



**MADERA**  
COMMUNITY  
COLLEGE

**Midterm Report**

*Submitted by:*  
Madera Community College  
30277 Avenue 12  
Madera, California 93638

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

Date Submitted: March 15, 2022

## Midterm Report Certification Page

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

**From:** Dr. Ángel Reyna  
Madera Community College  
30277 Avenue 12  
Madera, California 93638

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

### Signatures:



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Dr. Carol Goldsmith, Chancellor, State Center Community College District



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Nasreen Johnson (Mar 10, 2022 11:27 PST)

Nasreen Johnson, President, State Center Community College District – Board of Trustees



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Angel Reyna (Mar 10, 2022 11:45 PST)

Dr. Ángel Reyna, President, Madera Community College

*Marie Harris*

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Dr. Marie Harris, Accreditation Liaison Officer, Madera Community College



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Michael Newton (Mar 10, 2022 12:25 PST)

Michael Newton, Academic Senate, President, Madera Community College

*Deisy Ruiz*

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Deisy Ruiz, Classified Senate, President, Madera Community College



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Jonathan Stoermer (Mar 10, 2022 13:15 PST)

Jonathan Stoermer, Associated Student Government, President, Madera Community College

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## Section 4: Report Preparation

On June 29, 2020, the president of then-Madera Community College Center, Dr. Angel Reyna, received formal notification from the Accrediting Commission for Community and Junior Colleges (ACCJC) that the center had been granted initial accreditation. By this time, the campus had already started the process of creating a body that would serve as primary when addressing our relationship with the Commission. A workgroup composed of individuals who represented the various groups on campus began the work of outlining a formal Accreditation and Institutional Effectiveness group. This workgroup consisted of

- Lynette Cortes Howden, Mathematics Instructor
- Marie Harris, Vice President of Learning and Student Success
- Jeannie Lee, Biology Science Lab Coordinator
- Michael Newton, Communication Instructor
- Deisy Ruiz, Job Developer/Classified Senate President
- Gricelda Spear, Counselor

This group's initial work concluded during the Fall 2020 semester, with an initial draft of a committee operating agreement completed.

To support the College's accreditation efforts, a district-wide Accreditation Liaison Officers (ALO) group, which includes the ALOs and faculty accreditation coordinators of all State Center Community College District colleges, meets regularly to monitor and collaborate on accreditation activities and district-wide accreditation reports. In fall 2020, the district-wide ALO Group drafted and adopted a timeline for midterm report development ([4-01](#)). The timeline provided benchmarks for district and college-level activities to target completion of the midterm reports for fall 2021 constituent and Board of Trustees review and approval. The district-wide ALO Group assigned district-level recommendations to each of its members for updates, drafts, and evidence collection. At each meeting, members shared updates with the group and discussed progress towards the recommendations. Writing teams on each campus drafted responses to their assigned district-level recommendations and submitted drafts to the district-wide ALO group for review and input ([4-02](#)).

William Turini was appointed to serve as the college's Faculty Accreditation Coordinator, effective spring 2021 ([4-03](#)). With this appointment, the proposed Accreditation and Institutional Effectiveness Committee was repositioned in the organizational chart as a subcommittee of the college's Equity Committee. This placement emphasized the institution's commitment to equity in our pursuit of effectiveness and our relations with the Commission. The operating agreement for this subcommittee began the formal governance and constituent review process with its introduction at the December 04, 2020 meeting of the College Council of Madera Community College. This operating agreement was approved by the Associated Student Government, the Academic Senate, the Classified Senate and California School Employees Association (Chapter 379), and ultimately by the College Council ([4-04](#), [4-05](#), [4-06](#), [4-07](#), [4-08](#)).

The Madera Community College Accreditation and Institutional Effectiveness Subcommittee convened its first meeting on March 24, 2021. The membership included

- Geeti Farrahi, Nursing Instructor

- Dr. Marie Harris, Vice President for Learning and Student Success/Accreditation Liaison Officer
- Dr, Jamie MacArthur, Chemistry Instructor/Learning Outcomes Coordinator
- William Mask, History Instructor/Program Review Coordinator
- Lalo Mata, Mathematics Instructor
- Brad Millar, Communication Instructor/Academic Senate President
- Kimberlee Murray, Early Childhood Education Specialist
- Deisy Ruiz, Job Developer, Classified Senate President
- William Turini, Political Science Instructor/ Faculty Accreditation Coordinator
- Elizabeth Villalobos, Institutional Researcher
- Brenna Kovacevich, Associated Student Government President

The primary focus of this meeting was to provide the group with an orientation to the purpose and intent of a midterm report to the ACCJC. The Commission's *Guidelines for Preparing Institutional Reports* handbook was reviewed ([4-09](#)).

At the subcommittee's April 21, 2021 meeting, a template for our midterm was reviewed and discussed, and an initial distribution of the sections of the report were made to those individuals most directly involved with addressing our self-identified plans as well as the standard required portions. All prompts addressing program review and outcomes issues were referred to the Program Review and Outcomes Subcommittee of the college's Equity Committee. Self-identified areas of improvement such as the addition of library staff and online counseling were referred to the Office of Learning and Student Success. An update regarding our progress regarding our Quality Focused Essay (QFE) was referred to the Guided Pathways Committee. The section addressing Institution Set Standards was referred to the Office of Institutional Research along and the co-chairs of the subcommittee. These groups then began the initial work of crafting responses to the sections of this midterm report that were most relevant to their areas of responsibility ([4-10](#)).

Initial drafts were received and reviewed by the Accreditation and Institutional Effectiveness Subcommittee at their May 19, 2021 meeting. Subsequent revisions to this draft were discussed and reviewed at the September 09 and September 15, 2021 meetings ([4-11](#), [4-12](#), [4-13](#)).

An Accreditation and Institutional Effectiveness Subcommittee draft then entered our constituency review process, by way of introduction at the MCC College Council meeting on October 01, 2021 ([4-14](#)). That same day, the draft was presented to the entire college at our regularly scheduled Friday College Hour.

The MCC Associated Student Government conducted its review and approved all parts of the draft report on Tuesday, October 26, 2021 ([4-15](#)).

The MCC Academic Senate held its first review of the draft midterm report on Friday, October 08, 2021 and its final review on November 12, 2021, voting unanimously to support the report as submitted ([4-16](#)).

The Classified School Employees Association and MCC Classified Senate reviewed the draft on Friday, October 08, 2021 and November 12, 2021, the results of which recommended that the College Council approve the report ([4-17](#)).

In its second hearing on the draft Midterm Report, scheduled on the November 19, 2021 agenda, the College Council accepted the recommendations of the constituencies and approved the draft midterm report ([4-18](#)).

The draft of the Madera Community College midterm report was then submitted to the State Center Community College District Board of Trustees, along with those of the other three colleges in the District, for their consideration at their January 04, 2022 regular meeting. The second reading of these draft reports was scheduled for February 01, 2021, at which point the Trustees voted unanimously to adopt the midterm report for Madera Community College ([4-19](#)).

### **Evidence**

- 4-01 Mid-term Report Timeline
- 4-02 District Accreditation Liaison Officer Workgroup meeting minutes 08.11.20
- 4-03 MCC College Council minutes 11.20.20
- 4-04 MCC College Council minutes 12.04.20
- 4-05 MCC Academic Senate minutes 01.22.21
- 4-06 MCC Associated Student Government minutes 11.02.21
- 4-07 MCC Classified Senate minutes 02.19.21
- 4-08 MCC College Council minutes 02.26.21
- 4-09 Accreditation & Institutional Effectiveness Subcommittee minutes 03.24.21
- 4-10 Accreditation & Institutional Effectiveness Subcommittee minutes 04.21.21
- 4-11 Accreditation & Institutional Effectiveness Subcommittee minutes 05.19.21
- 4-12 Accreditation & Institutional Effectiveness Subcommittee minutes 09.09.21
- 4-13 Accreditation & Institutional Effectiveness Subcommittee minutes 09.15.21
- 4-14 MCC College Council minutes 10.01.21
- 4-15 MCC Associated Student Government minutes 10.26.21
- 4-16 MCC Academic Senate minutes 11.12.21
- 4-17 MCC Classified Senate minutes 11.12.21
- 4-18 MCC College Council minutes 11.19.21
- 4-19 State Center Community College District Board of Trustees meeting minutes, 02.01.21

## Section 5: Plans Arising from the Self-Evaluation Process

### 5A Professional development to craft local structures focused on continuous quality improvement (I.B)

*Plan as stated in Madera Community College Center's 2019 Institutional Self-Evaluation Report (p. 76):* MCCC administrators, classified professionals, and faculty participate in the structures for planning, evaluation and resource allocation that are operationalized at Reedley College. As a Center, MCCC has a strong foundation for understanding how to create structures that support broad based dialog around data, equity gaps, program improvements, and community needs. As MCCC works toward independent accreditation, staff and faculty will engage in professional development on evaluation, program review and data analysis so that the center is ready to create its own processes, systems and structures that support continuous quality improvement as an accredited college, and that allow for continuous and systematic dialog and communication with the campus and community as a whole.

*Process and Status:* Since becoming an independent institution, Madera Community College has worked to establish its own plans, processes, and structures that are both mindful of the ACCJC standards and responsive to the needs of the community we serve. The committee and subcommittee system that the college has developed incorporates the voices of students, classified professionals, faculty, and administration alike ([5A-01](#), [5A-02](#), [5A-03](#), [5A-04](#)). All governance bodies—Associated Student Government, Academic Senate, Classified Senate, and College Council—have embraced a process that allows most institutional issues to be reviewed by these key constituencies, usually over two hearings (or readings), thus allowing all groups to have meaningful input in to these decisions ([5A-05](#), [5A-06](#), [5A-07](#), [5A-08](#), [5A-09](#), [5A-10](#), [5A-11](#), [5A-12](#)).

The college started the work of developing its own program review and learning outcomes assessment processes during the summer of 2020 through the efforts of a workgroup that created drafts of handbooks for each of these activities ([5A-13](#)). In fall of that year, the positions of student learning outcome coordinator and program review coordinator were filled and the Program Review/Student Learning Outcomes Subcommittee of the college's Equity Committee began to meet. The initial foci of the subcommittee were determining the current understanding of these processes among the college community, gaining approval for the handbooks from all constituency groups, setting a timeline for the cycle of program review and student learning outcomes assessments, determining if we would continue using an external data management system inherited from our former parent institution to track and archive curriculum, outcomes assessments, and program review reports, and finally educating ourselves and the college community about the these processes and the changes to them as we became an independent college ([5A-14](#), [5A-15](#), [5A-16](#), [5A-17](#)).

MCC and its constituent groups have sponsored several workshops and professional development activities concerning program review and data analysis ([5A-18](#), [5A-19](#), [5A-20](#), [5A-21](#), [5A-22](#)). The first round of program review reports were submitted during the spring 2021 semester, and the data used in these reports have informed and will continue to inform many of the decisions made regarding these programs. To illustrate, Political Science program review report showed the need for a new full-time instructor, and a new full-time position was

announced and filled ([5A-23](#), [5A-24](#)). Community needs, equity gaps, and program improvement are the primary areas of focus for our program review process, and the first group to submit reports did a commendable job of addressing these areas ([5A-25](#), [5A-26](#)). Based on feedback received from this first group of reporters, portions of the program review template were clarified, giving the programs better guidance through the current process ([5A-27](#), [5A-28](#), [5A-29](#)).

### **Evidence**

- 5A-01 Accreditation and Institutional Effectiveness Subcommittee operating agreement
- 5A-02 Equity Committee operating agreement
- 5A-03 Guided Pathways Committee operating agreement
- 5A-04 MCC Program Review Subcommittee operating agreement
- 5A-05 MCC Classified Senate minutes 02.19.21
- 5A-06 MCC Academic Senate minutes 11.12.21
- 5A-07 Sample MCC Academic Senate minutes 04.09.21
- 5A-08 Sample MCC Academic Senate minutes 12.03.21
- 5A-09 Sample Madera Classified Senate minutes 03.19.21
- 5A-10 Sample Madera Classified Senate minutes 09.24.21
- 5A-11 Sample MCC College Council minutes 10.01.21
- 5A-12 Sample MCC College Council minutes 01.21.22
- 5A-13 Program Review - Learning Outcome process development task list 06.15.20
- 5A-14 MCC Program Review/SLO Subcommittee minutes 10.15.20
- 5A-15 MCC Program Review/SLO Subcommittee minutes 10.29.20
- 5A-16 MCC Program Review/SLO Subcommittee minutes 11.12.20
- 5A-17 MCC Program Review/SLO Subcommittee minutes 12.10.20
- 5A-18 MCC Spring 2021 Flex Day Schedule
- 5A-19 MCC Fall 2021 Flex Day Schedule
- 5A-20 College Hour Fall 2021 schedule
- 5A-21 College Hour Spring 2022 schedule
- 5A-22 Social Sciences, Humanities, Fine Arts, and Library Sciences Department Meeting notes 01.20.21
- 5A-23 Political Science program review report
- 5A-24 Political Science full-time instructor job announcement
- 5A-25 Sample program review report - Office of the President
- 5A-26 Sample program review report – History
- 5A-27 Sample program review report - Business Administration
- 5A-28 Sample program review report - DSP&S
- 5A-29 Sample program review report - Office Technology

### **5B Professional development regarding outcomes, program review, and institutional governance (I.C)**

*Plan as stated in Madera Community College Center's 2019 Institutional Self-Evaluation Report (p. 90):* Although procedures are in place for analysis of student learning outcomes and for review of programs in the context of quality improvement, MCCC faculty will need to develop procedures for all academic assessment and review upon becoming fully accredited.



Participation in committees via Reedley College is very useful preparation for MCCC faculty and staff to implement appropriate systems and processes.

In the coming year, MCCC will provide additional opportunities for professional development for its faculty and staff in the areas of learning outcome assessment and program review, as the college center prepares to assume responsibilities for these functions as an independent institution. Dialog regarding governance structure, committee roles and responsibilities, and dissemination of outcomes data has occurred and will continue to take place as college faculty and staff improve capacity to oversee these critical functions upon accreditation.

***Process and Status:*** As noted in the previous section, Madera Community College sponsored several activities to provide professional development opportunities in the areas of student learning outcomes and program review ([5B-01](#), [5B-02](#), [5B-03](#), [5B-04](#), [5B-05](#), [5B-06](#), [5B-07](#), [5B-08](#), [5B-09](#), [5B-10](#), [5B-11](#), [5B-12](#), [5B-13](#), [5B-14](#), [5B-15](#)). The adopted program review process includes an explanation of the student learning outcome cycle and asks programs to either submit their SLO data or, since we are a new institution, submit their schedule of course SLO data collection and assessment ([5B-16](#), [5B-17](#), [5B-18](#), [5B-19](#), [5B-20](#)). Furthermore, with an eye toward continuous improvement, the first group of program review reporters were given an opportunity to offer feedback into both the template and the process itself. Some of the recommended template revision have been incorporated, whereas, in the name of consistency, the suggestion regarding changes to the process were recorded and will be discussed as possible changes to the handbook for the second cycle of review ([5B-21](#), [5B-22](#), [5B-23](#), [5B-24](#), [5B-25](#), [5B-26](#)).

Participatory governance is an important part of the developing culture at Madera Community College. Shortly after becoming an independent college, the college invited a representative from the Academic Senate for California Community Colleges (ASCCC) to deliver a presentation regarding the essential components of an appropriately participatory decision-making system ([5B-27](#)). Furthermore, as required under our governance handbook, all committees and subcommittees are to review their operating agreements annually ([5B-28](#)). This process took place during the spring 2021 semester, and included presentations to various constituencies regarding our organizational structure and how it works with our governance process ([5B-29](#)). Of particular emphasis during this initial cycle of operating agreement review was the incorporation of accreditation standards into these guiding documents and a clarification of committee roles and procedures ([5B-30](#), [5B-31](#), [5B-32](#), [5B-33](#)).

### **Evidence**

5B-01 MCC Spring 2021 Flex Day Schedule

5B-02 MCC Fall 2021 Flex Day Schedule

5B-03 College Hour Fall 2021 schedule

5B-04 College Hour Spring 2022 schedule

5B-05 Social Sciences, Humanities, Fine Arts, and Library Sciences Department Meeting notes  
01.20.21

5B-06 MCC College Hour schedule spring 2021

5B-07 MCC Flex Day SLO presentation 01.08.21

5B-08 MCC College Hour presentation 01.22.21

- 5B-09 MCC College Hour presentation 03.21
- 5B-10 MCC College Hour presentation 09.10.21
- 5B-11 MCC College Hour presentation 02.04.22
- 5B-12 SLO orientation presentation to programs
- 5B-13 email from SLO Coordinator, SLO Updates 01.14.21
- 5B-14 email from SLO Coordinator, SLO Timelines to correspond with program reviews, 02.16.21
- 5B-15 email from SLO Coordinator, SLO Updates 04.06.21
- 5B-16 Political Science program review report
- 5B-17 Sample program review report – History
- 5B-18 Sample program review report - Business Administration
- 5B-19 Sample program review report - DSP&S
- 5B-20 Sample program review report - Office Technology
- 5B-21 MCC Program Review/SLO Subcommittee minutes 04.15.21
- 5B-22 MCC Program Review/SLO Subcommittee minutes 05.06.21
- 5B-23 Program Review report template - administrative programs
- 5B-24 Program Review report template - hybrid programs
- 5B-25 Program Review report template - instructional programs
- 5B-26 Program Review report template – non-instructional programs
- 5B-27 Collegiality and Governance presentation 09.04.20
- 5B-28 MCC Governance Handbook
- 5B-29 MCC College Council presentation on governance 03-19-21
- 5B-30 Accreditation and Institutional Effectiveness Subcommittee operating agreement
- 5B-31 Equity Committee operating agreement
- 5B-32 Guided Pathways Committee operating agreement
- 5B-33 MCC Program Review Subcommittee operating agreement

### **5C Expand library staff (II.B)**

***Plan as stated in Madera Community College Center’s 2019 Institutional Self-Evaluation Report (p. 112):***

Additional library staff is needed to meet the demands of students and faculty, which MCCC anticipates will grow in the next few years. This will also ensure adherence both to Standard IIB and to California Education Code. Students enrolled in evening courses have also expressed the demand for Pizza with the President events to occur at a time when they are able to attend.

***Process and Status:*** The ACCJC Library and Learning Support Services accreditation standard requires that libraries provide “services [that] are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education and ongoing instruction for users of library and other learning support services” (Standard II.B.1.). Madera Community College hired a second full-time librarian for academic year 2021-2022, helping the college meet requirements established under California Education Code 78100-103, Title 5 of the California Code of Regulations, and Accreditation Standards ([5C-01](#), [5C-02](#)).

Specifically, this new position has helped the college address the following demands:

- Increased instruction in information competency. This is one of the most important roles of an academic library, and is also a requirement under Standard II.B. This additional librarian provides additional information competency instruction during the week, evenings, and weekends, making services more equitable.
- Increased need for to outreach to faculty, including collaborative efforts to create specific guides for classes, create tutorials, and identify quality resources for instructional support materials.
- The need to develop and support the three major library areas - Public Services (reference and public desks), Technical Services (cataloging and database management), and Instruction (bibliographic instruction and classes).
- The staffing ratios recommended under Title 5 of the California Code of Regulations, which recommends three faculty librarians for colleges in the ranges of 1001-3000 FTES.
- General library operations and staffing needs.

### **Evidence**

5C-01 2021 Job announcement for Librarian position

5C-02 Excerpt from SCCC Board of Trustees agenda 06.06.21 (identifying the individual recommended for employment to this position)

### **5D Provide equitable services to online students (II.C)**

*Plan as stated in Madera Community College Center's 2019 Institutional Self-Evaluation Report (p. 122):*

The institution continues to evaluate the needs of online and non-traditional students to ensure that students receive equitable services through an online platform. The funding is currently available for a dedicated online counselor, but the position remains to be filled. As the institution grows, it continues to evaluate the need of students with respect to co-curricular activities. The institution recently hired a full-time College Center Assistant who will lead the effort to provide appropriate and adequate co-curricular student activities.

*Process and Status:* Madera Community College was in the process of adopting and launching the SCCC LiveHelp Counseling system in early Spring 2020. LiveHelp is the District-wide online platform where students can engage in a live chat with a counselor with the click of a button ([5D-01](#)). With the impact of the SARS-CoV-2 (COVID-19) pandemic, the physical closure of the institution, and the migration to online instruction and services, MCC immediately transitioned from face-to-face counseling to online counseling. The LiveHelp platform provided another avenue for students with regard to counseling access. Additionally, LiveHelp is available for students to obtain quick answers to general academic counseling questions on a drop-in basis.

Available funding was used to provide regular hours as well as add evening and Saturday counseling amid the transition ([5D-02](#)). MCC has a dedicated online counselor for LiveHelp, daily from Monday thru Thursday, and a liaison counselor that attends the monthly SCCC Online Counseling Workgroup meetings. The funding that covered the launching of this position has been exhausted, however, the services continue. Lastly, consultation with the new Dean of Students and new Vice President of Equity and Institutional Effectiveness is recommended to determine the institution's vision for online counseling in a post-COVID-19 era.

The improvement plan previously noted the hiring of a full-time College Center Assistant, which has been determined to no longer be necessary ([5D-03](#)).

**Evidence**

5D-01 MCC LiveHelp - screenshot

5D-02 LiveHelp Schedule – Summer 2020, Fall 2020

5D-03 Online Counseling Meeting Notes 10.07.21

## Section 6: Institutional Reporting on Quality Improvements

### 6A Response to Recommendations for Improvement

#### 6A-1 College Recommendations

On advice from the Commission, MCC is not required to respond to this area because there were no recommendations issued. As the College pursued initial college status, *requirements* were identified. These requirements were addressed to the satisfaction of the Commission, and college status was granted.

#### 6A-2 District Recommendations

**6A-2a District Recommendation 1 (Improvement): In order to improve effectiveness, the team recommends that the District expedite and follow its comprehensive timeline to ensure regular review of all Board Policies and Administrative Regulations. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)**

#### Findings in the External Evaluation Report

During the visit to our District, the Peer Review Teams observed “[w]hile the Board does show evidence of reviewing and updating some of its policies and administrative regulations, there was no evidence of a regular cycle of review for all policies and regulations. Interviews with the chancellor and Trustees indicate that this is a priority and that the establishment of BoardDocs will facilitate this systemic, timely review of policies and regulations in the future. (I.B.7, I.C.7, II.A.4, II.A.5, III.A.11, IV.C.7)”

#### Actions taken by the District and the College

In fall 2018, the District began an intensive effort to regularly review board policies (BPs) and administrative regulations (ARs) within the seven-year accreditation cycle. The Chancellor designated the coordination of regular review of BPs and ARs to the vice chancellors. The BPs and ARs were assigned based on relevance to each vice chancellor’s area of expertise. The District and the Colleges worked collaboratively to develop a clear and simple process for district-wide input that tracks and provides effective communication of BP and AR outcomes ([6A-2a-01](#), [6A-2a-02](#)). Fresno City College piloted and refined a BP and AR tracking tool in spring 2018 through spring 2019 ([6A-2a-03](#), [6A-2a-04](#), [6A-2a-05](#)). In fall 2019 and spring 2020, the tracking tool was presented three times to Chancellor’s Cabinet for review, feedback, and consideration for District adoption. With considerable input from members of Chancellor’s Cabinet, it was determined that the District’s Institutional Research team would take the lead in further developing a district-wide tracking tool. In fall 2020, District Office and College collaboration resulted in a final BP and AR tracking tool that was presented to District Communications Council for district-wide rollout ([6A-2a-06](#)). This system allows for district-wide constituency groups to provide input on BPs and ARs for consideration and demonstrates when the review process has been completed. For example, in fall 2020 BP7120 and AR7120 was reviewed for input by district-wide constituent groups. This review is demonstrated in the

dashboard utilized by Chancellor’s Cabinet to track the progress of input and revise the BP or AR in order to facilitate a regular cycle of review and adoption ([6A-2a-07](#)).

#### Outcomes of those actions

The District’s BP and AR tracking process has addressed the findings in the report. Specifically, the piloted process demonstrates a clear communication flow that allows all constituency groups to provide input to ensure the regular review of BPs and ARs. The BP and AR Tracking Dashboard provides the ability to ensure that the BPs and ARs are moving through the determined cycle. Developed trainings on use of the tracking tool will be rolled out by District Institutional Research in a systematic fashion to ensure consistent engagement in the BP and AR review process ([6A-2a-08](#), [6A-2a-09](#), [6A-2a-10](#)).

#### Evaluation of those outcomes and any next steps needed

BP and AR review and tracking have been implemented district-wide. The tool for receiving and providing feedback in the constituent review process will continue to be evaluated and refined to ensure appropriate consideration of recommendations and input. The District will provide support and training for the tracking tool and constituent feedback, and results will be reported to Communications Council.

#### **Evidence**

6A-2a-01 SCCC Board Policy and Administrative Regulation review process SharePoint – screenshot

6A-2a-02 SCCC Chancellor’s Cabinet notes 10.21.19

6A-2a-03 Fresno City College President’s Advisory Committee agenda 08.30.18

6A-2a-04 SCCC Chancellor’s Cabinet notes 01.29.18

6A-2a-05 BP/AR review process tracking system - screenshot

6A-2a-06 SCCC Communications Council notes 09.29.20

6A-2a-07 SCCC BP/AR review tracking dashboard, example - BP/AR 7120

6A-2a-08 SCCC BP/AR review tracking dashboard – screenshots

6A-2a-09 Revised/Corrected BP/AR Updates

6A-2a-10 Quarterly BP/AR Report

**6A-2b District Recommendation 4 (Improvement): In order to improve effectiveness, the team recommends that the District strengthen its planning to ensure reliable access, safety, and security of information. (III.C.3)**

#### Findings in the External Evaluation Report

During the visit to our District, the Evaluation Teams noted that the District provided insufficient remote backup for a major disaster: “the close proximity of the two data centers (approximately 500 yards apart) raises significant questions about the security of critical District data and network facilities in the event of a major disaster such as fire, earthquake, etc., which could cause extensive damage to both facilities in a single event.” The team concluded, “There is no further evidence of offsite Disaster Recovery/Business Continuity planning...for the District. (III.C.3)”

## Actions taken by the District and the College

Since 2018, the District has taken steps to improve reliable access, safety, and security of information by implementing industry-standard cloud-based systems for recovery/remote back up. In addition, the District hired a cybersecurity firm to conduct an evaluation of the District's security of information and implemented improvements on the basis of that cybersecurity audit ([6A-2b-01](#)).

In support of improved reliability, safety, and security of information, the District completed several cloud-migration projects by purchasing Microsoft Azure. First, in order to leverage the cloud-based benefits of security and redundancy for email, the District transitioned the on-premises Exchange environment to Microsoft 365. Microsoft Azure also provides the District with the benefit of improved tools for eDiscovery and Data Loss Prevention (DLP). Next, identity management, federation, and directory groups were also transitioned to a hybrid Azure Active Directory system, which significantly improved and made more consistent the District's management of security breaches. Through extensive planning and implementation, the District has been utilizing Microsoft's Office 365 and SharePoint for individual users' data and for collaboration for staff, faculty, administrators, and students ([6A-2b-02](#), [6A-2b-03](#), [6A-2b-04](#), [6A-2b-05](#), [6A-2b-06](#), [6A-2b-07](#), [6A-2b-08](#), [6A-2b-09](#)).

As an added layer of reliability, the District implemented cloud-based backups through the Veeam Availability Suite and use of the Amazon Web Services S3 storage. The redundant storage increases the security of information and ensures that the College has additional options for restoration in the event of a disaster ([6A-2b-10](#), [6A-2b-11](#), [6A-2b-12](#), [6A-2b-13](#)).

In order to identify potential cybersecurity shortcomings, the District hired a cybersecurity firm to complete an evaluation of the District's security of information in July 2019. NCX Group conducted Secure24 Comprehensive Security Review, a thorough cybersecurity audit. While the specifics of those findings are confidential, the District has been acting to make improvements on the basis of those results ([6A-2b-01](#), [6A-2b-13](#), [6A-2b-14](#), [6A-2b-15](#)).

The IT Steering team comprised of District and campus technology Directors reviewed the NCX Security Audit and decided on several actions. First, the report detailed technical vulnerabilities that could be remedied through software patches or configuration updates. Second, the team discussed and recommended to begin setting security hardening standards for devices on our networks. Finally, the District data center refresh project will include significant internal improvements to the security profile of the core data center systems which service the Ellucian Colleague Enterprise Resource Planning software and other locally hosted environments ([6A-2b-16](#), [6A-2b-17](#), [6A-2b-18](#), [6A-2b-19](#), [6A-2b-20](#), [6A-2b-21](#)).

A recent example of security improvements was related to the security of student passwords. Previously, students were not required to update their default passwords, and those passwords were easily breached. The District Technology Advisory Committee (DTAC) worked with District staff to require students to update their passwords in fall 2020. Students were notified of the requirement to update their passwords via Canvas and District emails. The updates were



completed in batches so that if and when students were locked out of their accounts, the District Help Desk could manage helping them reset their passwords ([6A-2b-22](#), [6A-2b-23](#), [6A-2b-24](#), [6A-2b-25](#), [6A-2b-26](#)).

In addition to infrastructure improvements, the District in collaboration with campus IT leaders continue to refine the protocols for responding to cybersecurity events. Specifically, a phishing notifications email account was established to provide response communication and notification to all IT leaders regarding new phishing attempts; a Microsoft Teams channel was created for IT leaders to communicate immediately when cybersecurity events are active; and the weekly IT leadership meetings provide technical training and updates regarding any known new threats. All of these activities improve the communication among the District and campus IT leaders when constituents report a security threat ([6A-2b-27](#), [6A-2b-28](#), [6A-2b-29](#), [6A-2b-30](#), [6A-2b-31](#)).

Finally, in order to increase awareness around cybersecurity issues, DTAC made a statement in support of sharing cybersecurity best practices in October 2020, which was designated by the federal Cybersecurity & Infrastructure Security Agency (CISA) as National Cybersecurity Awareness Month (NCSAM) and helps raise awareness about the importance of cybersecurity. These decisions were grounded in research from Educause that shows that improved awareness for cybersafe practices is critical to security improvements. Over 95% of security breaches are related to a user allowing the breach (i.e. clicking on a malware link in an email). Consequently, education on how to avoid phishing and other cyber-attacks is a critical part of any security improvement program. As a result of the DTAC statement, the colleges were then empowered with resources for internal campaigns for training and awareness ([6A-2b-24](#), [6A-2b-32](#), [6A-2b-33](#), [6A-2b-34](#), [6A-2b-35](#), [6A-2b-36](#), [6A-2b-37](#)).

#### Outcomes of those actions

The District has improved the reliability, safety, and security of information through additional cloud storage and through improvements made to vulnerabilities in District operations. Student email accounts have become more secure from cybersecurity threats. The improvements to cybersecurity protocols and increased awareness of threats at the College have strengthened the College's response to threats and increased the ability to protect infrastructure and data.

#### Evaluation of those outcomes and any next steps needed

The District is continuing to implement improvements based on the NCX recommendations, and the IT Steering team will periodically evaluate the effectiveness of those activities and address any remaining gaps in reliability, safety, and security of information.

#### **Evidence**

6A-2b-01 SCCCD Secure24 Comprehensive Security Review, Executive Summary 07.30.19  
6A-2b-02 Exchange 2016 Design & Build Document, 06.21.19 MIP Punchlist G5 Update  
6A-2b-03 Office 365 Mail-all 11.12.18  
6A-2b-04 Office 365 Mail-all 01.09.19  
6A-2b-05 Office 365 Mail-all 01.11.19  
6A-2b-06 Office 365 Mail-all 02.11.19



6A-2b-07 Office 365 Mail-all 07.29.19  
6A-2b-08 Office 365 Mail-all 05.12.20  
6A-2b-09 Office 365 Mail-all 04.01.21, v2  
6A-2b-10 IT Leadership Agenda with notes, 04.01.19  
6A-2b-11 2020-21 Veeam License  
6A-2b-12 Veeam Backup Datasheet  
6A-2b-13 Warrant Registers, 13, 04.10.19  
6A-2b-14 Purchase Orders Agreements, 11, 05.07.19  
6A-2b-15 SCCC Board of Trustees minutes 05.07.19  
6A-2b-16 SCCC IT Leadership Weekly 03.18.21  
6A-2b-17 SCCC IT Leadership Weekly 03.25.21  
6A-2b-18 SCCC IT Leadership Weekly 04.01.21  
6A-2b-19 SCCC IT Leadership Weekly 04.08.21  
6A-2b-20 SCCC IT Leadership Weekly 05.06.21  
6A-2b-21 SCCC IT Leadership Weekly 05.13.21  
6A-2b-22 DTAC minutes 05.01.20  
6A-2b-23 DTAC minutes 09.04.20  
6A-2b-24 DTAC minutes 10.02.20  
6A-2b-25 DTAC minutes 02.05.21  
6A-2b-26 District Mail-all 09.23.20  
6A-2b-27 Phishing Alert Fraud 02.06.20  
6A-2b-28 Phishing Alert Fraud 03.02.20  
6A-2b-29 Phishing Alert Fraud 05.22.20  
6A-2b-30 Phishing Alert Fraud 06.25.21  
6A-2b-31 Phishing Alert Fraud 08.09.21  
6A-2b-32 CISA Website - screenshot  
6A-2b-33 Cybersafety email 05.18.20  
6A-2b-34 CyberSecurity tips email 08.04.21  
6A-2b-35 CyberSecurity Warning Banner email 08.04.20  
6A-2b-36 Spam Filter Upgrade email 03.26.21  
6A-2b-37 DTAC minutes 10.01.21

**6A-2c District Recommendation 5 (Improvement): In order to improve effectiveness, the team recommends that the District strengthen the functions of District committees to broadly communicate formal outcomes and recommendations. (III.D.1, IV.D.2, IV.D.3, IV.D.6, IV.D.7)**

Findings in the External Evaluation Report

During the site visits to our sister colleges in State Center Community College District, the Evaluation Teams noted that the District should "improve transparency and effectiveness ...to ensure ...the effective operation of the District and its colleges." (III.D.1). Also observed was an "absence of minutes or notes about committee actions or progress reports on the planning summary forms made it difficult for the Team to review how these representative governance bodies contribute to the decisions made by the chancellor and his staff..." (IV.D.2). Making these items available would "...provide additional clarity and

transparency...” (IV.D.3) and “...help ensure effective operations...” (IV.D.6). Finally, all visiting teams remarked that the District should improve its efforts aimed at the “evaluation [of District committees and ensure that] the results communicated describe...the evaluation.” (IV.D.7).

#### Actions taken by the District and the College

In response to the recommendation, the District has worked to improve district-level committees and communication processes. Specific efforts include making committee documents easily accessible, evaluating and updating committee operating agreements, and adopting end-of-the-year reporting.

To clarify and strengthen the function and roles of District governance committees, including Budget and Resource Allocation Advisory, Educational Coordination and Planning, Enrollment Management, Equal Employment Opportunity Advisory, Facilities and Safety, Strategic Planning Advisory, and Technology Advisory, an ad hoc of Chancellor’s Cabinet reviewed operating agreements in summer 2019 and created a template that would provide consistency in reporting roles and improve communication and transparency ([6A-2c-01](#), [6A-2c-02](#), [6A-2c-03](#), [6A-2c-04](#)). The revised operating agreement template facilitates clarity in committee duties and functions, and composition including constituent representation and standing members. Intentionality in defining the scope, jurisdiction, and role of District governance groups has contributed to strengthening their functions within the operations of State Center Community College District. In fall 2020, Chancellor’s Cabinet and the District committees reviewed, suggested changes, and formally adopted the revised operating agreements ([6A-2c-05](#), [6A-2c-06](#), [6A-2c-07](#)).

To further facilitate transparency, all District committees post their meeting agendas, minutes, and supporting materials on either Board Docs or on SharePoint, and those sites are available for constituents and the public to view. A consistent repository for committee information ensures more transparency about each committee’s activities and contributions to decision making ([6A-2c-08](#), [6A-2c-09](#)).

SharePoint has provided governance committees with the ability to collaborate on projects and store documents for easy access and sharing. For example, the DBRAAC maintains a SharePoint page that:

- is publicly accessible,
- prominently displays the link for all virtual meetings,
- lists all meeting dates and times for the 2021-22 academic year,
- identifies the current committee membership,
- contains the committee’s official operating agreement
- includes a PowerPoint presentation intended to serve as an orientation for new committee members or interested members of the public,
- includes a PowerPoint presentation that explains the resource allocation model as well as a .pdf file and a video to accompany the presentation,
- records evaluations of the resource allocation model and committee operations from 2014 to present,

- houses the committee’s year-end reports from the 2019-20 and 2020-21 academic years ([6A-2c-10](#)).

To increase this emphasis on openness, in summer 2020, Chancellor’s Cabinet also approved a SCCCD Governance Committee Year-End Report template ([6A-2c-11](#), [6A-2c-12](#)).

The template provides District governance committees with an opportunity to report progress on their annual goals, the outcomes of those goals, and the alignment of those goals to the SCCCD Strategic Plan. The completed templates are shared with Communications Council annually to promote district-wide communication. The year-end reports also serve the committees themselves by serving as a historical record of committee efforts and by providing continuity for committees as representatives change from year to year ([6A-2c-13](#), [6A-2c-14](#), [6A-2c-15](#), [6A-2c-16](#), [6A-2c-17](#)).

Outcomes of those actions

The revisions to the District governance committee operating agreements help to strengthen their functions by clarifying their roles in decision making and their communication with the colleges. Additionally, the public access to committee operating agreements, agendas, minutes, and other documents in Board Docs or SharePoint helps to increase the transparency of District committees. Finally, the SCCCD Governance Committee Year-End Reports improve the clarity of committees’ contributions to District decision making.

Evaluation of those outcomes and any next steps needed

District committees will review and revise their operating agreements as outlined in their operating agreements. District committees will share year-end reports annually to facilitate discussion around governance committee effectiveness. DBRAAC’s SharePoint site will be recommended as a model to other District governance committees as a model. Cyclical and regular evaluation of processes will ensure transparency in respect to district-wide governance.

**Evidence**

- 6A-2c-01 District Budget and Resource Allocation Advisory Committee (DBRAAC) operating agreement
- 6A-2c-02 District Facilities and Safety Advisory Committee (DFSAC) operating agreement
- 6A-2c-03 District Strategic Planning Advisory Committee (DSPAC) operating agreement
- 6A-2c-04 District Technology Advisory Committee (DTAC) operating agreement
- 6A-2c-05 Chancellors Cabinet notes (re: District Equal Employment Opportunity Committee) 07.20.20
- 6A-2c-06 Chancellors Cabinet notes (re: District Budget and Resource Allocation Advisory Committee) 09.14.20
- 6A-2c-07 Chancellors Cabinet notes (re: District Strategic Planning Committee) 10.12.20
- 6A-2c-08 District Strategic Planning Committee BoardDocs page – screenshot
- 6A-2c-09 District Technology Advisory Committee BoardDocs page - screenshot
- 6A-2c-10 DBRAAC SharePoint page – screenshot
- 6A-2c-11 Chancellors Cabinet notes (re: year-end report form) 06.22.20

6A-2c-12 Chancellors Cabinet notes (re: year-end report form) 08.17.20  
6A-2c-13 SCCCDC Year-end governance report (template)  
6A-2c-14 DBRAAC year-end report, completed  
6A-2c-15 DFSC year-end report, completed  
6A-2c-16 DSPC year-end report, completed  
6A-2c-17 DTAC year-end report, completed

**6A-2d District Recommendation 6 (Improvement): In order to improve effectiveness, the team recommends that the Board continue to strengthen its efforts to act as a collective entity and reach a mutual understanding with the Chancellor about the delegation of authority. (IV.C.2, IV.C.12).**

#### Findings in the External Evaluation Report

During the 2018 site visits to the colleges in State Center Community College District, the three visiting teams all noted that “the perception of the appropriate delegation of authority to the Chancellor is not uniform among Board members” and therefore “needs attention.” (IV.C.12)

#### Actions taken by the District and the College

Board Policy (BP) 2715 (“Code of Ethics/Standards of Practice”) broadly outlines the expectations of each Trustee in executing their duties and includes this guidance on their role vis a vis the chancellor: “The Board’s function is to establish the policies of the District. The Board shall hold the Chancellor and his/her staff accountable for the administration of the educational program and the conduct of District business. Any complaints, criticisms, and comments received by individual Board members regarding the District should be directed through appropriate channels as previously agreed upon by the Chancellor and Board.” BP 2715 also includes a summary of the Board’s Censure Policy ([6A-2d-01](#)). BP 2715 informs the District’s efforts related to trustee onboarding, ongoing professional development, and the Board’s annual self-assessment.

Since 2018, four of the seven current members of the Board of Trustees (BOT) have been newly elected. Two trustees were elected in the 2018 election cycle and two trustees were elected in 2020. In each election cycle, before the election, the District holds orientation sessions for all interested candidates for Board seats to help them understand the duties, responsibilities, and roles of Board members. The College presidents and members of the Chancellor’s Cabinet, including the Chancellor, address candidates, acquaint them with the District and begin to orient them to the proper role of Trustees in the overall administration of the District ([6A-2d-02](#), [6A-2d-03](#)).

After each election, a series of onboarding activities are provided for new Trustees. The College presidents invite incoming trustees to visit each campus and District site providing an opportunity to ask questions of District and College personnel and to interact with their colleagues. The District also identifies professional development opportunities and has funded new Trustee attendance at professional conferences, such as “Effective Trusteeship Board Chair

Workshop” hosted by the Community College League of California (CCLC) and CCLC’s Newly Elected and Appointed Trustees Program. These workshops provide Trustees with resources to better understand their role in District governance. Additionally, the Chancellor and their staff meet with each newly-elected Trustee to discuss standard BOT protocols, discuss how to pose questions about District-related matters, provide guidance for monthly meeting agendas and the normal monthly timeline (including a discussion of the consent portion of the agenda), and answer any questions about their new role ([6A-2d-04](#)).

The District has continued its efforts to clarify and define the working relationship between the Board and the Chancellor. One example of these efforts is the ongoing involvement of an external consultant to assist with the discussion of appropriate roles and limits of authority. At BOT retreats and/or special sessions, the consultant has facilitated frank discussions of the working relationship between the Chancellor and District staff and the BOT. Through these discussions all Trustees have gained additional insights into how the Trustees and the Chancellor should work together and why working in this manner is beneficial for their working relationship and effective functioning of the District ([6A-2d-05](#), [6A-2d-06](#), [6A-2d-07](#)).

#### Outcomes of those actions

The BOT has become more accountable in upholding BP 2715 as demonstrated through the following examples: during the November 10, 2020 BOT monthly meeting, as trustees were discussing the outcome and impact of a Management Classification and Compensation study, the idea of creating a taskforce to include trustees in reviewing the outcomes and ramifications of the study came up. The idea was rejected after one Trustee reminded the BOT that creating a taskforce to review the study would be outside the purview of the Board, since employee classification and compensation is clearly a function of the Chancellor, per BP 2715. During the January 5, 2021 BOT meeting, a discussion occurred regarding the wording of a District Anti-Racism resolution. As the trustees discussed, one trustee referred to the respective duties of trustees and the managers of the District, including the Chancellor, and stated that the specific language should be created and approved by Chancellor’s Cabinet (which is comprised of the Chancellor, Vice Chancellors, College Presidents and other senior managers). The ongoing efforts to improve trustee orientation and professional development are clarifying the trustees’ role and delegation of authority in accordance with BP 2715 ([6A-2d-08](#), [6A-2d-09](#)).

#### Evaluation of those outcomes and any next steps needed

The Board conducts an annual self-assessment to help guide Board development efforts and enhance the effectiveness of the Board and its relationship with the Chancellor and District staff. Questions on each annual assessment relate to the Board’s working relationship with the Chancellor and staff and the appropriate roles of Trustees, Chancellor, and staff in District oversight. By collecting and discussing responses to these questions, the BOT and Chancellor have annual opportunities to further refine their relationships, to discuss recent instances where they may feel best practices were not followed, and to revisit the guidance contained in BP 2715 ([6A-2d-10](#), [6A-2d-11](#)).

#### **Evidence**

- 6A-2d-01 SCCC Board Policy 2715
- 6A-2d-02 Trustee Orientation Schedule 09.26.18
- 6A-2d-03 New Trustee Orientation Agenda 12.02.20
- 6A-2d-04 New Trustee Campus Tour Schedule 12.01.21
- 6A-2d-05 Professional Services Agreement and Scope of Work for Dr. Mitch Rosenberg  
11.07.19
- 6A-2d-06 SCCC Board of Trustees agenda item - Presentation of Board's Self-Evaluation  
Summary and Goals for 2020, 02.04.20
- 6A-2d-07 SCCC Board of Trustees minutes 11.10.20
- 6A-2d-08 SCCC Board of Trustees minutes 01.05.21
- 6A-2d-09 SCCC Board of Trustees agenda 01.21.20
- 6A-2d-10 SCCC Board of Trustees minutes 01.21.20
- 6A-2d-11 SCCC Special Board Meeting (Board Retreat) minutes, item 3.01, 10.09.20

## **6B Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards (for colleges reviewed after Spring 2016)**

### **6B-1 Student Learning Outcomes (Standard I.B.2)**

As Madera Community College is in the middle of its fourth semester as an independent college, some of the college's processes are still in their infancy. The work of developing and implementing a student learning outcomes (SLO) assessment process began in fall 2020. The college's senior research and planning analyst conducted a survey to gain a better understanding of the levels of SLO assessment exposure and understanding carrying over from the experience of being center of Reedley College. It was clear that most of the respondents had sufficient familiarity with finding course outlines of record and assessment SLOs, but that the procedures for reporting of those assessments had varied significantly from program to program. About one quarter of respondents said that they had stored the results but not shared them, while less than twenty percent had said they used the result as part of writing a program review themselves. Another important finding of this survey was that there were multiple courses which were only taught by part-time faculty, and as a result, SLO data collection was inconsistent as participation is not contractually required of those instructors ([6B-1-01](#)).

Based on the results of this survey, the initial goal for SLO assessment was to get 100% of courses assessed and turned in at least once during the first program review cycle. This would involve creating a uniform and meaningful process for collecting SLOs, educating the college community on the process, and compensating part-time faculty for their work in assessing SLOs where necessary.

Trainings for the campus community occurred through several meetings, some optional and some mandatory. There were three presentations given during the spring 2021 professional development ("Flex") day: Program Review, SLO, and Qualtrics ([6B-1-02](#), [6B-1-03](#), [6B-1-04](#)). There were two College Hour presentations given during the spring 2021 semester that were co-hosted by the program review coordinator, SLO coordinator, and research analyst ([6B-1-05](#), [6B-1-06](#)). There was a joint program review/student learning outcomes professional development



opportunity offered at the start of the fall 2021 semester ([6B-1-07](#)). Program review and student learning outcomes had dedicated College Hour presentations during the fall 2021 and spring 2022 semesters ([6B-1-08](#), [6B-1-09](#)). The SLO coordinator also sent multiple emails to the complete list of faculty about the SLO Friday talks and bimonthly office hours ([6B-1-10](#)). Several faculty, both full- and part-time, were able to attend these office hours.

Training sessions were provided to prepare the part-time faculty for SLO assessments when needed. These were conducted as program specific trainings that were typically organized by a full-time faculty within the program at a day and time that both the SLO coordinator and part-time faculty were available. There were four such trainings provided during the spring 2021 semester that were attended by 12 part-time faculty ([6B-1-11](#)). There were a total of 34 SLO assessments that were completed by part-time faculty during the 2020-2021 academic year ([6B-1-12](#)). More are scheduled for the 2021-2022 academic year.

Most of the programs presenting program review reports in spring and fall semesters of 2021 were able to either submit an SLO assessment for each course in their program or provide a list of when they expect to submit SLO assessments. There were a total of 88 SLO assessments completed within the 2020-2021 academic year. Many of these were submitted ahead of time for programs which are not due for program review until the next academic year. In most cases SLO assessments were sent in as reviews of a single course ([6B-1-13](#), [6B-1-14](#), [6B-1-15](#), [6B-1-16](#), [6B-1-17](#)). In one case (Psychology) the review was submitted as a summary of the courses within the program ([6B-1-18](#)).

The College's Program Review/Student Learning Outcomes Subcommittee of the Equity Committee collects information regarding this process from the reporting programs. This data is regularly reviewed with a focus on improving the assessment and reporting process after the completion of the first program review cycle. As a result, there are a few areas of improvement that have already been identified. ([6B-1-19](#), [6B-1-20](#), [6B-1-21](#), [6B-1-22](#))

The College intends to increase the number of programs offering training for faculty in the outcomes and assessment process. Only four programs were involved in this process during the spring 2021 semester, though there were submissions from other programs who did not go through the training. These trainings were focused on preparing part-time faculty, but trainings for full-time faculty had already occurred in the fall on a program specific level. This is something MCC plans to expand going forward.

The College's Program Review/Student Learning Outcomes Subcommittee began the process of using MyOrgs to organize the collected outcomes and assessment data which have been collected to date ([6B-1-23](#)). Because of the volume of these data and the uncertainty about the future of data storage systems to be used at the College, this process has been slow. Should it be decided to continue using MyOrgs, the subcommittee expects that publicly shared outcomes and assessment data to be available around the end of the first program review cycle.

A key growth opportunity identified by the Program Review/Student Learning Outcomes Subcommittee regarding SLO identification and assessment is the need for increased classified professional participation so as to better inform the process by which student/service area

outcomes are created and assessed. As such, it would be beneficial to have someone who works in this area as either a co-chair or, at the very least, a resource for helping other programs where service area outcomes are assessed to identify appropriate service area outcome(s) for their program. The SLO coordinator addressed the Classified Senate regarding this need, and future conversations on this will inform how the College moves forward ([6B-1-24](#)).

As MCC is a new college, currently ending the third semester of independence, the opportunities for examples of improvements that occurred based on outcomes assessment data within the first semester of the first program review cycle are limited. That limitation has been exacerbated by the SARS-CoV-2 (COVID-19) pandemic, which has been effecting the world as long as MCC has been a college. In recognition of this, some of our programs have articulated some skepticism over making major changes based on data collected during in the current teaching environment which may not necessarily be representative of the teaching environment going forward. This was mentioned in the Psychology program review report ([6B-1-18](#)).

Program improvements were proposed in the Political Science program based on outcomes assessment data. SLO data as well as Guided Pathways data indicated the need to offer an additional course in the political science program which had not been offered recently: Political Science 110. Based in part on these data, the Political Science program was able to hire a new full-time Political Science faculty position and this will allow it to offer this course in forthcoming semesters ([6B-1-13](#), [6B-1-25](#)).

Most of the programs which presented their program review reports in the inaugural spring 2021 semester for program review were able to either submit an SLO assessment for each course in their program or provide a list of when they expect to submit SLO assessments if they are not complete. We will know more about where we are falling behind once we have completed the first two-year program review cycle. As the SLO Coordinator becomes aware of where we are falling behind, conversations were initiated with the appropriate program faculty or administrators, as the situation dictates.

### **Evidence**

- 6B-1-01 SLO Survey Results 11.20
- 6B-1-02 MCC Spring 2021 Flex Day Schedule
- 6B-1-03 MCC Spring 2021 Flex Day Schedule
- 6B-1-04 MCC Flex Day SLO presentation 01.08.21
- 6B-1-05 MCC College Hour presentation 01.22.21
- 6B-1-06 MCC College Hour presentation 03.21
- 6B-1-07 MCC Fall 2021 Flex Day Schedule
- 6B-1-08 MCC College Hour presentation 09.10.21
- 6B-1-09 MCC College Hour presentation 02.04.22
- 6B-1-10 Final SLO office hours 05.19.21
- 6B-1-11 SLO orientation presentation to programs
- 6B-1-12 Part-time faculty SLO assessment participation 2020-21
- 6B-1-13 Political Science program review report
- 6B-1-14 Sample program review report – History
- 6B-1-15 Sample program review report - Business Administration



- 6B-1-16 Sample program review report - DSP&S
- 6B-1-17 Sample program review report - Office Technology
- 6B-1-18 Psychology program review report
- 6B-1-19 MCC Program Review/SLO Subcommittee minutes 10.15.20
- 6B-1-20 MCC Program Review/SLO Subcommittee minutes 10.29.20
- 6B-1-21 MCC Program Review/SLO Subcommittee minutes 11.12.20
- 6B-1-22 MCC Program Review/SLO Subcommittee minutes 12.10.20
- 6B-1-23 SLO MyOrgs directory page
- 6B-1-24 MCC Classified Senate meeting 05.14.21
- 6B-1-25 Political Science full-time instructor job announcement

**6B-2 Institution Set Standards (Standard I.B.3.)**

Madera Community College became an independent institution on June 29, 2020, making our first reporting year 2019-2020 regarding our institution-set standards. We consider the information reported in our recent Annual Report as our baseline data. By the same token, and for the same reasons, we continue to work toward our stretch (aspirational) goals, as presented below.

COURSE COMPLETION RATE	2017-18	2018-19	2019-20	2020-21
Floor Standard	N/A	N/A	70%	
Stretch (Aspirational) Goal	N/A	N/A	75%	
Actual	N/A	N/A	77%	

CERTIFICATES	2017-18	2018-19	2019-20	2020-21
Floor Standard	N/A	N/A	46	
Stretch (Aspirational) Goal	N/A	N/A	200	
Actual	N/A	N/A	339	

ASSOCIATE DEGREE	2017-18	2018-19	2019-20	2020-21
Floor Standard	N/A	N/A	248	
Stretch (Aspirational) Goal	N/A	N/A	300	
Actual	N/A	N/A	389	

TRANSFER	2017-18	2018-19	2019-20	2020-21
Floor Standard	N/A	N/A	25%	
Stretch (Aspirational) Goal	N/A	N/A	32%	
Actual	N/A	N/A	26%	

LICENSURE EXAMINATION PASS RATES (LVN-to-RN national boards)	2017-18	2018-19	2019-20	2020-21
Floor Standard	75%	75%	75%	
Stretch (Aspirational) Goal	85%	85%	85%	
Actual	100%	100%	84.62%	

EMPLOYMENT RATES FOR CTE STUDENTS (LVN-to-RN national boards)	2017-18	2018-19	2019-20	2020-21
Floor Standard	100%	100%	100%	
Stretch (Aspirational) Goal	100%	100%	100%	
Actual	100%	100%	100%	

Even in its infancy, Madera Community College (MCC) continues to plan in support of its overarching goals, working to ensure that planning, initiatives, and strategies work in concert to meet the needs of our students and larger community ([6B-2-01](#)).

Madera Community College completed the Strategic Plan (MCC 2026) in Spring of 2021. MCC 2026 was informed by MCC Vision, Mission, and Values as well as the Educational Master Plan (EMP). During the various sessions with local constituents and community members, the following four strategic goals were identified to guide the work of the College for the next five years:

- Strategic Goal 1: Equity and Antiracism
- Strategic Goal 2: Learning and Success
- Strategic Goal 3: Workforce and Community
- Strategic Goal 4: Resources and Infrastructure ([6B-2-02](#))

Specifically, within Strategic Goal 2, MCC calls out the need to contribute to the region’s efforts to improve educational attainment and career readiness. This work is led by the College’s commitment to Guided Pathways, as reinforced by the objectives that build to this goal:

- Objective 2.1 Clarify the Path: Pathway Development and Clarification
- Objective 2.2 Enter the Path: Front Door Resources
- Objective 2.3 Stay on the Path: Engaging and Embracing the Student
- Objective 2.3 Ensuring Learning: Align Intentional Outcomes and Enrich Student Learning ([6B-2-02](#))

Moreover, the institution’s commitment to Diversity, Equity, and Inclusion (DEI) is further detailed and supported through other planned outcomes and targets:

- Reduce equity gaps in access and success, as defined in the Student Equity Plan.
- Increase enrollment of targeted Madera populations (males, dual enrollment, recent high school graduates, adult education, adult re-entry, apprenticeships, incumbent workers) by 10% per year.
- Increase fall-to-fall persistence rate for first-time students by 3% yearly to reach the target of 55% (MCC Institution Set Standard).

- Increase proportion of first-time students who successfully complete 30 units in their first year from 19% to at least 35% (MCC Institution Set Standard).
- Reduce unit accumulation at graduation from 81 to 70 units (MCC Institution Set Standard).

The institution maintains a broad dialog surrounding these issues, and keeps its constituents informed through the College’s participatory governance process and regularly scheduled College Hours. MCCs participatory governance process works primarily through the College Council, a group chaired by the college president and maintaining representation from all major constituencies—Academic Senate, Associated Student Government, California State Employees Association (CSEA), Classified Senate, and the State Center Federation of Teachers (SCFT). Matters that involve the identification of new initiatives, the status of ongoing initiatives, and changes in college practices and procedures serve as examples of topics that come before this group. The appointees of the various constituencies are then charged to take the discussion back to their respective groups, collect feedback, and return to a future Council meeting as an informed representative, ready to act on behalf of his/her/their group ([6B-2-03](#), [6B-2-04](#), [6B-2-05](#), [6B-2-06](#), [6B-2-07](#)).

Information regarding topics such as institution-set standards, guided pathways, and the draft of the recently adopted MCC Strategic Plan, among several other topics, is also presented and discussed during the regularly scheduled College Hour ([6B-2-08](#), [6B-2-09](#), [6B-2-10](#), [6B-2-11](#), [6B-2-12](#)).

### **Evidence**

- 6B-2-01 ACCJC Annual Report 04.08.21
- 6B-2-02 MCC 2026 Strategic Plan
- 6B-2-03 College Council operating agreement
- 6B-2-04 College Council sample minutes 12.04.20
- 6B-2-05 College Council sample minutes 01.22.21
- 6B-2-06 College Council sample minutes 03.19.21
- 6B-2-07 College Council sample minutes 11.05.21
- 6B-2-08 College Hour Fall 2020 schedule (as illustration)
- 6B-2-09 College Hour Spring 2022 schedule (as illustration)
- 6B-2-10 ISS Update (sample presentation)
- 6B-2-11 College Hour sample presentation (Program Review/SLO) 02.04.22
- 6B-2-12 College Hour sample presentation (Guided Pathways) 2.25.2022

### **6C Report on the Outcomes of the Quality Focus Projects**

As noted in the 2019 Institutional Self-Evaluation Report, Madera Community College has dedicated efforts to becoming a Guided Pathways (GP) community college. The College is infusing the GP pillars and principles into our day-to-day institutional operations. As the only public post-secondary educational institution in Madera County, the goal is to provide a welcoming, clear, and engaging campus environment through a GP approach for all students. This GP framework will benefit the students’ experience dramatically. By incorporating the four

GP pillars—“*clarify the path, enter the path, stay on the path, ensure students are learning*”—into the governance structure, enrollment management, student success, Vision for Success, and Institutional Set Standards, the College will become a comprehensive GP college centered on equity which ensures access and success for all students.

As Madera Community College was developing its committee and governance structure, a proposal was made and ultimately approved by all constituencies that a committee would be formed to lead the Guided Pathways effort ([6C-01](#)). This body is a college-wide committee, consisting of administrative, faculty, classified professional, and student representatives, and co-chaired by an administrator and two faculty, one from instruction and one from student services. The committee reports to the College Council. The governance structure is an intentional attempt to infuse GP into college operations ([6C-02](#), [6C-03](#), [6C-04](#)).

Another means through which the college discusses and advances its Guided Pathways efforts is through our regularly scheduled College Hours. Beginning in the spring 2020 semester, the MCC College Hour is a dedicated weekly meeting of the entire College community that allows college staff, faculty, and administration to engage in collaborative work on specific topics. This provides an opportunity for the campus to come together, work collectively, move away from silos, and toward a common goal. While the College’s committee structure allows voices from all college constituencies to be heard on specific topics related to that committee’s jurisdiction, College Hour provides a larger and broader venue for those who may not get an opportunity to participate in campus committees to have their voice heard. College Hour is not only a chance to work on GP, but it also provides an avenue to raise concerns, provide feedback, and recommendations for campus improvement ([6C-05](#), [6C-06](#)).

On the advice of the Guided Pathways Committee, the president established the MCC College Hour with a charge to advance the following goals:

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

Over the past year, Madera Community College participated in various activities that culminated with defining and identifying pathways. These pathways grouped similar instructional programs with the goal of providing students with the opportunity to explore programs. The College’s established pathways provide the opportunity for students to take courses that will contribute to their progress, even if they changed to a major, as long as the new major is within the same pathway. Students in MCC pathways are directed and nurtured as they will now have a pathway counselor from beginning to completion ([6C-07](#)). The institution recently launched Workshop Wednesdays (now titled “Virtual Info Hub,” which accommodate both in-person and remote students). A team of classified and faculty came together to host workshops for current and future students. This has been a tremendous success and a unique way to engage students in an online environment. Students will benefit from having presenters, career information, job outlook and additional pathways resources that directly align with their career goal. Students will feel connected as pathways pave the way to hosting new and continuing student orientation by

pathways. This will create opportunities for students to meet students with a similar goal, meet their counseling team and meet their instructors. Through this approach, students are valued in many ways, as stories have been highlighted on campus and social media. Student who encounters challenges in the classroom are connected to resources through Starfish Early alert ([6C-08](#), [6C-09](#)).

Within the framework of GP, students enroll within a *pathway*, also called a “school.” The pathways at MCC are the School of Allied Health, Business, and CTE, the School of Arts and Humanities, the School of Social Sciences, and the School of STEM. Within these pathways (schools) are individual disciplines. Disciplines may have one or more programs within them ([6C-10](#)).

As students are connect with the institution, MCC supports them in clarifying their path, entering their path, staying on their path, and ensuring their learning. These are the four GP pillars woven into all institutional documents. Goals, outcomes, and evidence are listed by pillar below:

- Clarify The Path- Explore
  - Programs are organized and marketed in broad career-focused academic and communities or “meta- majors” ([6C-10](#)).
  - Every program is mapped and well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area ([6C-12](#)).
  - Programs publish detailed information on the college’s website regarding the employment and future education opportunities targeted by each program ([6C-13](#)).
  - Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website ([6C-11](#), [6C-12](#), [6C-13](#)).
  - Student success teams will be developed to support student achievements, leverage available human capital, and specialize by school.
    - Student achievements will be identified by school and by timeframe (beginning of Semester 1, end of Semester 1, end of Academic Year 1, etc.).
    - Student success teams will be formed to help students meet these achievements through active data analysis and case management ([6C-07](#), [6C-14](#)).
- Enter The Path- Enter
  - Every new student is encouraged to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible by the end of their first year ([6C-15](#), [6C-16](#), [6C-17](#)).
  - Special supports provided to help students experiencing equity gaps to succeed in the “gateway” courses for the college’s major program areas ([6C-18](#), [6C-19](#), [6C-20](#), [6C-21](#)).
  - The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college ([6C-22](#), [6C-23](#)).

- Stay on the Path - Engage
  - Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
  - Student Education Plans via Starfish. Students can easily see how far they have come and what they need to do to complete their program ([6C-24](#)).
  - Advisors and students alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track ([6C-25](#)).
  - The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. The MCC strategic plan supports “creating course schedules based on student needs, with attention to those unable to take courses during traditional hours and locations.”
  - The MCC strategic plan focuses on increasing access to males, high school students & recent graduates, incumbent workers. Apprenticeships, adult reentry students, and adult education ([6C-26](#)).
- Ensuring Students are Learning: Excel
  - Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program ([6C-27](#)).
  - Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others ([6C-28](#)).
  - Students have many opportunities to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.
  - Instructors deliver culturally relevant curriculum driven by student feedback, professional development, and course and program review. Promotion of culturally contextual growth mindset will increase student persistence ([6C-29](#)).
  - The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

To establish a process for tracking progress, the MCC Office of Research and Planning provided a walkthrough of a student dashboard. The baseline data detailed count of students enrolled within each pathway, average GPA, and persistence percentage for one term and one year. The committee gained insights to help develop MCC GP student support efforts. Moreover, the data provided insights on equity counts and enrollments. As the MCC Institution Set Standards were founded on the College’s GP work—each metric within MCC ISS is aligned with a GP pillar—gaining a better understanding of the data will significantly contribute to meeting the goals set forth in the ISS ([6C-30](#)).

In our 2019 ISER, the College articulated six program outcomes stemming from its GP work. These goals are listed below, along with a baseline of metrics and information collection for the 2020-2021 year to ensure continued efforts to make data informed decisions and monitor progress.



**1. Increase the rate at which MCC students earn college credentials.**

For its first official accredited year, MCC earned the following awards: 140 Transfer degrees, 85 Associate degrees, and 144 certificates ([6C-31](#)).

**2. Increase the rate at which historically underrepresented students earn higher education degrees and certificates in a timely manner.**

MCC disaggregated awards data by Ethnicity, Gender, First-Generation, Veterans, Foster Youth, DSPS designated students ([6C-31](#)).

**3. Close achievement gaps for low-income students, students of color, returning students, students with disabilities and other groups with inequitable outcomes**

MCC continues to derive all elements of success for the student journey. In working toward this goal, a draft equity dashboard has been prepared for access. Campus-level administration as well as the Equity Committee have had an opportunity to view and provide feedback. Metrics includes student educational goals, graduation data, transfer math and English data, CTE units, Regional Living Wage and Transfer counts. Data is filtered by ethnicity, age, and gender. As well as Pell and BOG waiver eligible, undocumented students, LGBTQ+, First Gen, Veteran, DSPS, and Credit ESL ([6C-32](#)).

**4. Have access to fully mapped out programs that align with furthering student academic and career goals.**

The campus has outlined and fully mapped out academic programs, 22 Transfer degrees, 30 Associate degrees, and 26 certificates ([6C-33](#), [6C-34](#), [6C-35](#), [6C-36](#), [6C-37](#), [6C-38](#), [6C-39](#), [6C-40](#), [6C-41](#), [6C-42](#)).

**5. Provide a welcoming, safe, and engaging environment for all students.**

Campus wide surveys including, but not limited to, Revealing Strengths and Weaknesses (RISC) and the National Assessment of Collegiate Campus Climates (NACCC) have been implemented and the findings are being delivered to the GP Committee to inform planning. Moreover, GP informed the planning of the first ever MCC campus focus groups. The facilitation, set to be implemented in November, is a first for the college. The focus groups are GP specific with equity infused questions to ensure we continue to incorporate student voice into GP planning. Lastly, the MCC Welcome Center Info Hub is set to open spring 2022. The objectives identified for the Welcome Center include:

- Welcome students
- Provide students and the community with the opportunity to access campus information, resources, and services to support their future success. Services include, but are not limited to:
  - General inquiries
  - Assist with applying to MCC
  - Finding offices and classrooms
  - Searching for/registering for classes
  - Promote student activities (on-campus and virtual)
  - House MCC Students Ambassadors

**6. Integrate support services and interventions in ways that make it easier for students to get the help they need during every step of their community college experience.**

Like many other institutions, MCC had to traverse its efforts to meet the needs of students online. To do so, the Mountain Lion Preview Home Page was created, providing information, how-to videos, guides, and “Important Dates.” In ongoing efforts to better serve students holistically, MCC created a food pantry for students, the Lion’s Den Food

Pantry. The pantry offers a variety of items that, during the pandemic, were provided via a drive-thru format for safety. Currently the pantry averages eighty students a week. Lastly, tying in all efforts, District-wide Starfish software provides each campus with counts of students seeking resources. When students request help, a message is funneled to a campus staff person for follow-up. The College is then able to run disaggregated reports of requests. This ability makes for more targeted, wrap-around services ([6C-43](#)).

## **Evidence**

- 6C-01 MCC College Council minutes 12.06.19
- 6C-02 Draft Guided Pathways Coordinators – position announcement
- 6C-03 Guided Pathways Committee operating agreement
- 6C-04 MCC Committee organization chart
- 6C-05 College Hour Fall 2020 schedule (as illustration)
- 6C-06 College Hour Spring 2022 schedule (as illustration)
- 6C-07 List of pathway counselors assigned to divisions and/or departments
- 6C-08 Illustration of pathways
- 6C-09 Workshop Wednesday – sample flyer 03.03.21
- 6C-10 Guided pathways website - screenshot
- 6C-11 Sample major sheet – Biological Science 2021-22
- 6C-12 Sample program map – American Sign Language
- 6C-13 School of Allied Health, Business, and CTE pathway website - screenshot
- 6C-14 Fall 2021 Opening Day presentation and working session
- 6C-15 Sample Student Education Plan – AS-T in Mathematics
- 6C-16 Transfer Center website – screenshot
- 6C-17 Career and Employment Center website – screenshot
- 6C-18 STEM Center First Year Experience Flyer
- 6C-19 Flyer promoting embedded tutoring – Mathematics
- 6C-20 First Year Experience (FYE) courses
- 6C-21 Early Alert screenshot
- 6C-22 SCCCD Reg-To-Go event schedule 2019-20
- 6C-23 MCC Reg-To-Go event schedule 2021-22
- 6C-24 Screenshot of SEP on Starfish
- 6C-25 Starfish flag – sample
- 6C-26 MCC 2026 Strategic Plan
- 6C-27 Sample of Program Learning Outcomes – Sociology
- 6C-28 Sample of Program Review/SLO data - Sociology
- 6C-29 2021-2022 Campus Goals
- 6C-30 Guided Pathways Committee minutes 02.25.21
- 6C-31 Guided Pathways goal - data table 1
- 6C-32 MCC Equity Dashboard
- 6C-33 Guided Pathways Committee - Program Mapping folder, MS Teams
- 6C-34 Sample program map, transfer degree - Administration of Justice
- 6C-35 Sample program map, transfer degree - Communication Studies
- 6C-36 Sample program map, transfer degree – English
- 6C-37 Sample program map, Associates degree – Accounting
- 6C-38 Sample program map, Associates degree - Speech Language Pathology Assistant



6C-39 Sample program map, Associates degree - Child Development  
6C-40 Sample program map, certificate - Industrial Maintenance Technician  
6C-41 Sample program map, certificate – Information Systems Web Development  
6C-42 Sample program map, certificate – Office Technology Medical Administrative Assistant  
6C-43 Starfish Intake Survey results - fall 2021

**6D Fiscal Reporting (for colleges reviewed after Spring 2016)**

On advice from the Commission, MCC does not need to respond to this area because, as a new college, no annual fiscal report has yet been filed.

## **Section 7. Appendices**

### **List of Evidence**

#### **Section 4: Report Preparation**

- 4-01 Mid-term Report Timeline
- 4-02 District Accreditation Liaison Officer Workgroup meeting minutes 08.11.20
- 4-03 MCC College Council minutes 11.20.20
- 4-04 MCC College Council minutes 12.04.20
- 4-05 MCC Academic Senate minutes 01.22.21
- 4-06 MCC Associated Student Government minutes 11.02.21
- 4-07 MCC Classified Senate minutes 02.19.21
- 4-08 MCC College Council minutes 02.26.21
- 4-09 Accreditation & Institutional Effectiveness Subcommittee minutes 03.24.21
- 4-10 Accreditation & Institutional Effectiveness Subcommittee minutes 04.21.21
- 4-11 Accreditation & Institutional Effectiveness Subcommittee minutes 05.19.21
- 4-12 Accreditation & Institutional Effectiveness Subcommittee minutes 09.09.21
- 4-13 Accreditation & Institutional Effectiveness Subcommittee minutes 09.15.21
- 4-14 MCC College Council minutes 10.01.21
- 4-15 MCC Associated Student Government minutes 10.26.21
- 4-16 MCC Academic Senate minutes 11.12.21
- 4-17 MCC Classified Senate minutes 11.12.21
- 4-18 MCC College Council minutes 11.19.21
- 4-19 State Center Community College District Board of Trustees meeting minutes, 02.01.21

#### **Section 5: Plans Arising from the Self-Evaluation Process**

##### **5A Professional development to craft local structures focused on continuous quality improvement**

- 5A-01 Accreditation and Institutional Effectiveness Subcommittee operating agreement
- 5A-02 Equity Committee operating agreement
- 5A-03 Guided Pathways Committee operating agreement
- 5A-04 MCC Program Review Subcommittee operating agreement
- 5A-05 Sample MCC Academic Senate minutes 04.09.21
- 5A-06 Sample MCC Academic Senate minutes 12.03.21
- 5A-07 Sample Madera Classified Senate minutes 03.19.21
- 5A-08 Sample Madera Classified Senate minutes 09.24.21
- 5A-09 Sample MCC College Council minutes 10.01.21
- 5A-10 Sample MCC College Council minutes 01.21.22
- 5A-11 Program Review - Learning Outcome process development task list 06.15.20
- 5A-12 MCC Program Review/SLO Subcommittee minutes 10.15.20
- 5A-13 MCC Program Review/SLO Subcommittee minutes 10.29.20
- 5A-14 MCC Program Review/SLO Subcommittee minutes 11.12.20
- 5A-15 MCC Program Review/SLO Subcommittee minutes 12.10.20
- 5A-16 MCC Spring 2021 Flex Day Schedule

5A-17 MCC Fall 2021 Flex Day Schedule  
5A-18 College Hour Fall 2021 schedule  
5A-19 College Hour Spring 2022 schedule  
5A-20 Social Sciences, Humanities, Fine Arts, and Library Sciences Department Meeting notes  
01.20.21  
5A-21 Political Science program review report  
5A-22 Political Science full-time instructor job announcement  
5A-23 Sample program review report - Office of the President  
5A-24 Sample program review report – History  
5A-25 Sample program review report - Business Administration  
5A-26 Sample program review report - DSP&S  
5A-27 Sample program review report - Office Technology

**5B Professional development regarding outcomes, program review, and institutional governance (I.C)**

5B-01 MCC Spring 2021 Flex Day Schedule  
5B-02 MCC Fall 2021 Flex Day Schedule  
5B-03 College Hour Fall 2021 schedule  
5B-04 College Hour Spring 2022 schedule  
5B-05 Social Sciences, Humanities, Fine Arts, and Library Sciences Department Meeting notes  
01.20.21  
5B-06 MCC College Hour schedule spring 2021  
5B-07 MCC Flex Day SLO presentation 01.08.21  
5B-08 MCC College Hour presentation 01.22.21  
5B-09 MCC College Hour presentation 03.21  
5B-10 MCC College Hour presentation 09.10.21  
5B-11 MCC College Hour presentation 02.04.22  
5B-12 SLO orientation presentation to programs  
5B-13 email from SLO Coordinator, SLO Updates 01.14.21  
5B-14 email from SLO Coordinator, SLO Timelines to correspond with program reviews,  
02.16.21  
5B-15 email from SLO Coordinator, SLO Updates 04.06.21  
5B-16 Political Science program review report  
5B-17 Sample program review report – History  
5B-18 Sample program review report - Business Administration  
5B-19 Sample program review report - DSP&S  
5B-20 Sample program review report - Office Technology  
5B-21 MCC Program Review/SLO Subcommittee minutes 04.15.21  
5B-22 MCC Program Review/SLO Subcommittee minutes 05.06.21  
5B-23 Program Review report template - administrative programs  
5B-24 Program Review report template - hybrid programs  
5B-25 Program Review report template - instructional programs  
5B-26 Program Review report template – non-instructional programs  
5B-27 Collegiality and Governance presentation 09.04.20  
5B-28 MCC Governance Handbook  
5B-29 MCC College Council presentation on governance 03-19-21

- 5B-30 Accreditation and Institutional Effectiveness Subcommittee operating agreement
- 5B-31 Equity Committee operating agreement
- 5B-32 Guided Pathways Committee operating agreement
- 5B-33 MCC Program Review Subcommittee operating agreement

**5C Expand library staff (II.B)**

- 5C-01 2021 Job announcement for Librarian position
- 5C-02 Excerpt from SCCC Board of Trustees agenda 06.06.21 (identifying the individual recommended for employment to this position)

**5D Provide equitable services to online students (II.C)**

- 5D-01 MCC LiveHelp - screenshot
- 5D-02 LiveHelp Schedule – summer 2020, Fall 2020
- 5D-03 Online Counseling Meeting Notes 10.07.21

**Section 6: Institutional Reporting on Quality Improvements**

**6A Response to Recommendations for Improvement**

**6A-1 College Recommendations**

No recommendations were issued.

**6A-2 District Recommendations**

**6A-2a District Recommendation 1**

- 6A-2a-01 SCCC Board Policy and Administrative Regulation review process SharePoint – screenshot
- 6A-2a-02 SCCC Chancellor’s Cabinet notes 10.21.19
- 6A-2a-03 Fresno City College President’s Advisory Committee agenda 08.30.18
- 6A-2a-04 SCCC Chancellor’s Cabinet notes 01.29.18
- 6A-2a-05 BP/AR review process tracking system - screenshot
- 6A-2a-06 SCCC Communications Council notes 09.29.20
- 6A-2a-07 SCCC BP/AR review tracking dashboard, example - BP/AR 7120
- 6A-2a-08 SCCC BP/AR review tracking dashboard – screenshots
- 6A-2a-09 Revised/Corrected BP/AR Updates
- 6A-2a-10 Quarterly BP/AR Report

**6A-2b District Recommendation 4**

- 6A-2b-01 SCCC Secure24 Comprehensive Security Review, Executive Summary 07.30.19
- 6A-2b-02 Exchange 2016 Design & Build Document, 06.21.19 MIP Punchlist G5 Update
- 6A-2b-03 Office 365 Mail-all 11.12.18
- 6A-2b-04 Office 365 Mail-all 01.09.19
- 6A-2b-05 Office 365 Mail-all 01.11.19
- 6A-2b-06 Office 365 Mail-all 02.11.19
- 6A-2b-07 Office 365 Mail-all 07.29.19
- 6A-2b-08 Office 365 Mail-all 05.12.20

6A-2b-09 Office 365 Mail-all 04.01.21, v2  
6A-2b-10 IT Leadership Agenda with notes, 04.01.19  
6A-2b-11 2020-21 Veeam License  
6A-2b-12 Veeam Backup Datasheet  
6A-2b-13 Warrant Registers, 13, 04.10.19  
6A-2b-14 Purchase Orders Agreements, 11, 05.07.19  
6A-2b-15 SCCC Board of Trustees minutes 05.07.19  
6A-2b-16 SCCC IT Leadership Weekly 03.18.21  
6A-2b-17 SCCC IT Leadership Weekly 03.25.21  
6A-2b-18 SCCC IT Leadership Weekly 04.01.21  
6A-2b-19 SCCC IT Leadership Weekly 04.08.21  
6A-2b-20 SCCC IT Leadership Weekly 05.06.21  
6A-2b-21 SCCC IT Leadership Weekly 05.13.21  
6A-2b-22 DTAC minutes 05.01.20  
6A-2b-23 DTAC minutes 09.04.20  
6A-2b-24 DTAC minutes 10.02.20  
6A-2b-25 DTAC minutes 02.05.21  
6A-2b-26 District Mail-all 09.23.20  
6A-2b-27 Phishing Alert Fraud 02.06.20  
6A-2b-28 Phishing Alert Fraud 03.02.20  
6A-2b-29 Phishing Alert Fraud 05.22.20  
6A-2b-30 Phishing Alert Fraud 06.25.21  
6A-2b-31 Phishing Alert Fraud 08.09.21  
6A-2b-32 CISA Website - screenshot  
6A-2b-33 Cybersafety email 05.18.20  
6A-2b-34 CyberSecurity tips email 08.04.21  
6A-2b-35 CyberSecurity Warning Banner email 08.04.20  
6A-2b-36 Spam Filter Upgrade email 03.26.21  
6A-2b-37 DTAC minutes 10.01.21

### **6A-2c District Recommendation 5**

6A-2c-01 District Budget and Resource Allocation Advisory Committee (DBRAAC) operating agreement  
6A-2c-02 District Facilities and Safety Advisory Committee (DFSAC) operating agreement  
6A-2c-03 District Strategic Planning Advisory Committee (DSPAC) operating agreement  
6A-2c-04 District Technology Advisory Committee (DTAC) operating agreement  
6A-2c-05 Chancellors Cabinet notes (re: District Equal Employment Opportunity Committee) 07.20.20  
6A-2c-06 Chancellors Cabinet notes (re: District Budget and Resource Allocation Advisory Committee) 09.14.20  
6A-2c-07 Chancellors Cabinet notes (re: District Strategic Planning Committee) 10.12.20  
6A-2c-08 District Strategic Planning Committee BoardDocs page – screenshot  
6A-2c-09 District Technology Advisory Committee BoardDocs page - screenshot  
6A-2c-10 DBRAAC SharePoint page – screenshot  
6A-2c-11 Chancellors Cabinet notes (re: year-end report form) 06.22.20  
6A-2c-12 Chancellors Cabinet notes (re: year-end report form) 08.17.20

6A-2c-13 SCCCDC Year-end governance report (template)  
6A-2c-14 DBRAAC year-end report, completed  
6A-2c-15 DFSC year-end report, completed  
6A-2c-16 DSPC year-end report, completed  
6A-2c-17 DTAC year-end report, completed

### **6A-2d District Recommendation 6**

6A-2d-01 SCCCDC Board Policy 2715  
6A-2d-02 Trustee Orientation Schedule 09.26.18  
6A-2d-03 New Trustee Orientation Agenda 12.02.20  
6A-2d-04 New Trustee Campus Tour Schedule 12.01.21  
6A-2d-05 Professional Services Agreement and Scope of Work for Dr. Mitch Rosenberg  
11.07.19  
6A-2d-06 SCCCDC Board of Trustees agenda item - Presentation of Board's Self-Evaluation  
Summary and Goals for 2020, 02.04.20  
6A-2d-07 SCCCDC Board of Trustees minutes 11.10.20  
6A-2d-08 SCCCDC Board of Trustees minutes 01.05.21  
6A-2d-09 SCCCDC Board of Trustees agenda 01.21.20  
6A-2d-10 SCCCDC Board of Trustees minutes 01.21.20  
6A-2d-11 SCCCDC Special Board Meeting (Board Retreat) minutes, item 3.01, 10.09.20

### **6B Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards (for colleges reviewed after Spring 2016)**

#### **6B-1 Student Learning Outcomes (Standard I.B.2)**

6B-1-01 SLO Survey Results 11.20  
6B-1-02 MCC Spring 2021 Flex Day Schedule  
6B-1-03 MCC Spring 2021 Flex Day Schedule  
6B-1-04 MCC Flex Day SLO presentation 01.08.21  
6B-1-05 MCC College Hour presentation 01.22.21  
6B-1-06 MCC College Hour presentation 03.21  
6B-1-07 MCC Fall 2021 Flex Day Schedule  
6B-1-08 MCC College Hour presentation 09.10.21  
6B-1-09 MCC College Hour presentation 02.04.22  
6B-1-10 Final SLO office hours 05.19.21  
6B-1-11 SLO orientation presentation to programs  
6B-1-12 Part-time faculty SLO assessment participation 2020-21  
6B-1-13 Political Science program review report  
6B-1-14 Sample program review report – History  
6B-1-15 Sample program review report - Business Administration  
6B-1-16 Sample program review report - DSP&S  
6B-1-17 Sample program review report - Office Technology  
6B-1-18 Psychology program review report  
6B-1-19 MCC Program Review/SLO Subcommittee minutes 10.15.20  
6B-1-20 MCC Program Review/SLO Subcommittee minutes 10.29.20  
6B-1-21 MCC Program Review/SLO Subcommittee minutes 11.12.20

6B-1-22 MCC Program Review/SLO Subcommittee minutes 12.10.20  
6B-1-23 SLO MyOrgs directory page  
6B-1-24 MCC Classified Senate meeting 05.14.21  
6B-1-25 Political Science full-time instructor job announcement

**6B-2 Institution Set Standards (Standard I.B.3.)**

6B-2-01 ACCJC Annual Report 04.08.21  
6B-2-02 MCC 2026 Strategic Plan  
6B-2-03 College Council operating agreement  
6B-2-04 College Council sample minutes 12.04.20  
6B-2-05 College Council sample minutes 01.22.21  
6B-2-06 College Council sample minutes 03.19.21  
6B-2-07 College Council sample minutes 11.05.21  
6B-2-08 College Hour Fall 2020 schedule (as illustration)  
6B-2-09 College Hour Spring 2022 schedule (as illustration)  
6B-2-10 ISS Update (sample presentation)  
6B-2-11 College Hour sample presentation (Program Review/SLO) 02.04.22  
6B-2-12 College Hour sample presentation (Guided Pathways) 2.25.2022

**6C Report on the Outcomes of the Quality Focus Projects**

6C-01 MCC College Council minutes 12.06.19  
6C-02 Draft Guided Pathways Coordinators – position announcement  
6C-03 Guided Pathways Committee operating agreement  
6C-04 MCC Committee organization chart  
6C-05 College Hour Fall 2020 schedule (as illustration)  
6C-06 College Hour Spring 2022 schedule (as illustration)  
6C-07 List of pathway counselors assigned to divisions and/or departments  
6C-08 Illustration of pathways  
6C-09 Workshop Wednesday – sample flyer 03.03.21  
6C-10 Guided pathways website - screenshot  
6C-11 Sample major sheet – Biological Science 2021-22  
6C-12 Sample program map – American Sign Language  
6C-13 School of Allied Health, Business, and CTE pathway website - screenshot  
6C-14 Fall 2021 Opening Day presentation and working session  
6C-15 Sample Student Education Plan – AS-T in Mathematics  
6C-16 Transfer Center website – screenshot  
6C-17 Career and Employment Center website – screenshot  
6C-18 STEM Center First Year Experience Flyer  
6C-19 Flyer promoting embedded tutoring – Mathematics  
6C-20 First Year Experience (FYE) courses  
6C-21 Early Alert screenshot  
6C-22 SCCCD Reg-To-Go event schedule 2019-20  
6C-23 MCC Reg-To-Go event schedule 2021-22  
6C-24 Screenshot of SEP on Starfish  
6C-25 Starfish flag – sample  
6C-26 MCC 2026 Strategic Plan

- 6C-27 Sample of Program Learning Outcomes – Sociology
- 6C-28 Sample of Program Review/SLO data - Sociology
- 6C-29 2021-2022 Campus Goals
- 6C-30 Guided Pathways Committee minutes 02.25.21
- 6C-31 Guided Pathways goal - data table 1
- 6C-32 MCC Equity Dashboard
- 6C-33 Guided Pathways Committee - Program Mapping folder, MS Teams
- 6C-34 Sample program map, transfer degree - Administration of Justice
- 6C-35 Sample program map, transfer degree - Communication Studies
- 6C-36 Sample program map, transfer degree – English
- 6C-37 Sample program map, Associates degree – Accounting
- 6C-38 Sample program map, Associates degree - Speech Language Pathology Assistant
- 6C-39 Sample program map, Associates degree - Child Development
- 6C-40 Sample program map, certificate - Industrial Maintenance Technician
- 6C-41 Sample program map, certificate – Information Systems Web Development
- 6C-42 Sample program map, certificate – Office Technology Medical Administrative Assistant
- 6C-43 Starfish Intake Survey results - fall 2021

**6.D Fiscal Reporting (for colleges reviewed after Spring 2016)**

As a new college, no annual fiscal report has yet been filed.