

PEER REVIEW TEAM FOLLOW-UP VISIT REPORT

Madera Community College Center
30277 Avenue 12
Madera, CA 93638

This report represents the findings of the Peer Review Team that electronically visited, via Zoom connection, Madera Community College Center on April 13, 2020.

Submitted to:

The Accrediting Commission for Community and Junior Colleges

Submitted by:

<u>Dr. Joel L. Kinnamon</u>	<u>Superintendent/President</u>	<u>College of the Desert</u>
Name of Team Chair	Title	Institution

<u>Ms. Barbara McNeice-Stallard</u>	<u>Director, Research & Institutional Effectiveness</u>	<u>Mt. San Antonio College</u>
Name of Team Member	Title	Institution

<u>Dr. Timothy Brown</u>	<u>Professor, Reading</u>	<u>Riverside City College</u>
Name of Team Member	Title	Institution

DATE: April 20, 2020

TO: Accrediting Commission for Community and Junior Colleges

FROM: Joel L. Kinnamon, Ed.D.

SUBJECT: Peer Review Team Follow-Up Visit Report to Madera Community College Center

Introduction:

A comprehensive evaluation team visit was conducted at Madera Community College Center, October 21 to 24, 2019. At its meeting of January 15-17, 2020, the Accrediting Commission took action to Grant Candidacy with a requirement that the College submit a Follow-Up Report followed by a site visit.

The follow-up visit, at the direction of ACCJC, was facilitated by video conference call via Zoom technology. The organizer of the meeting was the team chair. The visiting team was comprised of Dr. Joel Kinnamon, Superintendent/President at College of the Desert, Ms. Barbara McNeice-Stallard, Director of Research and Institutional Effectiveness, at Mt. San Antonio College, and Dr. Timothy Brown, Professor of Reading, at Riverside City College. The purpose of the team visit was to verify that the institution has addressed the specified Requirements as follows:

Requirement #1: - Standards I.B.3, I.C.3: In order to achieve initial accreditation, the Commission requires the institution establish institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publish this information.

Requirement #2: - Standard I.B.5: In order to achieve initial accreditation, the Commission requires the institution establish institutional learning outcomes in order to assess the accomplishment of its mission through program review and evaluation of goals and objectives.

Requirement #3: Standard I.A.3, I.B.9: In order to achieve initial accreditation, the Commission requires the institution integrate program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.

Requirement #4: Standard I.C.2: In order to achieve initial accreditation, the Commission requires that MCCC publish its own College Catalog.

The team found the Follow-Up Report to be well-written with appropriate evidence provided and easily accessible.

The team conducted a single Zoom call divided into the four Requirements and interviewed key personnel, including several faculty members, counselors, guided pathways coordinators, articulation officer, curriculum chair, deans, vice president of administrative services, and interim vice president of learning and student success, to discuss each requirement.

The Madera faculty and staff that participated in the Zoom interviews were well prepared and professional in their responses. The team was especially impressed with the enthusiasm and passion displayed by all. It is clear that President Reyna has articulated the vision for MCCC and that his faculty and staff understand it and more importantly accept their role in making that vision a reality.

Requirement #1: Standards I.B.3, I.C.3: In order to achieve initial accreditation, the Commission requires the institution establish institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publish this information.

Findings and Evidence:

Madera Community College Center (MCCC) initiated the development of “Madera-centric” Institution-Set Standards (ISS) separate from ISS sustained at Reedley College in fall 2019. The process began with a review of existing ISS at other colleges within the State Center Community College District (SCCCD) as well as comparable colleges within the California Community College System (CCCS) in order to develop a draft of appropriate metrics.

The draft of the metrics was presented to and reviewed by the MCCC Guided Pathways Core which is comprised of different constituency groups across the institution including the Oakhurst Center prior to being forwarded to the College Council where discussions took place relative to additional metrics. Subsequently, the ISS were approved and announced to the college community on the spring 2020 opening day with opportunity for closer scrutiny at various spring meetings including the Academic Senate and Associated Student Government. Following a review by the Senate, additional metrics were proposed. When appropriate, additional metrics will be added beginning with those associated with student equity.

The ISS have now been developed and published. The ISS document includes details on methodology, inclusion of community context, as well as a plan for assessment and monitoring. Institutional Set Standards align with the College’s Integrated Planning and Resource Allocation processes detailed under “Evaluation and Improvement.” Further, the ISS are framed along the Guided Pathway, so efforts related to Guided Pathway integration will speak to and support ISS and, in turn, ISS will support Guided Pathway implementations. Ongoing assessment of the processes involving ISS will take place utilizing the “College Hour” mechanism with results being forwarded to the College Council.

The MCCC ISS reference Access to Employment and Furthering Education, Entering College and Choosing a Pathway, Staying on Path, Institutional Intentional Outcomes and Fiscal Viability.

The evidence provided by MCCC in the follow-up Report and subsequently reviewed included agendas from GP Core, meeting notes from the College Council, Opening Day PowerPoint Presentation which included the ISS and a published ISS. Moreover, meeting notes from all major constituency groups including the Academic Senate and Associated Student Government. All evidentiary documents reviewed support the response to Requirement 1 by MCCC. The interviews conducted on the Zoom conference validated what appeared in the Follow-up Report.

Conclusion:

The institution has addressed the requirement, corrected the deficiencies, and now meets the Commission's Standards.

Requirement #2: Standard I.B.5: In order to achieve initial accreditation, the Commission requires the institution establish institutional learning outcomes in order to assess the accomplishment of its mission through program review and evaluation of goals and objectives.

Findings and Evidence:

College Council approved the final draft of the five institutional learning outcomes (ILOs) at its December 6, 2019 meeting. The College Council operates as a decision-making body. A governance process was used to create and finalize the ILOs and part of this review included the institution's General Education (GE) outcomes as well as reviewing other colleges' ILOs. While programs must evaluate their ILOs, a minimum of one ILO is evaluated at a time.

Comprehensive in nature and aligned with many other colleges' work in this area, the ILOs are:

- 1) Communication Skills
- 2) Critical Thinking and Problem Solving
- 3) Community and Global Awareness
- 4) Personal Responsibility and Development
- 5) Cultural Competency

Program Review is a sub-committee of the Equity Committee. The purpose of the Program Review Committee is to oversee the mission-driven program review process in order to facilitate intentional self-evaluation and planning and to assist programs in completing the program planning process. The Visiting Team reviewed evidence to support that programs, such as the Child Development program, are using ILOs in their program reviews. The Visiting Team also interviewed members of the institution and found that the institution is creating its own Program Review process which includes a 2-year review timeline. This

timeline will allow on-demand changes to the programs and services. One of the unique aspects of the Program Review is it was created to be collaborative. The drive and determination of the institution during the interviews demonstrated its resolve to use Program Review for its intended purpose.

Assessment of outcomes at the course level, student learning outcomes (SLO), are mapped to program level outcomes (PLOs) and those are mapped to ILOs. It is through this iterative process that programs are evaluated allowing faculty to examine the impact of their efforts on ILOs. The College is very strongly focused on being data driven (e.g., ISS, surveys, interviews, focus groups) for its decision making and accomplishment of its goals and objectives. The creation of its Educational Master Plan, on a 5-year cycle, will contribute to the institution's ability to utilize the ILOs in order to assess the accomplishment of its mission through program review and evaluation of goals and objectives. Within any 5-year cycle for the Educational Master Plan, the institution will have two cycles of program review data to rely upon for its cyclical evaluation and total quality improvement.

Conclusion:

The institution has addressed the recommendation, corrected the deficiencies, and now meets the Commission's Standards.

Requirement #3: Standard I.A.3, I.B.9: In order to achieve initial accreditation, the Commission requires the institution integrate program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.

Findings and Evidence:

The comprehensive Integrated Planning and Resource Allocation Handbook was developed by the Administrative Planning Committee (APC) in fall 2019 and spring 2020 using the governance process. It is a comprehensive document that outlines the institution's Integrated Plan, Strategic Plan, Effectiveness of Integrated Planning, Resource Allocation Process, and Effectiveness of Resource Allocation Process. The planning processes are driven by the institution's mission. The Integration of Planning and Decision-Making Model provides a flowchart of the processes established.

Developed in fall 2019 using sincere and collegial self-reflection by representatives of all college constituent groups, the institution's comprehensive Governance Handbook provides the framework needed to address this recommendation. In the Handbook is the Madera Community College Governance Organizational Chart. Based on this chart and the narrative within the Handbook, as well as interviews with members of the institution, it is evident that program review, planning, and resource allocation is a comprehensive process. This process is mission driven and leads to accomplishments of its mission. The operations of the governance entities allow for continuous, broad, systematic evaluation and planning around the governance structure.

The essence of the Handbook is the core of what will allow the institution to have transparent processes to follow for its decision making. The operationalization of the Handbook will allow the institution to improve its institutional effectiveness and its academic quality. The institution noted that it will set up an ongoing process to evaluate the effectiveness of its governance. The Visiting Team encourages the institution to set up this process as soon as possible and revise it as needed for its continuous quality improvement.

A major undertaking to continue to enhance academic quality is the institution's Educational Master Plan (EMP). Guided Pathways is the underlying framework for this work. A consultant is leading the work and the EMP may include the following components:

Purpose of the Education Plan

- Organizational History and Structure
- Guiding Principles
 - Mission
 - Vision
 - Values
 - Institutional Learning Objectives
 - Integration of other operative plans
- Impact of External and Internal Data on Planning Efforts
- Use of a Planning Model to engage constituencies - Instructional Programs, Student Services, Administration, Students, and Community Partners
- Documentation of the Planning Process
- Goals and Recommendations

The Visiting Team encourages the institution to engage heavily in this EMP process to contribute to academic quality. There is a strong connection between the institution and the needs of the community being served as evidenced by the programs it is offering. The EMP allows the institution to formalize its educational planning processes and systematic process to evaluate it and share that evaluation for continuous quality improvement.

Conclusion:

The institution has addressed the recommendation, corrected the deficiencies, and now meets the Commission's Standards.

Requirement #4: Standard I.C.2: In order to achieve initial accreditation, the Commission requires that MCCC publish its own College Catalog.

Findings and Evidence:

As the institution is part of a multi-college district, State Center Community College District, the catalog has district-wide common catalog language. The District Curriculum Committee has a sub-committee, Common Catalog Committee, which functions to ensure each catalog includes common standard information as well as allows for unique information for each

institution. Quality of the catalog is checked by the Common Catalog Committee as well as the institution.

The institution created and published its first Madera Community College Center (MCCC) catalog in 2019-2020. Faculty in leadership roles such as the curriculum workgroup as well as administrators and students contributed to its creation. The process included the following: (1) creating a list of all institution academic programs and courses that met the needs of its students, aligned with labor market data, and aligned with four-year transferability and (2) approving the final listing by Academic Senate, Educational Coordination and Planning Committee (ECPC), and the Board of Trustees in fall 2019.

Most recently, the 2020-2021 MCCC catalog appropriately notes its current affiliation with the Commission and clearly outlines the major, necessary, components of a Catalog. Paper copies and electronic copies are published for students and the community.

Conclusion:

The institution has addressed the recommendation, corrected the deficiencies, and now meets the Commission’s Standards.

Quality Focus Essay

Project Overview: Madera Community College Center (MCCC) seeks to become the leader among California Community Colleges for a comprehensive Guided Pathways (GP). The campus has “infused” the pillars and principles in the day-to-day operations of the campus. MCCC provides the only opportunity for the citizens of Madera County for post-secondary education. MCCC’s goal is to provide a “welcoming, clear and engaging campus environment through a GP approach for all students resulting in the fulfillment of the College’s mission, vision and values.” The campus is committed to implementing a GP framework that will dramatically enhance the student experience by incorporating the four GP pillars into the governance structure, enrollment management, student success, vision for success and institutional set standards.

MCCC Guided Pathways through College Hour: During the fall 2019 semester, several GP collaborative meetings took place. These sessions involved “question and answer space rather than work space” resulting in the GP Core Team recommending to the president to establish a campus-wide college hour. At MCCC, College Hour is a dedicated time, once a week, for the college faculty and staff to engage in collaborative work on specific topics. College Hour began in the spring 2020 and is held every Friday at 2:00 p.m. The goals established for the College were to:

- Fulfill the College’s mission, visions, and values
- Execute the work of the College
- Improve communication on college-wide work
- Collectively move Guided Pathways work
- Strengthen the participatory governance at the College

Infusing Six Success Factors to Guided Pathways: MCCC has adopted the RP Group’s “Six Success Factors” that contribute to student achievement. The goal at MCCC is to integrate the success factors within the GP activities to create a welcoming, inclusive, purposeful and engaging campus. Those factors are:

- Directed: Students have a goal and know how to achieve it
- Focused: Students stay on track keeping their eyes on the prize
- Nurtured: Students feel somebody wants and helps them succeed
- Engaged: Students actively participate in class and extracurricular activities
- Connected: Students feel like they are part of the college community
- Valued: Student’s skills, talents, abilities, and experiences are recognized

Project Outcome: MCCC will:

- Increase the rate at which MCCC students earn college credentials
- Increase the rate in which historically underrepresented students earn higher education degrees and certificates in a timely manner
- Close achievement gaps for low-income students, students of color, returning students, students with disabilities and other groups with inequitable outcomes
- Have access to fully mapped out programs that align with furthering student academic and career goals
- Provide a welcoming, safe and engaging environment to all students
- Integrate support services and interventions in ways that make it easier for students to get the help they need during every step of their community college experience

Follow-up Team Comments: MCCC emphasized the importance of the Guided Pathways throughout their Comprehensive Self-study Report. Faculty, staff and students shared the vision of GP with the Visiting Team Members during the site visit, and MCCC’s Institutionally-set Standards were designed around GP principles. The project described in the Quality Focus Essay is consistent with this priority for the college. The team finds that the project is collaborative and will indeed be an indicator of educational quality and therefore appropriate for MCCC.