

SUBSTANTIVE CHANGE REPORT

**Name Change and Establishing an Additional Location Geographically Apart from the
Main Campus at which the Institution Offers at least 50% of an Educational Program**

Madera County Educational Center of Reedley College

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A. A concise description of the proposed change and the reasons for it:

1. A clear and concise description of the change:

This Substantive Change Proposal is to the Accrediting Commission for Community and Junior Colleges (ACCJC) for its approval to change the name of the Madera County Educational Center (MCEC) to the Madera Community College Center (MCCC) of Reedley College. This also serves as notification that we are and have been offering more than 50% of a program at the Center for over twenty years.

2. Evidence of a clear relationship to the institution's stated mission:

The mission of Reedley College is as follows:

*Reedley College, **including its centers and sites**, provides an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success. **We offer associate degree programs, career technical education, transfer level and basic skills courses.** We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population. (Bold added for emphasis.)*

As a center of Reedley College this mission is the mission of the Madera County Educational Center. MCEC faculty and staff took part in the development of this mission statement and are cognizant of this mission. The MCEC serves a similar diverse population, and offers courses and programs from the Reedley College curriculum.

Evidence: [[Reedley College President's Advisory Cabinet Organizational Chart](#)]

3. Discussion of the rationale for the change including but not limited to labor market analysis:

For many years the MCEC has been referred to as the Madera Center and the Madera Community College Center by the service community as well as in public documents, including those submitted to the ACCJC (self-studies, mid-term reports, etc.). To address this inconsistency the State Center Community College District (SCCCD) Board of Trustees approved the name change to the Madera Community College Center of Reedley College on March 1, 2016:

To be consistent with the California Community College naming system, the more appropriate name for the Madera campus would be Madera Community College Center of Reedley College. A "Community College" name would enhance the consistency within the state. It would also provide visibility of professional education on the campus and in

the community, highlighting the comprehensive work of our programs for current and potential students, professional partners, and advancement efforts.

During conversations with ACCJC regarding this name change, it was pointed out that a Substantive Change Report was never completed when the MCEC began offering more than 50% of a program. This has been the case for at least twenty years, when our current site was initially established. Furthermore, regular comprehensive reviews, self-studies, accreditation team visits, and team reports of Reedley College accepted the practice of offering more than 50% of programs at the Center without question. Several documents, including the 1993 planning document, *SCCCD Proposal for a New Educational Center – The Madera County Educational Center*, and subsequent educational master plans, strategic plans, accreditation self-studies, etc., have documented the need for programs to be offered in Madera based on labor market needs and data. The need has been further illustrated by the steady growth of enrollment at the center. During the 2015-2016 academic year, the Center had enrollment of 1,746 FTES, well above pre-recession levels.

[Evidence: [SCCCD Proposal for a New Educational Center](#)]

C. A description of the planning process which led to the request for the change, including:

1. The change’s relationship to the institution’s planning, evaluation, and stated mission:

The name change does not impact the relationship to the institution’s planning, evaluation, and stated mission.

Offering more than 50% of programs is in line with the Reedley College mission as noted in Section A2 above. Regarding planning and evaluation, the Center is an integral part of the College and all planning and evaluation processes are consistent across all sites for the College as has been noted in previously submitted self-study reports.

2. The assessment of needs and resources which has taken place:

The need for the name change is stated in the aforementioned SCCC Board of Trustees name change resolution (March 1, 2016).

The initial assessment of needs and resources was thoroughly performed in the 1993 SCCC planning document *SCCCD Proposal for a New Educational Center – The Madera County Educational Center*.

3. The anticipated effect of the proposed change on the institution:

The effect of the name change is efficiency and effectiveness of communication throughout the district and within the community including the Center's feeder high schools.

The effect of offering more than 50% of a program is increased access to higher education.

4. A clear statement of the intended benefits that will result from the change:

The name change will add consistency and clarity for students and community.

Offering degrees, certificates, and transfer opportunities to students of this community allows immediate and convenient access to higher education to an area of California that is on the lower end of the socio-economic scale. If the MCEC were not here, students would have to travel approximately twenty miles to get to another public post-secondary educational institution for face-to-face instruction. This would not be possible for many of our students and they would be barred from further educational opportunities.

5. A description of the preparation and planning process for the change, i.e., when will the change go into effect:

The name has been in practice for many years. The official name change has been thoroughly vetted among campus and community constituencies and was ultimately adopted by the SCCC Board of Trustees on March 1, 2016.

In 1993 a thorough analysis was performed regarding the post-secondary needs of the Madera community in the document *SCCCD Proposal for a New Educational Center – The Madera County Educational Center*. Over 50% of a program was offered at the Center when it moved to its current site. Subsequent planning documents have justified the expansion of the number of programs offered at the Center.

[Evidence: [2015-2025 Educational Master Plan](#)]

[Evidence: [SCCCD Proposal for a New Educational Center](#)]

D. Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:

1. Adequate and accessible student support services: enumerate services as detailed as possible; provide non-password required electronic links where available:

The MCEC provides adequate and accessible student support services. The College assures that resources and services are equitable and consistent across all locations. Accordingly, the MCEC has a full array of student support services including admissions and records, assessment, CalWORKs, Extended Opportunity Programs and Services (EOPS), counseling, student activities, financial aid, tutoring, Disability Support Programs & Services (DSP&S), bookstore, health services, food services, psychological services, library services, and college relations. Furthermore, ACCJC site visits to the MCEC regularly yielded positive evaluations.

[Evidence: [RC Strategic Plan Strategic \(Goal 5.2\)](#)]

[Evidence: [Reedley College Comprehensive Evaluation Report 12-4-11](#)]

2. Sufficient and qualified faculty, management, and support staffing:

As stated above, Reedley College provides equitable resources across all locations. Currently there are 35 full-time instructional faculty, 6 full-time counselors, 85 part-time instructional faculty, 7 part-time counselors, 3 managers, and 29 support staff at the Madera County Educational Center. To ensure sufficient and qualified faculty, management, and support staffing, the MCEC adheres to the procedures outlined in SCCC AR 7120, AR 7121, and AR 7220. These may be accessed through the following link: [Board of Trustees Administrative Regulations](#)

3. Professional development for faculty and staff to effect and sustain the change:

Faculty and staff at MCEC engage (and are encouraged to engage) in various forms of professional development, including (though not limited to) Flex Day activities on campus prior to the first week of instruction and conferences supported through staff development funding allocated to the campus as well as categorical funding.

4. Appropriate equipment and facilities, including adequate control over any off-campus site:

The Madera County Educational Center leverages flexible technology to meet the ever-changing needs of students in the varied educational environments. There are 7 large room (32+ seat) permanent stationary computer lab rooms and 7 (30+ seat) permanent mobile laptop computer labs with charging carts. Additionally there are 7 smaller (\pm 8 seat) purpose-specific computer labs for use with different programs and environments. Each full time employee has a computer assigned to him/her to perform his/her professional duties. Adjunct faculty have access to the instructional resource center where computers, printers, disc copiers, laptops and other technology used for educational preparation are available for use/checkout.

In addition to the open use and scheduled use of computer labs each, classroom on the campus has a projector and screen and either a permanent installed desktop computer or connection setup for laptops. On campus there are three distance learning, telepresence-enabled classrooms and three telepresence-enabled conference rooms to facilitate meetings and classroom environments across several campuses.

5. Sustainable fiscal resources, including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution’s budget:

Funds are allocated to Reedley College by the district through a model that takes into account a base allocation, fixed costs, salary adjustments, and districtwide initiatives. Through a needs-based resource allocation process, discretionary funds are allocated to the MCEC above fixed salary costs. Positions have been added and funds supporting the center have increased as the enrollment at the site has increased. The 2014-15 budget was \$9,832,604. This 2015-16 year the budget was \$11,593,326, an increase of 18%.

[Evidence: [DBRACCC Model](#)]

[Evidence: [RC Budget Committee Operating Agreement](#)]

[Evidence: [RC Budget Committee Meeting Materials](#)]

6. A comparative analysis of the budget, enrollment, and resources; identify new or reallocated funds

Comparative budget information is as follows:

	Unrestricted Budget	Restricted Budget	Total Budget
2011-2012	\$5,566,434.00	\$1,864,360.00	\$7,430,794.00
2012-2013	\$5,630,829.00	\$1,961,644.00	\$7,592,473.00
2013-2014	\$6,409,609.00	\$2,153,355.00	\$8,562,964.00
2014-2015	\$7,364,352.00	\$2,468,252.00	\$9,832,604.00
2015-2016	\$8,048,392.00	\$3,544,934.00	\$11,593,326.00

Comparative enrollment information is as follows:

Headcount Unduplicated (one student count for the academic year)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
MCEC	4007	3853	3754	4146	4251

FTES by Academic Year

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
MCEC	1695.46	1581.29	1558.66	1721.11	1746.13

From this information it is clear that there are sufficient resources and enrollments to support the changes proposed as well as sustain the Center.

7. A plan for monitoring achievement of the desired outcomes of the proposed change

The desired outcome of the name change is to promote clarity and consistency in both internal and external communications. To promote and monitor this outcome, college employees across all locations will be made aware of the change and asked to ensure its usage.

The desired outcome of offering expanded programs is to increase post-secondary educational access and opportunity to students in the Madera community. The achievement of this outcome is evidenced by the number of residents pursuing and completing the various programs offered at the MCEC.

8. Evaluation and assessment of student learning outcomes, achievement, retention, and completion

Student Learning Outcome (SLO) data at the course and program level is reported systematically and analyzed through the program review process. Aggregated success indicators, including success, retention, and completion is also analyzed within the program review report. Analysis and subsequent action plans based on this data is vetted through the Program Review Committee and determines budget allocation. The Accreditation & Institutional Effectiveness Committee reviews Institutional Set Standards and Student Achievement Data as well monitors Institutional Effectiveness Program Initiative (IEPI) indicators.

[Evidence: [Program Review Cycle Four Handbook](#)]

[Evidence: [Accreditation & Institutional Effectiveness COA](#)]

E. Evidence that the institution has received all necessary internal or external approvals, including:

1. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained.

The name change has been thoroughly vetted by all campus constituencies and the Madera community. As previously stated, on March 1, 2016, the State Center Community College District Board of Trustees approved the name change of the Madera County Educational Center to the Madera Community College Center of Reedley College.

Regarding offering more than 50% of a program, courses and resulting programs have been reviewed and approved by faculty, administration and the SCCCDC Board of Trustees as required under the Reedley College curriculum review process. All courses and programs have been approved by the Chancellor's Office for California Community Colleges as required by statute and regulation. All licensing programs, e.g. the LVN and RN programs, have been evaluated by appropriate boards and commissions.

2. Legal requirements have been met

As mentioned previously, the elected SCCCDC Board of Trustees fulfilled their legal obligation to review and approve the name change, the establishment of courses and programs, and submit these items to the State Chancellor's Office.

3. Governing board action to approve the change and any budget detail supporting the change.

The SCCCDC governing Board approved the name change on March 1, 2016.

Budget detail for the MCEC has been provided in D.6 above.

F. Evidence that each Eligibility Requirement (ERs) will be fulfilled specifically related to the change

1. Authority

The Madera County Educational Center was established as a center of Reedley College (formerly Kings River Community College) in 1989. The College was founded in 1926 and became part of the State Center Community College District (SCCCDC) in 1963. Reedley College is authorized by the California Education Code and the California Community Colleges Chancellor's Office under the jurisdiction of the Board of

Governors to operate as an educational institution and to award degrees. Reedley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

2. Operational Status

The MCEC is an extension of Reedley College with students actively pursuing AA and AS degree programs, transfer requirements, and certificate programs. A course schedule of classes is published twice a year on paper and online.

[Evidence: [Summer and Fall 2016 Reedley College Schedule of Courses](#)]

[Evidence: [Reedley College 2015-2016 Catalog](#)]

3. Degrees

In compliance with Title 5 and the Course and Program Approval Handbook published by the California Community Colleges Chancellor's Office, educational programs by definition are an organized sequence of courses leading to a defined objective: a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. The Reedley College catalog, which governs the MCEC, lists all requirements for AA degrees, AS degrees, AD-T degrees, certificates, as well as course descriptions for all credit classes.

[Evidence: [Reedley College 2015-2016 Catalog](#)]

4. Chief Executive Officer

SCCCD Administrative Regulation 7220 identifies the role of the Board of Trustees in hiring all administrators including presidents. District Board Policy 2430 delegates the responsibility for day-to-day operations to the chancellor and subsequent administrative regulations outline the delegation of authority from the chancellor to the college presidents (e.g., AR 2410, AR 2510, AR 3200). The Reedley College president is the president of the MCEC. District Board Policy 2010 states, "An employee of the district may not be sworn into office as an elected or appointed member of the governing board unless he or she resigns as an employee."

[Evidence: [Board Policy BP 3420](#), [Board Policy BP 7100](#), [AR 7220](#), [BP 2430](#), [AR 2410](#), [AR 2510](#), [AR 3200](#), [BP 2010](#), [Reedley College President's Advisory Cabinet Organizational Chart](#)]

5. Financial Accountability

The SCCC financial accountability is validated by external financial audits performed on an annual basis. The annual audit includes the student financial aid program as well as other district-wide programs. SCCC audits follow the Governmental Accounting Standards Board requirements and the last several audits received an unqualified opinion. The district has no annual or cumulative operative deficit.

[Evidence: [Financial Audit Report 2014-2015](#)]

6. **Mission**

The College's mission statement is as follows:

Reedley College, including its centers and sites, provides an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success. We offer associate degree programs, career technical education, transfer level and basic skills courses. We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population.

This mission statement was created using input from all campus constituent groups, the district, and the local communities served by the college, center(s), and site(s).

[Evidence: [Reedley College 2015-2016 Catalog](#)]

[Evidence: [Madera Community College Center of Reedley College Website](#)]

[Evidence: [2012-2013 Strategic Planning Charrette](#)]

7. **Governing Board**

The SCCCD Board of Trustees is composed of seven public members who are elected by region on alternating years for a term of four years. The Board of Trustees is responsible for the quality of the college's educational programs and services. The Board of Trustees makes decisions pertaining to educational programs, financial health and stability, and the college's integrity. The Board of Trustees is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. Board of Trustees members submit conflict of interest forms annually.

[Evidence: [BP 2010](#), [BP 2012](#), [BP 2710](#), [AR 2710](#)]

8. **Administrative Capacity**

Reedley College has an administrative structure established to meet the institution's purpose, size and complexity. All administrators are selected using district hiring guidelines and must meet the minimum education and experience qualifications that appear in the job descriptions. Administrative officers are qualified by training and experience to perform their administrative duties. The Madera and Oakhurst vice president reports directly to the Reedley College president. This position, as well as the three vice presidents of Reedley College, form the senior leadership team of the college and make up the President's Cabinet.

The MCEC has a vice president, a dean of instruction, and a dean of student services who administer both the MCEC and the Oakhurst site (the Eastern Madera County Educational Center).

[Evidence: [BP 3420](#), [BP 7100](#), [AR 7220](#)]

[Evidence: [Reedley College President's Advisory Cabinet Organizational Chart](#)]

9. Educational Programs

Reedley College's degree programs are congruent with our mission and the mission of the California community colleges. All degree and certificate programs are described in the college catalog and maintain appropriate levels of quality and rigor. All of the degree and certificate programs meet state guidelines. All degree and certificate programs are of sufficient content and length and maintain appropriate levels of quality and rigor. Learning outcomes have been identified for all of the college's courses and programs. These are regularly assessed and analyzed by discipline faculty, and actions are taken to continuously improve student success.

[Evidence: [Reedley College Institutional Learning Outcomes](#)]

[Evidence: [Reedley College 2015-2016 Catalog](#)]

[Evidence: [ILO/SLO Mapping Grids by Program](#)]

[Evidence: [Program Degrees and Certificate Learning Outcomes](#)]

10. Academic Credit

MCEC, through Reedley College, awards academic credits according to Title 5 of the California Code of Regulations and Title 3 Division 7 of the California Education Code. Students earn academic credit upon successful completion of a course. Credit is awarded as a fixed number of units established relative to the duration of each class meeting and the number of weeks in the semester.

[Evidence: [2015-16 Reedley College Catalog](#)]

[Evidence: [Curriculum Website](#)]

11. Student Learning and Student Achievement

Instructors establish Student Learning Outcomes (SLO) for courses within their disciplines which are approved by the Reedley College Curriculum Committee. These are stated on the Course Outlines of Record and are available through the Reedley College CurricuNet website (<http://www.curricunet.com/reedley/>).

MCEC offers various modalities for its classes, including face-to-face, online, hybrid (face-to-face and online components), and distance learning. Both the student learning outcomes coordinator and the director of institutional research, planning and, evaluation for Reedley College work with faculty to collect and/or review data for improved student success.

[Evidence: [RC Student Learning Outcomes and Assessment](#)]

12. General Education

MCEC of Reedley College defines and incorporates a substantial component of general education into all of its degree programs. This is designed to ensure breadth of knowledge and to promote intellectual inquiry. General education requirements include

natural sciences, social and behavioral sciences, humanities, communication, demonstration of writing competency, and computational skills. MCEC actively ensures its general education courses allow students to achieve comprehensive learning outcomes in the degree program.

[Evidence: [2015-16 Reedley College Catalog](#)]

[Evidence: [Curriculum Website](#)]

13. Academic Freedom

MCEC of Reedley College, as part of the SCCC, has formal statements regarding academic freedom which address this Eligibility Requirement. More specifically, these statements are found in SCCC BP 4030 and AR 4030.

[Evidence: [BP 4030](#), [AR 4030](#)]

14. Faculty

All faculty employed at MCEC of Reedley College meet or exceed minimum qualifications for their disciplines. The number of faculty is also sufficient in size for the campus, and its members possess the experience to support all institutional educational programs. Hiring procedures for full-time faculty align with AR 7120 whereas hiring procedures for part-time faculty align with AR 7121.

Duties of full-time and part-time faculty are primarily outlined in faculty contracts. Supplemental expectations are listed in AR 7122.

[Evidence: [AR 7120](#), [AR 7121](#), [AR 7122](#)]

15. Student Support Services

Reedley College's comprehensive student services and development programs are consistent with the institutional mission and support the needs of the students in the college's service area.

The College ensures that comparable and equitable services are provided across locations. The MCEC provides a complete array of services to students including admissions and records, assessment, CalWORKs, Extended Opportunity Programs and Services (EOPS), counseling, student activities, financial aid, tutoring, Disability Support Programs & Services (DSP&S), bookstore, health services, food services, psychological services, library services, and college relations.

16. Admissions

Admissions policies are developed by the State Center Community College District. These policies are clearly outlined in the Reedley College Catalog. The MCEC adheres to these policies as a center under Reedley College. The policies indicate that admission is open to anyone (subject to residency requirements) who is at least 18 years old or has a high school diploma or the equivalent (such as the California High School Proficiency Examination).

Students are required to submit an admissions application online via CCCApply. Students also submit transcripts of any high school or college work completed and GED or high school proficiency exam results if applicable.

The admissions and records function is a centralized district function that is overseen by the associate vice chancellor: admissions, records, enrollment management, and information systems. The MCEC admissions and records office personnel is comprised of one student services specialist who is the lead admissions person for the daily operation of the admissions functions, one office assistant III staff person, and student aides. The student services specialist reports to the admissions and records manager who oversees all student services functions and works closely with the associate vice chancellor: admissions, records, enrollment management, and information systems to coordinate all admissions and records functions.

[Evidence: [CCC Apply Website](#)]

17. Information and Learning Support Services

The combined library and learning support resources of the MCEC are currently adequate to support student learning needs. Through intra-district loans, MCEC students have access to approximately 125,000 circulating print resources among the four State Center Community College District libraries. Requests can be made on any computer with internet access and materials are delivered within one to two days. E-book collections of 50,000 fiction, non-fiction, and reference titles also enhance access to full-text comprehensive resources for students on and off campus.

In addition to the above districtwide resources, students at the MCEC have direct access to over 9,000 physical books, periodicals, magazine and other media at the library located on campus.

[Evidence: [Library Online Research Databases](#)]

18. Financial Resources

The funding model for the State Center Community College District (SCCCD) comes through a number of allocations, including general unrestricted and restricted funding sources. The District Budget and Resource Allocation Advisory Committee evaluates annual allocations to the colleges which include a base allocation, salary adjustments, fixed cost adjustments, and district wide initiatives. The MCEC receives its operational

resources from the college allocation that provides for base fixed salary costs and discretionary resources based on need. Funding for discretionary needs, such as supplies and equipment, is allocated to departments and programs through an integrated planning process where resource requests are justified and linked to strategic initiative goals, mission and vision. The Reedley College Budget Committee collects these requests, consolidates the worksheets and evaluates the requests, making a recommendation to President's Cabinet and the president who ultimately approves the requests. The MCEC budget is sufficient to support student learning programs and services at the MCEC, thereby ensuring institutional effectiveness and financial stability.

The MCEC is also supported by community donations for student scholarships through the district's Foundation. In addition, the Center has several grants to provide additional student support such as two California Career Pathways Trust grants, a California Apprenticeship Initiative Grant, and a Student Support Services (SSS) grant.

[Evidence: [Final Budget 2015-2016](#)]

[Evidence: [DBRACCC Model](#)]

[Evidence: [RC Budget Committee Operating Agreement](#)]

[Evidence: [RC Budget Committee Meeting Materials](#)]

19. Institutional Planning and Evaluation

Reedley College including its center and site has a planning process for academic and classified personnel, learning resources including technology, facilities, financial development, as well as procedures for curriculum development, program review and strategic planning. Reedley College publicizes how well the college is accomplishing its purposes in an annual report. Reedley College assesses progress toward achieving stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, planning, resources allocation, implementation and reevaluation.

[Evidence: [2013-2017 Reedley College Strategic Plan](#)]

[Evidence: [Reedley College Annual Report](#)]

20. Integrity in Communication with the Public

MCEC information is published in the Reedley College catalog and in other appropriate forms such as the college website, brochures, campus fliers, bulletin boards, the MOR Newsletter, etc. Accurate and current information that describes the college's mission, purposes and objectives, admission requirements, procedures, fees and other financial information, course, program, and degree offerings, rules and regulations directly affecting students, complaint and grievance policies and procedures, names and academic credentials of administrators and faculty, and other information related to attending the college are in the catalog. The catalog is available on the website <http://www.reedleycollege.edu/index.aspx?page=1895> and any revisions to the catalog are noted. The catalog includes all the required information and is updated regularly. In

addition, a director of marketing and communications officer is assigned to support the marketing and media advertising for MCEC.

[Evidence: [Reedley College Catalog 2015-2016](#)]

21. Integrity in Relations with the Accrediting Commission

The SCCC Board of Trustees provides assurance that Reedley College and its center and site adhere to the Eligibility Requirements and accreditation standards and policies of the Commission. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accreditation status and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

[Evidence: [Reedley College Accreditation Webpage](#)]

G. Evidence that each Accreditation Standard will be fulfilled specifically related to the change and that all relevant Commission policies are addressed

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

Standard 1A. Mission

The Reedley College Mission Statement is posted on the campus website and is widely available elsewhere. It is as follows:

Reedley College, including its center and site, provides an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success. We offer associate degree programs, career technical education, transfer level and basic skills courses. We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population.

This mission statement was created using input from all campus constituent groups, the district, and the local communities served by the college, center, and site. The College and its center and site regularly assess success and completion in our pursuit of our mission. The programs and services offered focus on assisting students with the attainment of their educational goals.

[Evidence: [2011 Reedley College Accreditation Self-Study](#)]

Standard 1B. Assuring Academic Quality and Institutional Effectiveness

Reedley College, including its center and site, is committed to an ongoing process to improve student learning and institutional processes. The College engages in sustained, substantive, and collegial dialog about student outcomes and continuous improvement of student learning and achievement through numerous avenues and events such as:

department and discipline meetings, Student Learning Outcome (SLO), Program Learning Outcome (PLO), and Institutional Learning Outcomes (ILO) summits and assessment retreats, Program Review Summary Reports, broad-based communications at the Student Learning Outcomes Committee, disaggregated Institutional Learning Outcomes reports; workshops and discussions on quantitative and qualitative measures of student success, Program Review discussions, analysis of disaggregated data, validations, and campus reports, an annual review of institution-set standards, annual reports on their units' performance by each dean and vice president, an annual report to the SCCC Board of Trustees regarding the College's performance on the student achievement outcome measures, the annual College Center Council review of Strategic Master Plan performance measures, and Curriculum Committee discussions on the inclusion of meaningful SLOs in the development or revision of course outlines.

I.C. Institutional Integrity

Reedley College takes steps to ensure that information about the college, its center and site, its programs, its courses, academic quality, and all other information is accurate and complete.

The current mission statement, SLO's, PLO's and ILO's are published on the College website, schedule of classes, and catalog. A comprehensive list of learning outcomes (ILOs, PLOs, SLOs) is also available on the college website. Student Learning Outcomes are included in all syllabi and Course Outlines of Record. The college website as well as the State Chancellor's scorecard provide accurate and current information on student achievement. Faculty and departmental websites are updated on a regular basis. The College catalog and schedule of classes provide accurate information on course offerings, educational programs, distance education courses and student support services. The College's accreditation status is accurately listed in the College catalog and the College website.

The College catalog, schedule of classes, and Distance Education website are reviewed to ensure that information on course offerings and educational programs are accurate. The Office of Instruction overseeing curriculum regularly reviews the College catalog and schedule of classes for accuracy.

Standard II: Student Learning Programs and Support Services

Standard IIA. Instructional Programs

MCEC of Reedley College offers instructional programs that align with the rigors of higher education and in modalities ranging from face-to-face, online, hybrid (face-to-face and online), and distance learning. Full-time and part-time faculty collect data in conjunction with their counterparts at the Reedley campus then meet as a department to

evaluate student learning outcomes and to develop strategies to improve student success. Instructors ensure that their grading criteria follow the Reedley College Course Outlines of Record by including learning outcomes on course syllabi.

Through curriculum development, involvement in committees, and participation in appropriate conferences, instructors ensure that basic skills course offerings prepare students for transfer-level courses in their respective disciplines. Additionally, instructors will offer (or are working towards offering) pathways that follow traditional and accelerated models. Faculty are encouraged to apply for professional development geared towards acceleration with the goal of shortening the remediation process for students.

The faculty at MCEC is committed to ensuring timely completion of certificate and degree programs by working a rotation of courses offered in mornings, afternoons, evenings, and weekends. Instructors also follow procedures pertaining to the recording and submission of grades and attendance rosters to ensure accuracy of the units that students earn.

Departments and committees discuss institutional learning outcomes and program learning outcomes throughout the academic year. Instructors continuously discuss the current trends within their programs and vocations so student learning outcomes within their courses align with expectations for institutions of higher education. In addition to revising Course Outlines of Record and restructuring course sequences, this may entail discontinuing courses of low demand and outdated curriculum.

[Evidence: [2011 Reedley College Accreditation Self-Study](#)]

Standard IIB. Library and Learning Support Services

The MCEC has a library, learning center, and an open computer lab. The Center's library contains over 9,000 items, including books, DVDs, and audiobooks along with 19 periodical subscriptions, 61 laptops with Internet access, a computer lab with 42 computers, and Wi-Fi for laptops and mobile devices.

Students have access to color printing and copying, three-week checkout for TI-83 and TI-84 graphic calculators, and inter-district loan request items from other libraries within State Center Community College District.

Standard IIC. Student Support Services

MCEC provides the full range of student support services as tools to attain various components of our mission, including student access, student learning, and student completion. The Reedley College Catalog contains a comprehensive list of support services and programs. The MCEC website provides access to essential information related to support services, including locations, phone numbers, and hours of operation.

Additionally, student support services programs distribute brochures and other written materials specific to their programs. The matriculation/student support and success program at MCEC provides a comprehensive assessment of students' needs, including the application for admission, orientation, assessment, financial assistance, academic counseling/student educational planning, registration, and follow-up activities.

[Evidence: [Student Support Services Webpage](#)]

Standard III: Resources

Standard IIIA. Human Resources

MCEC of Reedley College is committed to the efforts of the State Center Community College District in hiring the best qualified faculty and staff available. This includes following district hiring processes and providing training to all employees who serve on hiring committees. Job descriptions are promoted on the State Center Community College District website and in nationwide resources to expand the applicant pool. In addition to minimum qualifications required for open positions, job descriptions entail desirable qualifications and duties.

All employees are evaluated on a regular basis in alignment with board policy and contractual requirements. All staff uphold written codes of professional ethics as outlined in board policy. Full- and part-time certificated contracts include professional responsibilities to maintain ethical standards in accordance with the American Association of University Professors.

The MCEC of Reedley College is committed to exploring strategies to increase the diversity of the applicant pool and ultimately hiring a workforce reflecting the student population and communities we serve.

[Evidence: [2011 Reedley College Accreditation Self-Study](#)]

Standard IIIB. Physical Resources

Reedley College ensures that students at all sites have access to safe, secure and adequate physical resources to support the mission of the College, student learning, and institutional effectiveness.

Reedley College occupies 410.8 acres. A 110.8-acre portion of the site consists of 409,976 square feet of building space, made up of 71 buildings ranging in age from 1 to 60 years old. There are comprehensive athletic facilities including a gymnasium, tennis courts, all-weather track, baseball and softball fields, weight rooms, and men's and women's locker rooms. The site also has a 300-acre college farm laboratory along the Kings River. The buildings on the Reedley Campus include multiple classroom units, 15 computer labs, a library/learning resource center, an aviation hanger with two classrooms, automotive lab, welding lab, machine tool technology lab, three greenhouses, two administration buildings, a cafeteria, student center, child development

lab, dental assisting lab, bookstore, student services building, and a student residence hall. Some programs are housed in modular buildings. A [map of the campus](#) can be found on the Reedley College website.

The Madera County Educational Center (Madera campus) has a permanent, 26,000-square-foot education and administrative building and a utility/maintenance facility which were completed in 2000. The next phase, the Academic Village, was completed in January 2004 and included 50,000 square feet of space housing academic classrooms and offices, laboratory space for biology, physical science, chemistry, computer studies, business, and art, and a licensed vocational nursing program. The project also provided funding to retrofit the educational/administrative building to house the library, student services, and administrative offices. Construction of the Center for Advanced Manufacturing (CAM) Lab was completed in fall 2009 and funded by Measure E. A [map of the campus](#) can be found on the Center's website. The MCEC also administers and conducts classes at Kerman High School.

The Eastern Madera County Educational Center (Oakhurst site) is a 2.73 acre campus operated in nine relocatable classrooms. The State Center Community College District initially leased the property in 1996 and purchased the property in 1999, further indicating a commitment by the District to meet the area's higher educational needs. Included within the site is a distance learning classroom, a science lab, a computer classroom, an open computer lab, and a student success center, all arranged in a small campus setting. The Educational Master Plan calls for expansion of current facilities which will allow for additional parking as well as double the current facility's square footage in future years. A [map of the campus](#) can be found on the sites' website.

The voters in the SCCCDC service area recently passed a 485 million dollar bond which will allow the Center to dramatically expand facilities for classrooms, labs, and a manufacturing shop.

Standard III.C. Technological Resources

MCEC as a part of Reedley College is committed to meeting the technology needs of students, faculty and staff. The College has completed many technology related projects to support student learning such as: increased wireless availability on campus, stabilization of the network, and implementation of a successful student email system. The main campus has numerous instructional computer labs, open computer labs, and distance learning rooms equipped for video conferencing. Faculty computing needs are fully met.

At the MCEC there are 7 large room (32+ seat) permanent stationary computer lab rooms and 7 (30+ seat) permanent mobile laptop computer labs with charging carts. Additionally there are 7 smaller (\pm 8 seat) purpose specific computer labs for use with different programs and environments. To support staff and faculty, each full time and split campus faculty member has a laptop assigned to their position. Each staff/classified

support staff has a laptop or desktop computer assigned to their position or work station as needed. Adjunct faculty have access to the instructional resource center where computers, printers, disc copiers, laptops and other technology used for educational preparation are available for use/checkout. Furthermore, in addition to the open use and scheduled use of computer labs, each classroom on the campus has a projector and screen and either a permanent installed desktop computer or connection setup for laptops. On campus there are three distance learning, telepresence enabled classrooms and three telepresence enabled conference rooms to facilitate meetings and classroom environments across several campuses.

Standard IIID. Financial Resources

Reedley College, including its centers and sites, has always been financially stable. The College's resources are sufficient to support student learning programs and services, as well as institutional effectiveness at all locations. The District and College have maintained sufficient reserves to meet all obligations even in the event of unforeseen circumstances. The college operates with an annual budget of \$54.6 million. The MCEC's annual budget is more than \$11.5 million.

STANDARD IV: Leadership and Governance

Standard IV A. Decision-Making Roles and Processes

The College Council, College Center Council, Academic Senate, Madera-Oakhurst Faculty Association, and Department Chairs/Division Representatives all contribute to the ongoing pursuit of institutional excellence.

[Evidence: [College Council Blackboard Site](#), [College Center Council Blackboard Site](#), [RC Academic Senate Blackboard Site](#), [Department Chairs'/Division Reps Blackboard Site](#)]

Reedley College utilizes a Participatory Governance Handbook, which is based in various aspects of California Education Code, California's Code of Regulations, and local policies and regulations (e.g., SCCC AR 2510), that defines the roles of the various constituencies in our local decision making processes. The procedures and structures outlined in this handbook allow all constituencies, including students, opportunities for appropriate participation in our institutional decision-making processes (e.g., seats on governance committees reserved for ASG appointees). This handbook also outlines the procedures that allow constituent representative organizations to bring forward ideas for institutional improvement.

[Evidence: [AR 2510](#)]

[Evidence: [Participatory Governance Handbook](#)]

[Evidence: [College Council Meeting Minutes](#)]

[Evidence: [2011 Reedley College Accreditation Self-Study](#)]

Standard IV.B. Chief Executive Officer

The chief executive officer of Reedley College, including its centers and sites, is Dr. Sandra Caldwell. As indicated in the college's Participatory Governance Handbook, all college committees report—to one degree or another—to the College Council, which in turn makes recommendations to the college president. The recommendations pertain to institutional planning, institutional organization, budgeting issues, and overall assessment of institutional effectiveness. To illustrate, during Dr. Caldwell's tenure as college president, a standing Accreditation and Institutional Effectiveness committee has been formed. One of the charges to this committee is to shepherd the process of developing institution-set standards and make recommendations to the College Council in this area, which in turn makes recommendations to the president

[Evidence: [College Council Meeting Minutes](#)]

[Evidence: [Accreditation and Institutional Effectiveness meeting notes](#)]

Organizationally, the Reedley College administrative structure—which includes the MCEC and the Oakhurst campus (Eastern Madera County Educational Center)—exists under the Office of the President. This includes not only the four vice presidents of the college, but also the director of institutional research and planning.

[Evidence: [Reedley College President's Advisory Cabinet Organizational Chart](#)]

[Evidence: [Director of Institutional Research Job Announcement](#)]

The president, as guided by district board policy and administrative regulations, oversees the implementation of all levels of policy. It is the responsibility of the Office of the President, as agents of the district chancellor, to ensure that all decisions impacting the college are consistent with pertinent sections of California's Education Code, California's Code of Regulations, and the State Center Community College District's (SCCCD) board policy and administrative regulations. To provide direction in formulating and maintaining practices that are consistent with both board policy and the institution's mission, the president refers to the college's strategic plan, which serves as a blueprint for planning, decision-making, and resource allocation. Movement toward institutional goals is then assured through the governance structure, as well as college-level, district-level, and state-level reporting requirements. The governance and planning structures allow for dialogue among members of the college community and reaffirm that institutional practices conform to the respective mission and core values statements.

Standard IV.C. Governing Board

Reedley College, including the MCEC and the Oakhurst campus (Eastern Madera County Educational Center), operate under the auspices of an elected governing board which is the ultimate decision-making body in the establishment of policies regarding educational quality, integrity, effectiveness, and financial stability. The role of the Board

of Trustees in such matters is established through the collective roles and responsibilities articulated in Board Policy 2012. Furthermore, the role of the Board in the accreditation process is outlined in Board Policy 3200 and Administrative Regulation 3200. All policies and regulations are published and publicly available through the district website. In most instances, SCCCD board policies and administrative regulations provide for the governance of the district, and in complying with these prescriptions, the board ultimately acts as a whole.

The district's governing board has established policies and regulations which govern the process for selecting and evaluating college-level and district level CEOs in SCCCD. Specifically, Board Policies 2431, 3420, 7100 and 7120, in conjunction with Administrative Regulations 3420, 7220, and 7223. Processes for the evaluation of these positions are outlined in Board Policies 2435 and 7125 as well as Administrative Regulation 7125. In the course of hiring a new chancellor and two new college presidents for the 2016-17 academic year, all of these policies and regulations were used to guide the respective processes. Once hired, the chancellor is granted the "executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" under Board Policy 2430. This same policy gives the chancellor the ability to delegate authority to other administrators, including college presidents.

Policies and regulations have been enacted in SCCCD that address issues of trustee development, trustee ethics, and board evaluation. Board Policy 2740 expresses the commitment to board education and development. BP 2715 as well as Administrative Regulations 2710 and 2712 address issues of trustee ethics, and BP 2745 establishes the process for board self-evaluation.

[Evidence: [BP 2012](#), [BP 3200](#), [AR 3200](#), [BP 2431](#), [BP 3420](#), [BP 7100](#), [BP 7120](#), [AR 3420](#), [AR 7220](#), [AR 7223](#), [BP 2435](#), [BP 7125](#), [BP 2430](#), [BP 2740](#), [BP 2715](#), [AR 2710](#), [AR 2712](#), [BP 2745](#)]

Standard IV.D. Multi-College Districts or Systems

As noted in the previous section, Board Policy 2430 generally provides the chancellor the ability to define the roles, authority, and responsibilities of administrators throughout the district. More specifically, Administrative Regulation 6100 delegates fiscal management authority to the vice chancellor for finance and administration and AR 7110 delegates authority in the area of human resources to the associate vice chancellor for Human Resources.

Under Board Policy 3100, "The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District." To this end, the State Center Community College District Human Resources Staffing Plan Organizational Chart (most recently revised May 19, 2016) is available through the district web site.

Resource allocation, both fiscal and human, is addressed through a collection of policies, regulations, models, and plans. Financial allocations are generally guided by Board Policy 6200 and Administrative Regulation 6200. More specifically, these decisions are made through the use of a district Resource Allocation Model as well as local budget allocation processes. Human resources decisions are made through the new district Human Resources Staffing Plan in conjunction with the college staffing plan. All of these decisions are ultimately guided by the district and college strategic plans. All district and college plans are linked to ensure the pursuit of common goals and the employment of common strategies to achieve these goals.

[Evidence: [BP 2430](#), [AR 6100](#), [AR 7110](#), [BP 3100](#), [BP 6200](#), [AR 6200](#)]

H. Evidence (full document with evidence along with full evidence documents will be on flash drive)