

**MADER COMMUNITY COLLEGE CENTER  
INSTITUTIONAL SELF-EVALUATION REPORT**

**ADDENDUM**



*Submitted by:*

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30277 Ave 12  
Madera, CA 93638

*Submitted to:*

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

**August 30, 2019**

## INTRODUCTION

Madera Community College Center (MCCC) has practiced continuous, broad based, systematic evaluation and planning. These processes have integrated Program Review, planning, and resource allocation to accomplish the mission and to improve institutional effectiveness and academic quality, while addressing needs for educational programs and services and for human, physical, technology, and financial resources. The faculty and administration at MCCC have always been involved in Reedley College's corresponding evaluation and planning processes and thus have experienced a framework to guide the initial development of MCCC's own processes as it moves toward independent college status.

*Evidence:*

[Committee membership with Reedley College \(2018-19\)](#)

[President's Cabinet and President's Advisory Council](#)

[Campus President on Chancellor's Cabinet](#)

[Curriculum work](#)

[Committee assessment and development \(2019-20\)](#)

[Madera Oakhurst Faculty Association move towards own Academic Senate](#)

[Transition Plan](#)

### **Organizational Information**

The Campus President (CEO) for Madera/Oakhurst Community College Centers assumed his role on May 20<sup>th</sup>, 2019. As of that date, the Campus President assumed all primary duties pertaining to a CEO as delegated by the Chancellor of the State Center Community College District (SCCCD). All sections within the MCCC ISER introduction and standards I- IV that reference the CEO, should be attributed to the Campus President and not Reedley College President. The Reedley College President has been serving in a supporting and consulting role to the Campus President. The SCCCDC Chancellor has been explicit about treating the Campus President as a CEO, as demonstrated by having the Campus President make the decisions for Madera/Oakhurst Community College Centers and having him serve on Chancellor's Cabinet. The MCCC President has established his MCCC President's Cabinet and MCCC President's Advisory Council.

*Evidence:*

[Campus President on Chancellor's Cabinet](#)

[Reedley College President's email](#)

Recent administrative hires (Campus President, Vice President of Administrative Services, and re-aligning duties of the Vice President of Madera and Oakhurst Community College Centers to be focused on Instruction and Student Services) were made to support Madera Community College Center to function independently of Reedley College as it moves towards independent college status.

*Evidence:*

[Organizational Chart](#)

**STANDARD I**  
MISSION, ACADEMIC QUALITY and INSTITUTIONAL EFFECTIVENESS, and  
INTEGRITY

**A. Mission**

**I.A.1**

In early June (3-5) of 2019, a group of faculty, classified staff, students, and administration assembled to create a mission statement, a vision statement, and a values statement exclusive to Madera Community College Center (MCCC). On June 27<sup>th</sup>, the external community was included so it could provide feedback, and adjustments were made based on its input. The Board of Trustees is to have its first read on September 3.

*Evidence:*

[MCC Mission Vision Values](#)

[Attendance: faculty, staff, students and administration](#)

[Attendance: external stakeholders](#)

[BOT Agenda 090319](#)

**I.A.3**

MCCC appointed a Vice President of Administrative Services (VPAS) during the summer of 2019. This allowed for oversight of a budget solely for MCCC.

For the first time MCCC held its own Strategic Planning meeting, which resulted in the announcement of two goals at MCCC's opening day for the 2019-20 academic year. Goal 1: Accreditation of MCCC and Goal 2: To center equity in the work that we do at MCCC.

*Evidence:*

[BOT Agenda 070219](#)

[MCCC's 2019-20 goals](#)

**B. Assuring Academic Quality and Institutional Effectiveness**

**I.B.1**

For the first time MCCC held its own Opening day, which was held at the MCCC campus. The campus was also closed from 8am-12pm to allow for Classified Professionals to be involved in Opening day.

*Evidence:*

[Opening Day Agenda](#)

[Opening Day Presentation](#)

**I.B.2**

During its Flex Day for the Fall 2019 semester, faculty dedicated a session to curriculum to establish the procedures necessary for MCCC to complete curriculum work independently from Reedley College (RC).

*Evidence:*

[Flex Day MCCC Fall 2019](#)  
[Curriculum Open Forum and POR Review 8.9.19](#)

## **C. Institutional Integrity**

### **I.C.1**

MCCC's website provides information regarding its accreditation pursuit. As MCCC progresses through the pathway to independent college status, information will be updated to reflect MCCC's independence from RC. Additionally, the webpage contains updates to allow community members to follow MCCC's accreditation milestones.

*Evidence:*

[MCCC's Path to Accreditation](#)

## **STANDARD II**

### **STUDENT LEARNING PROGRAMS and SUPPORT SERVICES**

## **A. Instructional Program**

### **II.A.1**

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

MCCC created a Curriculum Workgroup to identify programs and courses from Reedley College's catalog approved by the appropriate bodies and vetted by discipline faculty in order to ensure that the programs and courses being transferred meet the College's mission. Approved programs and courses to be transferred must meet requirements identified in the Program and Course Approval Handbook (PCAH), which includes type of degree of the program, program/course description, and program/course student learning outcomes. MCCC can provide student completion data for programs offered exclusively at MCCC whereas the Reedley College Office of Research and Evaluation must provide disaggregated completion data for degrees and certificates that are offered at both Reedley and MCCC.

*Evidence:*

[Curriculum Workgroup Meetings Agenda](#)  
[Curriculum Workgroup Meeting Notes](#)  
[eLumen Program Curriculum Export](#)  
[eLumen Courses Curriculum Export](#)  
[Curriculum Update for Opening Day](#)  
[Curriculum Open Forum and POR Review](#)  
[POR Industrial Maintenance Technician, AS](#)  
[POR Industrial Maintenance Technician, CA](#)  
[POR Liberal Arts and Sciences – Natural Sciences, AA](#)

[POR Sociology AA-T](#)

[COR PSY-45](#)

[COR PSY-42](#)

[Program Awards Summary Nursing from CCCCCO Data Mart](#)

## **II.A.2**

Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

To help ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations, full-time faculty engage adjunct faculty in meetings to provide new information about the program or college, provide training, elicit feedback on course development and programs, and discuss program review outcomes. Faculty are also required to complete Program Review reports in a timely manner as indicated in the institutional program review cycle. New full-time faculty are provided training regarding the assessment of their programs to ensure relevance, appropriateness, achievement of learning outcomes and to plan for the future. Based on the outcomes from the Program Review reports, MCCC faculty have made modifications and changes to ensure that student needs are being met at MCCC.. MCCC faculty is actively engaged in broader institutional RC Program Review process as it simultaneously develops its independent process. To this end, MCCC has completed a draft Program Review template.

*Evidence:*

[Program Review Template Draft](#)

[Agenda and Notes for Faculty Meetings with Adjuncts](#)

[Program Review Cycle](#)

[First Year Faculty Workshop Notes 10.11.17](#)

[Curriculum Committee Minutes 2-8-2018](#)

[Political Science Program Review 2017](#)

[Philosophy Program Review 2017](#)

[Sociology Program Review Summary 2018](#)

[Annual Program Review SLO Assessment Review Sociology](#)

## **II.A.3**

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student-learning outcomes. In every class section, the students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

MCCC's Curriculum Workgroup has identified processes and is actively working on developing procedures to ensure that student learning outcomes for course, programs, certificates and degrees will be evaluated in accordance with the relevant sections of California Education Code, relevant guidelines as stipulated in Title 5 Guidelines and PCAH.

*Evidence:*

[MCCC Curriculum Committee Agenda 8.26.19](#)

#### **II.A.6**

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education.

To ensure that students have an opportunity to complete their degree within 2-years, MCCC uses a Schedule Development timeline. Additionally, MCCC is working on Guided Pathways Degree Mapping that will help with scheduling of courses so students can graduate in a timely manner.

*Evidence:*

[Schedule Development Calendar SU18-SP19](#)

[GP Psychology Mapping 2019](#)

### **B. Library and Learning Support Services**

#### **II.B.1**

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

*Evidence:*

[Program Review Summary Spring 2019](#)

[ASC All Employees Orientation](#)

[ETC Data](#)

[Fall 2018 Survey Monkey](#)

#### **II.B.2**

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. In addition, District library meetings are held to dialogue on how to best support students.

*Evidence:*

[Graphing calculators](#)

[Reserved textbook collection](#)

[District Librarian meeting](#)

### [OER collection](#)

The Academic Success Centers (ASC), which includes the Learning Center, Reading and Writing Center, and STEM Center, operates independently of Reedley College in terms of personnel, budget, and programming. This includes the student recruitment of tutors, training, and the development of all student success interventions.

*Evidence:*

[Program Review](#)

[Academic Success Center Employee Handbook](#)

### **II.B.3**

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

*Evidence:*

[Library workshop survey](#)

Data for the ASC is collected regularly by using SARS, the ASC student tracking system which provides enrollment reports, and through the College Office for Research and Evaluation, which provides a deeper analysis of retention, successful completion, and GPA, and this data is used to assess and improve services. Additionally, qualitative surveys are sent out every semester to assess student satisfaction with library and other learning support services.

*Evidence:*

[Library workshop survey](#)

[Survey Monkey](#)

### **II.B.4**

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Madera Community College Center is in the process of transitioning to a new library services platform - LSP. The consortium of SCCCD libraries is working together through the transition to this new platform which is scheduled to be completed in the spring of 2020. MCCC will be able to support cataloguing and process services through the new LSP.

*Evidence:*

[Library service platform](#)

## **C. Student Support Services**

### **II.C.3**

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

The MCCC Dean of Student Services and full-time counseling faculty participated in a one-day retreat with the focus on planning for the MCCC new student orientation (formerly known as *Kick Start*) for the fall 2019. When MCCC hosted this revised orientation in fall 2019, the majority of students surveyed responded that they recommend this event to other new students and added specific comments such as “I would recommend all students to come and get to know a bit more about the college” and “Very informational and helpful”.

*Evidence:*

[Counselor Retreat Agenda](#)

[NSO Agenda](#)

[NSO Survey Results](#)

[NSO Comments](#)

MCCC now has dedicated counselors assigned to the ESL and FYE programs, which has resulted in a growth in both programs.

*Evidence:*

[FYE Flyer](#)

[STEM FYE Flyer](#)

[ESL Orientation Fall 19](#)

[ESL Workshops](#)

### **II.C.5**

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. MCCC is moving forward with the adoption of the Honors Program and has formed an Honors workgroup. The first honors cohort of twenty-eight students began taking honors courses in fall 2019. In addition, MCCC continues to offer CSU/UC transfer applicant workshops.

*Evidence:*

[Honors Flyer](#)

[Honors Welcome Orientation](#)

[CSU/UC App workshops](#)

MCCC has established a core team to lead the planning and implementation for Guided Pathways. This core team includes two co-coordinators, one from Student Services and the other from Instruction



*Evidence:*

[Guided Pathway Coordinator Description](#)

### **II.C.6**

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways<sup>1</sup> to complete degrees, certificate and transfer goals

The Starfish Program, which serves as a Student Early Alert System that allows faculty to send messages to students and Student Services, is being used district wide. The Early Alert program is a holistic approach that supports student success, retention, and completion at MCCC. With the use of the Starfish platform, faculty can raise academic flags, referrals, and kudos to identify and track students who display attrition risk factors and/or who are demonstrating successful performance. The goal is to provide academic support and connect students to the appropriate resources early in the semester to promote successful completion of courses.

MCCC now has its own notification on Starfish and a counselor is assigned to review and follow-up on these alerts. This ability to track MCCC Early Alert items independently will help MCCC identify and address its students' needs.

*Evidence:*

[Starfish Early Alert](#)

## **STANDARD III RESOURCES**

The college is inclusive of administrators, faculty, and classified professionals in their hiring practices. MCCC follows administrative regulations, board policies, personnel commission policies, and Title V requirements in all hiring practices as required by the State Center Community College District.

### **A. Human Resources**

#### **III.A.5**

District Union Contracts, Board Policies, Administrative Regulations, and Personnel Commission Rules detail out the specific evaluations timelines for all personnel. Human Resources moved to electronic evaluations for all classified, and classified management, and supervisors are notified when evaluations are due. Human Resources also provides supervisors a quarterly list of the current status for classified and classified management evaluations. Human Resources logs the evaluation due dates for academic and faculty positions in Colleague. A monthly report is automatically generated and emailed to all supervisors of academic staff.

*Evidence:*

[Classified online evaluation tracker](#)  
[Academic evaluation email](#)

### **III.A.9**

Faculty qualification include knowledge of the subject matter and requisite skills for the service to be performed. All candidates must have evidence of responsiveness to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, as these factors relate to the need of equity-minded practice within the classroom.

*Evidence:*

[Hiring practice for faculty policy](#)

Madera CCC is making it a priority to hire a Financial Aid Director. The addition of this position will enable Madera CCC to manage all student financial aid matters on campus. The director will also manage all financial aid matters for the Oakhurst Center. The Financial Aid Director will oversee all functions of the California Promise, Federal and State Pell Grants, and scholarships available to students.

*Evidence:*

[Financial Aid Director Job Announcement](#)

During the transition period to become an accredited college, the Madera CCC Financial Aid department will be working collaboratively with Reedley Colleges' financial aid department. The financial aid disbursements will still be allocated and disbursed from the Reedley College financial aid budget until MCCC obtains accreditation and obtains its own federal and state allocations.

*Evidence:*

[Classified Electronics Evaluation Report System](#)

[Academic Evaluation Email](#)

[Faculty Hiring Requirement](#)

[Director of Financial Aid Job Announcement](#)

### **B. Physical Resources**

The College assures safe and sufficient physical resources at both the MC and OC locations. The institution is committed to continued student growth through the development of new facilities, and the remodeling of current structures to ensure that the mission and vision of the College are met.

### **III.B.1, III.B.2**

Madera/ Oakhurst CCC is currently developing a workgroup to continue discussions of physical resources and spaces. The workgroup will consist of members of the different constituency groups and will coordinate with the Reedley College budget and facility committee, to maintain constant College and District communication throughout MCCC's transition to becoming an independently accredited college. This workgroup will provide leadership in budget and facility matters, and will maintain control of budget, facility, and safety matters pertaining to MCCC/OC

campuses. In addition, the workgroup's charge is to create a College COA, and policies and procedures specific to MCCC/ OC.

The **Agriculture and Technology Center** is currently under construction. The center is on track to open as planned during fall 2019. The expansion and development of permanent facilities for the Oakhurst Center is now in the planning phases, with an expected project completion timeline of Spring 2022. This construction project will allow MCCC to better serve the Oakhurst communities through the OC.

*Evidence:*

[MBFS Working Group Charge Statement](#)

[PC Meeting 8.27.19](#)

[CAT Floor Plan](#)

[SCCCD Construction-Bond Update Presentation](#)

[OC New Campus Program](#)

[OC New Campus Project Timeline](#)

### **C. Technology Resources**

The institution is committed to continuously provide efficient technology services to management and operational functions, academic programs, and teaching and learning support services.

#### **III.C.2**

The District recently hired a new Chief Technology Officer to ensure the needs of the campuses throughout the District, are being met. The main role of the CTO is to ensure resources, software, and all technology updates are aligned districtwide. The CTO will implement a robust planning process to ensure that processes are in place to strengthen access, safety, and security of all District data and information.

The District Vice Chancellor of Operations and Information Systems has created a new administrative program review process that will continue to inform districtwide technology efforts. The District also created a new technology plan that provides a roadmap for the District as it maintains current technologies and implements new structures,

*Evidence:*

[Chief Technology Officer Job Description](#)

[SCCCD District-wide Technology Plan](#)

### **D. Financial Resources**

The college received a budget allocation to support, sustain, and improve institutional effectiveness. The distribution of resources supports the college mission and vision and focuses on enhancing programs and services to our students.

#### **III.D.1**

The District hired a Madera CC President in June 2019. The President is committed to the financial stability of the institution and has been tasked with oversight of the Madera Campus and Oakhurst Center. The President holds weekly President Cabinet Meetings where he

discusses institutional matters, including resources and fiscal responsibility with executive leadership. The President also holds bi-weekly President's Advisory Cabinet (PAC) where he meets with executive leadership, and campus deans to ensure communication flows throughout the campus. These meetings are held independently from Reedley College as MCCC transitions to independent accreditation status. When necessary, meetings are also held in conjunction with RC, to ensure necessary continued communication throughout MCCC's transition to becoming an independently accredited college.

The College hired a Vice President of Administrative Services (VPAS) to manage all fiscal matters for Madera CCC/OC under the general direction of the College President, CEO of the MCC/ OC campuses. The VPAS plans, organizes, and directs, the work of the managers and staff in the administrative service's department; oversees and coordinates the development of the College budget; serves as a liaison to the District for facilities maintenance; and provides day-to-day leadership to achieve the College's strategic financial plan.

*Allocation of Funds:* The District 2019 allocation model reflects an independent budget allocation for Madera CC, which also encompasses the Oakhurst Center. The MCC/OC 2019 final budget for unrestricted funds is \$13,062,242. The allocation currently supports the financial commitments of the two campuses. The Madera/OC categorical allocations will remain combined with Reedley College until MCCC/OC become an independently accredited college. The state will not allocate categorical funds to a center until independent College accreditation status is granted.

In the past, reserve funds were calculated under Reedley College; however, in 2019, congruent with District practice for all of its Colleges, MCCC was allocated 5% of its total budget in reserve funding.

As part of the College governance, the MCC President also holds College Council meetings to share information with campus constituency groups. The meetings agendas include such discussion and information topics as: campus wide initiatives, resource allocation, and facilities updates. The meetings are intended to ensure communication flow throughout the campus and to serve as the focal point of the participatory governance structure for the College.

*Evidence:*

[Board of Trustee Appointment of President](#)

[Board of Trustee Approval of State Date](#)

[PC Meeting 8.13.19](#)

[MC PAC Meeting 8.14.19](#)

[VPAS Job Description](#)

[MCCC OC Budget Summary Narrative](#)

[SCCCD 19/20 Final Budget](#)

[Categorical Spreadsheet](#)

[Reserves Email](#)

[MCCC OC College Council Agenda](#)

## STANDARD IV LEADERSHIP and GOVERNANCE

### A. Decision-Making Roles and Processes

#### IV.A.1

In April 2019, with the approval of the new Campus President, the Madera Oakhurst Faculty Association (MOFA) led a campus-wide Day of Dialogue to get input and feedback on critical steps towards accreditation and separation from Reedley College. This event served as the first all-College effort to receive input and guidance in a public forum specifically driven by the IEPI recommendations.

In August 2019, the President selected two Guided Pathways Coordinators to lead the work on creating the pathways framework for instructional programs and student services at an April 26 Day of Dialogue at Madera Community College Center (MCCC).

*Evidence:*

[April 26<sup>th</sup> Days of Dialogue](#)

[MOFA Proposal for Days of Dialogue](#)

[GP Project Coordinator Description](#)

#### IV.A.2

In Fall 2016 an ad hoc Task Force was established by the Reedley College President to map out a transition plan for committees and governance independent of Reedley College. College Council affirmed the transition plan. This plan allowed Reedley College Academic Senate (RCAS) and MOFA to collaborate; was the impetus for RCAS to increase the role of MOFA; and allowed the MOFA President to receive faculty nominations and assign faculty to governance and hiring committees.

In academic year 2017-18, MOFA and the Administration worked through a shared process to restructure the Divisions and Departments. This restructure took MCCC College Center Council (CCC) representation from three Instructional Division Representatives (inclusive of Student Services Faculty) and three Division Representatives (with reassign time), to three Divisions (two Instructional Divisions and one Student Services) and five Department Chairs (still called Division Reps at this time in the contract) inclusive of the three divisions. Each constituent group offered extensive input and eventually agreed upon this change in College Center Council in spring 2018 with the timeline for full implementation to occur in fall 2018.

On June 3, 4, 5 the campus coordinated three days of group activities, training, feedback opportunities, vision casting, and mission and vision development in order to dig deeper into the work of advancing toward candidacy. June 3 was a faculty day facilitated by MOFA. June 4

included all constituent groups and was largely focused on accreditation timeline and schedule development as well as mission and vision creation, and June 5 was a faculty, student, and classified staff day to expand the previous two days' work into action steps and recommendations.

*Evidence:*

[MC-OC Task Force Report](#)

[Committee List Fall 2017](#)

[Committee Appointments 2018](#)

[MO Division Structure Draft](#)

[MO College Center Council Meeting Agenda 04-21-17](#)

[MO Division Structure](#)

[June 3<sup>rd</sup> faculty Day Agenda](#)

[June 3<sup>rd</sup> Faculty Day Power Point](#)

[June 5<sup>th</sup> Overview and Recommendations](#)

[June 5<sup>th</sup> Agenda Power Point](#)

#### **IV.A.3**

In September 2018, MOFA drafted a resolution which was unanimously approved by both MOFA and Academic Senate, for the purpose of establishing an independent opening day in spring 2019 to begin the work of transitioning to independent college status. In academic year 2018-19, MOFA began the dialogue about how to develop an independent Academic Senate. In conjunction with an IEPI visit and recommendations, outreach to the Academic Senate for California Community Colleges (ASCCC) occurred and all steps followed according to [§ 53202](#) for the college to establish an independent Academic Senate. To this end, MCCC established a workgroup to develop a new academic senate constitution and by-laws, which are in the process of being approved by the faculty body.

In 2018-19 academic year, a classified professionals constituency group was formally established and recognized as a participatory body of Madera and Oakhurst Community College Centers, hereby known as Madera Oakhurst Classified Alliance (MOCA). Through Reedley College's Classified Senate, MOCA serves as a subcommittee, participating in College governance committees. As of summer 2019, formal bylaws were established and executive board officers were elected. Upon independent accreditation of Madera Community College Center, MOCA will become a fully functioning Classified Senate.

*Evidence:*

[Resolution Duty Day Fall 2018](#)

[Interim President Berry Resolution Response \(Nov 2018\)](#)

[IEPI Plan MCCC 1.15.19 \(revised\)](#)

[BOT Letter](#)

[MCCAS Constitution](#)

[MCCAS Bylaws](#)

[Bylaws of the RC Classified Senate](#)

[MOCA Subcommittee](#)

[Classified Senate Committee Assignment 2018-19](#)

#### **IV.A.4**

MCCC is actively working on the curriculum process to transfer programs and courses. While the administrators are actively engaged in curriculum, administrators serve in an advisory role

*Evidence:*

[Curriculum COA](#)

#### **IV.A.5**

Developing a Participatory Governance Handbook is a top priority and MOFA has taken the lead to begin a draft and move the communication process forward through College Center Council and the Implementation Team. As a necessary first step, communication began with MOFA Executive committee members and at the Implementation Team meetings during summer 2019 FA19 opening day, the FLEX Professional Development Day, and with RCAS on August 23, 2019. The initial work includes draft proposals of committee structures, which provides the foundational work for participatory governance.

By Fall 2017 MOFA transitioned from an informational group, where there was less formality and constraints, to operating as a full and participative faculty association. Though still an official subcommittee of RCAS, agendas, decisions, assignment of faculty positions on committees, etc., were delegated to MOFA by the RCAS Exec Committee. Issues of 10+1 on the Madera campus, and always in consultation with RCAS Exec, were driven by MOFA.

*Evidence:*

[Implementation Team Meeting #1](#)

[MOFA Flex Day Agenda 8.9.2019](#)

[Possible MCCC Only Committees 8.23.19](#)

[MOFA and RCAS Joint Meeting 8.23.19](#)

[Fall 2019 MOFA Work on Committees Governance Draft](#)

[Fall 2019 Committee \(Re\) structuring for MOR Draft](#)

[MOFA Minutes 10.16.18](#)

[MOFA Agenda 11.20.18](#)

### **B. Chief Executive Officer**

#### **IV.B.1**

The Campus President (CEO) for Madera/Oakhurst Community College Centers assumed his role on May 20<sup>th</sup>, 2019. As of that date, the Campus President assumed all primary duties pertaining to a CEO as delegated by the Chancellor of the State Center Community College District (SCCCD). All sections within the MCCC ISER introduction and standards I- IV that reference the CEO, should be attributed to the Campus President and not Reedley College

President. The Reedley College President has been serving in a supporting and consulting role to the Campus President. The SCCCDC Chancellor has been explicit about treating the Campus President as a CEO, as demonstrated by having the Campus President make the decisions for Madera/Oakhurst Community College Centers and having him serve on Chancellor's Cabinet. The MCCC President has established his MCCC President's Cabinet and MCCC President's Advisory Council.

Additionally, in August 2019, Madera Community College Center Campus President confirmed that the College Center Council (CCC) meeting is no longer an information sharing committee and it is, in conjunction with Reedley College on relevant overlap issues, operating as a decision-making body.

*Evidence:*

[Campus President on Chancellor's Cabinet](#)  
[Reedley College President's email](#)  
[MCCC August 2019 meeting minutes](#)

#### **IV B.2**

Recent administrative hires (Campus President, Vice President of Administrative Services, and re-aligning duties of the Vice President of Madera and Oakhurst Community College Centers to be focused on Instruction and Student Services) were made to support Madera Community College Center's ability to function independently of Reedley College as MCCC moves towards independent college status.

*Evidence:*

[Organizational Chart](#)

#### **IV B.3**

This year, MCCC/OCCC leadership team (Campus President, Vice President of Learning and Student Success, and the Vice President of Administrative Services) attended Reedley's Strategic Planning Retreat (July 17, 2019), and then for the first time held its first MCCC Strategic Planning Retreat (July 19, 2019). During MCCC's Strategic Planning Retreat 2 under the leadership of the Campus President, MCCC goals were developed. Those goals were shared out during MCCC's first independent opening day on August 8<sup>th</sup>, 2019.

*Evidence:*

[MCCC 2019-20 Goals](#)  
[Opening Day Presentation](#)