Staff				2498

SCCCD Levels Percentage Compared to Average	108%	0%	33%	135%
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District Campus Design Guidelines

Community College Architecture

Community college architecture has certain defining characteristics. Some are shared with other forms of architecture, both educational and non-educational, while others are unique to community colleges. If properly addressed, they can help ensure a successful Facilities Master Plan design.

Identification

A campus architecture functions to identify the college to the area it serves. It should contain elements that are memorable and sufficiently distinctive so the public remembers it. It can also assist in locating the campus where it is close enough to be visible from major transportation routes.

Visual Appropriateness

A campus should be visually appropriate to the area it serves. It can reflect that area's architectural history, its industries, or its local materials. Community college architecture should seek to incorporate and express the prevailing and historical styles of the area it serves. The use of architectural forms and materials identifiable with the area visualizes the strong connection between campus and community. It also serves to establish a unique identity for the campus, which distinguishes it from other college campuses.

Environmental Appropriateness

Community college architecture should be shaped by environmental, climactic, geographic, and regulatory considerations. Materials should be appropriate to the intended use, and forms appropriate to function. While buildings are designed to satisfy the college's primary mission of education and cultural enhancement, they should also be configured to minimize use of natural resources such as energy and water. Design must always be configured for personal safety and security of property, as well as protection against the elements and natural calamities such as earthquakes.

Adaptability

Continuing changes in technology and delays in funding have begun to cause buildings, especially community college buildings, to become obsolete. As a result, buildings that reflect an open architecture to accommodate change are most desirable. Open frame structures, non-bearing partitions, removable ceilings, and accessible floors allow for changes such as space alterations and replacement of technology, which may become necessary in the future.

Timelessness

Community college architecture should be timeless. It should avoid the trendy or other stylistic extremes. Community college buildings must last for generations, and they should be designed for universal appeal and to bridge the periodic changes in public taste. Well-designed buildings that are authentic in material and form are by their nature timeless.

Consistency

Community college campuses should create a consistent architecture that will stand out against its diverse, often incongruent surroundings. campus buildings should be constructed using consistent materials and colors and appear with a vocabulary of building elements that hold the campus together aesthetically. Consistency, in and of itself, creates campus unity.



District Campus Design Guidelines

Variety

Community college campuses contain a wide variety of functions ranging from classrooms to entertainment, food service, physical education, and retail. These functions will tend to generate various design vocabulary. Forcing overly repetitive architecture would in a sense contradict the differing functions within the various buildings, and the result would be monotonous. The various functions can generate a variety of forms that can be “choreographed” into a composition that makes a campus more interesting than it might otherwise be. The choreography can and should result in a setting that goes beyond the sum of the parts; incorporation of open space and the careful development of landscaping are essential. Well-designed grouping of buildings can create a composition that is greater than the sum of the parts.

Construction budgets are another important determinant of architecture, especially that of community colleges. Community colleges, in terms of operation and budget, traditionally fall somewhere between the public higher education UC/CSU system and the public K-12 system. Operationally, they share much in common with the other higher education systems in terms of postsecondary education and extended hours, they are similar to K-12 schools in terms of student density loads. They handle a far greater number of students within a given amount of space and inherently handle a wider variety of services. These range from the traditional general education and workforce training to special remediation and outreach to targeted groups. This heavy student load necessitates a durable architecture that is long-lasting. The wide variety of services dictates an open architecture that is flexible and changeable.

The need for efficient and clearly identified pedestrian circulation, signage, and landscaping, as well as the need for open space and amenities, makes a campus functional as well as an attractive learning environment. The community college campuses of State Center Community College District represent their communities and build pride in the students who attend as well as the faculty and staff who work there.

Building Services Support

New and modernized projects shall include adequate dedicated space for Building Services, including dedicated yard space for dumpsters/compactor, recycling, cardboard baler, vehicle, supply and equipment storage. Custodial rooms shall be appropriately sized for the facility and be located on each building level.

Public Safety

“The mission of the State Center Community College District Police Department is to provide comprehensive law enforcement services that enhance the educational mission of the District and the colleges we serve..” To increase the presence and effectiveness of the district public safety officers, police substations shall be developed at each campus.



Student Learning Support and Collaboration Spaces

STUDENT SUPPORT/TUTORIAL/COLLABORATION SPACES

Additional Student Support/Tutorial/Collaboration Spaces are needed.

Additional student support spaces should be prioritized and included in each new project as new buildings are built and in existing buildings as they are modernized. Under AB 705, the inclusion of tutorial and similar student support spaces should be a priority at all the campuses.

These student support and collaboration spaces will consist of formal or informal spaces where students can gather for study or tutorial sessions and have access to power and WiFi.

The district and the colleges are currently in the process of updating their Technology Plans. These Technology Plans will complement the Facilities Master Plan and provide guidance for the future construction projects.





FACILITY MASTER PLANS

Facilities Master Plan



REEDLEY COLLEGE



REEDLEY COLLEGE

Mission Statement Strategic Plan Goals



MISSION

Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

VISION

As an exemplary educational institution, Reedley College cultivates professional, well-prepared individuals who will enrich our ever changing local, regional, and global communities.



Strategic Plan Goals

- 1 *Excellence in Education*
- 2 *Institutional Effectiveness*
- 3 *Leadership in Higher Education and Community Collaboration*
- 4 *Accreditation of Madera Community College Center*

Values

STUDENT SUCCESS

We are committed to students' intellectual empowerment and the development of critical thinking. We are committed to support our students in their pursuit of individual academic, career, and personal goals.

INTEGRITY

We are accountable and transparent, and we adhere to the highest professional standards.
(from district Strategic Plan)

STEWARDSHIP

We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.
(from district Strategic Plan)

INCLUSIVITY

We are committed to and intentional in creating an environment that cultivates, embraces, and celebrates diversity.
(from district Strategic Plan)

COLLABORATION

We are committed to fostering a spirit of teamwork with our students, faculty, classified professionals, and administrators while expanding our partnerships with education, industry, and our communities.

The Oakhurst Community College Center is currently administered by Reedley College and shares Reedley College's Mission Statement, Strategic Plan Goals and Vision.



REEDLEY COLLEGE Master Plan Overview

CENTERPIECE OF THE COMMUNITY

Reedley College was established in May 1926 as Reedley Junior College, opening its doors in September 1926, with a total of 30 students and six course offerings. A separate building to house the junior college administration and provide additional classrooms was built in 1936 on the Reedley High School campus. By the late 1940s, plans were developed to build a separate campus for the college with its own identity. In September 1956, the college moved to its present site at Reed and Manning avenues, once part of the historic Thomas Law Reed Ranch. The campus now encompasses 420 acres, including a 300-acre farm adjacent to the main campus. In 1963, Reedley College joined the State Center Community College District, offering associate degree programs, the first two years of a transfer program, and short-term career training programs.

Both the college and community as a whole derive their sense of identity from pioneer Thomas Law Reed, who came to California in the summer of 1876. His apparent motivation in coming West was to investigate the prospects for farming. During the Civil War, Reed's two older brothers joined the Union Army and he himself enlisted in 1864. After the war, Reed began farming in Ohio and later looked to California for potential increased prosperity. Reed and his young family traveled to California in 1876. This trip revealed opportunities for farming in the Woodland area of Yolo County. While in Yolo County, the Reeds rented land and grew wheat and barley. Among those from whom he rented land were officers of the 76 Land and Water Company, the entity that was selling land and building an irrigation system for some 30,000 acres in southern Fresno County and northern Tulare County, east of the Kings River. Reed's landlords encouraged him to consider moving to the "76 Country" to farm. In March 1884, Reed made his move to what was then known as Smith's Ferry, Fresno County, to begin farming. Reed immediately went to work plowing and planting wheat seed on 200 acres of land. He returned to Yolo County in the summer to harvest his last crop there. Then, in the fall of 1884, the Reeds moved permanently to Fresno County. The Reed family established their residence in the old Smith's Ferry Hotel Building, near the present Olson Avenue Bridge over the Kings River. The ferry and hotel had ceased operating in about 1874. In 1886, he purchased over 1,200 acres, including the parcel that is now the Reedley College campus. The Reeds built a home on this property in the same year, and thus established what was to be their Home Ranch. In 1888, the Southern Pacific Railroad was building a branch line through the area heading south to Porterville. Reed deeded a half-interest in a 360-acre town site to the Pacific Improvement Company, a Southern Pacific subsidiary, and in return, they established a depot.

This new town needed a name, and the railroad determined that it should be Reedley. Soon, buildings and streets grew amid the wheat fields that paralleled the railroad tracks. Reed built and owned the town's first hotel, livery stable, and blacksmith shop. He donated land and helped establish the area's first school. T. L. Reed died in 1911 at the age of 64. His wife, Amantha, died five years later. Both are buried in the Reedley District Cemetery.



T. L. Reed home and ranch, on what is now the site of Reedley College, circa 1891. Photograph by C. C. Curtis



REEDLEY COLLEGE

Master Plan Overview

COHESIVE ARCHITECTURAL CHARACTER

A consistent and homogenous architectural character defines Reedley College. As the present campus has developed since the first buildings were constructed in 1956, a consistent look of plastered rectilinear buildings with accents of roman brick and flat roofs has been adopted. This expression has reinforced the identity of the campus as an approachable institution within the community. The consistent look of the buildings crosses beyond the boundaries of the campus and can be found at many area primary and secondary schools. While this consistent expression has demystified the college in this rural community, it has also relegated Reedley College to a roll of less importance than one would come to expect from an institution of higher education.

To embody the goals and aspirations of post-World War II academia, the original buildings were designed to embrace the tenets of modernism over historic styles or a specific regional vernacular. Catalogued as the International Style, the architectural expression adopted for Reedley College was in keeping with the then current trend for academic institutions. After World War II, the International Style matured as the preferred style for mid-century institutional buildings throughout North America. As buildings have been added to campus over the past decades, none have deviated from the established form, material, color or texture palate established by the original “Finger Wing Plan” buildings, (buildings 9,13,20, and 21)

WELL-ORGANIZED CAMPUS PLAN

The Reedley College campus plan is based on the concept of two nearly parallel axes extending from a central commons with buildings and open spaces along the axes and parking along the perimeter and athletic facilities and play fields at the far extent of the campus. As the campus has grown over the past half century, the organizational concept has remained intact. Because of this, adjacencies are logical, expansion can be accommodated without extensive demolition, and orientation within the context of the campus is legible – all characteristics of a sound campus plan.

The college has grown along two major campus axes, both oriented generally along a north/south alignment that connect the original College Commons on the south to a campus road at the north that divides the campus core from the campus farm. The College Commons is part of the original campus plan and remains intact serving well as the symbolic center of campus. The space is well proportioned for the current campus population and its proximity to the Cafeteria (Bldg. 25), Student Center (Bldg. 22), and Bookstore (Bldg. 24) make it a lively, active, and important space that supports the social aspect of student life.

Along these axes are major pedestrian circulation pathways, social areas, landscaping, and seating. The west axis (River Axis) is laid out on a bias that loosely parallels the Kings River, running along the western boundary of the campus. The east axis (Reed Axis) parallels Reed Avenue, the campus’s eastern boundary.

The clarity of the River Axis within the campus remains intact; however, the southern end of the axis is cut off from a large lawn area by a service road that leads from Reed Avenue and runs along the north and west edges of the campus to a termination at the rear service entrance of the bookstore. A series of early campus buildings occur along the west side of this axis, including Life Science (Bldg. 46), Aeronautics (Bldg. 29), Mechanical Arts (Bldg. 30), Automotive Shops (Bldg. 31), Computer Labs (Bldg. 58), Forestry Engineering (Bldg. 44), Ag Science (Bldg. 32), and Dental Assisting (Bldg. 34). The east side is defined by the Library (Bldg. 42), a temporary Computer Lab (Bldg. 65), and a courtyard that leads to a new Classroom Building (Bldg. 3). The character of the west side of the River Axis is well defined and the massing and siting of the buildings in relation to one another create a street wall. The well-ordered and proportioned street wall imparts a sense of enclosure and communicates the notion that this is the edge of campus. The eastern side of the River Axis is more open and porous and allows views across open spaces and between buildings to the other side of the campus, giving a more expansive sense to the overall campus from this vantage point. Straddling the service road that runs west of the River Axis are facilities for Agricultural Science (Bldg. 32) and Ornamental Horticulture (Bldg. 33), and at the north termination of the axis are the Child Development Center (Bldg. 55), and one of the Reedley College specialized programs, Dental Assisting (Bldg. 34).



REEDLEY COLLEGE Master Plan Overview

The Reed Axis is shorter in length and serves a much different functional purpose within the overall experience of the campus. It emanates from the Campus Commons and extends to the north. The northern termination is ill-defined by a planting circle that borders Parking Lot D. Along the west side of this axis are the Instructional Center (Bldg. 27), the Library (Bldg. 42), Classroom Annex (Bldg. 63), and the new Classroom Building (Bldg. 3). Only two buildings occur along the east side of this axis, the Art Building (Bldg. 7) and the Forum Hall (Bldg. 45). Large lawn areas that separate the campus core from Parking Lot D present themselves as potential building sites for future campus expansion but currently do not reinforce a strong campus presence along Reed Avenue. The Day Care Center (Bldg. 62) terminates the north extent of the east axis.

Athletic fields occur between the bluff of the Kings River and the southwest quadrant of the campus. Athletic venues include track and field, softball, baseball, and tennis. Situated between the athletic venues and the campus are physical education facilities, which include the main gymnasium (Bldg. 12), men's physical education (Bldg. 17), women's physical education (Bldg. 23), and offices for physical education (Bldg. 19).

One of the unique features of the Reedley College Plan is the existence of dormitories. Dormitories on a community college campus are not commonplace, however, this feature brings a characteristic found at four-year colleges and universities to Reedley College. The dorms are located at the far south side of the campus, separated from the campus core by Parking Lot B.

GOOD GEOGRAPHIC LOCATION

Reedley College occupies a prominent site in rural Fresno County. The site is easily accessed from two directions and is at the intersection of two highly used arteries. The Kings River is another significant feature of the campus environment.

Reed Avenue is a major north/south thoroughfare that connects the rural community of Reedley to State Route 180 to the north of the city and to a number of rural communities to the south. State Route 180 provides easy access to commuters coming from Fresno and other larger communities within the greater metropolitan area served by Reedley College. The rural communities of southern Fresno County rely on Reedley College for entertainment, and cultural and educational opportunities.

Manning Avenue connects Highway 99 to the campus from the west. Along Highway 99 are a number of towns and cities that rely on Reedley College for higher education. The campus can be accessed from all directions, and its location along the Kings River at the intersection of Manning Avenue and Reed Avenue affords easy access.

The automobile remains the primary means of transportation to the campus; however, bus service is provided to the campus by Dinuba Area Rapid Transit (DART) and the Fresno County Regional Transportation Authority (FCRTA). DART offers transportation services between the community of Dinuba to the south and Reedley College. Among other stops, the route includes the Dinuba Vocational Center, Sierra Kings Hospital, and shopping and recreational destinations. FCRTA provides connection to Reedley College and the communities of Orange Cove, Parlier, Sanger, and Fresno.

A trail on an existing railroad right-of-way terminates at the college. The Reedley Community Parkway is a multi-use trail for cyclists, pedestrians, in-line skaters and other non-motorized uses. The 2.6-mile path largely traverses Reedley's industrial part of town on the southeast. The trail extends out to encounter cultivated field. It was built next to existing tracks and provides an alternate route to access some of the city's busiest arterial streets. Connected by the trail are Reedley City Hall, downtown areas, Reedley College, Reedley High School, several elementary schools, and a park-and-ride. The trail ends at Kings River next to the Reedley College campus.



REEDLEY COLLEGE

Master Plan Overview

AMENITIES

Colleges are often known by the way in which students and the community interact with the campus as a cultural institution. It is the range of amenities that solidify the role and value of the college to its constituents. The nature of the campus amenities varies depending upon the campus context. Reedley College is a rural campus surrounded by bucolic farmland and is quite different in character from other more urban or suburban campuses. Reedley College has among its amenities access to the Kings River, dormitories, and a unique range of specialized programs that serve the career needs of the students within its service area.

RIVER FRONTAGE

The Kings River serves as a peaceful backdrop for the Reedley College campus. The identity of the entire region is tied to the important role played by the Kings River. The river is indelibly connected to the ecology, economy, and culture of southern Fresno County and the city of Reedley in particular. The college was renamed Kings River Community College in 1980. However, by popular demand, the name Reedley College was restored in July 1998.

The Kings River is a major river of south-central California. About 125 miles long, it drains an area of the high western Sierra Nevada and the Central Valley. A large alluvial fan has formed where the river's gradient decreases in the Central Valley, so the river divides into distributaries. Southern distributaries enter the basin surrounding Tulare Lake while northern distributaries join the San Joaquin River, eventually reaching San Francisco Bay via the Sacramento-San Joaquin River Delta.

The Kings River system is extensively dammed for flood control, irrigation, and power generation. The Pine Flat Dam, built in 1954, impounds the river near Piedra as it flows out of the foothills into the Central Valley. Other dams on tributaries form lakes such as Black Rock Reservoir, Wishon Reservoir and Courtright Reservoir. Wishon and Courtright form impoundments for the Helms Pumped Storage Plant, one of the largest pumped-storage stations in California, with a capacity of 1,212 megawatts. Farther downstream, the Friant-Kern Canal crosses the Kings River approximately 10 miles west of Pine Flat Dam, where water can be turned out into the Kings River through the Kings River Wasteway. The canal then continues southward toward Bakersfield.

DORMITORIES

The new Residence Hall is located along the southern edge of the campus. The Residence Hall facility provides housing for up to 100 men and 100 women with separate flooring accommodation. A common recreation room, computer lab, and full kitchen is available for student use. It offers comfortable double occupant rooms and inexpensive living in an environment conducive to learning and studying. Separate restroom and laundry facilities are provided on each floor.

The staff includes resident students who live in assigned rooms on each of the floors. Supervision is provided by professionals and student staff seven-days a week. The office is located on the first floor of the complex.

Residence Hall students and staff are concerned with creating and maintaining a good study environment within the hall. A 6-station computer lab is available to the residents. Residents have access to outdoor tennis, basketball, volleyball, racquetball, gymnasium. Weekly activities are planned by Residence Hall staff to promote leadership and the opportunity for the residents to make new friends.



Residence Hall



REEDLEY COLLEGE

Master Plan Overview

SPECIALIZED PROGRAMS

Responsive to the unique needs of rural, central California, Reedley College offers a number of specialized programs that focus on the demographic, cultural, and economic needs of the region. These specialized programs are tailored to specific demands of the marketplace for those who choose to pursue a certificate program as entry to the vocational career of their choice. In order to properly plan for the future of these growing programs, their programmatic needs must be identified and fully understood in terms of their respective mission and curriculum. A few of the specialized programs unique to Reedley College are outlined below.

Automotive Technician

The automotive service/technology department offers in-depth, state-of-the-art training in areas of specialization needed for a graduate to gain employment upon completion of the program and excel in their career. Reedley College students are in high demand, and job placement is a hallmark of the program. The number of technicians/mechanics needed nationwide has increased yearly. The program features modern equipment, industry-recommended courses, one-year certificate and two-year associate degree program options, and exceptional non-traditional opportunities for women.

Flight Science

Reedley College is the only community college in the state with a comprehensive program that incorporates professional pilot training, including ground school and flight lab courses. The Associate Degree in Flight Science is designed to provide students the knowledge, skills, become certified commercial airplane pilots and flight instructors. Students will complete academic, simulator, and flight courses taught within the guidelines of the Federal Aviation Administration.

Aircraft Mechanic

Reedley College offers a Federal Aviation Administration-(FAA) approved program for Aviation Maintenance Technician and certifies all aircraft mechanics. For an airframe or power plant license, the FAA requires graduation from an FAA-approved program such as the program offered at Reedley College. Students can earn an associate degree or a certificate. Graduates of the program are prepared to take the FAA exams required for certification. Facilities include a 22,000-square-foot laboratory with adjacent classrooms, a fleet of aircraft and helicopters, and a landing and takeoff access strip for flying aircraft in and out of the facility.

Dental Assisting

Reedley College offers an associate degree or a certificate of achievement in dental assisting. The Registered Dental Assistant Program at Reedley College started in 1958 and works closely with the dental community in the region to provide students with 170 hours of work experience in a dental office. The program is notable for providing affordable career entry by offering a 9-month certificate program with all courses approved by the Dental Board of California. The program addresses bio-dental sciences, dental specialties, radiology, pit and fissure sealants, and coronal polishing. The combination of laboratory, lectures, and clinic hours prepare students to take the state licensing examination to become a Registered Dental Assistant (RDA).

Forestry

Reedley College's forestry program prepares students for a career in Forestry and Natural Resources through a unique combination of hands-on classroom instruction and work experience. After completing one school year of preparatory classes, seasonal work experience is available with various forest and resource agencies, as well as private industry. The second year of study involves advanced training and a second season of full-time employment. An associate degree and transfer program to state colleges and universities is available. The program is recognized by the Society of American Foresters.

Manufacturing

Manufacturing is the second largest industry in the Central Valley. In recent years local manufacturing companies have experienced phenomenal growth. Reedley College offers a one-year program that provides students with an opportunity to earn a certificate of achievement in metal working. The metal working program prepares students for employment in machine shop, welding, manufacturing or fabrication industries. In the two-year machine shop program, students can earn an associate degree and/or certificate of achievement and prepare for employment in machine shops or manufacturing-related industries. Reedley College also offers a two year welding program in which students can earn an associate degree and/or certificate of achievement.

Partnerships

Reedley Middle College High School (RMCHS), part of Kings Canyon Unified School District (KCUSD), is currently housed on Reedley College's campus in various buildings. As a growing program, KCUSD is constructing new, permanent, buildings on the Reedley College campus. RMCHS students are granted early access to college through a dual enrollment program. Students concurrently complete coursework that earns college credit while earning their high school diploma, with a goal of preparing them for a career. These college credits can be put towards certificates, associates degrees, or general education credit for transferring to a post-secondary institution. RMCHS also offers emphasis in four areas of study: Agricultural Business, Business Administration, STEM for General Transfer, and General Transfer.



REEDLEY COLLEGE Master Plan Overview



SPECIALIZED PROGRAMS cont.

Mechanized Agriculture

The equipment service technician program at Reedley College is designed to meet industry-specific requirements. The program places 90% of graduates. The equipment service technician program is sponsored and supported by, the Quinn Company, the Caterpillar dealer for the Central Valley and Los Angeles areas. Students obtain hands-on experience working on Caterpillar engines, transmissions, hydraulic and electrical systems, and Caterpillar machines. Reedley College has state-of-the-art labs and diagnostic equipment patterned after dealer shops. Following Associated Equipment Distributors (AED) guidelines, factory-trained instructors help students develop the skills necessary for a job in the equipment industry.

Nursing Assistant

The Nursing Assistant Training (NAT) program is taught at a well-equipped retirement community that provides long-term care located 1.5 miles from Reedley College. After successful completion of the one semester of intensive theory and clinical practice, students are eligible to take the American Red Cross NAT Exam to become a Certified Nurse Assistant. A separate grant-funded NAT class is currently offered in the nearby community of Dinuba at the Dinuba Vocational Center. When completed, the new Math/Science Engineering Building will provide instructional space on the Reedley College campus for this program.

PARKING/TRAFFIC CONSTRAINTS

From on site observations, discussions with the Reedley College campus facility planning group and findings of a traffic study, it has been determined that lack of convenient parking and confusing traffic patterns present significant impediments to overall student success. Table IV summarizes the level of service for specific intersections at Reedley College under the existing conditions.

At present, all study intersections operate at an acceptable Level of Service (LOS). However, as attendance at RC increases it is likely that some traffic operational deficiencies will be observed at study intersection four (4) (Parking B Access and Manning Avenue). To improve traffic operations at this location, it is recommended that left turns out be prohibited. Other alternatives for consideration include the addition of a second driveway to the south along Manning Avenue and the construction of a connection between Parking Lot B and the existing campus aisle drive to the north.

ID	Intersection	Intersection Control	(7-9) AM Peak Hour		(2-4) PM Peak Hour	
			Average Delay (sec/veh)	LOS	Average Delay (sec/veh)	LOS
1	Reed Ave / Parking D Access 1	One-Way Stop	28.6	D	21.9	C
2	Parking C Access / Parking D Access 2	One-Way Stop	9.0	A	9.1	A
3	Reed Ave / Parking D Access 2	One-Way Stop	14.8	B	15.4	C
4	Parking B Access / Manning Ave	One-Way Stop	22.8	C	19.5	C

Note: LOS = Level of Service based on average delay on signalized intersections and All-Way STOP Controls
LOS for two-way and one-way STOP controlled intersections are based on the worst approach/movement of the minor street.



REEDLEY COLLEGE

Master Plan Overview

IMAGE

From observations and discussions with the Reedley College facility planning group it has been determined that services needed by students for social interaction, spaces conducive to casual interface, and activities that support student life and, ultimately, student success, should continue to be a focus and have been enhanced following the completion of the Student Activities Center/Student Union. It was determined that amenities that support and enhance student life are needed to engage students and engender a heightened college atmosphere on the Reedley College campus. The Student Activities Center/Student Union has created a dynamic gathering space on the Reedley campus. Furthermore, it has been observed that many students served by Reedley College are the first generation in their family to attend college. To make a “student-ready community” it has been suggested that the image of the college and the way in which it is perceived as an institution must take this objective into consideration. Reedley College is a community asset and serves a diverse population that ranges from students who are unfamiliar with the rigors of academia to those with definitive career plans preparing to transfer to a four-year college or university.

Reedley College struggles to outgrow the perception of being an extension of high school. Many community colleges built in the same era face this challenge. The single-story modest architecture of the campus reinforces this perception. It is therefore suggested that the built environment of the campus must change from the appearance of a high school to that of a college. If the character of Reedley College is transformed to look more collegiate, it is reasoned that students that get involved with the life of the college, are more likely to complete their studies, adopt a greater sense of responsibility, and other students will consider Reedley College as an option for higher education.

In this rural community, the college is viewed as a cultural center. Lectures, exhibits, athletic events, performances, and seminars are hosted by the college. Deficiencies of the existing facilities limit the depth and range of opportunities to engage the public on campus. These non-curricular events that allow the public to experience the campus and take part in the life of the community are deeply needed to create a new image of the college as both the academic and social center of the community.

Additional student activities and programs that will galvanize a stronger connection between students and the campus have been identified by staff as a critical need. It is also recognized that some students are not interested in college life and are on campus to obtain what is necessary to meet their career goals only. To meet the needs of the student body for an enhanced college experience and the needs of the community for cultural engagement, the Master Plan proposes improvement in three key areas: development of enhanced cultural resources, improved architectural character to create an expression unique to Reedley College that draws from the current architectural precedents, and better access to the campus through road realignments and more efficient parking.



REEDLEY COLLEGE Master Plan Overview

BUILDING DEFICIENCIES

The Reedley College facility planning group cited a number of existing buildings that are deficient and impede the mission of the college.

The Administration Building (Bldg. 01) serves as the college's front door to many and is viewed by the facility planning group as a significant deficiency that must be addressed. The Administration Building does not provide a good first impression for new students or students seeking information about the college. In its current condition, the building does not provide the necessary level of acoustic isolation needed for the confidential nature of discussions that take place in the building on a day-to-day basis and is poorly configured for its current use.

The Student Services Building (Bldg. 15) was noted as difficult for new students to find. Additionally, the design of the building is also viewed as lacking in terms of creating part of the campus's presentation to the community. Wayfinding was also indicated as a campuswide deficiency; however, given the vitally important function of the Student Services Building, the ability for students to easily locate this particular building and conduct the necessary business was noted as a significant deficiency.

The Finger Wing Plan buildings of the original campus structure include; Business (Bldg. 9), Home Economics (Bldg. 13), Physical Science (Bldg. 20), Social Science (Bldg. 21), and Chemistry (Bldg. 35). They present a number of challenges that call for their demolition and replacement with updated modern structures with the spaces, infrastructure, and character necessary to address the need of students today. Noted deficiencies include evidence of termites and a dysfunctional and inadequate plumbing system. Other deficiencies are small classrooms inadequate for current class sizes, failing HVAC systems, and single pane windows that do not provide either thermal or acoustical insulation. Furthermore, it was noted that there is a lack of large group instruction rooms on campus that can accommodate the needs of the programs currently housed in these buildings.

The Shop Buildings include Aeronautics (Bldg. 29), Mechanical Arts (Bldg. 30), and Automotive Shops (Bldg. 31). These buildings also exhibit failing HVAC systems. The programs housed in these buildings are among the specialized features of the offerings at Reedley College. To remain current and continue to offer high-level education, these buildings are slated for complete modernization in the 2030 Master Plan.

The Dental Assisting Building (Bldg. 34) is considered too small for this highly successful specialized program to grow. Maintenance staff cited ongoing upkeep and maintenance as concerns that tap limited resources on an ongoing basis. The 2030 Master Plan relocates this specialized program to the new Math Science Engineering Building, which will meet their current and future needs.

The nursing program is presently housed off campus and uses a long-term care facility as its site. The district pays rent for this off campus program. The 2030 Master Plan relocates this specialized program to the new Math Science Engineering Building, which will meet their current and future needs.

The Child Development Center is presently housed on campus in relocatable buildings at the far north end of the campus (Bldg. 62). Through the State Chancellor's office, a Final Project Proposal (FPP) has been approved for a new permanent structure.

A lack of shade structures and seating was also cited by the facility planning group as a campuswide deficiency that must be addressed in the campus master plan.



REEDLEY COLLEGE

Master Plan Overview



VEHICULAR CIRCULATION

Reed Avenue Realignment

Reed Avenue is a heavily used artery that provides access to the heart of the city of Reedley. Reed Avenue intersects Manning Avenue at the college and forms the eastern boundary of the campus. Residential subdivisions of single family residences occur across Reed Avenue from the campus. The city of Reedley has studied the flow of traffic along Reed Avenue and has concluded that Reed Avenue must be realigned to better accommodate the high volume of traffic relying on Reed Avenue.

The campus access points along Reed Avenue do not align with the residential streets on the opposite side of the street creating disruption to the smooth flow of traffic. To alleviate traffic congestion and confusion, a realignment of Reed Avenue has been proposed by the city of Reedley with input from State Center Community College District and Reedley College. The impact to the campus and final alignment remains under review; however, the Master Plan proposes to connect a reconfigured Parking Lot B along Manning Avenue with a reconfigured visitor Parking Lot C along Reed Avenue. New campus connection roads allowing access off Manning Avenue and Reed Avenue, respectively, will both be fitted with roundabouts at the two major entrances.

In a roundabout, road traffic must travel in one direction around a central island and priority is given to the circulating flow. Traffic signs usually direct the flow of traffic entering the circle to slow down and give the right of way. Statistically, roundabouts are safer for drivers and pedestrians than are intersections. Because low speeds are required for traffic entering roundabouts, they are usually used on limited-access roads. These improvements to Reed Avenue and the campus access points will also promote convenient parking, safety, and reduce congestion on Reed Avenue.

The reconfiguration of Parking Lot D along Reed Avenue will also include a proposed relocated connection to Reed Avenue at Kip Patrick Street. The existing vehicle entrance on the north end of the north parking lot will be replaced with a new entrance and exit aligning with Kip Patrick Street on the east side of Reed Avenue. This intersection may need to be signalized in the future. Discussions with city of Reedley concerning the final alignment, street pattern, and right-of way are ongoing and as of this writing have not been finalized.

On-Campus Roads and Parking Lots

The Reedley College campus population is diverse with respect to personal goals and expectations of the student body as well as individual academic and social needs. Students report lack of parking and excessive time spent searching for parking as a significant obstacle to meeting their educational goals. With a campus population of over 7,000, access to the campus, moving through an inefficient roadway system that does not loop the campus in its entirety, and access to on-campus parking lots dispersed primarily along the eastern edge of campus presents a daily and formidable challenge.

To address a number of traffic problems, the Master Plan calls for the realignment of specific segments of existing roadways to create a smoother flow of traffic with less queuing at stop signs, better definition of entry points to campus, and connection of all on-campus parking lots.

Currently, there are 1,492 parking stalls on the Reedley College campus. The 2030 Master Plan proposes the construction of a new main entrance and roundabout. The existing visitor lot (currently part of Lot C but not accessible from Lots B or D) will be replaced with two new visitor parking lots flanking each side of the new formal entrance. These new visitor lots will provide 34 stalls each, for a total of 64. The existing visitor lot has 73 stalls but is poorly configured and does not have any connection to other lots, which is inconvenient and forces vehicles that have not successfully found parking back onto Reed Avenue.

Additionally, parking improvements will include the addition of 150 parking spaces in Parking Lot B. At the completion of the 2030 Master Plan there will be a net overall parking capacity increase of 214 parking spaces, from 1,492 to 1,706. Research has found that the ideal parking ratio for a community college is 0.18 cars per school population—1706 total parking spaces divided by 0.18 stalls per student would yield a comfortable parking ratio for a total campus population of 9,477 including students, faculty, and employees. There are currently 7,161 students enrolled at Reedley College.



REEDLEY COLLEGE Master Plan Overview

NEW ENTRY AND CAMPUS IMAGE

One of the most formidable obstacles to the qualitative improvement of Reedley College is the character of the buildings on campus. With respect to the overall campus image, this is most critical for the buildings that face Reed Avenue, and in particular, the buildings that occur at the main entrance to the campus. The current entry buildings are some of the oldest and most heavily used buildings on campus. Many have outlived their useful life cycle, and while further additions and modernization could prolong their use, the goal of improving the college image would not be achieved.

The Master Plan therefore proposes changes not only to the buildings but to the site as well. A significant improvement will result from the realignment of the campus entrance road and construction of a formal roundabout, creating a bold, new front door to the campus. Additionally, the Master Plan proposes the phased demolition of the existing Administration Building (Bldg. 1), President's Office (Bldg. 2), Business (Bldg. 9), Humanities (Bldg. 13), Physical Science (Bldg. 20), Social Science (Bldg. 21), and Chemistry (Bldg. 35). A cluster of new buildings identified on the 2030 Master Plan as Building G – Administration/Student Support, and on the Long Range Master Plan as Building L – Classrooms/ Labs Building and Building new Classroom Building will together create a new front to the campus.

A more contemporary architectural expression is envisioned that will integrate many of the architectural motifs that presently exist on campus in an attempt to respect the history of the college while transforming its image. To move toward a more college-appropriate, contemporary atmosphere that will better equip students to meet the demands of the 21st century, a number of design guidelines are recommended. This will connect the new buildings with the history of the campus to reinforce a sense of place. Initial guidelines include the use of brick veneer similar to the existing brick, expansive covered walkways, planar plaster wall surfaces, and "human scale" building massing. It is further suggested that these new buildings be multi-story to more efficiently use the available land and create a more substantial, robust appearance than what can be achieved by single story buildings.

The Center for the Fine and Performing Arts will provide students with advanced tools to prepare them for a world where the performing arts intersects with technology. This proposed facility will meet modern-day curriculum demands and serve as a visual showcase of student and community work.

A statue of the college mascot, Clyde the Tiger, is presently sited east of the Administration Building (Bldg. 1) facing Reed Avenue at the main entrance to the campus. Clyde is a vital part of the Reedley community and the Master Plan proposes a new prominent location for Clyde at the new vehicular entrance that will reinforce the value of the college within the life of the community.



Proposed New Campus Entry



REEDLEY COLLEGE Master Plan Overview



BUILT ENVIRONMENT

Remove Relocatables

Several key programs are housed in aging relocatable structures across the campus. Phase 1 of the 2030 Master Plan calls for the removal of Portable Lab (Bldg. 4), Portable Office (Bldg. 5), and Portable Classroom (Bldg. 6), which serve as part of the Life Science complex. The 2030 Master Plan calls for consolidation of science portable classrooms and dental assistance programs into a new permanent structure indicated as Building A. The new Math Science Engineering Building will provide space for science, nursing, and dental programs. The building will also provide space for a larger Math Center to increase the number of students served by this highly utilized program.

Other relocatables to be removed and replaced with permanent structures include Classroom Annex 1 (Bldg. 63), Classroom Annex 2 (Bldg. 64), Computer Lab Temp. (Bldg. 65), and Office Relocatable (Bldg. 66). These are indicated to be removed in the 2030 Master plan.

PEDESTRIAN CIRCULATION

Interconnected Axes and the College Commons

The Master Plan proposes that both existing circulation axes be reinforced through the addition of sensitively designed seating and social spaces, landscaping that combines low maintenance with shade, and proper attention to building entries along their lengths. The River Axis is proposed to extend across the existing service road to connect with the expanded parking Lot B. This will provide students with more parking in proximity to the campus core, where it is most needed.

The two axes, the River Axis and the Reed Axis, presently do not converge. The 2030 Master Plan proposes the development of a third axis, the Entry Axis, to connect the River Axis and the Reed Axis by way of selective removal of a portion of the Bookstore blocking this new alignment. The Entry Axis will connect the College Commons with the new roundabout and drop-off at the east end and the Life Science Complex and modernized Technology Shops, indicated as Building H at the west end. By tying the circulation routes together, a complete circuit for pedestrians to navigate the campus will be created.



Interconnected Axes



REEDLEY COLLEGE Master Plan Overview



PEDESTRIAN CIRCULATION

Phasing

The 2030 Master Plan calls for the road realignments, parking lot reconfiguration, and a series of new buildings and modernizations.

Proposed 2030 improvements include the following:

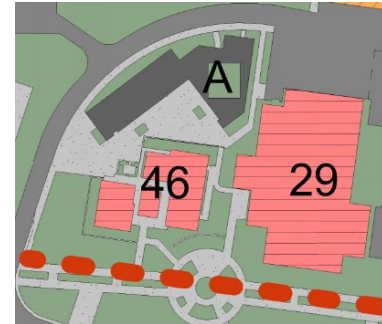
- Ag Mechanics Expansion Phase 1
- Ag Mechanics Phase 2
- Agriculture Instruction Complex Expansion
- Center for Fine Performing Arts Center
- Math Science Engineering Building
- Modernization of Agriculture Instruction Complex
- Modernize Vocational-Tech Complex: Aero, Auto, Welding
- New Child Development Center
- Physical Education Complex Modernization

Proposed additions and modernizations outlined on the Long Range Master Plan include final demolition of the remaining wings of the original Finger Wing Plan buildings to facilitate construction of Building C—New Classroom/Office.

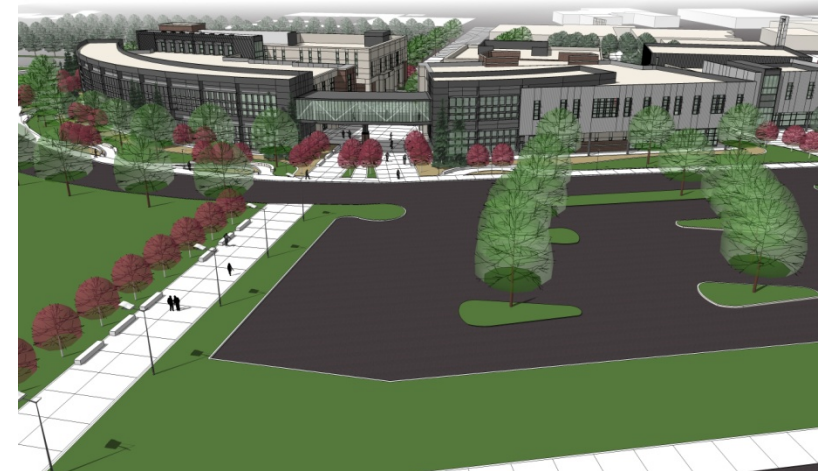
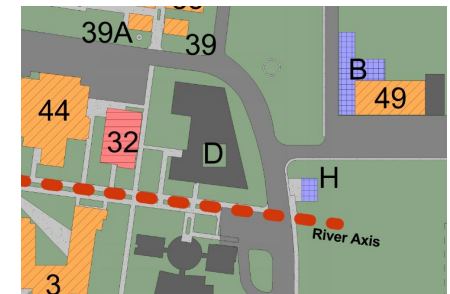
Demolition of the existing Student Services Building and construction of new Student Services facilities indicated as Building D will occur in the Long Range Master Plan phase.

Two athletic restroom/snack bars are proposed for construction at the existing baseball and softball complexes, respectively.

Other master planned buildings are proposed to accommodate future growth with the specific use of each to be determined in relation to that future growth and development of Reedley College.



Science Complex

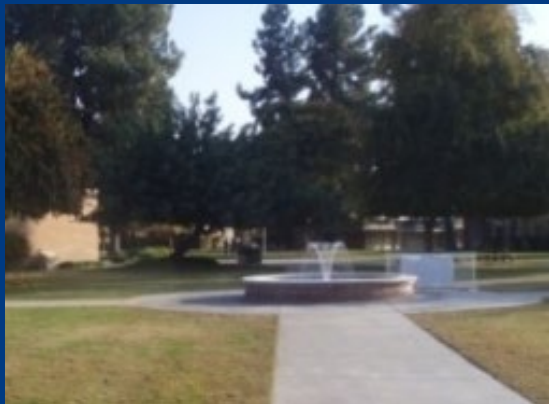


Future Classroom Building
and Student Services



REEDLEY COLLEGE

Master Plan Overview



PARKING

*Increase Parking
Improved Access*

CIRCULATION

*Connect Parking Lots
Reinforce Existing Campus Axes*

IMAGE

*Create Collegiate Atmosphere
Create New Campus Face*

FACILITY NEEDS

*Math Science Engineering Building
Ag/Tech Expansion Modernization
Student Gathering Spaces
Faculty Offices
Centralized Student Services
DSPS Center
New Child Development Center
Physical Education Modernization and Expansion
Women's Equestrian Facility*

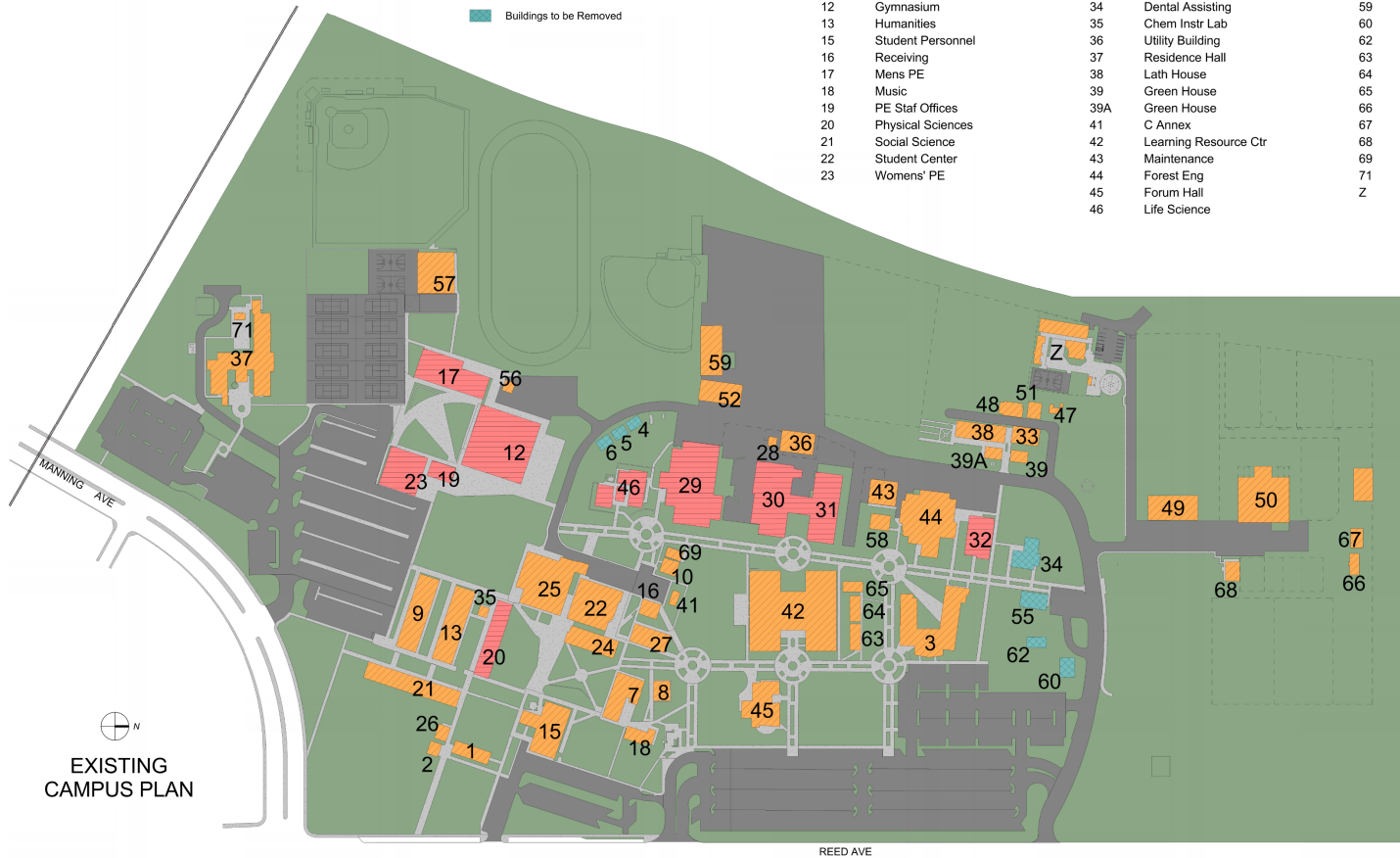


REEDLEY COLLEGE Existing Campus Plan



- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed

Bldg No	Building Name	Bldg No	Building Name	Bldg No	Building Name
1	Administration	24	Bookstore	47	District Storage
2	Presidents Office	25	Cafeteria	48	AG Storage
3	Classroom Building	26	Faculty Offices A	49	AG Mechanics
4	Life Sci Portable Sci Lab	27	Instructional Services	50	Animal Science
5	Life Sci Portable Office	28	Aero Run Up	51	Ag Field House
6	Life Sci Portable Classroom	29	Aeronautics	52	Warehouse
7	Art	30	Mechanical Arts	55	Child Development Portable
8	Student Services Annex	31	Automotive	56	Track & Field Shed
9	Business	32	Agriculture Science	57	Handball Court
10	Print Services	33	Orn Hort Head House	58	CI Computer Lab
12	Gymnasium	34	Dental Assisting	59	Warehouse 2
13	Humanities	35	Chem Instr Lab	60	Child Development Portable
15	Student Personnel	36	Utility Building	62	Child Development Portable
16	Receiving	37	Residence Hall	63	Classroom Annex 1
17	Mens PE	38	Lath House	64	Classroom Annex 2
18	Music	39	Green House	65	Computer Lab Temp
19	PE Staf Offices	39A	Green House	66	Swine Lab
20	Physical Sciences	41	C Annex	67	Swine Birthing Lab
21	Social Science	42	Learning Resource Ctr	68	Herdsmen Quarters
22	Student Center	43	Maintenance	69	Classroom
23	Womens' PE	44	Forest Eng	71	Residence Hall Stor
		45	Forum Hall	Z	Middle College
		46	Life Science		



EXISTING
CAMPUS PLAN

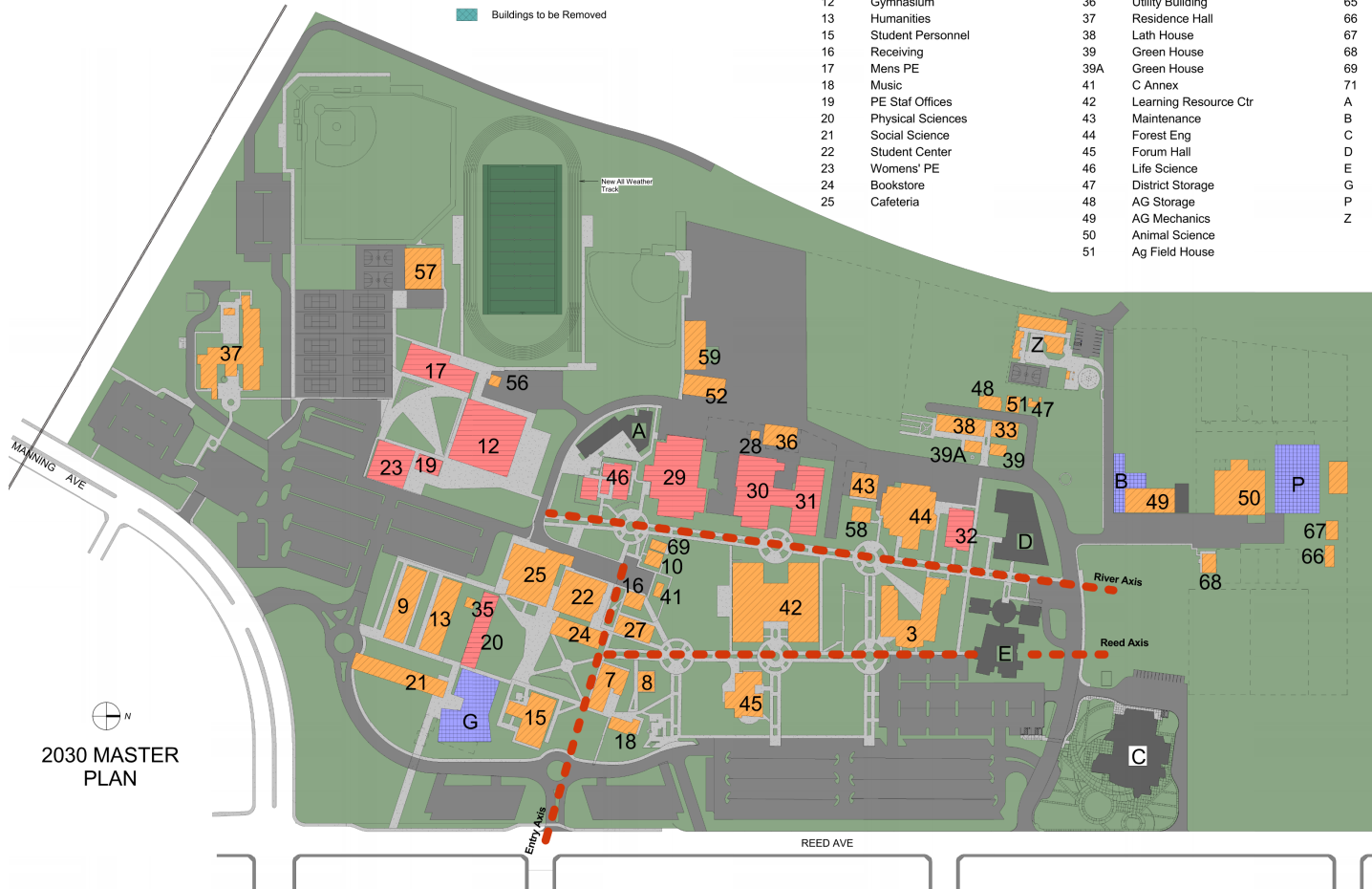


REEDLEY COLLEGE 2030 Master Plan



- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed

Bldg No	Building Name	Bldg No	Building Name	Bldg No	Building Name
1	Administration	26	Faculty Offices A	52	Warehouse
2	Presidents Office	27	Instructional Services	55	Child Development Portable
3	Classroom Building	28	Aero Run Up	56	Track & Field Shed
4	Life Sci Portable Sci Lab	29	Aeronautics	57	Handball Court
5	Life Sci Portable Office	30	Mechanical Arts	58	CI Computer Lab
6	Life Sci Portable Classroom	31	Automotive	59	Warehouse 2
7	Art	32	Agriculture Science	60	Child Development Portable
8	Student Services Annex	33	Orn Hort Head House	62	Child Development Portable
9	Business	34	Dental Assisting	63	Classroom Annex 1
10	Print Services	35	Chem Instr Lab	64	Classroom Annex 2
12	Gymnasium	36	Utility Building	65	Computer Lab Temp
13	Humanities	37	Residence Hall	66	Swine Lab
15	Student Personnel	38	Lath House	67	Swine Birthing Lab
16	Receiving	39	Green House	68	Herdsmen Quarters
17	Mens PE	39A	Green House	69	Classroom
18	Music	41	C Annex	71	Residence Hall Stor
19	PE Staf Offices	42	Learning Resource Ctr	A	New Math Science Building
20	Physical Sciences	43	Maintenance	B	AG Mechanics Expansion
21	Social Science	44	Forest Eng	C	Performing Arts Center
22	Student Center	45	Forum Hall	D	Agriculture Science Expansion
23	Womens' PE	46	Life Science	E	New Child Development Center
24	Bookstore	47	District Storage	G	Administration Student Support
25	Cafeteria	48	AG Storage	P	Women's Equestrian Facility
		49	AG Mechanics	Z	Middle College
		50	Animal Science		
		51	Ag Field House		



2030 MASTER PLAN



REEDLEY COLLEGE Long Range Master Plan



- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed

Bldg No	Building Name	Bldg No	Building Name	Bldg No	Building Name
3	Classroom Building	27	Instructional Services	52	Warehouse
7	Art	28	Aero Run Up	56	Track & Field Shed
8	Student Services Annex	29	Aeronautics	57	Handball Court
9	Business	30	Mechanical Arts	58	CI Computer Lab
10	Print Services	31	Automotive	59	Warehouse 2
12	Gymnasium	32	Agriculture Science	66	Swine Lab
13	Humanities	33	Orn Hort Head House	67	Swine Birthing Lab
15	Student Personnel	35	Chem Instr Lab	68	Herdsmen Quarters
16	Receiving	36	Utility Building	69	Classroom
17	Mens PE	37	Residence Hall	71	Residence Hall Stor
18	Music	38	Lath House	A	New Math Science Building
19	PE Staf Offices	39	Green House	B	AG Mechanics Expansion
20	Physical Sciences	39A	Green House	C	Performing Arts Center
21	Social Science	41	C Annex	D	Agriculture Science Expansion
22	Student Center	42	Learning Resource Ctr	E	New Child Development Center
23	Womens' PE	43	Maintenance	G	Administration Student Support
24	Bookstore	44	Forest Eng	H	Farm Store
25	Cafeteria	45	Forum Hall	J	Athletic Fieldhouse
		46	Life Science	K	Sports Therapy Center
		47	District Storage	L	Classroom/Lab Building
		48	AG Storage	M	New Classroom Building
		49	AG Mechanics	N	Art Program Expansion
		50	Animal Science	P	Womens' Equestrian Facility
		51	Ag Field House	R	Residence Hall Expansion
				S	Engineering/Physics Building
				Z	Middle College



LONG RANGE
MASTER PLAN



REEDLEY COLLEGE Circulation Diagram



Bldg No	Building Name	Bldg No	Building Name	Bldg No	Building Name
3	Classroom Building	27	Instructional Services	52	Warehouse
7	Art	28	Aero Run Up	56	Track & Field Shed
8	Student Services Annex	29	Aeronautics	57	Handball Court
9	Business	30	Mechanical Arts	58	CI Computer Lab
10	Print Services	31	Automotive	59	Warehouse 2
12	Gymnasium	32	Agriculture Science	66	Swine Lab
13	Humanities	33	Om Hort Head House	67	Swine Birthing Lab
15	Student Personnel	35	Chem Instr Lab	68	Herdsmen Quarters
16	Receiving	36	Utility Building	69	Classroom
17	Mens PE	37	Residence Hall	71	Residence Hall Stor
18	Music	38	Lath House	A	New Math Science Building
19	PE Staf Offices	39	Green House	B	AG Mechanics Expansion
20	Physical Sciences	39A	Green House	C	Performing Arts Center
21	Social Science	41	C Annex	D	Agriculture Science Expansion
22	Student Center	42	Learning Resource Ctr	E	New Child Development Center
23	Womens' PE	43	Maintenance	G	Administration Student Support
24	Bookstore	44	Forest Eng	H	Farm Store
25	Cafeteria	45	Forum Hall	J	Athletic Fieldhouse
		46	Life Science	K	Sports Therapy Center
		47	District Storage	L	Classroom/Lab Building
		48	AG Storage	M	New Classroom Building
		49	AG Mechanics	N	Art Program Expansion
		50	Animal Science	P	Women's Equestrian Facility
		51	Ag Field House	R	Residence Hall Expansion
				S	Engineering/Physics Building
				Z	Middle College

- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed



- Public Roads
 - Primary Circulation Roads
 - Service Road
 - Pedestrian
 - Campus Entry
- N
**CIRCULATION
DIAGRAM**



REEDLEY COLLEGE Landscape Master Plan



REEDLEY COLLEGE LONG RANGE MASTER PLAN *Landscape Master Plan*





REEDLEY COLLEGE

Recommendations

Projects/ Priorities/Phasing



Current Approved FPP

Child Development Center

Pending IPP

Modernization of Agriculture Instruction Complex

Modernize Voc-Tech Complex: Aero, Auto, Welding.

This project proposes the modernization of vocational and academic spaces in Aeronautics (Bldg. 29), Mechanical Arts (Bldg. 30), and Automotive Shops (Bldg. 31).

FUNDED PROJECTS

- New Math Science Engineering Building**
- Ag Complex Modernization and Addition**
- Center for Fine and Performing Arts**
- New Child Development Center**
- Ag Mechanics Expansion Phase 1**
- Life Science and Physical Science Modernization**

2030 PROPOSED PROJECTS

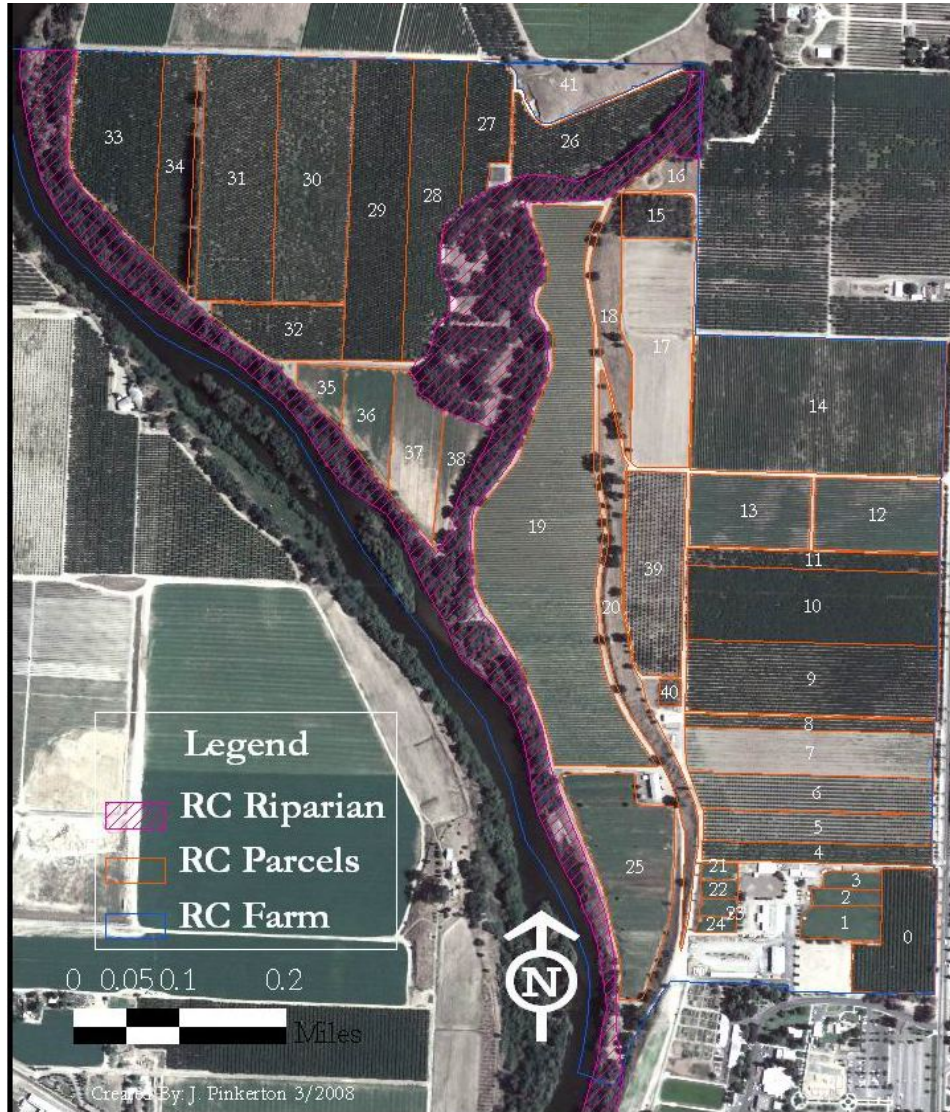
- Administration/Student Support Building**
- Ag Mechanics Expansion Phase 2**
- Modernization of Agriculture Instruction Complex**
- Modernize Voc-Tech Complex: Aero, Auto, Welding**
- Physical Education Complex Modernization**

LONG RANGE PROPOSED PROJECTS

- Classroom/Lab Building**
- Farm Store**
- Art Program Expansion**
- Women's Equestrian Facility**

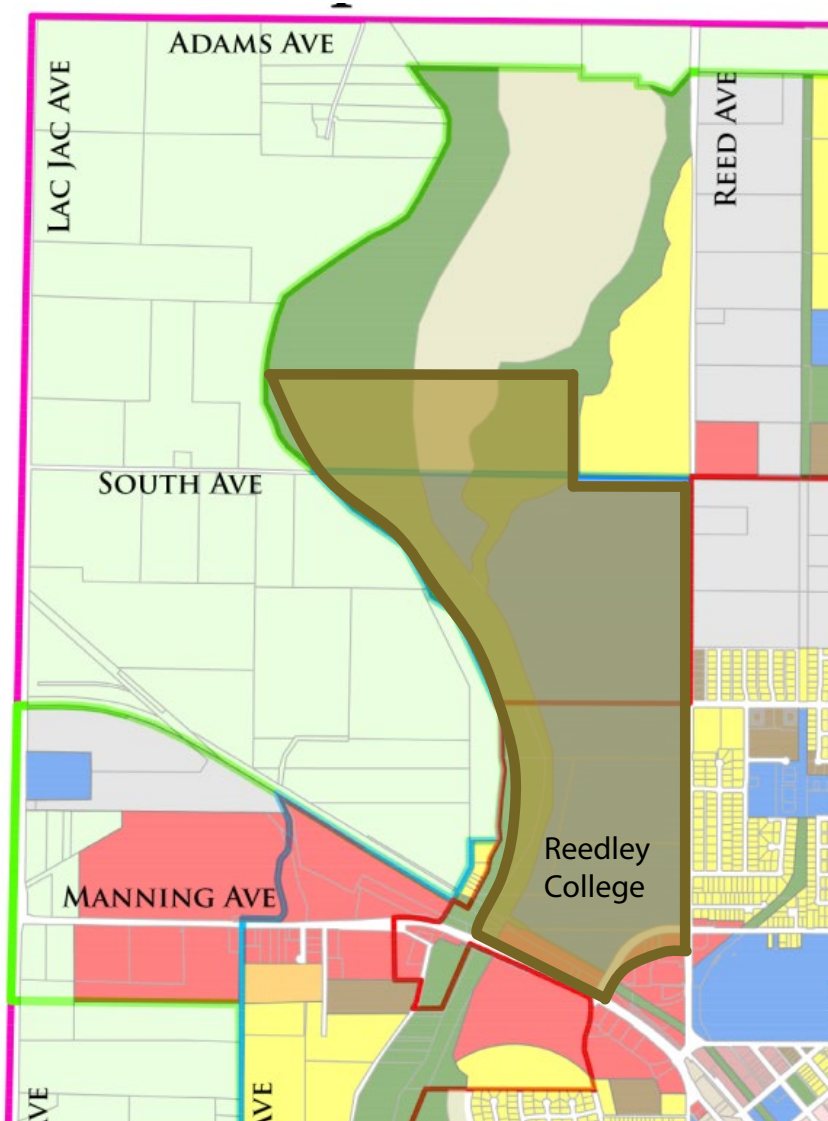


REEDLEY COLLEGE Farm Parcels





REEDLEY COLLEGE Neighborhood Zoning



City of Reedley General Plan Draft 2030

Residential

- Residential - Suburban
- Residential - Low
- Residential - Medium
- Residential - High

Other

- Open Space
- Public Institution/Facility
- Community Buffer
- Remainder of Study Area

Commercial

- Commercial - Central Downtown
- Commercial - Community
- Commercial - Neighborhood
- Commercial - Office
- Commercial - Service

Industrial

- Industrial - Light
- Industrial - Heavy

Borders

- City Limits
- Sphere of Influence
- Proposed Sphere of Influence
- Study Area



APPENDICES

Facilities Master Plan



APPENDIX A Facility Assessments



MASTER PLAN ASSESSMENTS

Between May and October 2018, the Facilities Planning Team walked the buildings at Fresno City College, Reedley College, Clovis Community College, and the Madera Community College Center.

The primary objective of the Space Inventory Assessment was to verify the use of each space and compare the current use with the FUSION Space Inventory Database. The area of each assignable space was measured to verify the square footage of the space.

The state database building plans were reviewed during the building walks to compare the FUSION room numbers, building plan room numbers, and the actual room number at the building.

Discrepancies in room use, room numbers, and square footages were noted and the FUSION database was updated to reflect actual conditions.

During the building walks the finish conditions of the floors, walls, and ceilings were assessed and assigned a point value to augment the state's facility assessment and to assist the district in prioritizing buildings that should be scheduled for modernization. Results of the building walks are included in a supplement to the Facilities Master Plan.

In addition, audio/visual systems, white boards and type of seating were identified to assist the district's staff in the implementation of a new room-scheduling system.

The screenshot shows a detailed form for room 114. Key fields include: District Name (State Center Community College District), Campus Name (Fresno City College), Build No (1), Abbrev (HCAB), Condition (Satisfactory), ROOM NAME (Community Hall), Building Name (HISTORIC OAB), Prefix (114), Suffix (114), Fusion Room No (114), Plan Rm No (114), Rm No on Bldg (114), Status (Active), Use Code (690-Meeting Room), Use Observed (Matches Fusion), TOPICSS Code (6830-Community Use of Facilities), Assignable SF (2110), Width (36.42), Depth (55.83), Calculated Area (2033.3296), Occ Loading (7), Assignable Stations (204), Fire Code Occ Load (301), Program (67-Community Relations), Observed Stations (80), AV Equip (Projector and Screen), WhiteBoards (Yes), Seating Type (Tables & Chairs), and a CONDITION section with dropdowns for Floor Finish (Wood), Floor Condition (2), Wall Finish (Paint), Wall Condition (1), Ceiling Finish (Paint), and Ceiling Condition (1).

Database developed by the Facilities Planning Team utilized an Apple iPad to for assistance during the Space Inventory Assessment building room survey.



APPENDIX A

Facility Condition Assessments

Existing Conditions

FACILITY CONDITION ASSESSMENT

Once every three years each community college district in the state has a facilities condition assessment conducted by the Foundation for California Community Colleges. The most recent assessment for SCCCDC was conducted in August 2015. The final report was updated in September 2015.

The primary objective of the facility assessment is to conduct an inspection of each campus or facility and document physical or operational deficiencies for each building. An average life and costs of replacement are estimated based on the date of the construction or the last documented renovation of the building system. The information generated by the life cycle cost model, and modified by the site assessment, is used by the assessment team to calculate the repair and replacement cost of the particular facility.

Each deficiency is classified by its respective physical or operational function in the facility; safety, site, external shell, internal shell, heating, cooling/vent, plumbing, electrical, etc. Based on these classifications, the cost modeling for each correction of a component or system deficiency is taken from the nationally recognized construction estimating resource, R.S. Means.

Level 1 Assessment

A Level 1 (L-1) is a quick assessment based on a visual inspection of facilities and a review of the as-built drawings and other documents. The first phase of a L-1 evaluation is to develop mathematical cost models of all facilities. The facilities are then inspected to validate the data in the cost models. This is done because occasionally a modeled component shows it to be expired but it was actually replaced and not documented or the useful life should be shortened or lengthened. Finally, the facilities are walked to identify obvious deficiencies that are out of sequence with the component's useful life (i.e. roof leaks in a new roof, broken windows, unconditioned air in a particular room, etc.).

Level 2 Assessment

A Level 2 (L-2) assessment is a detailed visual inspection of facilities. It is a thorough and complete inspection that categorizes and logs every deficiency over a certain amount, typically \$500. The first phase of a L-2 involves a complete walk-through of the facilities. The deficiencies are catalogued at every level, from the room level to systemwide and even campuswide deficiencies. Corrections for these deficiencies are determined and priced, and estimates are generated. With this data, the assessors then enter the cost modeling data for every major building system, including exactly where the component is in its life cycle.

Facility Condition Index (FCI)

The cost of all of a facility's deficiencies versus the facility's replacement value provides an approximate estimate of the facility's condition. In FUSION the FCI is determined by taking the repair costs (material and labor) and the soft costs and dividing the sum by the estimated replacement cost. In discussing resulting FCI with the foundation assessors a building with an FCI of 0-50% is generally in good condition, an FCI of 50%-100% is generally in fair condition, and an FCI of 100% and above is considered to be in poor condition. buildings in fair condition should be considered for major modernization or renovation; whereas buildings in poor condition should be considered for replacement.



Soft Costs include

- A/E Fees
- GC General Conditions
- GC Overhead & Profit
- Subcontractor General Conditions
- Subcontractor Overhead & Profit
- Material Testing
- Geology Testing
- Hazmat Testing
- Legal Review
- Advertisement
- Project Management
- Site Acquisition
- Permits
- Moveable Equipment
- Bond Issuance Costs
- Interest Income
- Escalation
- Design Consultants
- Food Consultants, etc.
- Client's Administrative Fees
- Design Contingency
- Construction Contingency
- Temporary Relocation and Housing
- Moving
- Furniture, Fixtures, and Equipment

Note:

The complete Assessment Report is available from the state chancellor's office



APPENDIX B PARKING AND TRAFFIC STUDY



Traffic and Parking Analysis Report

State Center Community College District Master Plan Update

In the Counties of Fresno and Madera, California

Prepared for:

Darden Architects, Inc.
6790 North West Avenue
Fresno, CA 93711

October 4, 2018

Project No. 009-012

Parking and traffic studies were conducted by TJKM Transportation Consultant to provide recommendations for the development of the Master Plans of Fresno City College, Reedley College, Clovis Community College, and Madera Community College Center. The studies were conducted between April 26, 2018 and May 8, 2018 at the Clovis, Madera and Reedley campuses and on September 5, 2018 at the Fresno City campus. The complete report is included as a supplement to this document. Some of the conclusions and recommendations are as follows:

Fresno City College

- At present, all study intersections operate at an acceptable LOS. However, it should be noted that access to the northern driveway to parking lot "E/F" was limited to right-in and right-out access only. This is currently achieved by the placement of cones and regulatory signage. However, it is recommended that a narrow raised median island with channelizers be installed and that the temporary cones be removed. Another alternative would consider closing this driveway and opening a new driveway to a point just north of the existing midblock crosswalk.
- If the northern driveway is relocated to a point just north of the existing midblock crosswalk, it is recommended that southbound left-turns into parking lot "E/F" be allowed and that all-way STOP controls be implemented in order to promote pedestrian safety and minimize impacts to traffic operations.

Reedley College

- While, all study intersections operate at an acceptable LOS, it is recommended that left-turns out be prohibited at the intersection of parking lot "B" access driveway and Manning Avenue. Other alternatives for consideration include the addition of a second driveway to the south along Manning Avenue and the construction of a connection between parking lot "B" and the existing campus aisle .
- It is recommended that SCCCD work with the respective transit authorities to improve headways of the existing transit routes serving the Reedley Community College campus. Furthermore, it is recommended that additional covered bus shelters and trees (for shade) be added along Manning Avenue to help promote transit use.

Clovis Community College

- Although all study intersections operate at an acceptable LOS, it is recommended that the access driveway to parking lot "J" be aligned with the access to parking lots "H" and "G" across the street to improve traffic operations.
- It is also recommended that a second access point to parking lot "J" be added to align itself with the second southernmost east-west parking aisle.
- At present, there is one transit route that serves Clovis Community College.

Madera Community College Center

- At present, all study intersections operate at an acceptable LOS. However, assuming traffic along Avenue 12 increases by an average annual rate of 2.0 percent, the intersection of Campus Main Street and Avenue 12 is projected to operate at an unacceptable LOS by the year 2028. Since the intersection is not projected to meet the peak hour signal warrant in the year 2028, signalization of this intersection is not recommended. However, to improve traffic operations at this location by the year 2028, it is recommended that the SCCCD work with the County of Madera to install a single-lane roundabout.

Note:

The complete report is included as a supplement to this document.





APPENDIX B PARKING AND TRAFFIC STUDY

Facility Master Plan Parking Recommendations

The district requested parking data from other community colleges throughout the state and received input from 16 districts. This information was used to do a comparative analysis of the parking ratio of Unduplicated Head Count (UDHC) relative to the number of parking stalls in each of the respective districts. The data indicate that the ratio of stalls per UDHC ranges between 0.09 and 0.39 stalls per UDHC. (Refer to Figure B-1)

The 2012 FMP recommended a ratio of 0.18 stalls per student population. This ratio was adopted from the Institute of Transportation Engineers publication, Parking Generation 4th Edition, Chart of “Average Peak Period Parking Demand vs. School Population On a Weekday”.

At FCC the recommended parking ratio is 0.18 based on the following:

FCC is an urban campus with available, consistent public transportation. At present, there are five FAX (Fresno Area Express) transit routes, FAX routes 1 Q, 20, 28, 39 and 45, operate in the vicinity of the Fresno City College. The internal survey conducted by SCCCD indicates a higher number of students/staff utilizing public transportation or other means to travel to the campus, rather than driving alone. The survey also indicates that students and staff expressed a higher level of disagreement about how easy or convenient it is to find parking at FCC. (Refer to Figure B-2 and B-3)

At all other campuses, the district should strive for 0.23 stalls per UDHC.

Figure B-2 and B-3 show the type and total number of parking stalls at each campus and compare the differences between the 2011 parking survey and the 2018 parking survey at Fresno City College and Reedley College. Parking surveys were not conducted at Clovis or Madera in 2011.

It is recommended as new facilities are added to the campuses; available parking should be increased proportionate to the anticipated increase in student enrollment. An analysis of the Gross Building area to number of parking stall shows FCC with a ratio of 5.5 stalls per 1,000 square feet of gross area and the other campuses show an average ratio of 6.6 stalls per 1,000 square feet of gross area. As a rule of thumb, it is recommended that for each 1,000 square feet of gross area added to the campus, five new parking stalls should be added at FCC and six stalls added at each of the other campuses.

In addition to the available campus parking, Fresno City College, Reedley College and Clovis Community College utilize temporary parking lots. FCC uses the grass field north of the Gym, Reedley uses Redeemer’s Church, and Clovis uses a temporary lot established during the solar project work.



APPENDIX B PARKING AND TRAFFIC STUDY



Facility Master Plan Parking Research

Community College Parking Research Data						
	Enrollment Spring 2018 (3) (5)	No. of Stalls	Current Ratio Stalls per School Population	Current Shortage at .18 Ratio (1)	Current Shortage at .23 Ratio	
SCCCD (4)	39587	7255	0.18			
FCC	22214	3197	0.13	802		
CCC	7579	1752	0.23	-388	-9	
MCC	3508	814	0.23	-183	-7	
RC	6286	1492	0.24	-361	-46	
(2) Orange Coast College	22,089	4,390	0.20			
(2) Santa Ana Community College	22,000	3,929	0.18			
(2) Santiago Canyon College	13,000	2,600	0.20			
(2) Cabrillo College	11,669	3,748	0.32			
(2) Citrus College 1-17-15	13,346	3,236	0.24			
(2) Foothill De Anza	36,299	9,058	0.25			
(2) Imperial Valley College	8,684	1,963	0.23			
(2) Laney College	10,850	950	0.09			
(2) Long Beach CC District Wide	25,823	6,902	0.27			
(2) Los Rios 8-23-17	74,011	18,979	0.26			
(2) Mt San Antonio College	37,864	8,907	0.24			
(2) Mt. San Jacinto	16,838	3,029	0.18			
(2) Palo Verde	4,032	457	0.11			
(2) San Bernardino CCD	13,396	4,461	0.33			
(2) San Diego CCD	71,936	7,890	0.11			
(2) San Mateo District Wide	24,133	7,032	0.29			
(2) South Orange County	40,759	7,130	0.17			
(2) Saddleback	25882	4,229	0.16			
(2) Santa Clarita CC	20,489	5,956	0.29			
(2) Santa Rosa	25,521	3,844	0.15			
(2) Siskiyou	3,345	813	0.24			
(2) West Valley Mission	14,657	5,560	0.38			
Average Ratio			0.23			
(1)	Source for Ratio .18 vehicles per Total School Population - Institute of Transportation Engineers https://www2.palomar.edu/pages/proprm/files/2016/03/Appendix-H-Parking-Memo.pdf					
(2)	Data provided by various Districts Via Listserv (Note: These number do not include staff and faculty which would effectively decrease the average ratio)					
(3)	https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx http://employeeedata.cccco.edu/headcount_by_college_18.pdf					
(4)	Excludes FCC/CTC and Oakhurst enrollment, also excludes off-campus classes and online students					
(5)	SCCCD Includes Faculty and Staff at each Campus for Total School Population - based on Spring 2019 enrollments					

Figure B-1



APPENDIX B PARKING AND TRAFFIC STUDY



Facility Master Plan Campus Parking Comparisons

Clovis CC Parking Demand Tuesday May 8, 2018											
		On Street	General	Meter	Resident	Staff	ADA	Motorcycle	Time Restricted	Visitor	Total
Total without On Street Parking		0	1505	15	0	180	46	4	2	0	1752
Total School Population	7579										
Unduplicated Head Count (UDHC) Spring 2019 (1)	6950										
Employee Head Count per CCC Chancellors Office	629										
Onsite Percent of Total		0%	85.9%	0.9%	0.0%	10.3%	2.6%	0.2%	0.1%	0.0%	
Total Parking Ratio (UDHC)		0.23									
Total General Parking Ratio (UDHC)		0.20									
Staff FTE / Ratio Staff to Student	308	6%									
No Parking study done in 2011/2012	2011 Total Stalls										1694
Fresno CC Demand Wednesday, September 5, 2018											
		On Street	General	Meter	Resident	Staff	ADA	Motorcycle	Time Restricted	Other Reserved	Total
Total without On Street Parking		0	2304	84	0	638	101	53	15	2	3197
Total School Population	22214										
Unduplicated Head Count (UDHC) Spring 2019 (1)	19213										
Employee Head Count per CCC Chancellors Office	3001										
Onsite Percent of Total		0%	72.1%	2.6%	0.0%	20.0%	3.2%	1.7%	0.5%	0.1%	
Total Parking Ratio (UDHC)		0.14									
Total General Parking Ratio (UDHC)		0.10									
Staff FTE / Ratio Staff to Student	1241	8%									
Parking Demand Wednesday March 30, 2011											
Unduplicated Head Count	22,699		2283	95	0	456	114			28	2976
Onsite Percent of Total			76.7%	3.2%	0.0%	15.3%	3.8%			0.9%	
Total Parking Ratio (UDHC)		0.13									
Total General Parking Ratio (UDHC)		0.10									

(1) Includes On-Campus students and Staff, excluding Off-site Classes and Online students

Figure B-2



APPENDIX B PARKING AND TRAFFIC STUDY



Facility Master Plan Campus Parking Comparisons

Madera CC Parking Demand Thursday May 3, 2018		On Street	General	Meter	Resident	Staff	ADA	Motorcycle	Time Restricted	Visitor	Total
Total without On Street Parking		0	727	6	0	42	17	8	14	0	814
Total School Population	3508										
Unduplicated Head Count (UDHC) Spring 2019 (1)	3179										
Employee Head Count per CCC Chancellors Office	329										
Onsite Percent of Total		0%	89.3%	0.7%	0.0%	5.2%	2.1%	1.0%	1.7%	0.0%	
Total Parking Ratio (UDHC)		0.23									
Total General Parking Ratio (UDHC)		0.21									
Staff FTE / Ratio Staff to Student	149	7%									
No Parking study done in 2011/2012	2011 Total Stalls										718
Reedley CC Parking Demand Thursday April 26, 2018		On Street	General	Meter	Resident	Staff	ADA	Motorcycle	Time Restricted	Visitor	Total
Total without On Street Parking		0	1117	36	67	210	52	3	0	1	1492
Total School Population	6286										
Unduplicated Head Count (UDHC) Spring 2019 (1)	5049										
Employee Head Count per CCC Chancellors Office	1237										
Onsite Percent of Total		0%	74.9%	2.4%	4.5%	14.1%	3.5%	0.2%	0.0%	0.1%	
Total Parking Ratio		0.30									
Total General Parking Ratio		0.22									
Staff FTE / Ratio Staff to Student	439	9%									
Parking Demand Thursday November 17, 2011			General	Meter	Resident	Staff	ADA	Other			Total
TOTAL			1167	39	14	231	44	33			1528
Unduplicated Head Count	6822										
Onsite Percent of Total			76.4%	2.6%	0.9%	15.1%	2.9%	2.2%			
Total Parking Ratio		0.22									
Total General Parking Ratio		0.17									

(1) Includes On-Campus students and Staff, excluding Off-site Classes and Online students

Figure B-3



APPENDIX B PARKING AND TRAFFIC STUDY

Facility Master Plan Campus Parking Survey Data

Districtwide Transit Survey

Drive Alone vs Other Modes

Students	FCC		Reed		Mad		Clovis	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
	2269		668		267		645	
Drive Alone	1943	85.5%	597	89.2%	237	88.8%	597	92.6%
Carpool	121	5.3%	35	5.2%	16	6.0%	23	3.6%
Dropped Off	101	4.4%	15	2.2%	6	2.2%	17	2.6%
Transit	56	2.5%	10	1.5%	4	1.5%	1	0.2%
Walk	22	1.0%	7	1.0%	0	0.0%	4	0.6%
Uber/Lyft/Taxi	8	0.4%	0	0.0%	1	0.4%	0	0.0%
Bike	7	0.3%	2	0.3%	1	0.4%	1	0.2%
Other	5	0.2%	1	0.1%	2	0.7%	2	0.3%
Park and Ride	5	0.2%	1	0.1%	0	0.0%	0	0.0%
Volt (Kerman)	1	0.0%	0	0.0%	0	0.0%	0	0.0%
	2269	100%	668	100%	267	100%	645	100%

Staff	FCC		Reed		Mad		Clovis	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
	456		145		59		127	
Drive Alone	409	89.7%	138	95.2%	58	98.3%	124	97.6%
Carpool	19	4.2%	1	0.7%	0	0.0%	2	1.6%
Dropped Off	7	1.5%	1	0.7%	1	1.7%	1	0.8%
Transit	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Walk	11	2.4%	2	1.4%	0	0.0%	0	0.0%
Uber/Lyft/Taxi	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bike	8	1.8%	2	1.4%	0	0.0%	0	0.0%
Other	2	0.4%	1	0.7%	0	0.0%	0	0.0%
Park and Ride	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Volt (Kerman)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	456	100%	145	100%	59	100%	127	100%

Figure B-4

11/5/19



APPENDIX B PARKING AND TRAFFIC STUDY



Facility Master Plan Campus Parking Survey Data

Districtwide Transit Survey

Drive Alone vs Other Modes

Student/Staff	FCC		Reedley		Madera		Clovis	
	2725		813		326		772	
Drive Alone	2352	86.3%	735	90.4%	295	90.5%	721	93.4%
Carpool	140	5.1%	36	4.4%	16	4.9%	25	3.2%
Dropped Off	108	4.0%	16	2.0%	7	2.1%	18	2.3%
Transit	56	2.1%	10	1.2%	4	1.2%	1	0.1%
Walk	33	1.2%	9	1.1%	0	0.0%	4	0.5%
Uber/Lyft/Taxi	8	0.3%	0	0.0%	1	0.3%	0	0.0%
Bike	15	0.6%	4	0.5%	1	0.3%	1	0.1%
Other	7	0.3%	2	0.2%	2	0.6%	2	0.3%
Park and Ride	5	0.2%	1	0.1%	0	0.0%	0	0.0%
Volt (Kerman)	1	0.0%	0	0.0%	0	0.0%	0	0.0%
	2725	100%	813	100%	326	100%	772	100%

Easy to find parking

Student/Staff	It is easy and convenient to find a parking space										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree		Total
FCC	88	3.5%	217	8.5%	356	14.0%	774	30.4%	1112	43.7%	2547
Reedley	37	4.9%	152	20.3%	156	20.9%	220	29.4%	183	24.5%	748
Madera	46	15.4%	102	34.1%	61	20.4%	57	19.1%	33	11.0%	299
Clovis	91	12.8%	247	34.6%	149	20.9%	154	21.6%	72	10.1%	713

Figure B-5