ACCJC

Peer Review Team Report

Madera Community College Center
30277 Avenue 12
Madera, CA 93638

This report represents the findings of the peer review team that visited
Madera Community College Center from October 21 to 24, 2019

Joel L. Kinnamon, Ed.D.
Team Chair

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Summary of Evaluation Report

INSTITUTION: Madera Community College Center

DATES OF VISIT: October 21 – 24, 2019

TEAM CHAIR: Joel L. Kinnamon, Ed.D.

A ten-member accreditation team visited Madera Community College Center (MCCC) from October 21-24, 2019, for the purpose of assessing the Candidacy Application according to Eligibility Requirements, Accreditation Standards, Commission Policies, and United States Department of Education (USDE) regulations. The team evaluated how well the institution is achieving its stated purposes, analyzing how well the Center is meeting the commission standards providing for quality assurance and institutional improvement, and submitting a report to the Accrediting Commission for Community and Junior Colleges, (ACCJC) Western Association of Schools and Colleges regarding the Candidacy status of the Center.

In preparation for the team visit, the team chair attended a training on September 25, 2019 and conducted a pre-visit discussion with the Madera Community College Center President prior to the campus visit. The entire external evaluation team received team training conducted by the ACCJC staff prior to the visit.

The evaluation team received the Institutional Self-Evaluation Report and a supplement document several weeks prior to the site visit. Team members found it outlined the process used by MCCC to address Eligibility Requirements, Commission Standards and Policies. The team confirmed that there was broad participation of faculty, staff, students, and administrators in compiling the Institutional Self-Evaluation Report.

Prior to the visit, team members completed written evaluations of the Institutional Self Evaluation Report (ISER) and began identifying areas for further clarification. Prior to the visit, team members also discussed their views of the written materials provided by the Center, reviewing evidence and the comprehensive report completed in August and fall 2019.

The team identified four team leads and members for each standard. Team members carefully read the ISER and assessed the evidence provided by the college. During the evaluation visit, team members conducted formal meetings, interviews, and observations involving approximately 115 college faculty, staff, administrators, members of the board of trustees, district chancellor, district administrators, college president, and students. The team attended two open forum meetings to allow for comment from any member of the campus or local community.

On October 21, 2019, five members of the team visited the State Center Community College District offices located in Fresno, California, and met with District Staff and Trustees. On October 22, 2019, two members of the team met with staff, faculty and students at the Oakhurst Community College Center.

The team reviewed documents and evidence supporting the ISER and the Eligibility Requirements, Standards, Commission Policies, and United States Department of Education (USDE) regulations. The evidence included documents, minutes, policies and procedures, and electronic copies provided to the team.

The team appreciated the welcoming environment experienced during the visit and in every meeting and interaction. The MCCC community knew why we were on campus and showed responsiveness, flexibility in adjusting schedules, and demonstrated openness, honesty, and candor.

The team found the Madera Community College Center to be generally in compliance with Eligibility Requirements, Commission Policies, and United States Department of Education regulations.

Major Findings and Recommendations of the
2019 Peer Review Team

Team Commendations

Commendation 1: MCCC provides exemplary support for student learning through its innovative peer-to-peer tutoring program. (II.B.1)

Commendation 2: The team commends MCCC's outreach efforts to high school students and the community that support student development and success. (II.C.5)

Team Recommendations

Recommendation 1 (Compliance): In order to achieve initial accreditation, the team recommends that MCCC formalize processes and procedures to ensure the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. (I.A.3)

Recommendation 2 (Compliance): In order to achieve initial accreditation, the team recommends the institution establishes 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. (I.B.3, I.C.3)

Recommendation 3 (Compliance): In order to achieve initial accreditation, the team recommends the institution establish institutional learning outcomes in order to assess the accomplishment of its mission through program review and evaluation of goals and objectives. (I.B.5)

Recommendation 4 (Compliance): In order to achieve initial accreditation, the team recommends 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. (I.B.9)

Recommendation 5 (Compliance): In order to achieve initial accreditation, the team recommends that MCCC publish its own College Catalog (I.C.2).

Introduction

The Institutional Self-Evaluation Report includes a comprehensive introduction and overview of Madera Community College Center. The Madera Community College Center of Reedley College serves as an educational site for approximately 5,600 students generating more than 1,000 full-time equivalent students each semester.   Reedley College represents one of the three accredited colleges in the State Center Community College District.

The Center is located in Madera, California and has been in existence for over 26 years. A dedicated site of 114 acres was opened in August 19, 1996 where a permanent 26,000 square foot education and administrative building and a 50,000 square feet Academic Village Complex of laboratory, office space, academic classrooms, Child Development Learning Center and lab space for biology, physical science, chemistry, computer studies, business, art and a Licensed Vocational Nursing Program.

The Center offers a wide range of academic and career technical disciplines offering degrees and services that include maintenance mechanic, welding, Accounting, Agriculture Business, Business Criminology, Child Development, Information Systems, Office Technology, Manufacturing and Registered Nursing.

Madera Community College Center has a center which will remain a college center when Madera is granted Candidacy. The center is the Oakhurst Community College Center that serves over 600 students and offers 12 associate degree and transfer programs. Courses and programs offered include Criminology, Child Development, Office Technology, Business, and Natural Resources.

Eligibility Requirements

1. Authority
The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, the institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education, affirms the State Center Community College District (SCCCD) colleges' legal authority to operate as degree-granting institutions. The State Board of Governors for the California Community Colleges approved the transition of Madera Community College Center to college status.

The team affirms that the College meets this Eligibility Requirement.

2. Operational Status
The team confirmed that the center is operational and provides educational services for 5,600 student enrollments within degree applicable credit courses for the fall 2019.   Students attending the Madera Community College Center and Oakhurst Community College Center were awarded 271degrees and 180 certificates. The number of degrees and certificates awarded have increased over the past several years.

The team affirms that the Center meets this Eligibility Requirement.

3. Degrees
Madera Community College Center offers 41 areas of studies that provide students a choice of transfer, associate degrees, certificates of achievement, and certificates of completion.

The team affirms that MCCC meets this Eligibility Requirement.

4. Chief Executive Officer
State Center Community College District Board of Trustees appoints the Madera Community College Center chief executive officer. The Madera Community College Center President serves as a member of the Chancellor's Executive Council with the same distinction of all other college Presidents. Neither the District Chancellor nor the MCCC President serve as a member of the board nor as the board president. The District Chancellor and Governing Board provides appropriate authority to the MCCC President to administer policies and procedures.

The Center's current chief executive officer is qualified for the position and has served as President since spring 2019. His full-time responsibility is to the Madera Community College Center and the State Center Community College District; he possesses the requisite skills and authority to provide leadership for the District.

The team affirms that the College and District meets this Eligibility Requirement.

5. Financial Accountability

The District Office Accounting Office staff oversees District wide audits and is responsible for coordination of all site visits. The District also has a Central Financial Aid Unit that monitors and helps control the Perkins Loans default rates. Reedley College's three-year official cohort default rate is 17%.

The District annually undergoes an external financial audit by a certified public accountant which is made available to the public. Evidence shows that the audits were completed and are available to review on the District's website.

As a member college of the SCCD, Reedley College and its Centers program audits are determined by annual auditing requirements and the external auditing team. The governing board reviews the results of these audit reports at a regularly scheduled public meeting and discusses management responses to any findings or noted deficiencies. Audit Reports are filed with the County Department of Education, among others.

Audits of financial aid programs of the district's colleges are conducted on an annual basis by an external auditing firm to ensure compliance with Federal programs such as Title IV. The college monitors and manages its funds effectively as evidenced by the fact that no deficiencies were noted in the past years' audits. Reedley College and its Centers default rates fall within the acceptable range.

The Madera Community College Center meets this Eligibility Requirement.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

x	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
x	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
x	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative

Third party comment was solicited via its website. No third party comments were received.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
X	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

MCCC has not yet developed institution-set standards, but is aware that this must be completed prior to accreditation.

Credits, Program Length, and Tuition

Evaluation Items:

x	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
x	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
x	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
x	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
x	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
Credit hour assignments and degree program lengths follow good practice in higher education and they are accurate across classroom based courses, laboratory classes, and distance education classes. MCCC offers several courses based on clock-to-credit-hour conversions and the courses follow federal standards for conversions. Tuition is consistent across degree programs.

Transfer Policies

Evaluation Items:

x	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
x	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
x	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
Transfer policies are disclosed to students and the public and the current catalog uses an identification system to indicate which courses are transferrable.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
x	The institution demonstrates regular and substantive interaction between students and the instructor.
x	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
x	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
x	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
x	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative:

A review of online courses indicates regular and substantive interaction between instructor and students as noted in its distance education strategic plan. Comparable learning support services and student support services are provided to distance education students. MCCC does not offer

correspondence courses. The institution verifies that students registering and participating in distance education are the same through unique usernames and passwords.

Student Complaints

Evaluation Items:

x	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
x	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
x	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
x	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
x	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The institution posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institution and any of its programs and provides contact information for filing complaints with such entities. The institution complies with Commission Policy on Representation of Accreditated Status and the Policy on Student Complaints against Institutions.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

x	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.1)
x	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
x	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The institution provides appropriate information to students, complies with commission policies, and provides correct information on the institution's accreditation status.

Title IV Compliance

Evaluation Items:

x	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
x	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
x	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
x	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
N/A	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Standard I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.A. Mission

General Observations:

MCCC recently adopted its first mission statement that was Board approved October 1, 2019. The team found many instances where the institution is currently operating independent from Reedley College (RC) and many examples where MCCC has immediate plans for furthering this approach to evaluate achievement of its mission. Examples of areas in transition to separate from RC include developing MCCC's program review process, including use of MCCC data, and developing the MCCC Educational Master Plan. The MCCC mission is published on the website and posted throughout campus.

Findings and Evidence:

The Team found that the institution created its own mission, vision, and value statements during an extensive, collaborative meeting June 3-5, 2019. This meeting is an excellent example of collaboration across the institution. The team found that the mission, as the ultimate aim and purpose of the institution, was not limited to a single statement. The institution's mission is laid out as follows:

> MADERA COMMUNITY COLLEGE MISSION: "Empowering our students to succeed in an ever-changing world."
>
> - We proudly provide quality instruction and strong community partnerships that support students' academic and workforce goals.
> - We offer innovative and life-changing opportunities in a diverse, inclusive and equitable environment.
> - We value our students' personal and social growth through responsive and interactive college experiences.
> - We inspire hope and promote a passion for learning.
> - We transform students' lives through high quality college programs and services resulting in degrees, certificates, transfer programs, and career skills.
>
> MADERA COMMUNITY COLLEGE VISION: "Madera Community College builds effective partnerships, strengthens communities, and transforms lives."
>
> MADERA COMMUNITY COLLEGE VALUES STUDENT SUCCESS THROUGH:
>
> Connection and Collaboration
>
> Equity and Inclusivity
>
> Trust and Accountability

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (I.A.1)

The institution asked the Board of Trustees to complete its first reading of its mission, vision, and value statements on September 9, 2019. The second reading and acceptance of this mission occurred at the October 1, 2019 Board meeting. The institution's mission should become evident soon in its Board Policies, catalog and other appropriate places. (I.A.1)

MCCC is focused on transitioning its planning and evaluation processes to monitor and achieve this new mission. The institution's Strategic Plan is being developed and includes the new mission, vision, and values. Per the addendum, the team found that the institution used its fall 2019 opening day to announce its two new college goals:

> Goal 1: Accreditation of MCCC; and
>
> Goal 2: To center equity in the work that we do at MCCC.

These goals indicate the need for data to validate that the goals are being met. Past practices of the institution make it clear that they are highly focused on using data for decision making. The institution is creating its program review process to make the process its own. For example, in its transition to its own program review process, they are considering the RC model that uses the mission to drive its work and requires that each program uses data to describe their students' achievements and use data to justify their resource requests. (I.A.2)

Now that MCCC has its own mission, it will be adding it to its independent processes and documents such as its program review and Educational Master Plan. (I.A.2)

Data are provided by the College Office of Research and Evaluation (CORE) via the online public and private dashboards. The RC director of Institutional Research, Evaluation and Planning was devoting 20% of her time to MCCC. Due to MCCC's deep understanding of their students' needs, MCCC made it a priority to hire a researcher to support their data needs. With the hiring of MCCC's senior research and planning analyst (reporting to the MCCC president), 100% devoted to MCCC, the RC director will revert back to 100% at RC. The RC director is continuing to provide guidance to MCCC via the college president and the new researcher. The RC director believes that this guidance will diminish over time and be only on an as-needed basis once MCCC becomes a college. (I.A.2)

Having a full-time research and planning analyst on board will allow the MCCC Institutional Research Office to begin efforts to support the data needs of the institution. In interviews, there was evidence of excitement for the concentrated time and effort that will be given from the Research Office. The team confirmed through interviews that the institution is interested in going deeper in their conversations about research, evaluation, and data needs of the institution and is confident that the administrative and faculty leadership of MCCC provide a strong foundation for the institution's use of data to inform decision making. MCCC's research office is working with RC discussing how to subsection the many data dashboards into Madera only data. Data will need to be separated out for MCCC to show MCCC student achievement and outcomes in order

to determine how effectively it is accomplishing its mission. In the past, there are other data that have been separated out for MCCC when it was possible to do so (e.g., FTES, WSCH). (I.A.2)

The team found that MCCC uses its mission to direct institutional priorities in meeting the educational needs of students. The following are a few examples of the aforementioned. In order to meet the needs of the students, the Communication Department offered more course sections in alignment with the mission. In response to changes in developmental education for English courses (Assembly Bill 705), the English Department changed their course offerings. Unlike RC, MCCC decided to keep minimal developmental education courses for its students' needs. Also in response to students' needs and the MCCC mission, the institution recently offered an Honors Program. Unlike RC, the MCCC program is a cohort model that has only honors students in the same honors class. The peer-to-peer tutoring is yet another example of how the college is addressing the needs of its students. The team found that these examples demonstrate how MCCC uses its mission to direct institutional priorities in meeting the educational needs of students. The team strongly urges MCCC to continue to use data to support its effectiveness in accomplishing its mission and to formalize its comprehensive planning documents that outline how the mission is central to directing institutional priorities to meet the educational needs of its students. (I.A.2)

The team reviewed the institution's programs and services and found that they are aligned with MCCC's new mission. The team found that MCCC's work with RC is being used as a beginning for MCCC's continuing efforts to refine its Strategic Plan and will be used as the basis for how to create its MCCC Educational Master Plan. The visiting team strongly urges MCCC to continue with formalizing its processes and procedures for ensuring that the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. Evidence of this beginning work is in the addendum that showed the start of the development of the institution's first Strategic Plan (MCCC's 2019-20 goals). (I.A.3)

Related to resource allocation, the team found in its interview with the vice president of administrative services that MCCC has begun to conduct its own resource allocation process for the first time. The new mission is driving the development of this work. The process is led by the vice president of administrative services and includes members of all constituency groups. The 2019-20 budget is the first time MCCC was allowed to do its own unrestricted resource allocations. MCCC would like to also be able to do its own budget allocation process for restricted funds. The District has been planning for MCCC to become a college since 2014-15 when it began using specific codes for budget resources for MCCC and Oakhurst separately. This process was used in response to the work the District accomplished with Clovis when it became its own college. The team strongly urges the institution to continue its efforts in this complicated work and to evaluate the outcomes of the process. (I.A.3)

During interviews, the visiting team found that MCCC employees are conscious of their need to continue to develop their institution's processes and they are making a great amount of progress. MCCC may need to evaluate, with the District and RC, how they can have more authority over their MCCC efforts while going through this process of becoming a college. In this area, MCCC has some great beginnings such as with the workgroups that align with RC committees and being in the room where conversations are occurring. This workgroup process allows for MCCC to be part of the decision making process and planning process. (I.A.3)

The team believes that the institution can accomplish this work given its current working relationship with RC and given the evidence gathered from the visiting team's onsite interviews. The team recommends that the mission be used to guide the new institutional decision-making, new planning, and new resource allocation. The mission should continue to inform institutional goals for student learning and achievement per the new goals in the Strategic Plan. (1.A.3)

On June 3-5, 2019, MCCC used a very inclusive, transparent process to create its mission, vision, and values. As its mission was accepted by the Board of Trustees on October 1, 2019, the institution published it on its website and posted it in several campus locations. The visiting team encourages the institution to continue to display its new mission in all ways possible, as soon as possible. MCCC will re-evaluate the mission as needed with its other processes such as the upcoming creation of the new Educational Master Plan. (I.A.4)

Conclusion:

MCCC meets Standard I.A. except for I.A.3. MCCC meets Eligibility Requirement 6.

Recommendation 1 (Compliance): In order to achieve initial accreditation, the team recommends that MCCC formalize processes and procedures to ensure the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. (I.A.3)

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

At Madera Community College Center (MCCC) dialogue is sustained and is demonstrated to occur at all levels of the institution. All constituency groups, including students, are involved in MCCC "work groups" that examine data to inform decisions relative to student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement with student equity established as a priority at MCCC.

Further, guided student pathways is the primary consideration for all activities related to assuring academic quality and institutional effectiveness at the center. MCCC, as it transitions its way away from Reedley College, will maintain three of the six guided student pathways currently provided for at RC.

The timeline for MCCC's Educational Master Plan has been established by the consultant group retained by the college. The process will begin in January of 2020 with a completion date of May 2020. The team encourages MCCC to develop its own Facility Master Plan as a parallel process.

Findings and Evidence:

There is evidence to support that MCCC engages in continuous and collegial dialogue in various formats, including (but not limited to) Opening Day reports, workshops, Program Review,

participatory governance committee meetings, and constituency reporting. For example, numerous "open forums" are held on a variety of issues including implementation of the Facilities Master Plan as it applies to the planning and construction of Academic Village II (AV II). Further, in an effort to ensure that facilities are consistent with the guided pathways model, faculty offices and counselors' offices will be located in proximity to classrooms in AV II. (I.B.1)

Course and program learning outcomes were mapped and assessed by both faculty and staff against the Institutional Learning Outcomes (ILOs), which identify beginning, intermediate, and mastery levels. In an effort to include faculty and staff from both RC and MCCC for mapping of guided pathways, symbolically the meetings were held in Clovis halfway between the two institutions. Although six were mapped, only three will be implemented at MCCC. Further, of the 160 programs currently offered at RC, only 106 will be offered at MCCC dictated by the uniqueness of the MCCC student and capacity. (I.B.2)

MCCC has yet to determine institutionally-set standards. Constituent groups are still in the process of developing Committee Organization Agreements (COA's) and handbooks. It is projected that initially the metrics will be student success, retention, and transfer. However, because guided pathways is a foundational component of MCCC, Institutional Research (IR) is already thinking about more refined metrics on the Four Pillars of Guided Pathways. There is no established timeline for the completion of this work, but IR is aware that establishing these standards is critical for meeting the accreditation standard and the work is progressing. (I.B.3)

MCCC reviews all drafts of the submitted program reviews by the various units across the institution and then returns them with comments and recommendations before a final draft is submitted. The final draft is graded by a rubric designed to determine if the resource request is justified and aligned with college goals before forwarding the document to the Budget Committee. MCCC, when their Program Review Cycle (PRC) is changed will make that determination first. MCCC is founded on a guided pathways model. Consistent with that, there will be an attempt to redefine the traditional unit away from the discipline to a multidiscipline unit reflecting all disciplines within a given guided pathway. Finally, the current program review cycle at RC is five years. At MCCC the intervals will be shortened to two years so data can be analyzed more often. MCCC will utilize the RC template for academic and other service units. However, CTE units at MCCC will utilize the respective national certification templates. (I.B.4)

Even though MCCC is planning to implement a two-year program review cycle the SLO assessment cycle will be in four-year intervals. At this time, MCCC is in the process of reviewing course level SLO's and PLO's for those courses and programs that are anticipated will be moved from RC to MCCC. It is estimated that 600 of 865 classes currently being offered at RC will be moved to MCCC. Following that process, ILO's will be developed for MCCC. The timeline established calls for SLO review to be completed during the fall 2019, the PLO's completed by spring 2020 and the ILO's in place during the fall 2020. The MCCC student government entities will be directly informed of the results of this process. (I.B.5)

SLO discussions are ongoing at the course, program, and institutional levels. SLO assessments and subsequent action plans are a staple of program/department meetings. An example of program review leading to the improvement of student learning was the library. It conducted a survey of students using the facility. The results of the survey indicated that students frequently tried to use the library on weekends seeking tutoring, and printing services were too costly for students to use. The MCCC library is now open on Saturdays with tutors available and the cost of printing for the student is free. (I.B.5)

Currently, data are disaggregated by race/ethnicity, gender, low income, and other special population groups such as foster youth, veterans, students with disabilities, to determine gaps between specific populations and monitor overall student achievement. In order to achieve implementation of the Student Equity Plan, a full-time Equity Coordinator was hired as well as a full-time Researcher. The Equity Coordinator works with the Researcher to collect, analyze, and disseminate data to programs and services to ensure MCCC meets equity needs. Much thought has already been given to looking at data specific to Madera. For example, the student population at MCCC is approximately 70% female. It is hypothesized that many of the males are going to work in the fields to help support the family. Yet, the college offers many programs in manufacturing that might raise the minimum wage for these young men. The question is being asked how MCCC can address this phenomenon that may be unique to this Center. (I.B.6)

In addition to five-year Program Reviews, the annual program review reporting, which is connected with the strategic planning process, allows MCCC programs to track their goals and update SLO progress. In these reports, faculty and staff evaluate policies and practices to identify barriers to student success and the annual reports are submitted through eLumen. MCCC ensures evaluations of its programs and that budget allocations are data driven by following the Integrated Planning Cycle. Results are available to the public. Student achievement, demographic, retention, persistence, and completion data are disaggregated to reflect gender differences, location of service, and ethnic differences in student populations. (I.B.7)

Analyses of these data sets are utilized to evaluate programs, services, resource management and governance process to assure that they are effective in supporting academic quality and accomplishment of the MCCC mission. Program and Degree Outcomes are written by discipline faculty and published in the College Catalog. SLO assessments at both course and program level are all reported in the Program Review report and help to guide program goals. There are questions within the current Program Review template which refer specifically to dialogue about continuous improvement. For example, in the SLO reporting section, it asks programs to describe "in what ways the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty". (I.B.8)

At the start of each year, the President convenes constituent leaders to review the Strategic Plan to identify major drivers and outcomes that will be used to set annual goals for the following year. Then, faculty and staff brainstorm specific activities to address the strategic drivers. Drivers are announced annually in the MOR newsletters and in constituency group meetings. The

College Council assigns strategic drivers to specific committees/workgroups at the beginning of every year. Each committee is responsible for oversight of the implementation and evaluation of activities to address its specific driver. Progress on strategic drivers is announced at the end of each year in a Strategic Planning Progress Report in an effort to "close the loop". (1.B.8)

MCCC's Strategic Plan, guides resource allocation, and is included in the program review process assisting programs in justifying staffing requests, facilities, and other equipment needs. The Strategic Planning Committee, which includes representation from all constituent groups, is now focused on the development of MCCC's first Educational Master Plan. The timeline for MCCC's Educational Master Plan has been established by the consultant group retained by the college. The process will begin in January of 2020 with a completion date for May of 2020. (I.B.9)

Conclusion:

MCCC meets Standard I.B except for I.B.3, I.B.5, and I.B.9. MCCC meets Eligibility Requirements 11 and 19.

Recommendation 2 (Compliance): In order to achieve initial accreditation, the team recommends the institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (I.B.3, I.C.3)

Recommendation 3 (Compliance): In order to achieve initial accreditation, the team recommends the institution establish institutional learning outcomes in order to assess the accomplishment of its mission through program review and evaluation of goals and objectives. (I.B.5)

Recommendation 4 (Compliance): In order to achieve initial accreditation, the team recommends 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. (I.B.9)

I.C. Institutional Integrity

General Observations:

The evidence presented in the ISER showed that Madera meets the Standards in I.C as a Center of RC, and as the ISER notes that MCCC will model or adapt many of Reedley's language and processes it is reasonable to anticipate that MCCC too will meet the Standards as they work toward establishing their independence from RC.

<u>Findings and Evidence:</u>

The institution provides information to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services at this moment in time. MCCC should be vigilant about maintaining accuracy, clarity, and integrity of information as they continue to separate from Reedley College. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (I.C.1, I.C.4.)

MCCC is in the process of establishing a separate College Catalog and Schedule of Classes and anticipates completion by March 2020. The visiting team met with the Madera Center Curriculum workgroup who were able to outline the plans MCCC has in place for the development and establishment of an independent College Catalog and Schedule of Classes that is inclusive of all catalog areas listed in the table on page 81 of the ISER. The front pages of the catalog are currently being updated with information specific to Madera, mission, values, and services. The SCCCD uses shared catalog language that is used by campuses across the district. Common catalog language addresses the catalog elements that are consistent throughout all colleges in the district. The Common Catalog Language workgroup is a subcommittee of the District Educational Coordinating and Planning Committee (ECPC), a district shared governance committee. (I.C.2)

The program and course offerings portion of the catalog is in progress. MCCC has established a Curriculum Workgroup that has identified approximately 106 programs (certificates and degrees) that will be moved from the Reedley Catalog to the Madera Catalog. Faculty are currently engaged in reviewing the course offerings to determine what courses to bring over from the Reedley Catalog. Throughout the process of selecting programs and courses to bring over faculty and administration are being mindful of considerations such as class size, capacity, frequency of course offerings, and ensuring that students can complete within a two-year period. (I.C.2)

MCCC's Curriculum Workgroup will be established as a committee operating under the authority of the Academic Senate, once the MCCC Academic Senate is fully established. Madera Oakhurst Faculty Association (MOFA) faculty have developed by-laws for the Academic Senate, and the Academic Senate has been recognized by the SCCCD Board of Trustees. The final step in the process is to be recognized by the Academic Senate California Community Colleges (ASCCC). MCCC faculty anticipate that this step will be completed by December 2019. (I.C.2)

The visiting team asked for and received the curriculum timeline developed by the Curriculum Workgroup. The timeline details the steps that need to be taken, for instance obtaining a CID number and a MIS-College Identifier Number. MCCC is on track to meet the March 2020 deadline for an MCCC College Catalog and independent MCCC Schedule of Classes. (I.C.2)

The institution does not have documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (I.C.3)

MCCC has recently hired a researcher. The researcher has been charged with cleaning up and disaggregating Madera and Oakhurst data from RC data. Once MCCC has accurate data pertaining to students at MCCC and Oakhurst it can be communicated to appropriate constituencies, including current and prospective students and the public. Further, MCCC will be able to establish benchmarks from which ISS can be defined and vetted through campus participatory governance processes. (I.C.3)

The team found that the institution follows Board Policy 2410 and is actively engaged in local, RC, and District governance committees. (I.C.5)

The team found that MCCC accurately and effectively informs its students of the cost of attendance. (I.C.6)

The team found that the District has Board Policies that address academic freedom and responsibility (BP 4030, AP 4030) and policies for Cheating, Plagiarism and Student Discipline (BP 5500). RC's Academic Senate, of which Madera is currently a member, includes an Academic Standards Committee that is charged with reviewing and approving or denying student petitions on academic matters. Faculty include information regarding academic honesty in their syllabi. As noted earlier, Madera is in the process of establishing an Academic Senate and will establish local processes for Academic Standards. (I.C.7, I.C.8, I.C.9)

MCCC will publish a local Faculty Handbook and Student Handbook that is inclusive of information required by standards I.C.7, 1.C.8, and I.C.9. Similar to the College Catalog, the Faculty and Student Handbook will contain common language used across the District.

I.C.10 N/A

I.C.11 N/A

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

The institution maintains an accreditation webpage that complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. MCCC is committing to respond to accreditation and eligibility requirements within a time period set by the Commission. (1.C.12)

The team observed that the MCCC website includes information on college and programmatic accreditations that are held through RC. The ISER cites that advisory boards are also listed on the MCCC website. (1.C.13)

MCCC as a public institution ensures that high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for

investors, contributing to a related or parent organization, or supporting external interests. (I.C.14.)

Conclusion:

MCCC should give consideration to creating local publications to disseminate information on clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services.

MCCC administration, faculty, staff, and students are working with a high degree of efficiency and collegiality to meet all the requirements of Standard I.C. Throughout the interviews is clear that constituencies are well informed and actively involved in growing a campus governance structure and processes that meets the unique needs of MCCC. Personnel at Oakhurst Center are fully engaged with staff representation of MOCA.

The institution meets Standard I.C. except I.C.2 and I.C.3. MCCC meets Eligibility Requirements 13, 20, and 21.

Recommendation 5 (Compliance): In order to achieve initial accreditation, the team recommends that MCCC publish its own College Catalog. (I.C.2)

See Recommendation 2.

<h1 style="text-align:center">Standard II</h1>

<h1 style="text-align:center">Student Learning Programs and Support Services</h1>

II.A. Instructional Programs

<u>General Observations:</u>

Madera Community College Center's instructional programs are in line with its mission. It employs several modes of course delivery including face-to-face, online, hybrid, and telecommunicated live classes. In its transition process from Reedley College, MCCC identified programs and courses specific for its students and its own mission. In deciding the programs and courses, the institution will ensure students can fulfill all course requirements for degrees and certificates at its own institution.

Course Outlines of Record (COR) are used for the basis of instructional content, including student learning outcomes. Student learning outcomes are included in all syllabi, which are distributed to students during the first week of classes. Faculty provide deans with copies of the syllabi. MCCC is developing its own curriculum process for approving programs, courses, certificates, and degrees. MCCC recently created a curriculum workgroup, which will be established as a Curriculum Committee once the MCCC Academic Senate is approved by the Statewide Academic Senate, scheduled in November 2019. MCCC has a long history of participating in RC's five-year Program Review process, guided by RC's Educational Master Plan; however MCCC in developing its own program review cycle is considering a shorter review cycle for more current program assessment. MCCC is developing its own Education Master Plan and recently hired a consultant to complete this process expected in spring 2020. General Education is designed for breath of knowledge and aims to best align with the goals of students, including those seeking associate degrees or transferring to CSU and UC colleges.

<u>Findings and Evidence:</u>

Instructional programs, including distance education, are consistent with the institution's mission. MCCC created a Curriculum Workgroup to identify programs and courses that would be transferred from Reedley College's catalog to meet the College's mission. Those programs and courses are to meet requirements in the Program and Course Approval Handbook, including type of degree program and course description, and program and course learning outcomes. Data stored in eLumen show programs and related courses are appropriate to higher education and lead to the achievement of degrees, certificates, employment, or transfer to other higher education programs. For distance education, the College offers complete online, hybrid, and remote tele-communicated live classes. No correspondence courses are offered. Annual Program Reviews show SLO analyses for MCCC. (II.A.1)

Academic and professional standards of course content and instruction are guided by the COR that have been vetted and approved by the Curriculum Committee. All faculty, full-time and adjunct, prepare and follow syllabi based on the Course Outline of Records. Faculty take

ownership of design and improvement of learning through the curriculum process and program review process using student achievement data. Although MCCC faculty have participated in Reedley College's process, they have organized workgroups to develop their own process. Through the Program Review evaluation, MCCC faculty implement modifications to ensure program currency, teaching and learning strategies, to improve student success. (II.A.2)

The institution develops courses, programs, certificates, and degrees through its curriculum process. For the process, course outlines include student learning outcomes. Programs, degrees, and certificates are analyzed in the five-year program reviews. Course student learning outcomes are assessed in the program review. MCCC intends to adopt a more frequent two-year cycle for student learning outcome review, though instructors also assess outcomes using eLumen at the end of semesters. eLumen stores Course Outlines of Record, available publically, which include descriptions, learning outcomes, content outlines, pre-requisites, credits, among other information. The student learning outcomes are taken from the COR and are included by instructors in syllabi. The syllabi are distributed to students during the first week of class and copies from each instructor are provided to the CTE and academic deans. (II.A.3)

Courses listed in the college catalog without the designation of "A" for academic are pre-collegiate courses. MCCC will be developing its own catalog once it finalizes by spring 2020 the programs and courses it will adopt for its campus. The institution eliminated pre-collegiate courses in math and English in line with AB 705 except for one course in each discipline. Pre-collegiate courses also include a number of ESL classes. (II.A.4)

The institution follows Board policy for degrees, requiring 60 semester credits, of which 18 credits must be in the major and 18 credits general education. General Education courses must be at least three credits in natural sciences, social and behavioral sciences, humanities, and language and rationality. (II.A.5)

MCCC uses program mapping worksheets (Guided Pathways Degree Mapping) to determine the default paths for the full program, based on an ideal two years. The maps help counselors develop Student Educational Plans, so students can keep track of milestones and progress in their majors. (II.A.6)

MCCC utilizes various delivery modes for instruction including face-to-face, online, hybrid, and remote tele-communicated live classes. A review of online courses indicates regular and substantive interaction between instructor and students as noted in its distance education strategic plan. MCCC has received grants to update and expand distance education facilities to accommodate further growth of course offerings. (II.A.7)

MCCC does not use department-wide course or program exams. (II.A.8)

The institution follows Title 5 requirements for units assigned to courses and the number of lecture or laboratory hours. An hour of credit equals 50 minutes in class or laboratory. A 3-unit lecture class would have 48 hours of classroom time and 96 hours of homework, equaling learning time of 144 hours. Hours are documented in the CORs. MCCC offers several courses based on clock-to-credit-hour conversions and the courses follow federal standards for

conversions. (II.A.9)

The college catalog states the transfer course policies for MCCC students. An articulation officer works with faculty to map and restructure courses to continue to meet agreements with other institutions. A course identification system is designed to indicate which college courses are transferable, such as to any CSU or UC campus. MCCC also uses a website to view articulation agreements with other community colleges, CSU, and UC. It furthermore participates in transfer discussions with six UC campuses. (II.A.10)

The college catalog lists program learning outcomes. All associate degrees follow board requirements to include at least 18 credits of coursework in the major and 18 in general education that include natural sciences, social and behavioral sciences, humanities, and language and rationality. These areas address communication, information, and quantitative competency as well as analytic inquiry skills, ethical reasoning, and diverse perspectives. Programs are re-evaluated in the five-year program reviews, which align with necessary courses and student learning outcomes. MCCC has plans to reduce the program reviews to two-year cycles with CTE programs reviewed in odd years and academic programs in even years. (II.A.11)

All associate degrees follow board requirements to include at least 18 credits of coursework in general education that include natural sciences, social and behavioral sciences, humanities, and language and rationality. The general education requirements are stated in the catalog as well as the rationale for understanding a breadth of knowledge to support life-long learning. The institution has three general education pathways for students depending upon their goals, one geared for the associate degree, and two for transfer to CSU or UC campuses. The current process for a faculty curriculum committee to review and approve all degrees and certificates will continue at MCCC until it establishes its own curriculum committee under an Academic Senate, expected in November 2019. A curriculum workgroup has designated 106 of the current 160 programs, along with relevant courses, to be offered to MCCC students. (II.A.12)

Students awarded associate degrees must complete 60 credits, with 18 credits in the major and 18 credits in general education. The degree requirements are stipulated by board policy. Each course contains details of learning outcomes and competencies in COR documents. Courses are re-evaluated in program reviews to ensure mastery at the appropriate degree level and field of study. (II.A.13)

The institution's programs comply with standards established by external licensing and certification agencies, and are subject to periodic external review. The institution also educates students to achieve high rates of success for licensure or industry certifications, such as nearly 100% for its Licensed Vocational Nursing and Registered Nursing programs. Faculty are chosen with expertise in their disciplines. Career-technical programs are assessed as part of the program review process. (II.A.14)

MCCC follows board policy for program revitalization, consolidation, suspension, and/or continuance. In line with the policy, the institution does not allow new students to enroll but permits existing students to complete program requirements before the program is eliminated. In case of significant changes in the program, students are grandfathered into existing requirements

and allowed to substitute classes if necessary to complete the program in a timely manner. (II.A15)

MCCC participates in the comprehensive five-year Program Reviews of Reedley College to evaluate the quality and currency of instructional programs and courses, including collegiate, pre-collegiate, career-technical, and community, regardless of delivery mode or location. The evaluation is comprehensive, looking at student achievement such as course completion, enrollment and demographics, department budgeting, support of the institution's mission, link to the Educational Master Plan, degrees and certificates awarded, and if applicable Perkins Core indicators. A program review workgroup intends to shorten MCCC's program review process to a two-year cycle to have more frequent assessment for improving its programs and courses, while student learning outcomes for all courses will be assessed on a four-year cycle. Evaluation of courses includes online, hybrid, and other modes of delivery. (II.A.16)

Conclusion:

MCCC meets Standard II.A and related Eligibility Requirements 9, 10, 11, and 12.

Standard II.B   Library and Learning Support Services

General Observations:

MCCC and Oakhurst Center Libraries, learning centers and tutoring offer resources sufficient in quantity, depth, breadth and currency, to support educational programs offered, regardless of location or means of delivery, including distance education. Libraries offer print and online collections. Reference services are available in person, online, or via telephone. Bibliographic instruction is conducted by library faculty during the regular semester and by appointment during the summer semester.

STEM Center, Learning Center, and Reading and Writing Center offer instructional support via scheduled appointments and workshops or on a drop-in basis. Library faculty consult with instructional faculty to enhance collection development and curate a collection of print and online resources that support campus curriculum. The MCCC Library participates in the RC program review process, and assesses and evaluates SLOs/SAOs as appropriate. Further, MCCC Library collects and evaluates relevant collection and circulation data.

Findings and Evidence:

MCCC and Oakhurst Libraries maintain a print and online collection that serve students regardless of location or means of delivery. Library collections are sufficient in depth and breadth to support curriculum. Students at Madera and Oakhurst have access to a suite of online databases including the EBSCOhost state wide purchase through CCLC and additional subject databases from ProQuest, Infobase, and CINAHL. Students also have access to online media via Recorded Books Digital and Films on Demand. Madera College Center Library also circulates DVDs, and audiobook on CD (II.B.1).

MCCC Library and Oakhurst Center maintain a textbook bank that allows students to check out textbooks to use in the library. Additionally, the library checks out laptops that may be used outside the library for up to two hours. The library received Basic Skills funding to purchase scientific graphic calculators that circulate for the entire semester. MCCC Library shares the integrated library system with RC, but end users are able to limit and/or sort search results for print materials to MCCC. (II.B.1)

Professional library services are available to students regardless of location or modality. The MCCC librarian visits Oakhurst Center to provide library instruction to classes upon request. Students can contact the librarian for reference services during normal business hours via phone or email. Madera and Oakhurst students have access for 24/7 Reference, and online consortia of reference librarians. MCCC offers Interlibrary loan services between all SCCCD campuses allowing MCCC students access to print materials available for circulation in the District. (II.B.1)

The visiting team toured instructional support services locations at Madera and Oakhurst. Madera supports students through the Stem Center, Learning Center, and Reading & Writing Center. The Learning Center offers support for a wide range of disciplines and is increasing their offering every semester. In instances where a subject specific tutor is unavailable the Learning Center works with faculty to provide workable solutions, for instance the Learning Center developed foundational math tutoring workshops for CTE disciplines and Computer Engineering.

MCCC has developed an innovative peer-to-peer tutoring programs. One specific example is the dual enrollment partnerships with area high schools. Madera faculty offer Learning Assistance-1: Tutor Training Courses to high school seniors. Once the course is completed seniors have the skills necessary to tutor ninth graders at their school. Additionally, upon graduation and enrollment at MCCC, many of these students are hired as student tutors. (II.B.1)

Oakhurst remodeled a classroom into a Student Center with funding provided by the SCCCD Foundation. The Student Center includes spaces for individual and group tutoring, a computer lab, and a student lounge. (II.B.1)

The visiting team verified through conversations and interviews that Instructional Support Services does offer services regardless of location and modality. The Learning Center is running a successful embedded tutor program. While tutors are embedded in face-to-face courses, and on campus support, tutors are also embedded in online courses. Embedded tutors schedule synchronous tutor sessions using Canvas's conferencing feature. Although Instructional Support is not as robust at Oakhurst Center, the center includes two general tutors with schedule hours. The center also benefits from the embedded tutor program in their Distance Learning Classes. Currently Oakhurst has embedded tutors in ASL, Chemistry, and Biology courses. (II.B.1)

MCCC Instructional Support Services is currently piloting online tutoring in two areas. In the Reading and Writing Center, students will upload papers and receive asynchronous writing support within one or two working days. Tutoring services staff are vetting several online tutoring software to facilitate synchronous communication. (II.B.2)

Evidence was provided in the ISER that MCCC and Oakhurst Libraries rely on the expertise of library faculty, and that library faculty interact with instructional and student services faculty to develop well rounded library services and collections. This was verified through conversations and interviews during the team visit. (II.B.2)

The visiting team verified through conversations, interviews, a facility tour, examination of the website and Program Review documents provided in the addendum that instructional support services faculty and staff rely on the expertise of faculty to select and maintain services and equipment that support student learning and enhance achievement. The visiting teams' interactions with faculty and educational professionals from different disciplines and locations further supported this conclusion. (II.B.2)

An examination of evidence in the ISER demonstrated that MCCC and Oakhurst Libraries meet the Standard II.B.3 in reference to evaluation and attainment of learning outcomes. The Addendum to the ISER included a 2019 Program Review Summary for Instructional Support Services that confirmed that the Reading and Writing Lab, ETC Tutoring Center, and the STEM Center meet the standard. During the site visit, the visiting team further verified through faculty interviews that assessment and evaluation of learning outcomes is taking place. (II.B.3).

The visiting team was able to verify that MCCC assures the security, maintenance, and reliability of library and learning support services. All areas, including Oakhurst, benefit from the services of campus police. (II.B.4)

The visiting team verified during interviews that the MCCC Library partners with CCLC Library Consortia. MCCC Library utilizes the EBSCOhost databases, a statewide purchase by CCLC available to all community college libraries. Additionally, other database products; ProQuest, Infobase, and Recorded Books are utilized through CCLC. Contractual agreements are through Reedley College as appropriate and necessitated by CCLC. The Oakhurst Center has full access to online databases under these contracts. Oakhurst Center also has established an informal partnership with the Oakhurst Public Library. Instructional Support Services maintains robust partnerships with faculty, staff, and students throughout the campus, allowing them to customize services and maximize student success. (II.B.4)

Conclusion:

MCCC meets Standard II.B and the related Eligibility Requirement 17.

Commendation 1: MCCC provides exemplary support for student learning through its innovative peer-to-peer tutoring program. (II.B.1)

Standard II.C Student Support Services

General Observations:

Madera Community College Center offers a wide array of services that facilitate student completion and success that connect to its mission and values. Student Services programs

include Admissions and Records, DSPS, EOPS, CalWORKs, Financial Aid, Mental Health, Counseling Center, Health Services, Transfer Center, and student success programs that facilitate engagement with more than eight student clubs. Student Support services at the Center are inclusive and available to students regardless of location, or mode of delivery. The college assesses student support services through faculty and staff dialogue, program review, and multiple surveys. The Center collaboratively develops and implements modifications to address and provide a coordinated support network designed to anticipate and resolve student needs. The Center and District maintain appropriate standards for the confidentiality, maintenance, release and destruction of student records that adhere to state and federal law.

Findings and Evidence:

MCCC offers appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. All services are available at the main campus, many are available at the Oakhurst site; however, with less frequency. Students can complete services at the Madera site, but cannot wholly complete their programs at the Oakhurst location, and so they may access various student services (including student health) at the main campus.

Notwithstanding, the college has brought some key services, such as regular counseling, Financial Aid(monthly) and DSPS services to Oakhurst in an effort to provide more convenient access for the students directly at the Oakhurst center. Further, the Oakhurst center has plans to remodel the site, with a focus on expanded student services resources (including a Transfer Center area). Online access to some services complement what is available in person. For example, the Center uses an online CCC application, and an after hour web-based application assistance process, that helps to facilitate matriculation. In addition, the use of online tutoring extends 24 hour tutoring for students. While visiting, students interviewed clearly shared their satisfaction with the availability of services, which was further evidenced by the Academic Success centers qualitative surveys and quantitative data on the hours of contacts with the Academic Success Center. (II.C.1, II.C.3)

MCCC undertakes evaluation of student services and has demonstrated through the documentation as well as through conversations between the team and support services staff and administrators how the evaluation process guides the development of efforts. Examples include the development of workshops and services in response to what students have identified through surveys. In program review, Madera has engaged in Reedley College's program review process. The team observed that MCCC's requests and information is occasionally separated to reflect Madera's input and needs. Support services contribute to the program review process, however increased participation and engagement and robust dialogue will be important as MCCC further develops its own process. In this way, the college provides appropriate student support services and programs, and uses assessment data to continuously improve them. (II.C.2)

It is clear from the visit that MCCC has increased co-curricular programs through Associated Student Government ASG and club involvement. The Associated Student Government (ASG) is active in campus life, and there is evidence within the documentation and on the campus of the various aspects of student life at the college. The students work closely with their advisor, and the ASG president meets with the college president on a biweekly basis. They also have participated in a "Pizza with the President" activity, which has led to increased engagement with

campus changes, including the proposed elimination of certain parking meters on campus. ASG members participate in statewide trainings, and may benefit from increased campus leadership based trainings. After meeting with staff, it is evident that these leadership opportunities are organized by a Student Advisor who reports to the Dean of Student Services, in alignment with sound educational policy. There was no evidence of financial mismanagement, or lack of integrity. MCCC does not offer athletic programs. (II.C.4)

MCCC has demonstrated the ability to provide timely counseling and other support to students. Students receive information in a timely, effective manner. In conversations between the team and student services administrators and staff, the team heard examples of successful initiatives that had an impact on student recruitment and retention. Student services administrators and staff described their approach not just as student-centered; but, also as high-touch, a perspective that was affirmed through conversations with administrators, faculty, and staff from other campus units. MCCC should be commended for its exemplary outreach efforts-namely Reg2Go, a proactive districtwide project, which provides critical matriculation resources to all students in their feeder high school area. In addition, the team also recognizes the Community College Center Advantage Program (MCCCAP), which provides access to high school students. This innovative program allows senior high school students to take two classes on the campus in the fall and the spring semesters. These efforts require significant collaboration with the Madera Unified School District and other community stakeholders. (II.C.5)

MCCC has adopted and adheres to admission policies consistent with its mission. The institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals. It has identified the implementation of the Starfish degree review system as a plan for future action. Feedback gathered from students by the team indicates that the onboarding process for students is smooth and efficient. The physical configuration of student services has been arranged so as to provide convenient access to multiple services for the students. (II.C.6)

MCCC evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. Because MCCC is an open access, public institution, the institution does not utilize an instrument to determine student admission. AB705 ended the requirement of placement tests in transfer-level English and Math. (II.C.7)

Based on the documentation provided, MCCC has established that it maintains student records in compliance with applicable federal and state laws relating to the privacy of student records. The polices are published and accessible to students in the student handbook. Madera maintains student records permanently, securely, and confidentially; and there is a provision for secure backup of all files. (II.C.8)

Conclusion:

MCCC meets Standard II.C and the related Eligibility Requirements 15 and 16.

Commendation 2: The team commends MCCC's outreach efforts to high school students and the community that support student development and success. (II.C.5)

Standard III

Resources

III.A. Human Resources

General Observations:

Madera CCC works closely with SCCCD Human Resources Department to ensure staffing needs are met. The Center follows well-defined processes for hiring qualified faculty staff and administrators. MCCC follows the district's guidelines for recruitment and hiring procedures. Faculty, classified staff, and administrators participate effectively in all phases of the hiring process as appropriate. Hired personnel meet the minimum qualifications. The skill sets of prospective employees are carefully matched with department and student needs to ensure a good fit.

Findings and Evidence:

The District's hiring policies and regulations clearly describe the processes and procedures for hiring qualified faculty, staff, and administrators. Recruitment processes are well-defined, and hiring processes include appropriate constituency representatives. These policies and procedures are publicly available on the District website and are reviewed periodically. AR 7120 was recently reviewed and revised in consultation with the District's Academic Senates. (III.A.1)

District Human Resources staff and administrative deans and vice presidents work together to refine job descriptions for faculty. The program and service needs are identified through the Human Resources Staffing Plan process at the Center. The District uses the Minimum Qualifications for Faculties and Administrators in California Community Colleges. This and the process of equivalency are established in AR 7211: Faculty Service Areas, Minimum Qualifications and Equivalencies. (III.A.2)

MCCC administrators and employees responsible for educational programs and services are vetted through a rigorous and thorough process similar to that described in Standard III.A.2 for faculty, to ensure that only well qualified applicants are hired. (III.A.3)

To ensure optimal skill level and qualifications, administrators undergo the same rigor and scrutiny for hiring as faculty and must also meet the minimum qualifications as well as demonstrate sensitivity and understanding of diverse backgrounds, gender identity, sexual orientation, and ethnic backgrounds. Administrative Recruitment and Hiring Procedures AR 7220 contains information on the qualifications and duties required of management employees. Appropriate degrees for all faculty and administrators are reviewed to ensure that transcripts and degrees are from accredited institutions. Equivalency is determined through an established process and by committee collaboration and assessment. (III.A.4)

District Union Contracts and Policies detail the specific evaluation timelines for all personnel. Each Administrator keeps an ongoing record of evaluations that are located on a shared drive.

These lists are shared with the District Human Resources. Each administrator is responsible for completing evaluations in a systematic and timely manner. Classified members are evaluated annually with an established Neogov form prescribed by the District (III.A.5)

Requests for all new faculty are presented on a Faculty Staffing Request Form that requires qualitative and quantitative data detailing the criteria used as the rationale for the position. To ensure adequate numbers of full time, adjunct and part time staff, MCCC's personnel, budgeting, and selection processes use the Faculty Obligation Number (FON) and a gap analysis. FON is analyzed annually to determine any unmet needs for faculty positions. The number of faculty hired each year is determined through an analysis of the FON and the Program Review. After review of the data, a recommended number of faculty are hired each year. MCCC has fulfilled the Faculty Obligation Number each year by hiring the appropriate number of faculty to maintain the requirement.

Currently, MCCC has 53 full-time faculty members. This number includes librarians and counselors. 56.8 percent of College courses are taught by full time faculty members. MCCC implements a robust HR process that reviews internal and external factors, making recommendations for additional faculty using quantitative and qualitative data and transparent communication. (III.A.7)

Employment policies are detailed in the AFT Part Time Faculty Contract. During the annual Adjunct Orientation Workshop, an array of comprehensive topics are offered with opportunities for faculty to ask questions. Efforts are made to integrate adjunct faculty into the colleges' culture and campus life. This includes inclusion into campus events, department meetings, participatory government, enrichment activities, and professional development. Stipends are offered to adjunct faculty to attend the meetings. The College provides for orientation, oversight, evaluation, and professional development opportunities for adjunct faculty who are encouraged to engage with the College through participating in professional development and with their department colleagues. (III.A.8)

MCCC has staff to cover its educational, technical, physical, and administrative areas. Each staff position has a clear job description approved by the Personnel Commission and the SCCCD Board of Trustees. The College provides a system to regularly request additional classified staff. This process includes an analysis of supply and demand when determining the need for additional positions. (III.A.9)

In the spring of 2019, in preparation for pending accreditation as a stand-alone comprehensive college, a Campus President was hired to provide executive leadership at the Madera and Oakhurst campuses. The State Center Community College District also hired a Vice President for Administrative Services to oversee financial operations at the Madera and Oakhurst Centers, independently of Reedley College, in preparation for transition to college status, in addition to a Vice President of Learning and Student Success. Additional MCCC administrative positions include the Dean of Students, two Deans of Instruction, and an Oakhurst Director. There is an adequate number of experienced administrative staff in place to support college functions. (III.A.10)

Personnel policies are published on the District Website, available in The Faculty Handbook, and reinforced during faculty and classified staff orientations. The Human Resources Department addresses issues and assists employees. All contracts have detailed grievance policies and officers to assist employee navigation through the procedures. (III.A.11)

Ensuring a climate of inclusion and acceptance for faculty and students is a priority. The Equal Employment Opportunity (EEO) Plan is active in supporting diversity and employment equity. The District has an EEO Plan that is updated every three years. There is an EEO diversity and staff manager as well as Administrative Procedures and Board Policies that detail EEO practices. All hiring staff is trained on EEO practices as a requirement. Every three years the District reviews and assesses the demographics of employees using disaggregated data to assess gaps in hiring pools. The District has an Equal Employment Opportunity (EEO) Plan that is updated, reviewed, and approved by the BOT every three years. This plan includes policies, procedures, and practices for hiring and supporting the District's diverse personnel. This EEO training includes discussion of: 1) the requirements of the Title 5 regulations on equal employment opportunity; 2) the requirements of federal and state nondiscrimination laws; 3) the requirements of the District's Equal Employment Opportunity Plan; 4) principles of diversity and cultural proficiency; 5) the value of a diverse workforce; and 6) recognizing bias. (III.A.12)

The College/District have designated and published ethical requirements of its employees including the BOT. Consequences for violating ethical codes are articulated for each employee group. (III.A.13)

The College supports and funds opportunities for professional development for faculty, staff, and administrators. Information and effective practices learned through professional development opportunities is shared with the College community and is used to make improvements. It is not clear how the information learned through participation in professional development activities is widely shared or what the specific improvements are as a result of professional development activities. (III.A.14)

Human resources personnel regularly conduct trainings for managers on District and contract regulations regarding evaluations and personnel files. Personnel files are only viewed by appropriate personnel and by the employee when requested. Administrative Regulation 7145 and AFT and CSEA contracts detail right of employees to inspect personnel records and the process to review files. (III.A.15)

Conclusion: MCCC meets Standard III.A and the related Eligibility Requirements 8 and 14.

III.B. Physical Resources

General Observations:

MCCC assures safe and sufficient physical resources at both the Madera and Oakhurst locations. While the current Facilities Master Plan was developed under Reedley College, MCCC has recently formed a Budget, Facilities and Safety Workgroup to plan for future facilities needs. The upcoming development of the Educational Master Plan (EMP) provides an opportunity to

align the EMP with the Facilities Master Plan. The Budget, Facilities, and Safety Workgroup, which will become a standing committee in spring 2020, might consider reviewing and updating the Facilities Master Plan to ensure that facilities planning aligns with educational planning.

<u>Findings and Evidence:</u>

MCCC is comprised of a 50,000 square foot academic village complex that houses a science, computer and art laboratory, and a Licensed Vocational Nursing (LVN) skills lab, in addition to a 150-seat lecture hall, classrooms, administration and faculty offices. The Budget, Facilities and Safety Workgroup is charged with the responsibility to work collaboratively in order to assist in the strategic alignment, planning, development, and implementation of the campus fund allocation and effectiveness of facility usage in support of institutional programs and services. In addition, the group will develop recommendations related to providing safe workplaces for faculty, staff, and students. (III.B.1)

The SCCCD District Operations Department maintains an ongoing and adaptive five-year Scheduled Maintenance Plan. This five-year plan is a comprehensive list of facilities and/or equipment scheduled for replacement or major overhaul within the next five years. The Budget, Facilities and Safety Workgroup is charged with identifying and prioritizing maintenance needs at MCCC to ensure they are included in the Scheduled Maintenance Plan. (III.B.2)

To document physical or operational deficiencies in each building a Facilities Condition Assessment is systematically conducted by the Foundation for California Community Colleges. The Operations Department is also engaged in routine facilities committee meetings to discuss all aspects of facility maintenance, safety, and services as it relates to the continued support of the mission. The Budget, Facilities and Safety Workgroup at MCCC provides input into this process. The current program review process allows programs to identify their goals for growth and support in not only designated facilities goals but also in Distance Education goals, including facilities and equipment specifics. (III.B.3)

The District works with the State Chancellor's Office for ongoing planning and development and to identify long range capital needs. Review of the information in the Five-Year Construction Plan, Scheduled Maintenance Plan, and Equipment Inventory ensure that long range capital plans follow the needs of the institutional programs and services. As new capital projects are constructed to meet the needs of the District, the Total Cost of Ownership (TCO) is evaluated and utilized in the determination process. The total cost of ownership model includes the design and building cost and the total cost to maintain and operate. When determining the TCO of a new capital project the routine maintenance, minor repairs, major modernization (5-25 years), preventative maintenance, custodial services, supplies, grounds keeping, waste management, utilities, technology and life cycle cost analysis are scrutinized. (III.B.4)

<u>Conclusion:</u> The institution meets Standard III.B.

III.C. Technology Resources

<u>General Observations:</u>

Technology services supports all college operations, academics, and support services programs. The technology department has become an essential component of the daily activities of the educational institution. MCCC continues to progress in the development and application of technology in support of learning.

Findings and Evidence:

MCCC Computer Technology Department is under the direction and supervision of the Director of Technology. The Information Technology (IT) Director reports to the RC President. Currently the Director is responsible for MCCC, OCCC, and RC. There are currently three technical staff members reporting to the Technology Director. (III.C.1)

Instructional, student services, and administrative programs address technology needs and goals within their Program Review Reports (PRR). The validated technology and distance education goals reviews are then forwarded each year to the Technology and Distance Education Committees for support in meeting MCCC's technology and distance education need. MCCC Computer Services Department maintains a five-year replacement of computers that are used by students and staff. (III.C.2)

MCCC assures that technology resources at all campuses are implemented and maintained to assure reliable access, safety, and security. MCCC has a dedicated staff that supports campus technology for students, faculty, and staff. The District and College staff members work closely together to provide support for all the educational and administrative needs of the campus. The District Office is primarily responsible for technology security at the colleges. (III.C.3)

Specialized technology training sessions are available onsite and on-line for staff, administrators, and students. All staff members have access to the Professional Learning Network (PLN) online training modules that are available free of charge. PLN is a one-stop site for all California Community College (CCC) employees to access effective practices, training, and valuable resources. (III.C.4)

MCCC adheres to the technology policies specified in SCCCD Use of Rights policies. The policies address acceptable use of technology, email, employee expectations of privacy, and general security. Students and employees must agree to the SCCCD Acceptable Use Policy when logging into a computer attached to the SCCCD network. (III.C.5)

Conclusion: MCCC meets Standard III.C.

III.D. Financial Resources

General Observations:

MCCC's recently created Budget Workgroup and the collaborative decision-making process help establish priorities among competing needs and ensure the effective allocation and use of resources in support of MCCC's mission. While in the process of transitioning from Reedley's budgeting process, MCCC has already begun formalizing and refining budget and fiscal

processes to better serve their needs. The budget process is based on the principles of transparency, inclusivity, and equity.

Findings and Evidence:

The District hired a MCCC 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. MCCC hired a Vice President of Administrative Services (VPAS) to manage all fiscal matters for MCCC. The VPAS plans, organizes, and directs the work of the managers and staff in the administrative services department; oversees and coordinates the development of the campus 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. In 2019, congruent with District practice for all of its Colleges, MCCC was allocated 5% of its total budget in reserve funding. (III.D.1)

The District's Office of Finance and Administration is responsible for ensuring that the District, Colleges, and Centers' management of state funds comply with existing laws and regulations defined by the Education Code, Title 5, and the Budget and Accounting Manual issued by the State Chancellor's Office. In addition, the District and MCCC manage funds received from federal government resources and from private sources according to the respective funding agency's fiscal requirements. (III.D.2)

The Budget Workgroup makes recommendations for funding to the President's Cabinet and College Center Council. MCCC's President reviews the recommendations and requests and makes a final decision. MCCC's institutional planning processes and the collaborative decision-making process help to establish priorities among competing needs and assist with predicting future funding. (III.D.3)

Financial planning at the District level starts with the Vice Chancellor of Finance and Administration's funding projections, which are based on an estimate of state funding. These funding projections provide the basis for budget planning for the District and each of its Colleges and Centers and reflect a conservative yet realistic assessment of funding from the state. (III.D.4)

MCCC's VPAS is responsible for aligning budget planning processes with District procedures and state regulations. MCCC follows the same procedures as the District. Faculty and staff initiate purchase requisitions which must pass through an approval process involving the Directors/Managers, Deans, Vice Presidents, and the President. (III.D.5)

Through regularly published financial documents, the District and MCCC provide accurate and timely budget information to the BOT, the CCCCO, the public, and the College community. The District has responded appropriately to all audit findings or exceptions in a timely manner by implementing each recommendation in the subsequent year and distributing them to each site. (III.D.6)

Audit compliance is almost exclusively a Districtwide function. An independent auditor audits MCCC as part of the District's annual audit. The District and MCCC collaborate to ensure that

corrective measures are enacted appropriately and quickly. (III.D.7)

The District policy requires an independent audit be conducted annually to evaluate and assess for validity and effectiveness in order to use the results for improvement. Evidence is provided regarding oversight of Financial Aid, Bond Measures E and C, grants, bids and contracts; which can all be found on the District website under Business Services. In addition, 165 Administrative Services Office staff regularly assess internal controls and make any necessary changes. MCCC works with the District and other campuses to review accounting policies and practices to maintain a high degree of internal control. (III.D.8)

Since the state of California began buying down deferrals in 2012-13, the cash flow at the District has been sufficient, and the level of District reserve is above average. The state recommends five percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. On May 29, 2018, the Board of Trustees has recently approved a 17% reserve level at the District and 5% at the College/Center. MCCC and the District have sufficient cash flow and reserves to maintain fluid operations in case of an emergency without short- or long-term borrowing. (III.D.9)

Independent auditors review internal control systems regularly, and the District has had no findings in the last three years regarding internal controls. The District or MCCC develops contracts and agreements; which are reviewed by the district legal counsel and the Vice Chancellor of Finance and Administrative Services. The District's Grants Office provides oversight for grant applications and other externally-funded categorical programs in accordance with the Strategic Plans of the SCCCD. (III.D.10)

Requests for resources go to the President's Cabinet and the President, who ultimately approves the requests. MCCC faculty and staff have representation on the College Center Council and are participating in budget decisions. MCCC's budget is sufficient to support student learning programs and services at MCCC, thereby ensuring institutional effectiveness and financial stability. (III.D.11)

The District maintains or exceeds the five percent reserve recommended by the state Chancellor's office and is fully funding its annual OPEB obligation. The latest actuarial report for OPEB is for July 1, 2018 to June 30, 2019. The total OPEB liability is $50,067,597. The district has $19,648,680 in its irrevocable trust. That leaves a net OPEB liability of $30,418,907. (III.D.12)

The SCCCD Board of Trustees established a Citizens' Oversight Committee. Under the provisions of California Proposition 39, the Measure E and Measure C Oversight Committee is charged with informing the public concerning the District's expenditure of bond proceeds, reviewing bond expenditures, and providing an annual report to the State Center Community College Board of Trustees. (III.D.13)

Each year as part of the annual audit, the District's independent auditors audit grants. An independent audit firm audits the SCCC Foundation, as a separate not-for-profit organization, each year. The foundation publishes, distributes, and makes available its annual audit on the

District website. (III.D.14)

MCCC is in the process of hiring a new Financial Aid Director to ensure students' needs are being met and that there is appropriate oversight of Financial Aid as MCCC achieves college status. The MCCC Financial Aid Office processes student loans for the Center's students. The Financial Aid Office monitors default rates which have gone down significantly with the implementation of the Default Prevention Plan. MCCC continues to use default prevention activities to keep default rates low. Although the Default Prevention Plan is not required, MCCC will continue to update the plan and default prevention activities as a best practice. (III.D.15)

Conclusion: MCCC meets Standard III.D and the related Eligibility Requirement 18.

Standard IV

Leadership and Governance

Standard IV.A Decision-Making Roles & Processes

General Observations:

Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. MCCC is developing its own governance structure; the Governance handbook should be completed by mid-spring 2020. During the transition period, a college council and various campus workgroups have been established. Campus processes are being developed to serve the institution, by modifying Reedley College processes as a baseline. These processes need to be formalized. As a multi-college district, the roles within the district are clearly delineated. A District functional map was evaluated and updated in 2016, to clarify the roles and responsibilities of the District and Colleges/Campus in participatory governance.

Findings and Evidence:

Institutional leaders at MCCC provide the basis for creating and encouraging innovation. A newly developed and adopted mission, vision and values guides the campus to innovate and move towards institutional excellence. The campus has engaged the community-at-large through various venues, including meetings with the City Council, Board of Supervisors, and the business community. The Academic Senate has been established and is waiting for formal recognition by the State Academic Senate. (IV.A.1)

Each constituency group has a uniquely clear and designed participatory governance role. The College Council is the highest shared governance committee for the institution. Every constituent group including students is represented in this council. Various campus workgroups have been established and representatives from the campus participate in the district wide committees. The Governance structure for the institution is being developed with the goal of a Governance handbook completed by mid-spring 2020. (IV.A.2)

Board policies define the duties and responsibilities of faculty, administration, staff, and students in terms of institutional governance and input into institutional decisions. This guides the District and Colleges/Campuses in its role in decision making and the roles of the constituent groups through Committee Organization Agreements (COAs) of all governance committees. (IV.A.3)

Board Policy states that "the development and review of all curricular offerings, including their establishment, modification or discontinuance" must include "involvement of the faculty and Academic Senate in all processes." MCCC has hired a curriculum coordinator, and the Board has approved an Academic Senate for MCCC—awaiting State approval. (IV.A.4)

Governance structures at MCCC are being developed. A Governance Handbook is scheduled to be completed by mid-spring 2020. During the transition, a college council has been established,

but needs to be formalized to clearly define its role and membership. Various workgroups have been established, but will need to be formalized to clearly delineate the membership of each committee and its purpose and scope. (IV.A.5)

The process for decision making and the resultant decisions are documented and widely communicated through electronic means and regular meetings. Board meeting agendas and minutes are widely available and include opportunity for public comment. (IV.A.6)

The College's Participatory Governance Handbook describes the structures of leadership, governance and decision making processes at Reedley and the centers. Through a review process of this handbook, a recommendation was adopted to form an MCCC Taskforce on committees and Governance to assess and evaluate the committee and governance structure for the centers. MCCC is developing a Governance handbook that will be available by mid-spring 2020. (IV.A.7)

Conclusion:

MCCC meets Standard IV.A.

Standard IV.B Chief Executive Officer

General Observations:

The Campus President for MCCC assumed duties, effective May 20, 2019. This is a new position for MCCC. During the transition, the Campus President serves as the CEO and participates in weekly Chancellor's Cabinet meetings, Chancellor and President meetings, Communication Council, and Educational Coordinating and Planning Committee, but still collaborates with the Reedley College President. Upon achieving initial accreditation status, the Campus President will report directly to the Chancellor. During the transition, various Madera workgroups have been developed. Moving forward the Campus President will need to guide MCCC's own governance structure. Plans are in place to establish a Governance handbook by mid-spring 2020.

Findings and Evidence:

Board policy delegates full responsibility and authority to the Chancellor, who in turn delegates the responsibility and authority to the Campus President to serve as CEO for MCCC. The Campus President demonstrates effective leadership by regularly communicating the institutional values, goals, and standards through a variety of venues and methods. These include weekly meetings with the vice presidents, president's advisory cabinet, College Council, and constituent leadership. The Campus President works closely with the Vice President of Administrative Services who leads the development of the annual budget and monitors the budget expenditure process. (IV.B.1)

The Campus President plans, oversees and evaluates the administrative structure and staffing levels to reflect the institution's purpose, size and complexity. All administrative positions have been filled, except for the financial aid director, which is in progress. (IV.B.2)

The Campus President guides institutional improvement of the teaching and learning environment by creating intentionally designed dialogues. These include ongoing shared governance workgroups to evaluate progress, goals, and effectiveness. (IV.B.3)

The Vice President of Learning and Student Success, who reports directly to the Campus President, serves as the Accreditation Liaison Officer (ALO) for MCCC. The Campus President works directly with the ALO and is fully engaged in the accreditation process. (IV.B.4)

MCCC has developed its mission, vision and values, which was approved by the Board on October 1, 2019. The Campus President ensures the implementation of board policies and statutes, including control of MCCC's budget and expenditures. (IV.B.5)

The Campus President works and communicates effectively with the Madera community. The Campus President has reached out to the City Council, Board of Supervisors, and community based organizations to provide updates on the campus, including accreditation. (IV.B.6)

Conclusion: MCCC meets Standard IV.B.

Standard IV.C Governing Board

General Observations:

MCCC is currently part of Reedley College and envisioned to be the fourth college in the multi-college State Center Community College District. The District is overseen by a governing board, whose seven members are elected for four years. Elections are held every two years with approximately one-half of the trustees elected every election year.

Findings and Evidence:

The Board exercises authority and fulfills the responsibilities specified in the conduct of regular business as evidence in Board meeting calendars, agendas, reports, and minutes. Board policies and administrative procedures provide the framework within which the Board assures the academic quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the District. (IV.C.1)

Board policy provides the expectations the Board is to follow in carrying out its role as a collective entity once a decision is made. The District contracts with CCLC to keep its policies current. (IV.C.2)

The established BPs and ARs were followed in the recruitment of past Chancellors and College Presidents. The recruitment of the new Campus President for MCCC followed this process.

BP2435, Evaluation of the Chancellor, specifies that the Chancellor's evaluation shall occur annually and the team confirmed this during interviews. Evaluation of College Presidents is developed and jointly agreed upon by the Chancellor and each president respectively and is based on BP7125. (IV.C.3)

The District is divided into seven areas for the election of seven trustees who serve staggered four-year terms. Board policies clearly establish the governing board as an independent, policy making body that reflects the public interest and advocates for and defends the institution from undue influence or political pressure. The seven elected trustees represent their respective areas but also appropriately represent the District as a whole. This was borne out with an interview with the Board President and another trustee. (IV.C.4)

Board policies give the governing board ultimate responsibility for educational quality, legal matters, financial integrity and stability of the District. (IV.C.5)

Board policies specify the board's size, duties, responsibility, structure and operating procedures. (IV.C.6)

Board policies provide that the Board regularly review and evaluate its policies. Board agendas and an interview with two trustees indicates that it does. Agendas, minutes and resolutions of Board meetings indicate that the Board acts in a manner consistent with its policies and bylaws. (IV.C.7)

The Board engages regularly in the review of institutional plans or improving academic quality. Examples include the review of the college's strategic plans, educational master plan, and State's Student Success Scorecard. (IV.C.8)

Board policies address Board training and continuity of Board membership with staggered terms of office including new trustee orientation. The District has an extensive orientation program for new trustees that include meetings with the Chancellor and Vice Chancellors as well as an orientation at the colleges and centers. Trustees also participate in ACCT, CCCT and CCLC for professional development. (IV.C.9)

Board policy on Board Self-Evaluation describes the process for board self-evaluation. Though the ISER reflects September 2016 as the last self-evaluation, the team confirmed through its interviews that it is done annually and was completed for 2017, 2018, and 2019. (IV.C.10)

Board policy establishes a code of ethics for all Board members. It includes a censure policy that specifies a statement of purpose, a censure procedure and the process to be used by the Chancellor, if it is determined that a resolution of censure is the appropriate action. Additionally Board policy requires each Board member to file a conflict of interest statement. (IV.C.11)

Board policy, Delegation of Authority to the Chancellor, provides for the delegation of authority from the Board to the Chancellor and the College Presidents. The Board holds the Chancellor accountable for District operations through his or her job description, performance goals, and annual evaluation. (IV.C.12)

The Board has indicated its support of MCCC through allocation of resources and support of the accreditation process. Interviews with two board members indicated they are better prepared for Madera becoming a college through its lessons learned from the accreditation process with Clovis College in 2015. (IV.C.13)

Conclusion: MCCC meets Standard IV.C and the related Eligibility Requirement 7.

Standard IV.D Multi-College Districts or Systems

General Observations:

As a multi-college district, the Chancellor demonstrates his leadership in setting and communicating expectations for educational excellence and integrity through his support of and participation in faculty, staff, and student events held at the Colleges and Centers.

Findings and Evidence:

The Chancellor engages employees from all District Colleges and Centers to work together towards educational excellence and integrity. Clearly defined roles, authority and responsibility among the Colleges/Centers and the District are established through communication and leadership. The Chancellor holds weekly Chancellor's Cabinet meetings to discuss items of interest, challenges and opportunities in which the District can support the Colleges/Centers. Also, the Chancellor meets weekly with the College/Campus Presidents to address overall District policy and direction and specific College/Center needs. Further, the Chancellor and the Board hold a two-day annual leadership retreat. (IV.D.1)

The District functional map delineates the roles and responsibilities of the District and Colleges/Centers in participatory governance. It further defines District services that effectively support the operations of the Colleges and Centers relative to their mission and function. The Chancellor's review of the District office organizational structure resulted in a revised structure in the District's Educational Services and Institutional Effectiveness division and the Enrollment Management, Admissions & Records, and Information Systems division to add to the District's ability and commitment to providing effective and adequate District services to support the Colleges and Centers in achieving their mission. The District's resource allocation is guided by the District Budget and Resource Allocation Advisory Committee (DBRAAC), a participatory governance committee. This committee approved a District Budget Resource Allocation Model which was subsequently approved by the Board in January 2014. As it did not provide stable funding and the campuses were not sufficiently funded at that time, the model was modified and subsequently approved by the Board with the adopted budget for 2014-15 fiscal year. Centralized support services are provided through a common database—Ellucian Colleague. (IV.D.2)

The District established DBRAAC to guide the resource allocation for the District, with representation from all constituent groups. The model is reviewed and evaluated annually by the DBRAAC—revisions are recommended to the Chancellor. Board Policy dictates a reserve level of 6% for the District. The District has historically exceeded this minimum reserve. It has also demonstrated fiscal prudence by setting monies aside for STRS and PERS rate increases. The District is audited annually by an independent CPA and has always received an unqualified opinion. The District has established policies and processes to control expenditures. District and College financial status is routinely reported and reviewed by the Board. (IV.D.3)

The Chancellor delegates full authority and responsibility to the College/Campus Presidents to implement and administer District policies without interference. The Presidents are held accountable by the Chancellor as formally assessed through the annual evaluation process and through achievement of mutually agreed upon annual goals and strategic planning goals. (IV.D.4)

Evaluation, integration and collaboration are the foundation of the new 2017-2020 District Strategic Plan. College constituents and the community played a key role in the development of this document. (IV.D.5)

The 2016 Roles of Constituents in District Decision Making handbook includes fourteen Districtwide committees and workgroups that contribute to the communication within the District. All of these committees and workgroups are effective means for ensuring timely and accurate communication in order for the Colleges/Campuses to make effective decisions. The District is in the process of redesigning the District and Colleges' website to enhance and improve communication. (IV.D.6)

The District, under the guidance and leadership of the Chancellor, assesses and evaluates the effectiveness of the district and college role delineations, governance, and decision making processes through the planning and assessment process associated with the District's strategic plan and those of the Colleges/Centers. The Strategic Plan is posted on the District website. These assessments are disseminated widely throughout the District by way of established governance committees and processes. In December of each year these assessments are presented to the Board. (IV.D.7)

Conclusion: MCCC meets the standard IV.D.