

2019 MADERA COMMUNITY COLLEGE CENTER INSTITUTIONAL SELF-EVALUATION REPORT



MADERA COMMUNITY COLLEGE CENTER

Institutional Self-Evaluation Report

Support of Application of Candidacy

Submitted by:

Madera Community College Center
30277 Ave 12
Madera, CA 93638

Submitted to:

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

August 20, 2019

CERTIFICATION PAGE

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

From: Mr. Angel Reyna
Madera Community College Center
30277 Ave 12
Madera, CA 93638

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there were effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of the institution.

Signatures:



(Mr. Angel Reyna, Madera Community College Center Campus President) (Date) 8/20/19



(Dr. Jerry Buckley, Reedley College Chief Executive Officer) (Date) 8/20/19




(Dr. Deborah J. Ikeda, SCCC Board of Trustees) (Date)



(Dr. Paul Parnell, Chancellor, State Center Community College District) (Date)



(Ms. Marie Harris, Accreditation Liaison Officer, MCCCC) (Date) 8-20-19



(Mr. David Richardson, Madera Oakhurst Faculty & Staff President) (Date) 8/22/19



(Ms. Stephanie Curry, Academic Senate President) (Date) 8/20/19

K. Gonzalez 8/20/19
(Ms. Kenia Gonzalez, Madera Oakhurst Classified Alliance Chair) (Date)

Darnell Harris 8-2019
(Mr. Darnell Harris, Classified Senate President) (Date)

B. Burrows 8/20/19
(Ms. Brielle Burrows, MCCC Associated Student Government President) (Date)

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A. Introduction

College History

Madera Community College Center (MCCC)

The Madera Community College Center of Reedley College serves approximately 5,600 students annually (unduplicated headcount), generating more than 1000 full-time equivalent students (FTES) each semester. MCCC offers a wide variety of academic and occupational programs and opportunities for students. Utilizing services and the course catalog from its parent institution, Reedley College, MCCC offers over 550 class sections each year in 41 areas of study and gives students a choice of transfer, associate degrees, certificates of achievement, and certificates of completion. MCCC offers occupational programs in Accounting, Ag Business, Business, Criminology, Child Development, Information Systems, Office Technology, Manufacturing, Licensed Vocational Nursing and Registered Nursing. New or expanded programs being planned for MCCC include Ag Business, Physics, and Engineering.

The Madera Community College Center, recognized as a Hispanic-serving institution (HSI), has been in existence for over 26 years, initially operating at Madera High School. In August 1996, a dedicated site of 114 acres for the Madera Community College Center was opened. The Madera campus is located on Avenue 12 just east of Highway 99 at the edge of the City of Madera. Approximately 25 of the 114 acres were developed to complete the initial campus. This first campus consisted of 25 relocatable classrooms, one of which housed the Child Development Learning Center and childcare-related programs, and a permanent student services building,

A permanent 26,000-square-foot education and administrative building and utility/maintenance facility were completed for the 2000-01 school year. Funding from the 2001-02 State Budget Act funded the Academic Village Complex which was completed in January 2004. This complex consists of 50,000 square feet of classroom, laboratory, and office space and includes academic classrooms and offices, as well as components and laboratory space for biology, physical science, chemistry, computer studies, business, art, and a Licensed Vocational Nursing Program. The project also provided funding to retrofit the educational/ administrative building to house the library, student services and administrative offices.

As a result of funding from the local 2002 bond and business donations, a full-service physical education facility was completed in 2006, which included a fitness center, aerobic center, and softball field complex. The Center for Advanced Manufacturing facility opened in 2009 and offers educational programs that include maintenance mechanic and welding.

The Census Bureau indicates the current population of the City of Madera is approximately 64,500 (est., 2016), an increase of approximately 5% since 2010. The Madera area is one of the fastest-growing population centers in the Central Valley and Census Bureau data project that it will be the fourth fastest growing county in the state through 2060, behind only Yolo, Placer and Kern counties. Therefore, college planning for MCCC includes continued facility expansion to keep pace with student population growth.

Oakhurst Community College Center (OCCC)

The Oakhurst Community College Center, which will remain a college center of Madera Community College when Candidacy is granted, is currently serving over 600 students and generating approximately 134 FTEs per semester. OCCC was established as a result of Legislative Mandate (State Senate Bill 1607) in 1994. In fall 1996, the campus moved from Yosemite High School to its current location in the Central Business District of Oakhurst, on California Route 41 between the City of Fresno and Yosemite National Park. OCCC is currently comprised of eleven relocatable classrooms, including a science lab, a distance learning classroom and two computer rooms. The distance learning classroom is designed for audio visual connectivity to MCCC as well as to Reedley College.

Students can complete coursework leading to 12 associate degrees and transfer programs at OCCC. Approximately 60 class sections are available to students for general education and transfer each semester. Courses associated with CTE programs offered at OCCC include Criminology, Child Development, and Office Technology, as well as Business and Natural Resources courses that are offered via two-way interactive videoconferencing.

Census Bureau data indicate that although the population of the City of Oakhurst has declined slightly in recent years, the population of eastern Madera County and cities and towns along State Highway 41 north of Fresno, which are also served by OCCC, is growing rapidly. The area's current population is approximately 40,000. It is anticipated OCCC will continue to grow to meet the needs of its expanding service area.

The community passed the 2016 bond, Measure C, with overwhelming support. Utilizing Measure C funds, MCCC is currently in the construction phase for a facility for advanced manufacturing and is in the planning stage for a 25,000 square foot building for classroom, labs and office expansion. Additionally, a new site in Oakhurst has been purchased and planning and design work has begun on a 10,000 square foot building to serve the Oakhurst community with classrooms, multi-purpose space, and offices. A campus technology modernization will be funded through Measure C as well.

Student Enrollment Data

Enrollment Trends: The following table shows ten years of historical FTES, WSCH and unduplicated headcount (fall semesters) for MCCC. During this time, FTES and WSCH grew by 17.3% and headcount grew by 22.4%.

It is anticipated that with additional course offerings to accommodate this growth, and a renewed focus on student support services, the average WSCH per enrollment (carrying load) will increase.

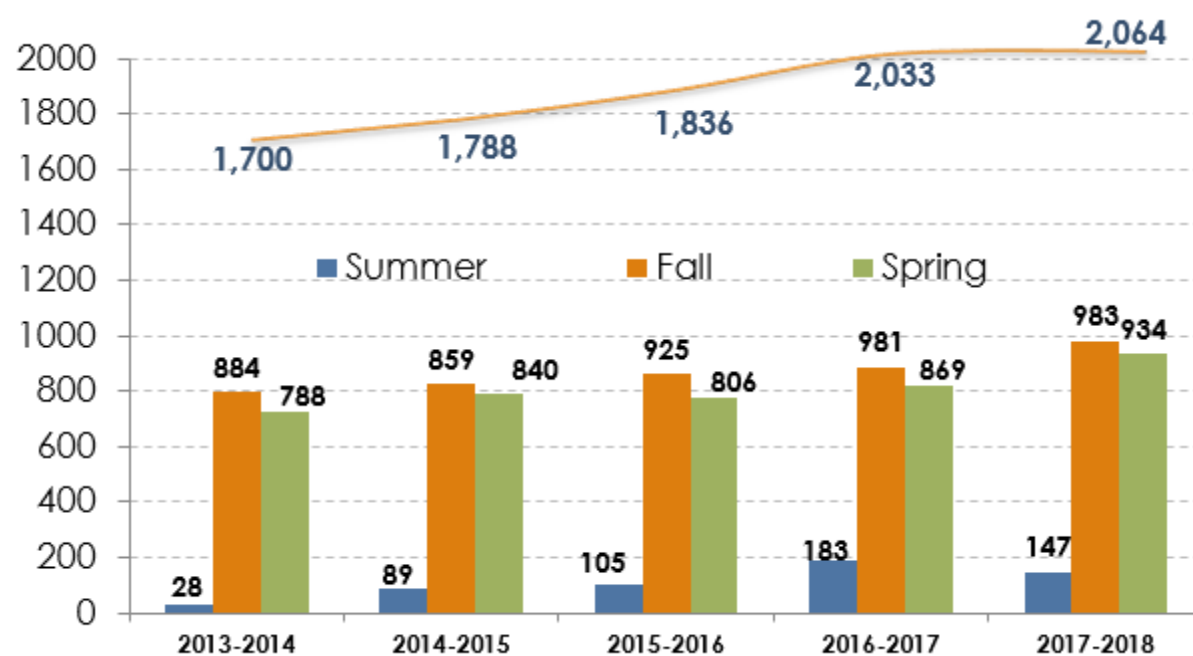
Figure 1 Enrollment History

Madera Community College Center Enrollment History				
Term	Semester FTES	WSCH*	Unduplicated Headcount	WSCH per Enrollment
Fall 2009	939	28,170	3,128	9.01
Fall 2010	845	25,350	2,837	8.94
Fall 2011	826	24,780	2,782	8.91
Fall 2012	926	27,780	2,892	9.61
Fall 2013	884	26,520	2,726	9.73
Fall 2014	859	25,770	2,847	9.05
Fall 2015	925	27,750	2,947	9.42
Fall 2016	981	29,430	3,222	9.13
Fall 2017	1,011	30,330	3,507	8.65
Fall 2018				

Source: Source: College Office of Research & Evaluation (CORE); California Community Colleges Chancellor's Office Long Range Growth Forecast; Analysis by CBT

FTES History: The following chart shows the annual FTES for the past five academic years. Total FTES has grown by 21.4% over this period.

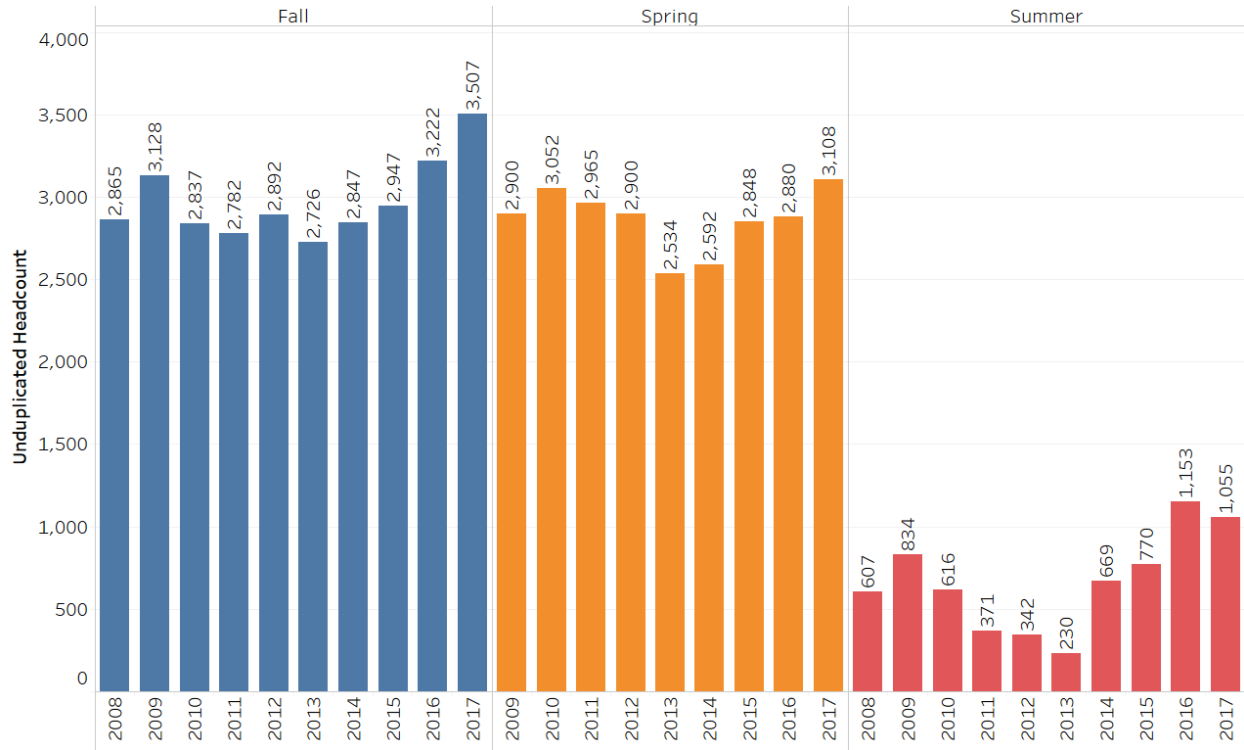
Figure 2: FTES History by Term



Source: College Office of Research & Evaluation (CORE)

Headcount: The following table shows the upward trend in unduplicated headcount by term for fall, spring and summer during the most recent 10-year period.

Figure 3: Student Headcount by Term

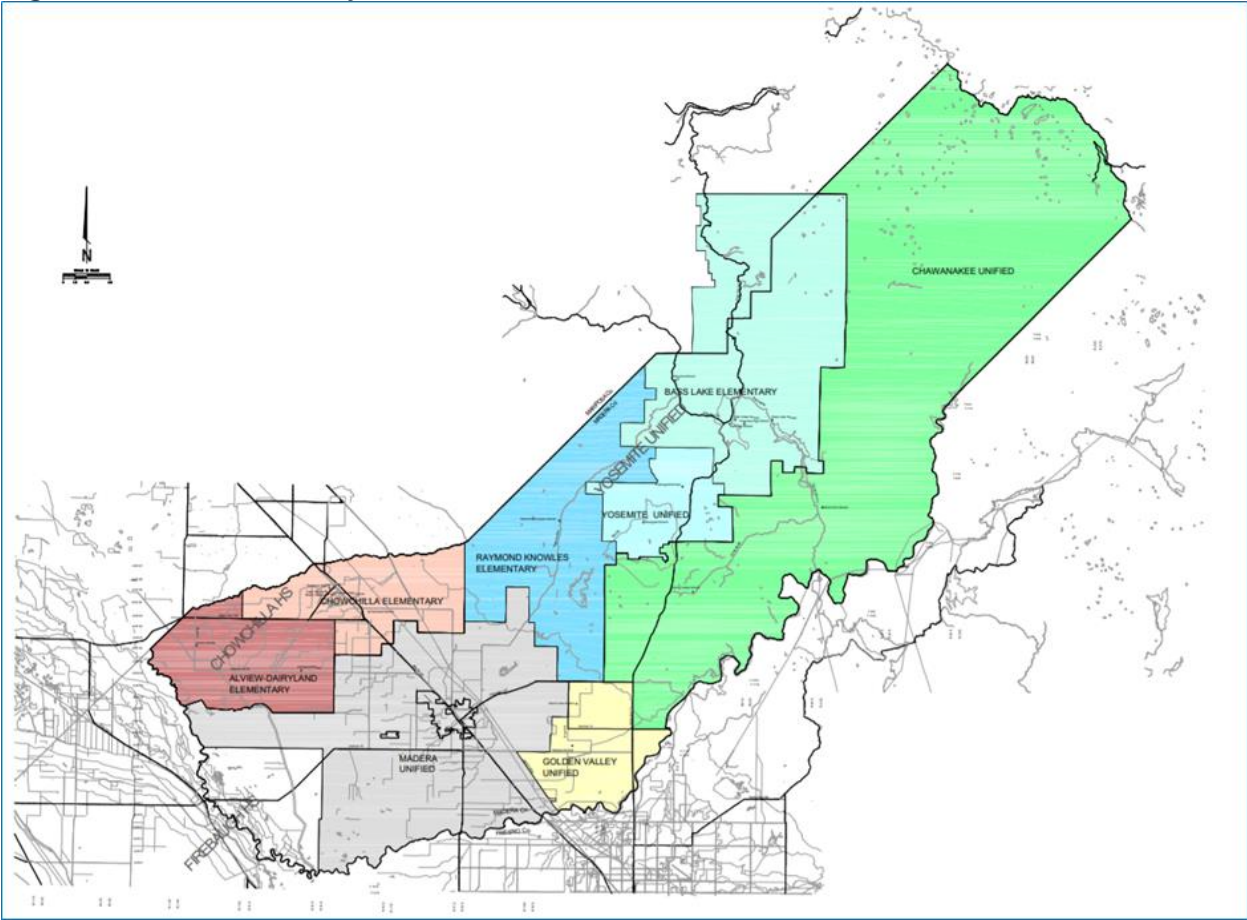


Source: College Office of Research & Evaluation (CORE)

Feeder High Schools: The following map shows the School Districts within Madera County. These districts and high schools include:

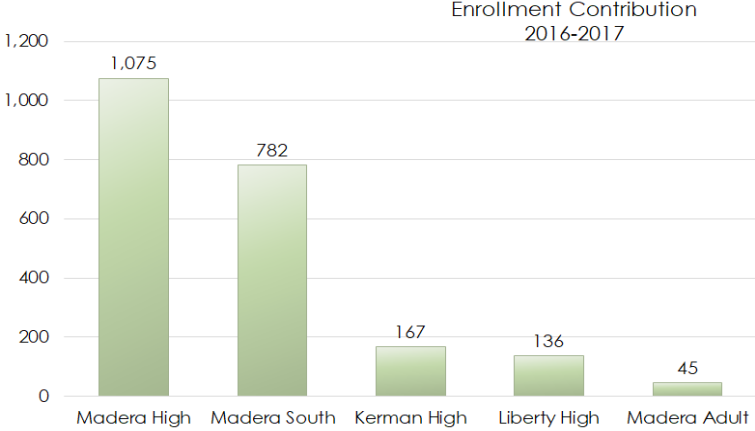
- Madera Unified School District
 - Madera High School
 - Madera South High School
 - Pioneer Technical Center
- Golden Valley Unified
 - Liberty High School
- Yosemite Unified
 - Yosemite High School
- Chawanakee Unified
 - Minarets High School

Figure 4: Madera County School Districts



There are four feeder high schools and two adult school within MCCC’s service area. The top contributors are Madera High with 1,075 students representing 48% and Madera South with 35%, of the 2,200 listed in the graph. The remaining students who enrolled at MCCC come from charter schools, alternative education schools and transfers from other counties.

Figure 5: Enrollments by feeder High School



According to recent projections from the California Department of Education, Madera Unified is the only district in the service area of the State Center Community College District that is expected to see continuous year-over-year high school graduation increases from 2017 to 2022.

A majority of MCCC students reside in the immediate service area, within Madera County. The map below, shows the number of enrollments in the 2017-18 academic year, by zip code. The three principal zip codes in and around the City of Madera are 93636, 93637, 93638 and 93639. In the fall 2017 semester, 61.8% of students attending MCCC, resided in these three zip codes alone.

Following is a listing of the fall 2017 enrollments by zip code. The table includes all zip codes from which 10 or more students were enrolled at MCCC.

Figure 6: MCCC Enrollments by Zip Code

Enrollments by Zip Code Fall 2017						
Zip	City	Headcount		Zip	City	Headcount
93638	Madera	973		93614	Coarsegold	26
93637	Madera	848		93703	Fresno	25
93722	Fresno	200		93706	Fresno	24
93636	Madera	167		93657	Sanger	22
93630	Kerman	95		93725	Fresno	22
93727	Fresno	87		93654	Reedley	21
93720	Fresno	74		93728	Fresno	20
93610	Chowchilla	71		93730	Fresno	19
93612	Clovis	62		93704	Fresno	18
93611	Clovis	57		93662	Selma	17
93711	Fresno	50		93618	Dinuba	16
93619	Clovis	49		93631	Kingsburg	16
93705	Fresno	45		93622	Firebaugh	14
93726	Fresno	43		93644	Oakhurst	13
93723	Fresno	38		93653	Raymond	10
93710	Fresno	37		95338	Mariposa	10
93702	Fresno	29		Grand Total		3,218

Source: Reedley College Office of Research & Evaluation (CORE)

Labor Market Data

MCCC primarily serves the population of Madera County, the geographic center of California, and the only California county of it size without a community college. The city of Madera is located approximately 15 miles north of the city of Fresno. Madera was incorporated in 1907 and in 2015 the population of the city of Madera was 64,200.

The population numbers for 2017 and earlier are taken from the U.S. Census Bureau. Population estimates/projections for years 2017 and beyond are based on California Department of Finance (DOF) County population projections.

In the recent past, the population of Madera County grew quite slowly (4.9%) from 150,145 in 2010 to 157,472 in 2017. Over the same time period, enrollments at MCCC grew much faster with FTES increasing by 19.6% and unduplicated headcount growing by 23.6%.

According to the CA Department of Finance projections, the population of Madera County is expected to grow by 22.0% between 2017 and 2025, as compared to a growth rate of 12.5% for the state of California. This higher rate of growth is due to large-scale housing developments planned for the County. These developments are to the south and east of the City of Madera and are within easy driving distance of MCCC.

Figure 7: Population Growth Forecast Summary

Population Growth Forecast 2017-2032			
	2017	2032	% Change
Madera County	157,472	192,086	22.0%
California	39,613,019	44,556,617	12.5%

Source: California Department of Finance

The number of persons employed in several prominent industry sectors in the Reedley College four-County service area is compiled in the table below.

Figure 8: Industry by Occupation for the Civilian Employed Population 16 years and Over 2011-2015

	Fresno County, California		Kings County, California		Madera County, California		Tulare County, California	
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
Total:	374,564	+/-3,396	50,960	+/-1,270	53,032	+/-1,414	170,780	+/-2,299
Agriculture, forestry, fishing and hunting, and mining	38,889	+/-1,774	7,898	+/-653	10,545	+/-782	33,244	+/-1,461
Construction	20,008	+/-1,131	1,827	+/-302	2,917	+/-450	7,926	+/-679
Manufacturing	27,843	+/-1,238	4,193	+/-500	4,580	+/-563	13,632	+/-986
Wholesale trade	14,798	+/-1,050	1,239	+/-250	1,268	+/-277	6,689	+/-589
Retail trade	40,087	+/-1,701	4,192	+/-471	5,160	+/-617	19,187	+/-1,042
Transportation and warehousing, and utilities	17,703	+/-1,171	2,009	+/-324	2,495	+/-360	7,611	+/-721
Information	4,852	+/-529	426	+/-130	770	+/-192	1,328	+/-275
Finance and insurance, and real estate and rental and leasing	18,128	+/-971	1,141	+/-251	1,592	+/-359	6,239	+/-619
Professional, scientific, and management, and administrative and waste management services	30,210	+/-1,134	3,004	+/-427	3,605	+/-426	10,675	+/-913
Educational services, and health care and social assistance	88,278	+/-1,696	11,200	+/-769	10,250	+/-816	35,083	+/-1,349
Arts, entertainment, and recreation, and accommodation and food services	32,924	+/-1,715	4,975	+/-497	4,328	+/-577	12,193	+/-987
Other services, except public administration	18,182	+/-1,091	2,157	+/-304	2,323	+/-355	7,021	+/-704
Public administration	22,702	+/-1,061	6,689	+/-846	3,199	+/-471	9,952	+/-737

Source: American Community Survey 5-Year Estimates

Regional Job Growth Potential: Within the service area of Madera Community College Center, overall job growth expected to be is 13% or 85,000 jobs through 2025. During this period, 67% of all jobs created will require some post-secondary education. Students in the service area who receive a CA Community College degree double their earnings in three years,

Prominent industries within Madera CCC Service Area: The following chart shows the top 7 sector priorities defined by the Central/Mother Lode Regional Consortium, which is the regional organization responsible for creating college collaborations to address workforce needs within particular industry sectors. The left column shows the sectors identified as high-wage, high - growth sectors within the region. The right column shows programs at MCCC that respond to each area of workforce demand.

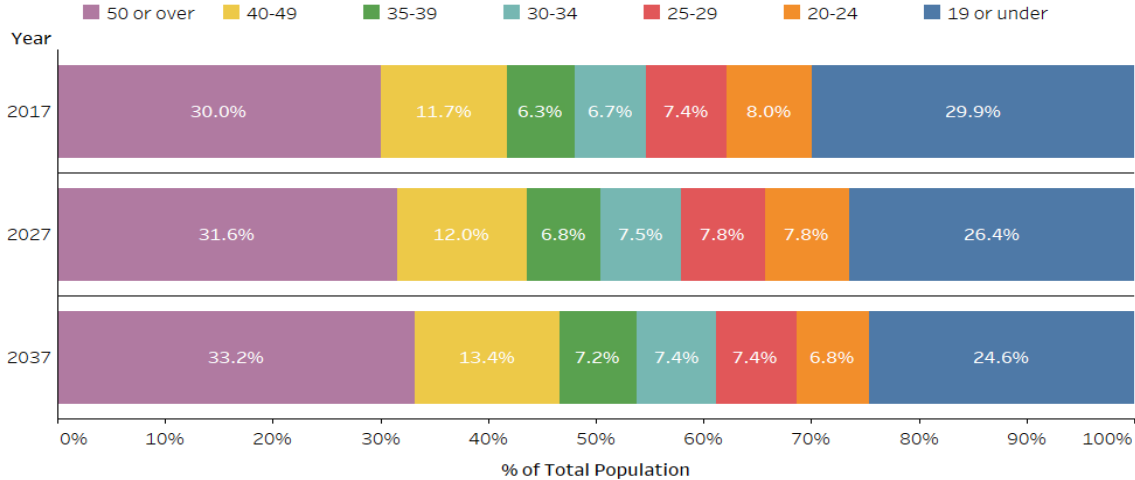
Priority Industry Sectors in the Central/Mother Lode Region	Instructional Programs at MCCC
Advanced Manufacturing	Manufacturing, Engineering
Agriculture, Water and Environmental Technologies	Agriculture, Agribusiness
Health	LVN, LVN to RN
Information & Communication Technologies/Digital Media	Information Technology, Digital Art
Retail/Hospitality/Tourism	Food and Nutrition
Small Business	Business Administration

Demographic Data

Madera and Oakhurst Community College Centers serve a very diverse population in Madera County. Residents are young, primarily Hispanic, and primarily female. MCCC strives to reach underserved populations and to create programs to support their success.

Age: The following chart shows the Madera County population by age segment. The population is currently, quite young, but is projected to age over the next 20 years. Currently, almost 30% of the population is 19 years old or younger. Statewide, 26% of the population is in this age group. Approximately 40% of the residents are under the age of 25. This compares to 34.0% for the population in State of California. The city of Madera is even younger with 45.0% under the age of 25. The 50 and over age group comprises 30.0% of the population of Madera County versus 32% Statewide. The County’s 50 and over age group is projected to grow to 33% by 2037.

Figure 9: 1 Madera County Age Profile



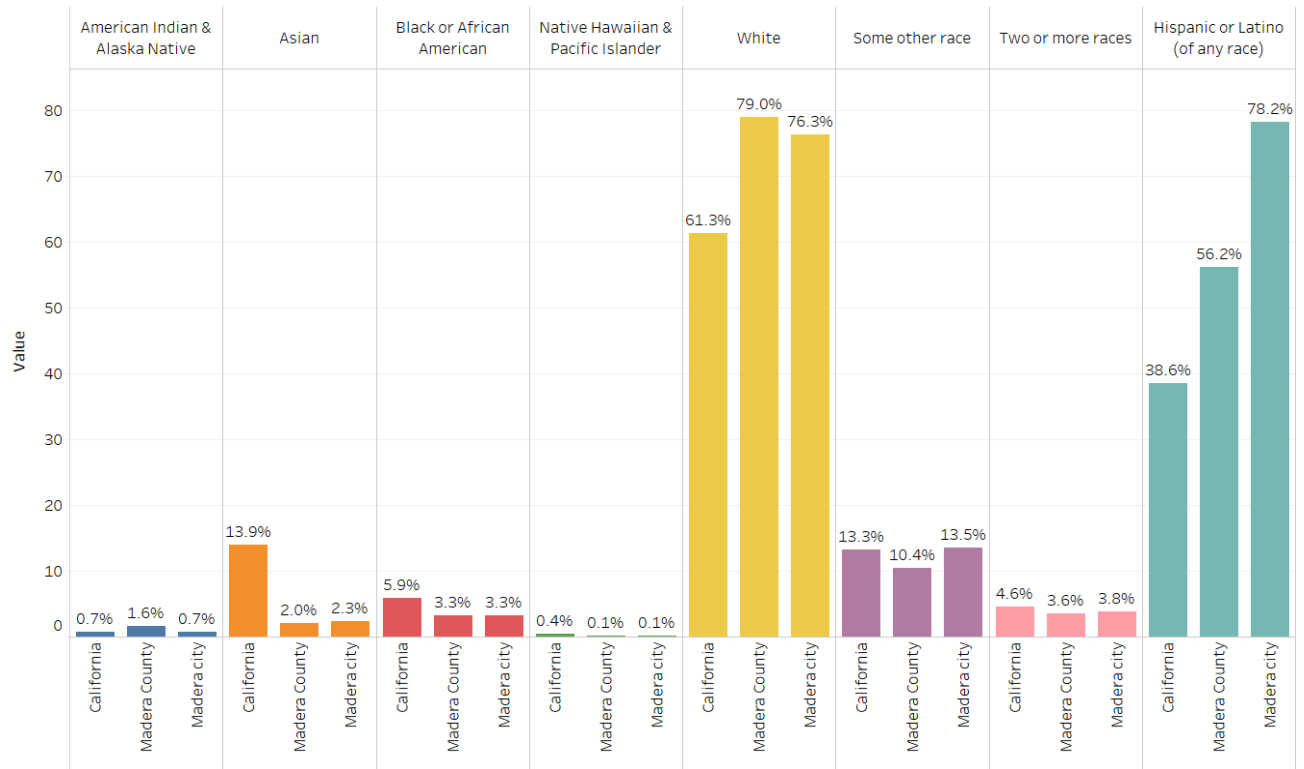
Source: California Department of Finance

Race/Ethnicity: The following chart shows the race/ethnicity profile for Madera County, Madera City and California. Note: in this data from the California Department of Finance, people of Hispanic origin can be of any race. Therefore, first seven sets of bars total 100% of the population. The percentage of Hispanic people overlaps those other race categories.

Madera City and County have higher Hispanic populations (78.2% and 56.2%) than the State of California (38.6%). The populations of Madera City and County have lower percentages of African Americans and Asians than the State of California.

Figure 20: Madera City and County Race and Origin Profile 2016

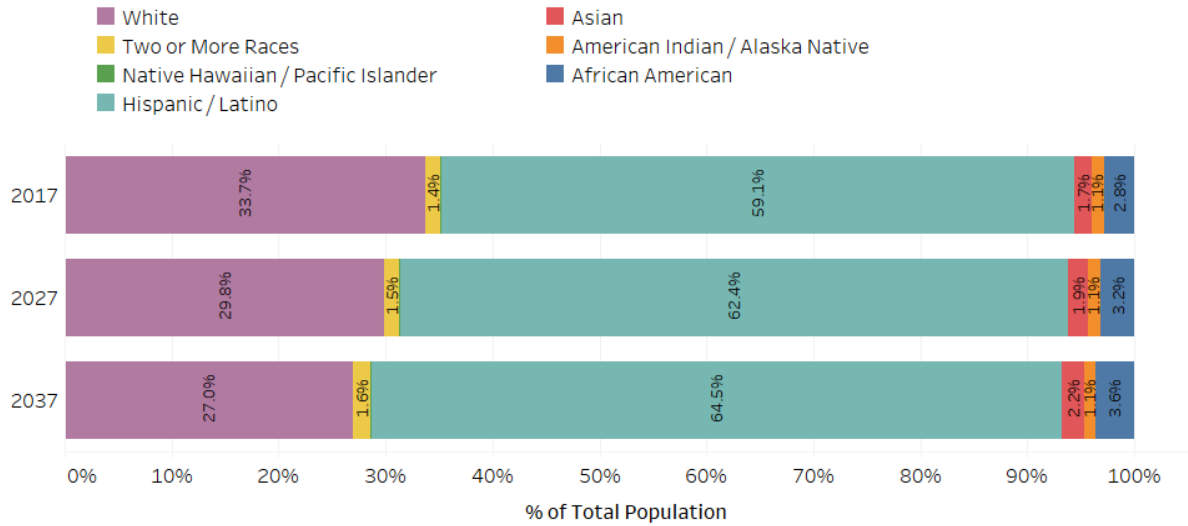
Race and Origin Profile 2016



Source: California Department of Finance

The population projections for the County of Madera indicate that the Hispanic population will increase from 59 % in 2017 to 64% in 2037. There will be a decrease in the percentage of White persons over the same period.

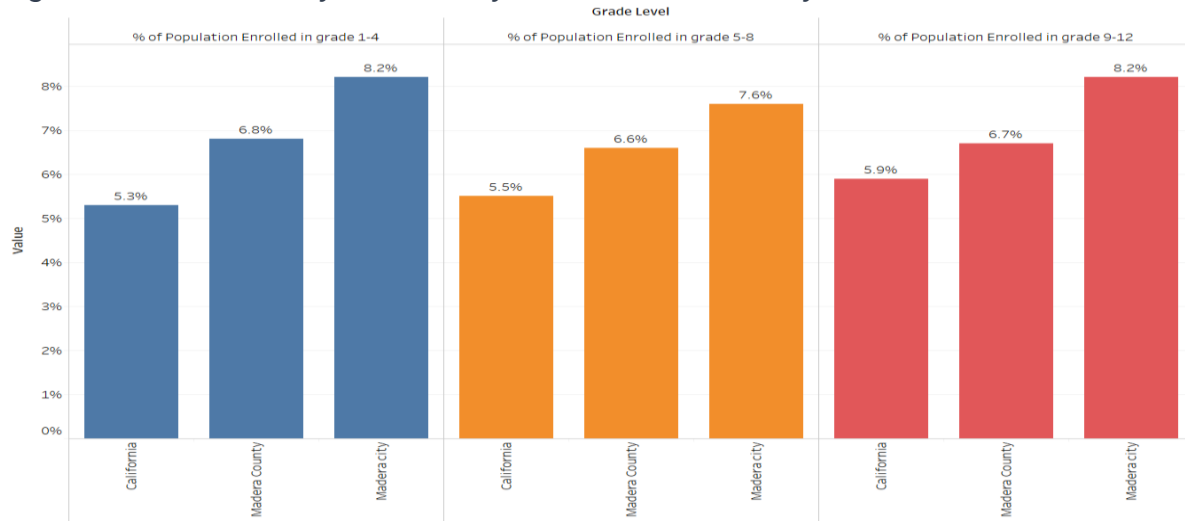
Figure 31: Madera County Race and Origin Profile



Source: California Department of Finance

Education: Reflecting the younger population in Madera City and County, the percentages of the population enrolled in school (grades 1 through 12) are higher than for the State as a whole. In Madera City, 24 % of the population are enrolled in grades 1 through 12). This compares with 20% for Madera County and 17 % for the State. This illustrates a strong student pipeline and an opportunity for sustained growth for MCCC.

Figure 12: Madera City and County School Enrollment by Grade Level 2016



Source: California Department of Finance

Of the 58 counties in California, the counties in the Central Valley region rank among the lowest in educational attainment. Madera County ranks 55th in the State. The table below depicts the percentage of Central Valley residents (ages 25-54) with at least an Associate Degree, by county.

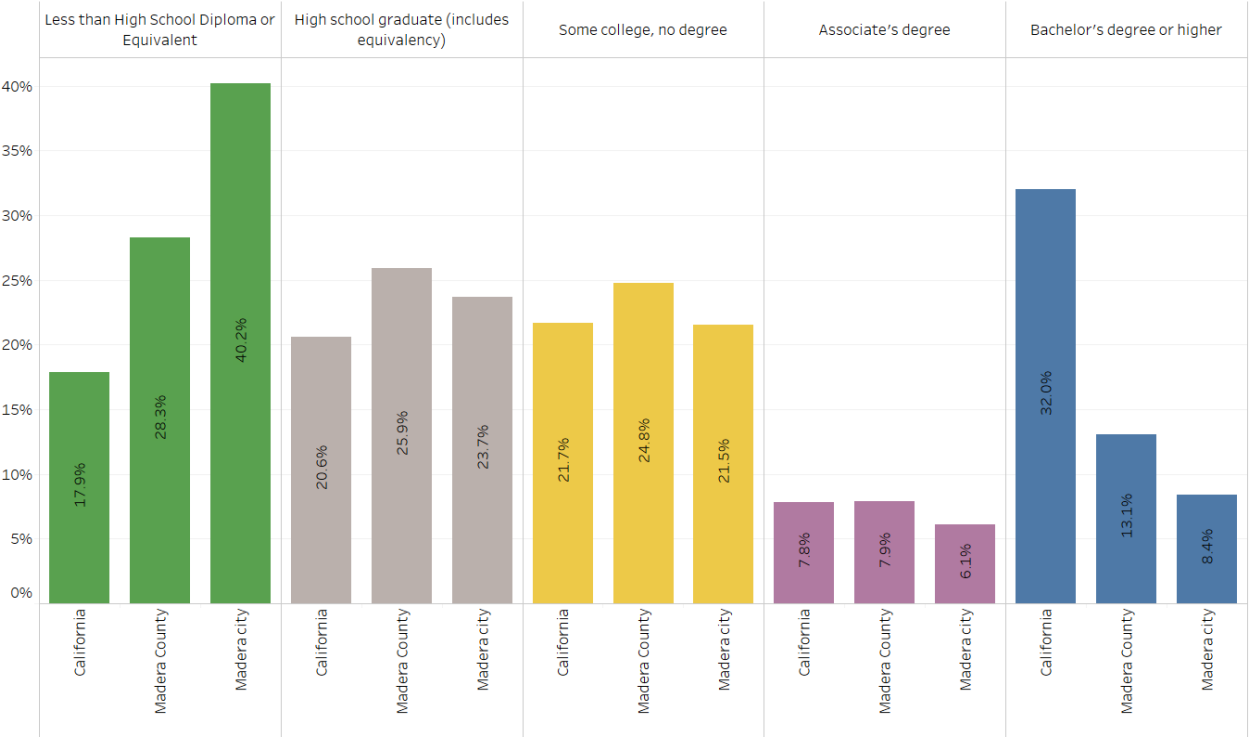
Figure 13: Educational Attainment Ranking by California County

County	Ranking	Percentile
Fresno County	41 st	27.84%
Kern County	52 nd	22.40%
Madera County	55 th	21.24%
Tulare County	56 th	20.73%
Kings County	57 th	20.64%
Merced County	58 th	20.37%

The Lumina Foundation, "A Stronger Nation" Report.

In Madera City and County, high percentages of the populations have less than a high school diploma or equivalent (40% and 28%, respectively). In the state as a whole, just 17 % of the population have less than a high school diploma as their highest level of educational attainment. The inverse is true when looking at the percentages of the population that have a bachelor’s degree or higher. Madera City and County have 8% and 13% of their populations who hold a bachelor’s degree or higher, versus nearly a third (32.0%) of the State population. This data indicates a higher need for community college education in the MCCC service area.

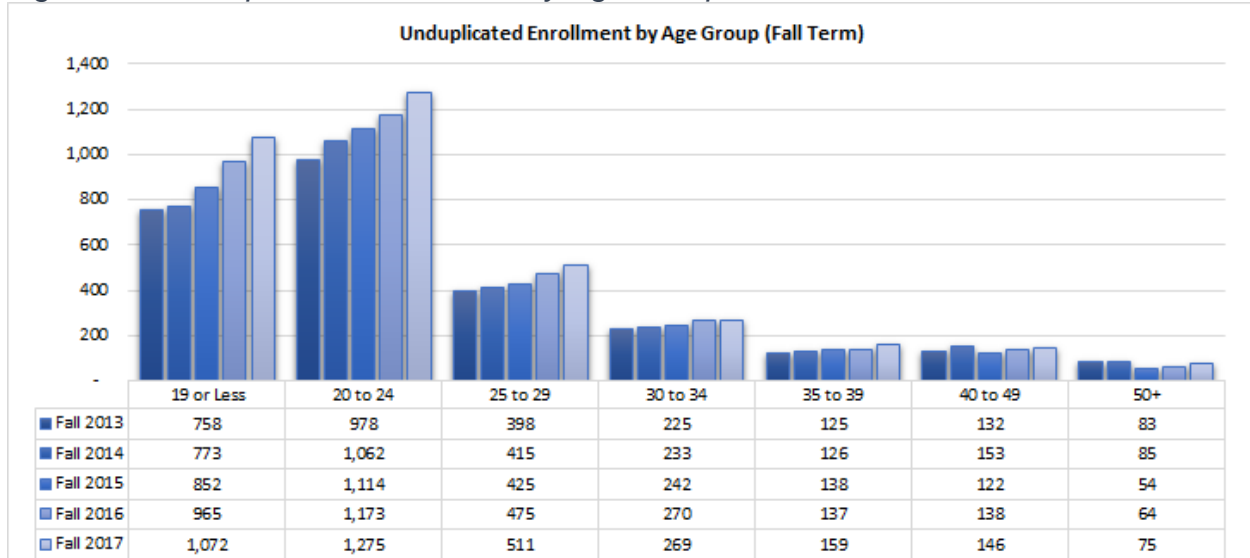
Figure 14: Madera City and County Highest Educational Attainment Age 25+ 2016



Source: California Department of Finance

Demographic Trends for MCCC and OCCC Students: The demographic profile of the students provides a means for comparing the internal student profile with the external population data. The student age profile is shown in the following chart. There have been steady increases in the numbers of students in the age groups younger than 25. There was also growth in the 25 to 29 and 30 to 34-year-old age groups, though less dramatic. This is a very positive trend and an indicator for future growth as these are the prime ages for students attending community college.

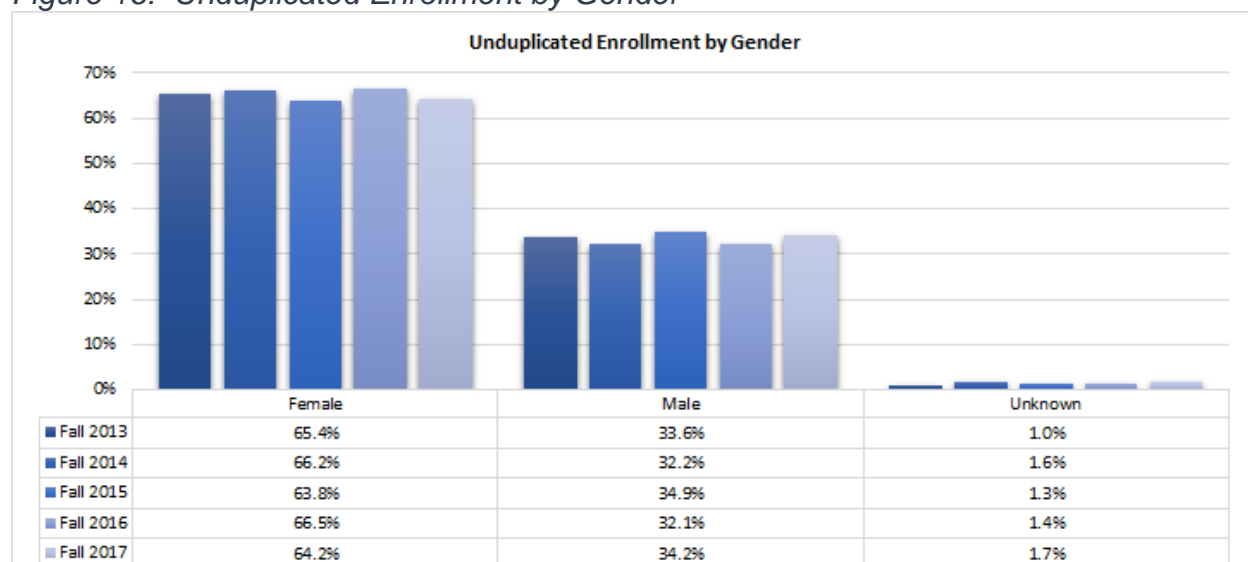
Figure 15: Unduplicated Enrollment by Age Group



Source: College Office of Research & Evaluation (CORE)

Interestingly, there is a significant majority of female students attending classes at MCCC. Statewide, 54 % of students attending community colleges are female versus 64.2% at MCCC. This may be due to programmatic offerings. The percentage of female students has declined slightly (1.2%) since 2013.

Figure 16: Unduplicated Enrollment by Gender

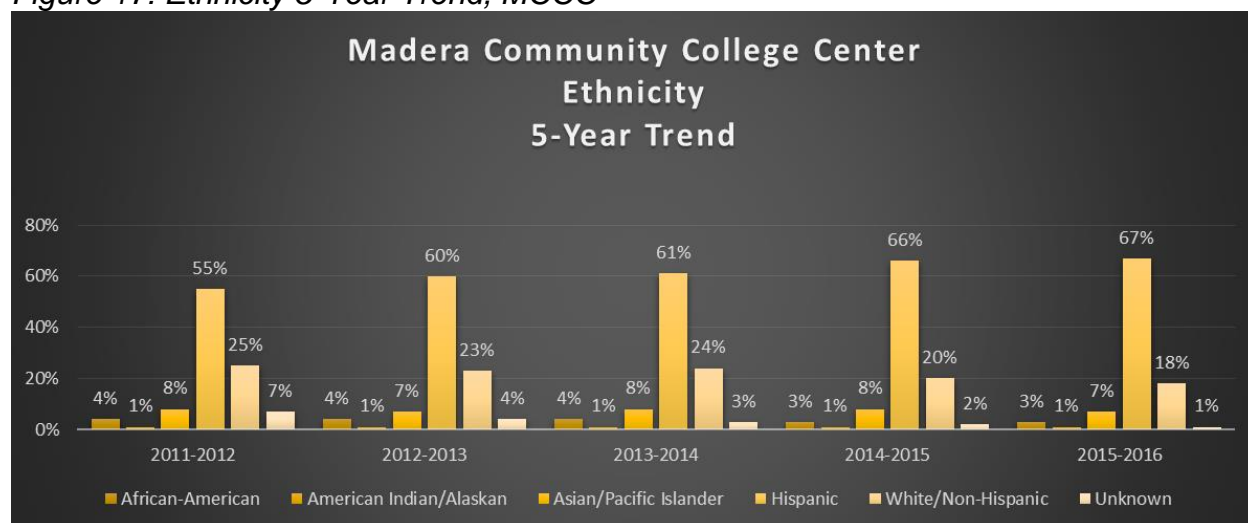


Source: College Office of Research & Evaluation (CORE)

In fall 2017, 71% of students attending classes at MCCC were Hispanic. This compares with 16% White, 7% Asian and 3% African American. The number of Hispanic students has also increased over the past five fall semesters, from 1,804 in 2013 to 2,479 in 2017.

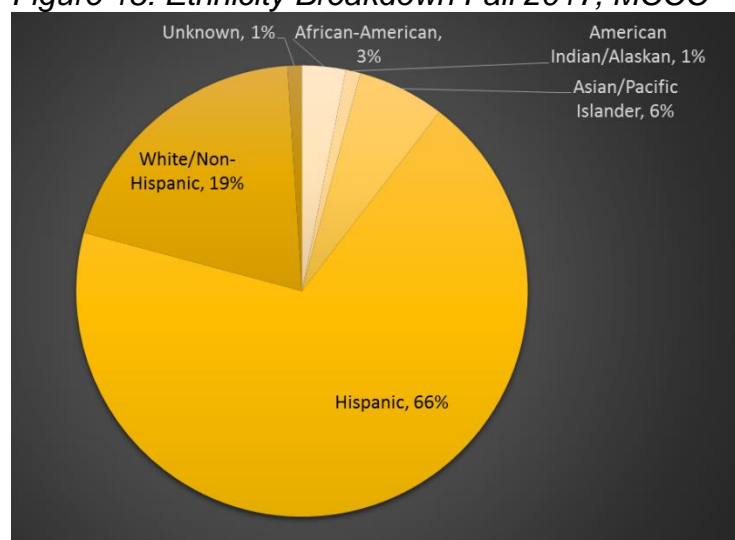
The populations of the Madera and Oakhurst Community College Centers reflects that of the county as a whole. In keeping with the ethnicity profile of the City of Madera and surrounding agricultural areas, the student population at MCCC is primarily Hispanic, and as the following graphs shows, that number continues to grow.

Figure 17: Ethnicity 5-Year Trend, MCCC



Source: Reedley College Office of Research & Evaluation (CORE)

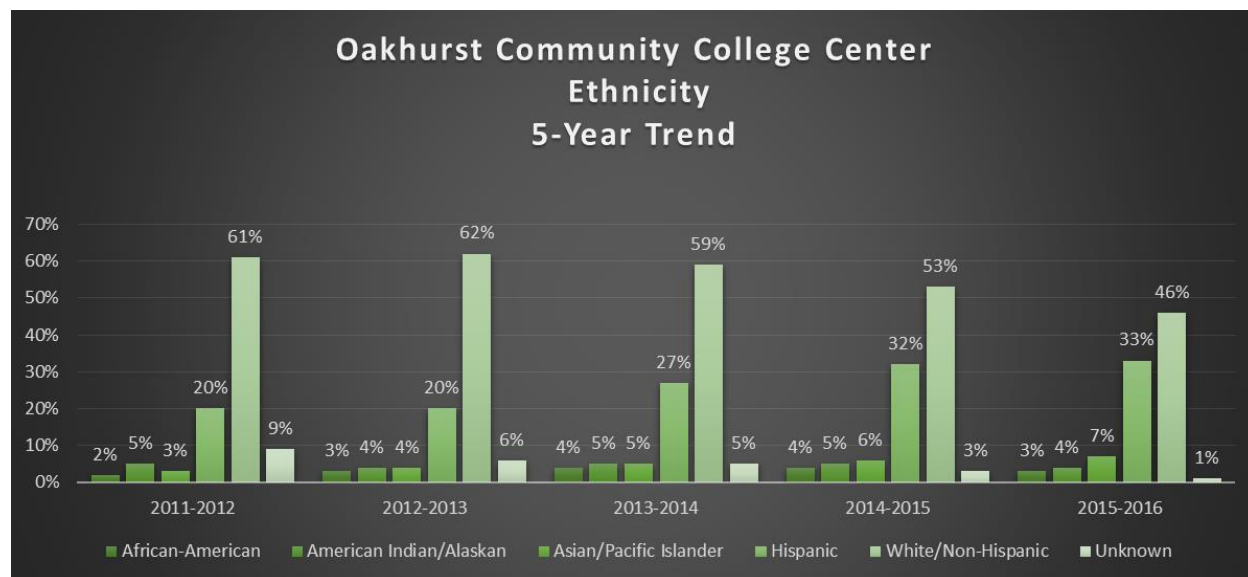
Figure 18: Ethnicity Breakdown Fall 2017, MCCC



Source: Reedley College Office of Research & Evaluation (CORE)

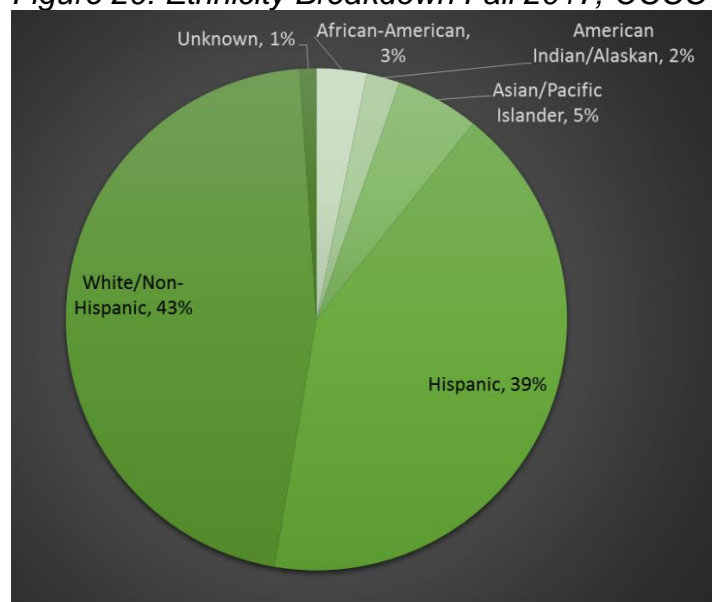
In eastern Madera County and the Sierra Nevada foothills, the population is more predominantly White. The student population at OCCC reflects this shift, as is shown in the following graphs.

Figure 19: Ethnicity 5-year Trend, OCCC



Source: Reedley College Office of Research & Evaluation (CORE)

Figure 20: Ethnicity Breakdown Fall 2017, OCCC

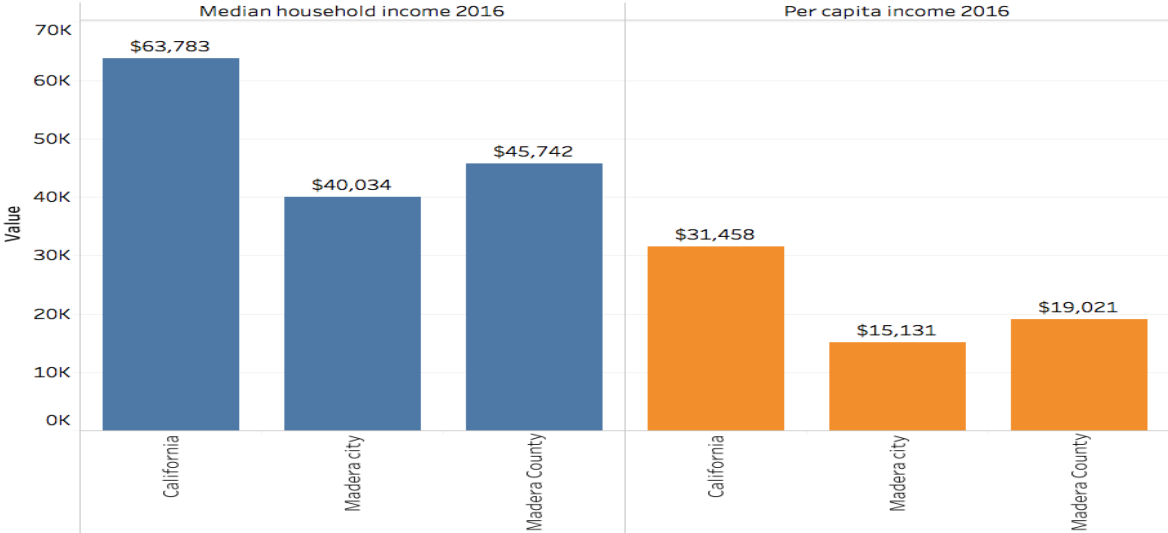


Source: Reedley College Office of Research & Evaluation (CORE)

Socio-Economic Data

Madera County is one of the poorest counties in the state. Income levels in the service area are significantly lower than in the State as a whole. Median household incomes in Madera County and Madera City are 28.3% and 37.2% lower than the State. Per capita incomes in the County and City are 39.5% and 51.9% lower than the State.

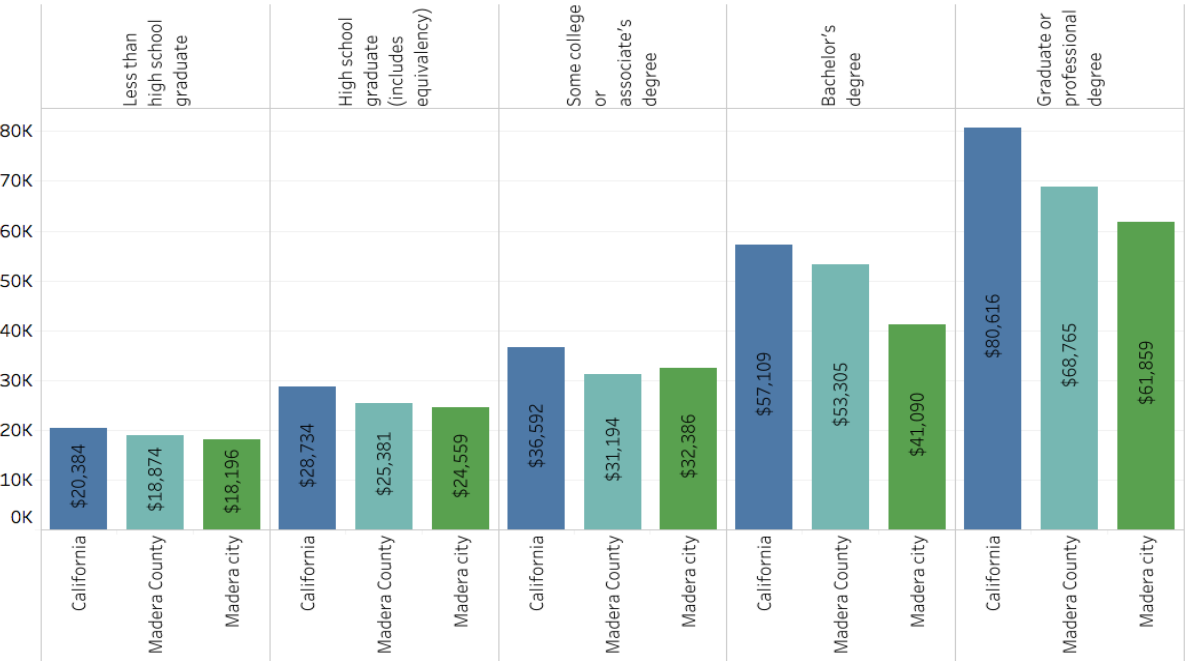
Figure 21: Madera City and County Median Household and Per Capita Income



Source: www.census.gov; downloaded on April 30, 2018

The median earnings for workers 25 and older, increases dramatically with educational attainment. Interestingly, the population segment with some college or an associate degree, is the only category in which Madera City residents earn more than residents of the County.

Figure 22: Madera City and County Median Earnings for Workers 25+ by Educational Attainment 2016



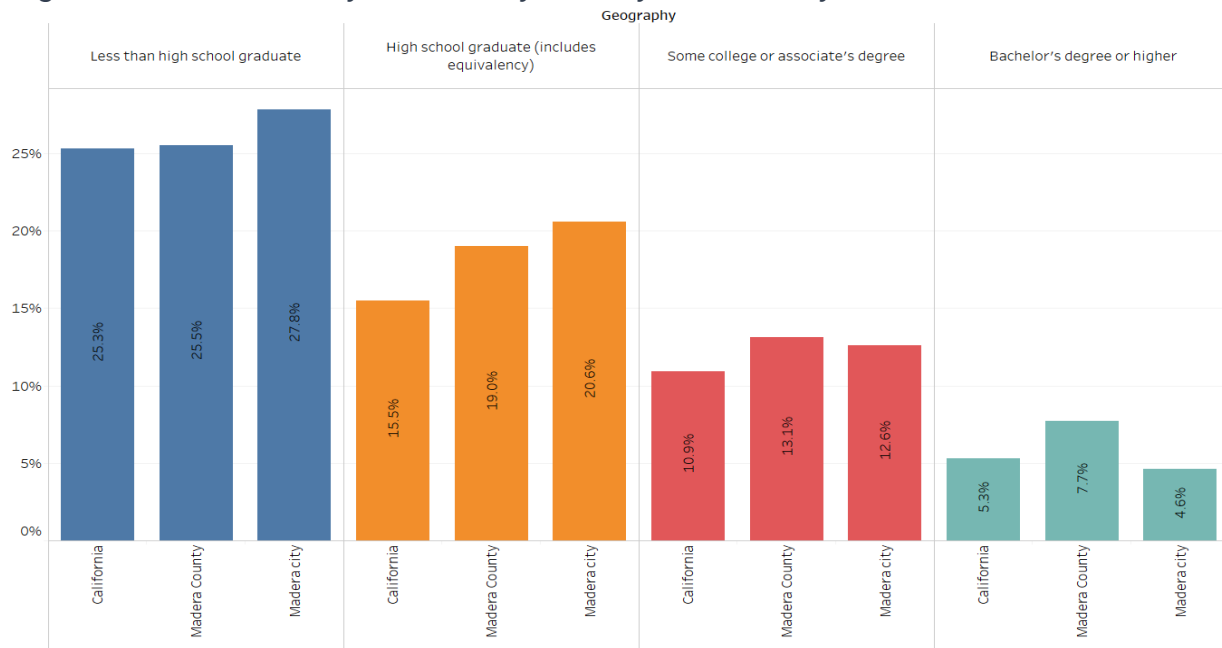
Source: California Department of Finance

In Madera City, incomes are 32% higher for those with some college or an associate degree versus those with only a high school diploma. In the County and the State, the difference is smaller but

still significant. This shows the dramatic impact community college can have on the earning ability of the service area population.

The poverty rate drops significantly with higher levels of educational attainment. In Madera County, the poverty rate drops from 26 % among those with less than a high school diploma, to 13% among those with some college or an associate degree.

Figure 23: 4 Madera City and County Poverty Rate 25+ by Educational Attainment 2016



Source: California Department of Finance

Specialized or Programmatic Accreditation

MCCC has several programs that are independently accredited.

Licensed Vocational Nursing (LVN): Board of Registered Nursing and Psychiatric Technicians

Licensed Vocational Nursing to Registered Nurse (LVN – RN): California Board of Registered Nursing

Child Development: National Association for the Education of Young Children (NAEYC)

B. Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement and Success: The following table shows the unduplicated student headcount by educational goal for the past five fall semesters. The majority of students are seeking a bachelor's degree after earning their associate degree. In total, 65% of students in the fall 2017 semester had a goal of earning a BA or BS degree (with or without an associate degree). The next largest group (after undecided) were those seeking an associate degree without a goal of transferring to a four-year institution. This group comprised 247 students (7%) in fall 2017.

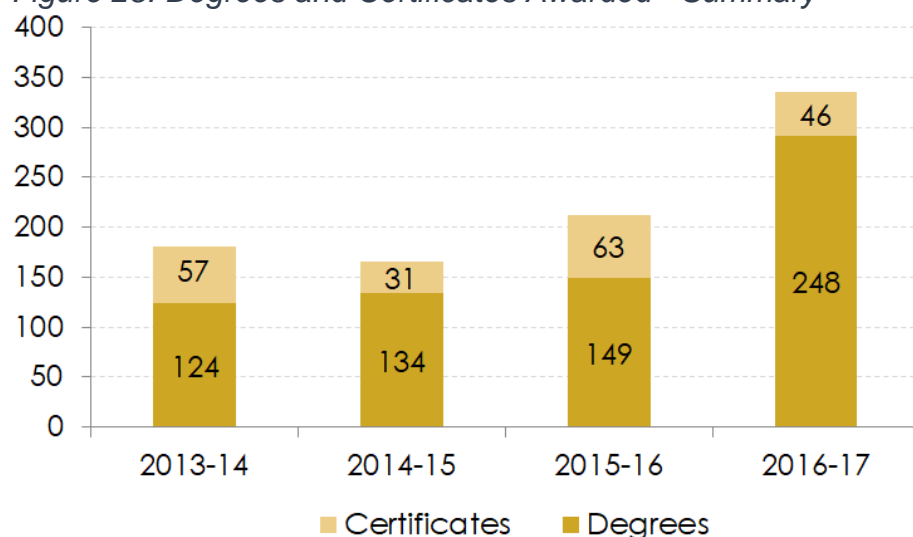
Figure 24: Unduplicated Enrollment by Educational Goal

Unduplicated Enrollment by Educational Goal (Fall Term)					
Goal	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
BA/BS Degree after Assoc	1,395	1,553	1,640	1,354	2,001
Undecided	463	497	428	325	467
BA/BS w/o Assoc Degree	204	203	210	199	278
AA/AS w/o Transfer	199	174	208	169	247
Prepare for a new career (acquire job skills)	99	70	77	54	80
4-Yr Student Taking Classes	67	49	95	64	110
Maintain Certification/License	53	41	29	34	37
CTE Certificate w/o Transfer	48	37	59	44	48
Career Exploration	47	31	45	40	46
Update Job Skills	44	45	39	46	48
Uncollected/Unreported	34	58	38	821	32
Ed Development	31	46	40	43	67
Basic Skills	22	20	25	19	29
H.S. Diploma/GED	16	19	10	8	13
Move from Non-Credit to Credit	4	4	4	2	4

Source: College Office of Research & Evaluation (CORE)

Completion and Awards: The following chart shows the numbers of degrees and certificates awarded for the past four academic years. The number of degrees awarded has doubled over this time period. For the 2017-18 academic year, unofficial numbers show 271 degrees and 180 certificates were awarded, making this the largest number of awards for MCCC.

Figure 25: Degrees and Certificates Awarded - Summary



Source: College Office of Research & Evaluation (CORE)

Transfer: Transfer data for Madera Community College Center and the outreach site at Oakhurst is not currently disaggregated from Reedley College’s data overall. SCCCD is working to hire an institutional research assistant for MCCC, who will be responsible in part for the disaggregation of data so that MCCC can accurately track transfer rates, prior to and after completing the accreditation process. Reedley College’s data show that between 41% and 44% of those students who indicated transfer as an educational goal had successfully transferred within six years, according to data from the Chancellor’s Office Student Success Scorecard.

Numbers of students in all ethnic categories who successfully transfer to a four-year institution from Reedley College and its college centers has decreased each year in the past three years. This trend is present in all ethnic and age demographic categories, according to the National Student Clearinghouse data posted on the California Community Colleges CalPASS Plus web site. This trend is likely due to several factors, including increased competition among transfer students, as well as an improving economy that has led to increased employment. As transfer data have been presented at various meetings of Reedley College leadership, there have been robust discussions about improvement of transfer rates.

Earnings: On the aggregate, 71% of students who completed units at RC in a Career Technical Education (CTE discipline) reported that they were subsequently employed in in a job that was very closely related to their field of study within one year of leaving the college, which is equal to the rate statewide for the same population group. According to the CalPASS Plus data, this is also true for Hispanic and Asian students at Reedley College and its centers. Furthermore, Reedley College students across the most common ethnic groups are more likely than their counterparts statewide to earn a living wage within one year after exiting the college.

Figure 26: Percent of students earning a living wage within one year of graduation 2016-17

Ethnic Group	RC/MCCC	Statewide
Asian	62 %	49 %
Black	50 %	40 %
Hispanic	49 %	43 %
2 or more races	52 %	40 %
White	57 %	54 %

Source: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

Furthermore, Reedley College and its centers have had a significant impact on improving the earnings capacity of students within one year of leaving the college, although statewide reports indicate a greater increase at the stateside level across all ethnic groups that are common to Reedley College and its centers. The chart below compares the increase in earnings capacity by most common ethnic groups of students at RC/MCCC against statewide data.

Figure 23: Median Change in Earnings, Reedley College and Statewide, 2016-17,

Ethnic Group	RC/MCCC	Statewide
Asian	31	45
Black	27	50
Hispanic	44	51
2 or more races	41	52
White	38	52

Source: CalPASS Plus: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

Institution-Set Standards: Reedley College created Institution-Set Standards (ISS) through a process of dialogue across the college community, including representation from MCCC and OCCC. The ISS were identified in 2014 and further refined in 2017 to focus on those metrics that are most closely identified with the college mission statement.

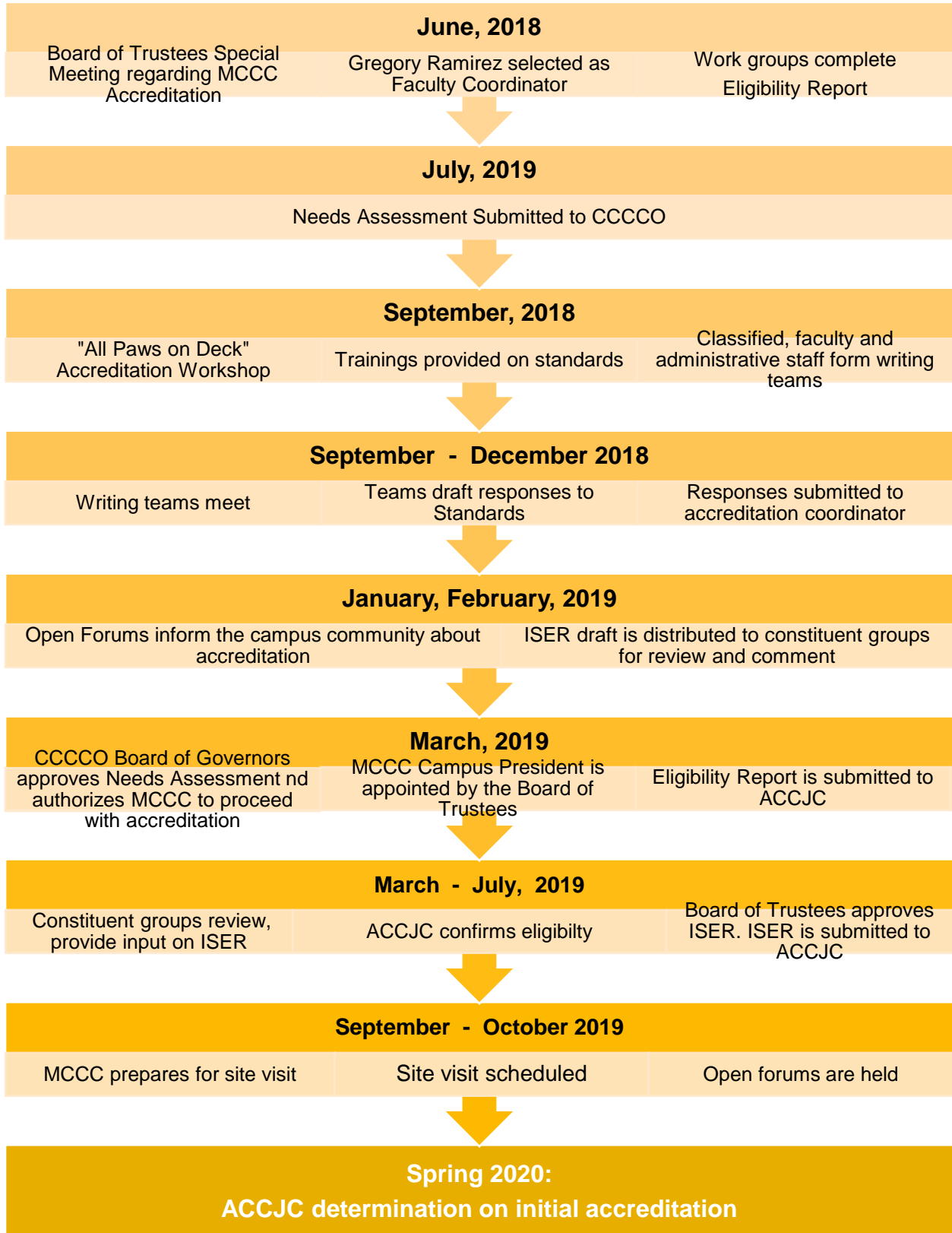
The ISS and Student Success Scorecard were presented to the College at the fall 2016 Opening Day. The Director of Institutional Research and Evaluation’s presentation focused on three areas: remedial instruction, persistence, and completion. In spring 2017, the Accreditation and Institutional Effectiveness Committee evaluated the College’s 2016-2017 ISS goals and reviewed its outcomes. New goals were developed for 2017-2018 as well as the six-year goal. These were presented at various meetings of college constituent groups.

The ISS are currently evolving toward alignment with the student success metrics identified in the California Community College Chancellor’s Office’s “Vision for Success” and are infused into the creation of the guided pathways framework for RC and MCCC.

In the process of reviewing the student success metrics and creating baseline data for Reedley College, the CORE office is providing data that is disaggregated for MCCC and OCCC so that the

Madera Center can establish baselines and create planning processes that reflect the unique needs of the campus. MCCC is committed to increasing awareness of the center's disaggregated data and to engaging in dialog about the gaps that are identified. Awareness across the campus of the gaps in achievement will inform decision making about program growth, facilities usage, personnel, and resource allocation.

C. Organization of the Self-Evaluation Process



Institutional Self-Evaluation Report Writing and Review Teams

Institutional Self-Evaluation Report Work Group Leads

Standard I:
David Richardson and Dr. Shelly Conner

Standard II:
A: Dr. Ganesan Srinivasan and Jim Druley
B: Kari Johnson
C: Leticia Canales and Maria Ensminger

Standard III:
Dr. Darin Soukup, Bonnie Boonthavongkham, Kimi Kato-Gee

Standard IV:
Dr. Claudia Habib and Bill Kastanes

Institutional Self-Evaluation Report Review Groups

Madera/Oakhurst Faculty Association
David Richardson, President

Madera/Oakhurst Classified Association
Deisy Ruiz, President

Reedley College Academic Senate
Stephanie Curry, President

Reedley College Classified Senate
Darnell Harris, President

MOR Accreditation and Institutional Effectiveness Committee
Louie Long, Chair

MOR College Council
Donna Berry, Interim President

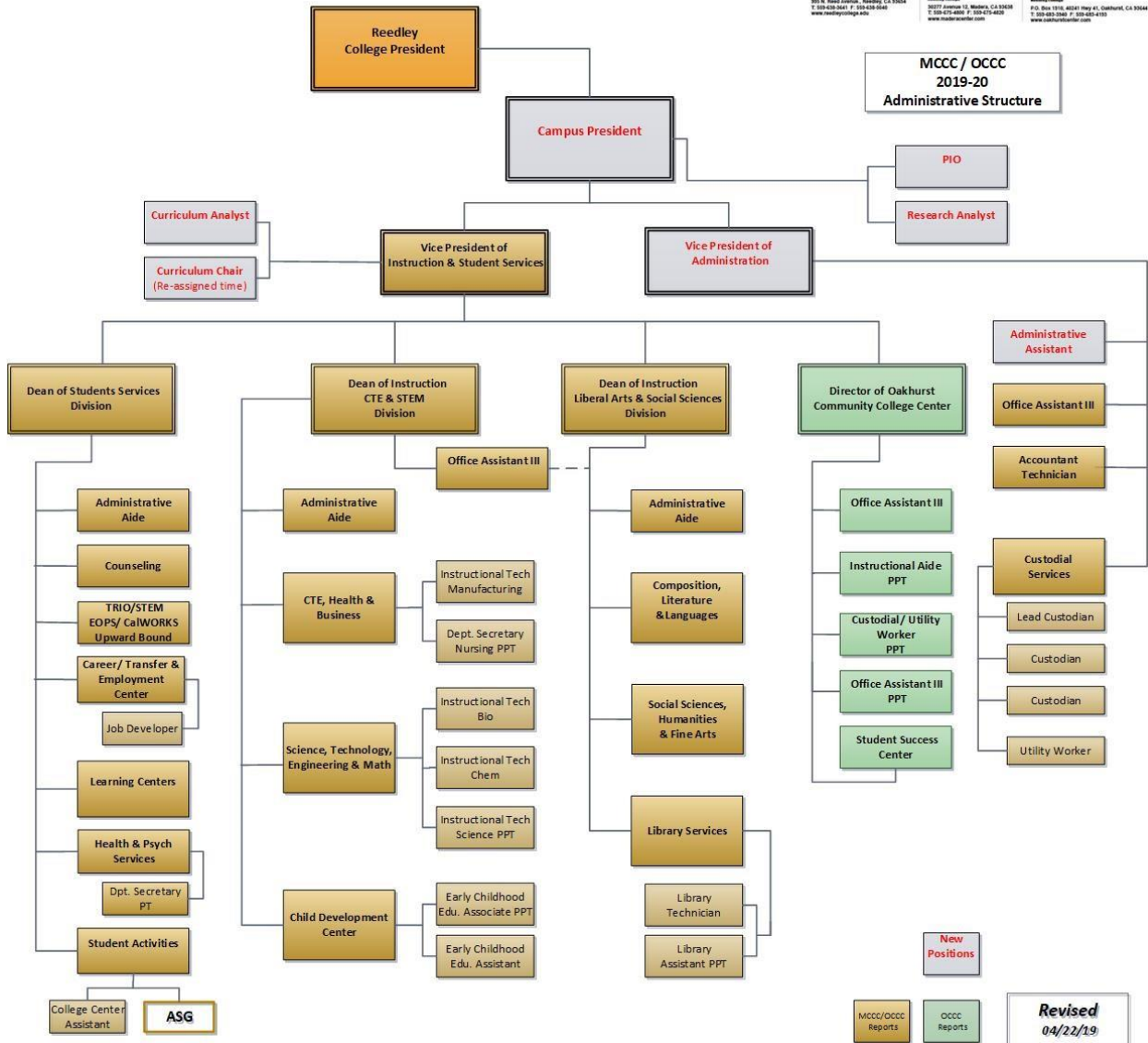
SCCCD Board of Trustees
Deborah Ikeda, President

D. Organizational Information

Reedley College is led by a president who reports to the chancellor of the State Center Community College District. The Reedley College administrative team is comprised of a Vice President of Instruction, Vice President of Student Services, Vice President of Madera/Oakhurst, two Deans of Student Services (one permanently located in Madera), a Vice President of Administrative Services, and five Deans of Instruction (two permanently located in Madera). There is also a Director at the Oakhurst campus.

In the Spring of 2019, in preparation for pending accreditation as a stand-alone comprehensive college, a Campus President was hired to provide executive leadership at the Madera and Oakhurst campuses. The new President, Mr. Angel Reyna, will report to the Reedley College President until the Candidacy is granted, at which time he will become a member of the cabinet for the Chancellor of the State Center Community College District. He will oversee the administrative teams of the Madera Center and the outreach campus in Oakhurst. The State Center Community College District is also recruiting a Vice President for Administrative Services to oversee financial operations at the Madera and Oakhurst Centers, independently of Reedley College, in preparation for transition to college status. The position of Vice President, Madera and Oakhurst Centers will transition to Vice President, Instruction and Student Services. Existing and new positions are included on the following organizational chart.

The following directors and managers currently provide oversight of services at all three locations: Extended Opportunity Programs & Services (EOP&S) Director, admissions and records Manager, Director of Financial Aid, Director of Disabled Students Programs & Services (DSP&S) and a police lieutenant. MCCC has created an HR Staffing Plan that includes the addition of new positions to fulfill these functions, as required for an accredited college. In the meantime, support for these functions will continue to be provided through Reedley College.



State Center Community College District/Reedley College Functional Map

The District-College Functional Map outlines the following responsibilities of the district and the colleges as they relate to Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards: *primary responsibility leadership and oversight* of a given function, the *secondary responsibility support* of a given function as well as the *mutual responsibility for leadership and oversight* of both the district and the colleges.

KEY:

P = Primary Responsibility

Leadership and oversight of a given function including design, development, implementation, assessment, and planning for improvement

S = Secondary Responsibility

Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility

B = Both

The District and the College are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – District and College Mission Statements

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity		
The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.		
		College District
A.	Mission	
1.	The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	P S

2.	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
3.	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
4.	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	P	S
		College	District
B. Assuring Academic Quality and Institutional Effectiveness			
<i>Academic Quality</i>			
1.	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2.	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	P	N/A
3.	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.	P	N/A
4.	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
<i>Institutional Effectiveness</i>			
5.	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6.	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S

7.	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
8.	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
9.	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.	B	B
C. Institutional Integrity			
1.	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
2.	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote).	P	S
3.	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.	P	S
4.	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S

5.	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	B	B
6.	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
7.	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.	B	B
8.	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	B	B
9.	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	N/A
10.	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	B	B
11.	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A

12.	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.	B	B
13.	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.	B	B
14.	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	B	B
<p>Standard II: Student Learning Programs and Support Services</p> <p>The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.</p>			
		College	District
A.	Instructional Programs		
1.	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.	P	S

2.	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	N/A
3.	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	N/A
4.	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	N/A
5.	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.	P	S
6.	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.	P	N/A
7.	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
8.	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	N/A

9.	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
10.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11.	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	N/A
12.	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	N/A
13.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	N/A
14.	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	N/A

15.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	N/A
16.	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	N/A
B. Library and Learning Support Services			
1.	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	N/A
2.	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3.	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	N/A
4.	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	N/A
C. Student Support Services			

1.	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	N/A
2.	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3.	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
4.	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	N/A
5.	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	N/A
6.	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	B	B
7.	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	B	B
8.	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	B	B

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

		College	District
A. Human Resources			
1.	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	B	B
2.	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3.	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	P	S
4.	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	P	S

5.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	B	B
6.	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
7.	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	B	B
8.	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9.	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	S
10.	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	S
11.	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	B	B
12.	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	B	B
13.	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	P	S

14.	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15.	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	B	B
B. Physical Resources			
1.	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	B	B
2.	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	B	B
3.	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	B	B
4.	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
C. Technology Resources			
1.	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	P	S
2.	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	B	B
3.	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	B	B

4.	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5.	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S
D. Financial Resources			
1.	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	B	B
2.	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3.	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
4.	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
5.	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	B	B
6.	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	B	B
7.	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	B	B

8.	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	B	B
9.	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
10.	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	B	B
11.	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12.	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
13.	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
14.	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
15.	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	P	S
16.	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	B	B

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

		College	District
A.	Decision-Making Roles and Processes		
1.	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	B	B
2.	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	B	B
3.	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S
4.	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5.	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	B	B

6.	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	B	B
7.	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	B	B
B.	Chief Executive Officer		
1.	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2.	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3.	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and 	P	S
4.	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5.	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S

6.	The CEO works and communicates effectively with the communities served by the institution.	P	S
C. Governing Board			
1.	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
2.	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N/A	P
3.	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	N/A	P
4.	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	N/A	P
5.	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
6.	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
7.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	N/A	P
8.	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
9.	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P

10.	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	N/A	P
11.	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N/A	P
12.	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	N/A	P
13.	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	S	P
D. Multi-College Districts or Systems			
1.	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
2.	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	N/A	P

3.	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4.	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	N/A	P
5.	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	B	B
6.	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	B	B
7.	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P
Catalog Requirements			
		College	District
	The following list of required information must be included in the college catalog. General Information <ul style="list-style-type: none"> • Official Name, Address(es), Telephone Number(s), and Website Address of the Institution • Educational Mission • Representation of accredited status with ACCJC, and with programmatic accreditors if any • Course, Program, and Degree Offerings • Student Learning Outcomes for Programs and Degrees • Academic Calendar and Program Length, • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members 	P	S

<p>Requirements</p> <ul style="list-style-type: none"> • Admissions • Student Tuition, Fees, and Other Financial Obligations • Degrees, Certificates, Graduation and Transfer 	P	S
<p>Major Policies and Procedures Affecting Students</p> <ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance and Transfer of Credits² • Transcripts • Grievance and Complaint Procedures • Sexual Harassment 	P	S

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

MCCC and OCCC are operated by Reedley College, which operates under the authority of the State of California, the Board of Governors of the California Community College, and the Board of Trustees of the State Center Community College District as stipulated in Board Policy 1100. Reedley College is continuously accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institution accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

Evidence: [Reedley College ACCJC letter](#)

Conclusion: MCCC meets Eligibility Requirement 1.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

MCCC, under Reedley College's operational authority, enrolls approximately 3,500 students per semester at its campuses in Madera and Oakhurst. Students are enrolled in General Education, transfer, and CTE courses that lead to transfer, associate of arts degrees, associate degree of transfer, associate of science degree, certificates of completion, and certificates of achievement. MCCC's courses are published in the Reedley College Schedule of Classes, in print and on the web site that includes all courses offered on the Madera and Oakhurst campuses.

Evidence: [2018-19 Class Schedule](#)

Conclusion: MCCC meets Eligibility Requirement 2.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Degree opportunities and transfer courses are clearly identified in the college catalog. MCCC offers more than 800 course sections every semester at its campuses in Madera and Oakhurst, of which 88 percent are either degree or transfer-level. Approximately 95 percent of students enroll in these courses. Each year, Reedley College awards more than 400 associate degrees and certificates to students who complete their coursework at MCCC's Madera and Oakhurst campuses.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Board of Trustees approves the recommendation from the chancellor for the selection of college presidents. The president has the ultimate responsibility for ensuring that the College complies with all board policies, and state and federal laws and regulations.

MCCC's chief executive officer is Mr. Angel Reyna. The president's chief responsibility is to provide direct oversight to MCCC and OCCC. In March 2019, a permanent president for Reedley College was approved by the SCCC Board of Trustees and will began his tenure in June 2019. At the same time, the District conducted a national search for a Campus President for MCCC/OCCC, and in March 2019, Mr. Angel Reyna was appointed by the SCCC Board of Trustees to serve in that capacity. President Reyna began his tenure in May, 2019. Upon approval of accreditation for MCCC, Mr. Reyna will become the first college president for MCCC, and will report directly to the chancellor.

Evidence:

[Board of Trustees Appointment of President](#)

[Board of Trustees Approval of Start Date](#)

Conclusion: MCCC meets Eligibility Requirement 4.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

An independent auditor audits Reedley College as part of the District's overall annual audit and evaluates internal controls. As part of obtaining reasonable assurance that the District financial statements are free of material misstatement, the auditors perform tests of District compliance with various provisions of laws, regulations, contracts, and grants. The audit report discloses results of these tests with immediate feedback, and from this feedback, the District implements recommendations within the next audit cycle. The audit is presented to the Board of Trustees in an open, public meeting each year, and is available to the public through the SCCC District Office.

The default rate for Reedley College falls within an acceptable range. The College's most current three-year official cohort default rate is 17%, which is below the 30% established threshold. The Financial Aid Department files a yearly Fiscal Operations Report and Application to Participate (FISAP) report and prepares yearly close out of Common Origination and Disbursement (COD).

Evidence: [SCCC 2017-18 Audited Financial Statement](#)

Conclusion: MCCC meets Eligibility Requirement 5.

A. Certification of Continued Institutional Compliance with Commission Policies

Reedley College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV. (*Note – Template requires links to evidence and links to pages within the ISER that reference the section*)

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

Narrative

MCCC has notified the public of its intention of applying for initial accreditation and has provided opportunities for public comment via its web site. Reedley College's President and MCCC staff have also presented information in various public, regularly notified meetings of the SCCC Board of Trustees, at which time there was opportunity for third-party comments. The MCCC web page is constantly updated in order to provide timely and accurate information to the public.

Evidence:

[MCCC Accreditation Web Page](#)

[June 6, 2018 Special Board Meeting](#)

[October Regular Board Meeting](#)

Links to Standards:

[I.C.12](#)

Standards and Performance with Respect to Student Achievement

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

Narrative:

MCCC participated in the development and adoption of Reedley College's Institutional Set Standards with respect to student achievement. Using internal dialogues involving all stakeholders, Reedley College has self-identified elements of student achievement performance across the institution as appropriate to its mission and has identified the metrics pertinent to each element. The Institutional Set Standards matrix compiles the College's tracked metrics over a 5-year period, the defined baseline for each parameter, a 1-year goal, and a 6-year goal. For example, the successful course completion rate over the last five years is 67.4%. Based on that number, Reedley College decided to set the college-wide baseline at 67.3% for successful course completion with a one-year (2017-2018) College-wide goal of 68.0%. Over the next 6 years, the College aspires to

reach an average of 70% for successful course completion. The metrics are used by departments and programs to continuously improve student learning and student success.

Evidence: [Reedley College ISS Document](#)
[Opening Day Fall 2015](#)
[Opening Day Spring 2016](#)
[Vision for Success Goals](#)

Links to Standards:

[I.A.2](#); [I.B.2](#); [I.B.3](#); [II.A.1](#); [II.C.1](#)

Credits, Program Length, and Tuition

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

Narrative

Reedley College awards credit for courses, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with state and federal law. Course credit calculations are described in the 6th Edition of the California Community College Chancellor's Office (CCCCO) Program Course Approval Handbook and appropriately implemented by the College Curriculum Committee and the Office of Instruction.

A student enrolled full time (15 units per semester) may complete degree requirements in two years. The Curriculum Committee and the Office of Instruction (specifically the Curriculum Analyst) verify the credit hours and degree program lengths as part of their review process of courses and programs. Course credits are assigned based on the number of lecture and lab hours and other performance criteria specified in the Course Outline of Record.

Enrollment fees (for state residents) and tuition (for non-residents and international students) are consistent across degree and certificate programs. Enrollment Fees/Tuition per unit is published in the College Catalog. Enrollment Fees/Tuition for special programs and tuition for non-residents and international students are published on those pages as well.

Reedley College, including MCCC, complies with ACCJC's Policy on Institutional Degrees and Credits. All degrees require a minimum number of 60 units. The College determines credit hours based on policies and procedures that align with standard practices in higher education. One unit of credit represents between 48-54 hours of course work. The academic year spans at least 30 weeks (Reedley College has a 36-week academic year), and a full-time student enrolls at least in 12 units per semester.

Evidence: [Reedley College Catalog, 2018-19](#)

Links to Standards:

[II.C.4](#); [II.A.5](#); [II.A.9](#); [II.A.10](#); [II.A.12](#); [II.A.15](#); [II.A.16](#)

Transfer Policies

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

Narrative

Transfer policies are disclosed to the students and the public in the College Catalog, which is also available on the website. Articulation agreements are founded on quality education by meeting the academic terms, standards, and CORs of the receiving institution. The College has Guarantee Admission Agreements with the CSU system. For the CSU, UC and California Community College system, the Intersegmental General Education Transfer Curriculum (IGETC) articulation agreement includes general education courses and certain major courses which undergo annual reviews and follow the certification of the community college campus, Executive Order 595. For UC system, the University of California Transfer Course Agreement (UCTCA) serves as an evolving list of agreeably transferable courses.

Evidence:

[Reedley College Catalog, 2018-19](#)

Links to Standards

[I.C.2](#); [II.A.10](#); [II.A.11](#)

Distance Education and Correspondence Education

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

Narrative

The Reedley College Catalog describes policies and procedures that require a course to complete the Curriculum Committee's approval process for distance education. In addition, the Reedley College Distance Education Strategic Plan describes the definition of distance education, including the different types of distance education, specific delivery methods and items such as testing, authentication and regular and effective contact. Reedley College has provided an Instructional Designer (a full-time, non-instructional position) to assist with the delivery of DE courses, consult with faculty regarding technology and best practices, and sustain the quality of its distance education offerings. In the last academic year, the Instructional Designer has assisted instructors in DE courses and other faculty using a Learning Management System (LMS) as part of their face-to-face classes with the transition from Blackboard™ to Canvas™. Training modules developed by the Instructional Designer include many elements of instructional design that improve student learning in any delivery modality.

Evidence: [Distance Education Strategic Plan](#)

[Job Description Instructional Designer](#)

Links to Standards

[I.C.4](#); [I.C.8](#); [II.A.1](#); [II.A.3](#); [II.A.7](#); [II.B.1](#); [II.C.](#)

Student Complaints

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

Narrative

Student complaints are submitted on a form filled out by student and recorded in student complaint log kept by Student Services Dean's office, including all details, personnel involved, and resolution. The Academic Standards Committee reviews and approves or denies student petitions on academic matters. Board Policy 5500 outlines student standards of conduct.

Evidence: [Board Policy 5500](#)
[Student Complaint Form](#)
[Reedley College Catalog, 2018-19](#)

Links to Standards:

[I.C.8](#)

Institutional Disclosure and Advertising and Recruitment Materials

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

Narrative

MCCC receives full support from Reedley College's Office of Institutional Research (CORE), Marketing Office, and Outreach & Matriculation programs. Staff in these programs collaborate to provide advertising and recruiting materials to students and potential students in our service area. The webmaster works with these offices as well, posting pertinent accreditation status and student data to the Reedley College website.

Evidence: [Reedley College web page](#)

Links to Standards

[I.C.2](#)

Title IV Compliance

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

Narrative

MCCC, through its parent college, Reedley College, has presented evidence on the required components of the Title IV Program, including findings from any audits and programs or other review activities by the USDE.

Reedley College's Financial Aid Office has not received any audit findings in its most recent audit. Reedley College's financial statements provided an accurate view of the organization's finances and were in accordance with the requirements.

The USDE has not identified any issues about Reedley College's financial responsibility or student financial aid responsibility in the district's most recent audit.

Loan Default: Reedley College's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. Reedley College's 2013 three-year Cohort Default Rate was 17.9%. This is below the federal requirement (of 30%).

Contractual Relationships: Contractual relationships of the institution to offer or receive educational library, and support services meet Accreditation Standards and have been approved by the Commission through substantive change if required.

Reedley College's contractual relationships to offer educational and support services are appropriate for an institution of higher education. Reedley College contracts with the i3 Group to provide default prevention services to its student loan borrower population. Reedley also contracts with Parker, Pierson, and Associates, a consulting company, for default prevention assistance through a joint contract with the California Community College Chancellors Office.

Reedley College has a limited number of agreements with third-party providers in support of student service programs. Recognizing the large volume of documentation the Financial Aid Office has, Reedley College also has a third-party contract with Shred-It, a document destruction company that destroys personal and confidential information about its students and their parents. Secured collection bins in the Financial Aid Office guarantee that all sensitive information is disposed of properly.

Reedley College demonstrates compliance with the Commission Policy in Contractual Relationships with Non-Regionally Accredited Organizations, by a) the institution has designated personnel with signing authority for contracts, and b) such contracts include details regarding the work to be performed or the services to be provided, the period of the agreement, and delineate responsibilities for both the institution and the contracted organization.

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The Reedley College (RC) Mission Statement reads as follows:

Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

The mission statement describes the broad educational purposes of the college which is to “inspire a passion for learning to meet the academic and workforce goals of our diverse communities.” As part of RC, Madera Community College Center (MCCC) uses various methods to assess and to fulfill the academic, workforce, and personal needs of its diverse student populations, including the involvement of advisory boards, labor market data, and institutional research data. [\[I.A.1.1\]](#)

The mission statement also describes the intended student population, which includes all those in its diverse service area. MCCC serves a diverse population in Fresno and Madera counties which are majority Latinx and low income in California's Central San Joaquin Valley. All sites conduct a robust outreach to these potential student populations in all areas, including STEM programs, vocational education, and transfer programs for higher academic degrees.

The mission statement describes the *Types of Degrees and other Credentials* as being degrees, certificates, and programs designed to serve the needs of diverse student populations and the communities in which they live. MCCC offers associate degree programs, transfer programs, career and technical degrees, and certificates in an accessible and safe learning environment. Information from advisory boards, community needs assessments, and student surveys are collected and used in the development of curriculum and in the scheduling of courses. [\[I.A.1.2\]](#)

The mission confirms the college's *Commitment to Student Learning and Achievement* by stating that “We motivate and empower students to be successful by providing high quality, innovative educational opportunities.” To meet its mission, MCCC has significantly increased its instructional

and student support services over the last five years, while moving toward independent college status. These services are collaborative, accessible, innovative, and high quality. Students are supported in achieving their goals through counseling, tutorial, veteran, and psychological services. College programs also assess learning outcomes to identify gaps and refine services to support learning. SLO data is gathered, analyzed, and assessed on an annual basis to improve classroom instruction, student comprehension, and course completion.

Analysis and Evaluation

MCCC has operated under RC since its inception in 1989. As such, it has used RC's mission statements past and present as its own. The current mission statement was adopted by the State Center Community College District (SCCCD) Board of Trustees (BOT) in the spring of 2017 and is due to be reviewed and revised (if necessary) in 2021. By that time, MCCC will have created its own Board approved mission statement as an independent college. The RC mission statement addresses all four components of the ACCJC's Standard I A1: Broad Educational Purposes; Intended Student Populations; Types of Degrees and Other Credentials; and Commitment to Student Learning and Achievement.

This mission statement was created with input from all constituency groups including, but not limited to, students, faculty, staff, and administration. It was also aligned with RC's strategic plan and SCCCDD's strategic planning efforts. MCCC faculty, staff, and students have long been represented on RC college wide committees and have had input in the development of the mission statement and all college wide policies and procedures. The opportunity to participate and contribute to these committees has set a solid foundation for MCCC to develop its own mission statement and planning documents.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

MCCC uses the mission statement to guide and focus all college wide planning, including the Strategic Plan, Budget Plan, Human Resource Plan, and Program Review. These mission-driven plans form the basis for the Educational Master Plan (EMP), which projects educational programs and support services that will be needed in the future for RC and its centers. The current EMP covers the period from 2015-25 and includes annual short-term updates. [\[I.A.2.1\]](#)

These plans utilize evidence and data to determine how effectively MCCC is accomplishing the mission. Both quantitative and qualitative data are gathered and provided to the college by the College Office of Research and Evaluation (CORE) through its website. This information, in conjunction with SLO data analysis is utilized by committees, workgroups, divisions, and departments to inform program, department, division, and student success and completion goals. [\[I.A.2.2\]](#)

MCCC is completing its fourth program review cycle (20 years). Program Review is used to assess instructional and other programs at the college using quantitative, qualitative, and student learning outcome data to demonstrate, improve, and communicate program effectiveness. It is also be used to identify program strengths and weaknesses and to articulate emerging trends within the programs, college, or community which may have an effect on the program itself. All future program goals and improvements must demonstrate how they will support the college’s Strategic Plan, EMP, and mission statement. Conclusions reached during the program review process influence curriculum development, college planning and decision-making, and resource allocation. [\[I.A.2.3\]](#)

Other examples of evidence-driven planning include the RC Student Success Scorecard which was introduced at the Opening Day gathering on August 11, 2016. [\[I.A.2.4\]](#) Scorecard data were presented at a college wide discussion about underperforming student populations. This led to questions such as what these data mean for students, for MCCC, and for the individual classroom itself. As a result of this discussion, MCCC used RC Institutional Set Standards (ISS) to determine gaps in students’ successful completion of classes and to set aspirational goals. ISS data is compiled and tracked by CORE and one-year and six-year goals are established by the Accreditation and Institutional Effectiveness Committee (AIEC). [\[I.A.2.5\]](#) New data is reviewed each spring by the AIEC and presented to the constituency groups for feedback. Most recently, goals were developed for 2018 along with goals for the six-year term.

Analysis and Evaluation

MCCC can draw upon experiences of gathering data and analyzing evidence as it seeks Candidacy and Initial Accreditation an independent college. Human resource staffing plans already include the hiring of an institutional research coordinator at MCCC for the 2019-2020 academic year who can begin the transition to college status. RC’s example will serve MCCC well as it works towards independent college status.

3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

RC’s mission statement, Strategic Plan, and Vision 2015-2025 are the basis of decision-making regarding programs, services, planning, and resource allocation for MCCC. All college wide decisions reference the strategic plan. The strategic plan and mission statement are reviewed annually and updated as needed [\[I.A.3.1\]](#).

Budget Planning: The budget planning cycle begins the first month of the academic year (August) and follows the timeframe established for program review and strategic planning. Budget planning is informed by gaps identified in program review and strategic planning. In August and September, budget worksheets are prepared by departments and compiled by Department Chairs (RC) and Division Representatives (MCCC). Budget requests are substantiated with Program Review and Strategic Plan goals and gap analyses which are tied to the mission statement. Budget requests are forwarded to the college wide Budget Committee in November and in February for review. The

Budget Committee sends its recommendations and prioritizations to the College Council for review and approval. College Council further refines the priorities and then submits its recommendations to the President's Advisory Council for final review. Based on final recommendations, the College President makes the final decision and the budget is prepared for approval by the BOT in March or April. Departments are informed in the final month of the academic year (May) about their budget allocations for the following year. [\[I.A.3.2\]](#).

Human Resources Staffing Plan: The cycle for requests for additional staff begins in August. Departments submit requests to CORE for data that supports a request for new staff, which is analyzed for connection to Program Review, Strategic Plan, and EMP goals for the college and department. In October and November, a prioritization process takes place at College Council and forwarded to PAC. Several criteria are taken into consideration including Program Review data, Strategic Planning goals, staffing gap analyses, and other justification. Ultimately, the college President decides which position requests to forward to the District level where all requests are considered in the context of the budget for the upcoming year. The process is designed to take into account the needs of departments and divisions, and the input of all constituent groups. [\[I.A.3.3, I.A.3.4\]](#)

Program Review: The program review cycle starts in Academic Year I with a predetermined group of disciplines and programs. While the first group (A) begins the Program Review process with training and data review in the fall semester, a second group (B) begins the same process in January during the spring semester. Group A's Program Review is finished and reviewed by the Program Review (PR) Committee in the spring semester while Group B's Program Review is reviewed the following fall. The PR Committee approves Group A's Program Review the fall after the process has begun (Academic Year II) while Group B's Program Review is approved the following spring, thus completing the three-semester process. Within five years, all academic disciplines and programs at MCCC have undergone Program Review. MCCC is in the process of finishing its 4th cycle of formal program review. [\[I.A.3.5\]](#)

Facilities Master Plan: The FMP is driven by the EMP. Major revisions to facilities that were identified in the FMP were made possible with the passage of Measure C, a facilities bond that provided RC, MCCC, and Oakhurst with significant funding for remodeling, expanding, and constructing new infrastructure. A taskforce made up of constituents from the college, its centers, and their communities was created to identify areas of need and projects that would be completed using Measure C funds. Groundbreaking recently occurred for an extension of the Center for Manufacturing and Technology at MCCC and land was purchased for the creation of the first permanent campus at Oakhurst. [\[I.A.3.6\]](#)

Technology Plan: The RC Technology Master Plan 2019-2022 is incorporated into the District Technology Plan and is referenced on page 7. This plan is assessed each year to evaluate if the previous year's initiatives have been completed; to update the priority and schedule for remaining initiatives; and to determine if additional initiatives need to be considered. The Technology Committee considers new initiatives and reassesses existing technology goals. Implementation of technology initiatives occur on an annual basis coinciding with the budgeting process. The budgeting process is a major factor in scheduling and implementation for the Technology Committee since their initiatives usually require a significant funding source. [\[I.A.3.7\]](#)

Educational Master Plan: The EMP houses all of the above plans as well as others such as the Enrollment Management Plan and Distance Education Plan. The EMP is updated annually then comprehensively reviewed every five years. The first comprehensive review is scheduled to begin in 2019 and be completed in 2020 and will provide a solid foundation for MCCC during the transition to independent college status. It will also align MCCC's EMP with the District Strategic Plan, which is also on a five-year review schedule. The mission guides and informs institutional decision-making, resource allocation, and goals for student learning and success. [\[I.A.3.8\]](#)

Analysis and Evaluation

MCCC ensures that all of its programs and services are aligned with its mission. RC's mission statement is at the center of college wide planning efforts, including its strategic plan, budget plan, human resources plan, program review, distance education plan, facilities plan and technology plan as illustrated by its integrated planning models. The mission, in conjunction with these plans, serve as the basis for the EMP and its goals. When the process of rewriting the EMP began in 2015, one of the goals was to identify and correct any gaps that were revealed. As a result, the Facilities Master Plan and Technology Plan were updated and integrated into the planning processes. The Integrated Planning Model has at its center, the RC Strategic Plan & Vision 2025, which are based on the mission statement and the EMP. In July of each year, the President's Advisory Cabinet (PAC) meets to determine the three strategic drivers that MCCC will focus on for the upcoming academic year.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

On September 16, 2016, a district wide Strategic Alliance meeting gathered input on the mission, vision, values, and Strategic Plan goals. [\[I.A.4.1\]](#) Subsequently, to maintain alignment with the district-level Strategic Plan, constituency groups from MCCC reviewed several drafts of college statements on mission, vision, values, and strategic plan in forums to gather feedback. Based on feedback, the Planning Committee drafted a composite version of these goals, which were then used as the basis of Strategic Alliance planning meetings held at the college and its centers in the spring of 2017. [\[I.A.4.2\]](#) Input from constituency groups was gathered at these meetings to compose a final draft which was taken back to the College Strategic Planning Committee. The mission was approved by all constituent groups by March of 2017 with final BOT approval in June of that year. [\[I.A.4.3, I.A.4.4\]](#)

The approved mission statement is included in the college catalog [\[I.A.4.5\]](#), the schedule of courses [\[I.A.4.6\]](#), and posted on the MCCC and OCCC web pages [\[I.A.4.7\]](#). It is also widely disseminated at all campuses on posters and other printed material.

Analysis and Evaluation

The mission statement is widely publicized on the college and centers' websites, in the EMP, in the college catalog, in the schedule of classes, in the CTE booklet, and in the College Annual

Report. RC's mission statement was reevaluated as part of the 2017-2021 Strategic Plan drafting process. The college's Vision, Values, planning goals and objectives, and Vision 2025 along with the District's proposed mission, vision, values and goals informed the college's mission statement revision.

When it attains independent college status, MCCC will follow and modify (if needed) the process that RC established to revise the 2017-2021 Strategic Plan.

Conclusions on Standard I.A. Mission

MCCC meets the standard.

Improvement Plan(s)

Not applicable.

Evidence List

[I.A.1.1: MCCC Web Site Mission Statement](#)

[I.A.1.2 MCCC types of degrees and certificates](#)

[I.A.2.1: 2015-2025 Educational Master Plan Reedley College, Madera and Oakhurst](#)

[I.A.2.2: Office of Research & Evaluation \(CORE\) Home Page](#)

[I.A.2.3: Program Review Cycle 4 Handbook](#)

[I.A.2.4: Opening Day Agenda Fall 2016](#)

[I.A.2.5: Reedley College ISS Year 3 Trends and Goals](#)

[I.A.3.1: Reedley college 2017-2021 Strategic Plan](#)

[I.A.3.2: Presidents Cabinet meeting minutes 2018-19 \(Budget prioritization process\)](#)

[I.A.3.3: HR Staffing Plan MCCC 2018-19](#)

[I.A.3.4: Presentation to SCCC Board of Trustees, Madera Center Becoming a College June 2, 2018](#)

[I.A.3.5: RC Program Review Cycle 4 Handbook](#)

[I.A.3.6: SCCC 2018 Facilities Master Plan Update](#)

[I.A.3.7: SCCC Draft Technology Master Plan 2018](#)

[I.A.3.8: 2015-2025 Educational Master Plan Reedley College, Madera and Oakhurst](#)

[I.A.4.1: District-wide Strategic Alliance PowerPoint](#)

[I.A.4.2: Reedley College Strategic Alliance 2017](#)

[I.A.4.3: College Council approval of SP Spring 2017](#)

[I.A.4.4: BOT Adopted RC SP 06.06.17](#)

[I.A.4.5: Reedley College Catalog 2018-19](#)

[I.A.4.6: Reedley College Class Schedule for the 2018-19 Academic Year](#)

[I.A.4.7: MCCC Mission, Vision and Values Web Page](#)

B. Assuring Academic Quality and Institutional Effectiveness

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

MCCC engages in continuous and collegial dialog in various formats, including (but not limited to) Opening Day reports, workshops, Program Review, participatory governance committee meetings, and constituency reporting. Topics for collegial dialog and feedback have included SLOs, integrated planning, equity, and student success. The sustained dialogue is focused on continuous improvement of student learning and achievement.

There is sustained and inclusive collegial dialog across the distant campuses of Madera, Oakhurst, and Reedley (MOR). Faculty, administrators, and classified staff across all locations participate in the MOR Opening Days, held at the start of each semester at the Reedley College campus. Opening Day provides opportunity for interaction and dialogue in large and small groups. In the past two semesters, implementation of the Guided Pathways framework has been a central point of discussion [\[I.B.1.1\]](#). Other topics have included student success, learning outcome assessment, and master planning [\[I.B.1.2\]](#). Outcomes from these meetings have informed the work of the SLO, Strategic Planning, and Educational Master Plan Committees and of the Office of Institutional Research and Evaluation [\[I.B.1.3\]](#).

Workshops are held during the designated faculty professional development day (i.e. Flex Day) each semester and at other times throughout the year [\[I.B.1.4\]](#). Workshop topics have included eLumen software training [\[I.B.1.5\]](#), facilities planning [\[I.B.1.6\]](#), Educational Master Planning [\[I.B.1.7\]](#), and Guided Pathways implementation [\[I.B.1.8\]](#). Long-distance committee and workgroup meetings are held utilizing video conferencing to assure involvement from all locations. In spring of 2019, MCCC started planning Duty Day and Flex Day activities for fall of 2019.

One of the purposes of Program Review is to: “Promote collaboration and dialogue across campuses and disciplines.” There are questions within the current Program Review template which refer specifically to dialogue about continuous improvement. For example, in the SLO reporting section, it asks programs to describe “in what ways the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty” [\[I.B.1.9\]](#).

Constituency reporting is another integral component of dialog across MOR. In the participatory governance structure of RC, constituency representatives report about committee work and decision making to their respective groups. Representational framework is a foundational method for soliciting feedback and providing information [\[I.B.1.10\]](#). An example of this is with the Curriculum Committee, as four representatives from MCCC are appointed by MOFA in accordance with the Curriculum Committee COA.

Robust SLO discussions are ongoing at the course, program, and institutional levels. SLO assessments and subsequent action plans are a staple of program/department meetings. Within the Program Review report, the section pertaining to SLO assessments requires programs to answer questions about the type of “dialogue that occurred while planning assessments, evaluating data results, and determining action plans.” If no dialogue occurred, programs are asked to provide the reason in detail [\[I.B.1.11\]](#).

RC has made significant progress in recent years to connect program review, budgeting, hiring processes, and Strategic Planning. The EMP Committee, an ad-hoc committee of the Strategic Plan Committee, was formed to create the EMP which was approved by constituency groups in spring 2016 [\[I.B.1.12, I.B.1.13\]](#). The report concludes with EMP goals which are aligned with the mission and supported by college wide plans (e.g. Budget, Facility, Technology). These goals complement the Strategic Plan objectives. [\[I.B.1.14\]](#). The Program Review template requires programs and services to assess the level to which programs and services effectively support the College’s Mission, Strategic Plan, EMP, their influence on curriculum, college planning, decision-making, and resource allocation. Program goals must be substantiated, as determined by the Program Review Committee, by use of quantitative, qualitative, and SLO data assessments as well as mission, strategic plan, and EMP support. These goals are directly linked to the budget and staffing decisions. [\[I.B.1.15\]](#). There is an ongoing effort to inform new faculty and staff about the purpose and interrelated nature of these plans.

In spring 2016, the Accreditation Committee revised its COA to become the Accreditation & Institutional Effectiveness Committee (AIEC). [\[I.B.1.16\]](#) One of the AIEC’s charges is to set Key Performance Indicators. Aspirant goals for math, English, and ESL were presented to constituency groups for dialogue and feedback before being approved in spring 2016 [\[I.B.1.17, I.B.1.18\]](#).

Analysis and Evaluation

Dialog is sustained and occurs at all levels of the institution. Faculty, classified professionals, and administrators are involved in committees that examine data to find gaps and to inform decisions about program effectiveness, resource allocation, and indicators of success. This commitment to data-driven decision-making will become increasingly important to MCCC in the process of establishing the new college, as community and student needs will inform decisions about program growth, staffing, facilities and other resource allocation decisions.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

As a center of RC, MCCC systematically assesses program learning outcomes (PLOs) within instructional, student services, and administrative programs. SLOs at the course level are approved by the Curriculum Committee. The committee has established policies and procedures for approving new courses and changes to current courses. [\[I.B.2.1\]](#).

PLOs are listed in Program Outline Reports (PORs) whereas Course Student Learning Outcomes (CSLOs) are listed in the Course Outlines of Record (CORs). The Curriculum Committee reviews

and approves all of these as part of the curriculum review process. All PORs and CORs can be found on the eLumen public site.

Program and Degree Outcomes are written by discipline faculty and published in the College Catalog. SLO assessments at both course and program level are all reported on in the Program Review report and help to guide program goals. Comprehensive Program Review reports are completed every five years [I.B.2.2]. Annual reports, due each May, require faculty to summarize SLO assessments for their disciplines which have been completed that academic year [I.B.2.3].

SLOs at the course, program, and institutional level met the ACCJC Proficiency requirement in 2012. Since then, all course and PLOs are systematically assessed within a program's five-year Program Report period. Within each Program Review report, the SLO assessment schedule for the next five years is planned [I.B.2.4].

Faculty assess SLOs for distance education classes using methods that parallel those used for traditional delivery classes. However, DE and traditional success data are disaggregated and compared. To guide faculty in distance education, Reedley College created a position of Instructional Designer, charged with providing technical assistance to develop content delivery methods appropriate for DE classes. The ID leads training and certification of DE faculty and is available to act as a technical expert and guide for creating DE courses. [I.B.2.5]. This has led to improvements in how faculty deliver DE classes and perform online SLO assessments.

As with instructional outcomes assessments, all student support services and administrative offices assess their PLOs (or service area outcomes, SAOs) on a cyclical basis as determined in their Program Review reports. Assessment methods for non-instructional programs have included focus groups, student surveys, and staff surveys as a means to identify gaps and improve services. For example, in spring 2014, the SLO Committee Chair conducted focus groups with all student services programs. Results were provided along with a gap analysis and suggested areas for improvement. The programs were then re-assessed in spring 2017 [I.B.2.6].

Grant-funded programs with the goal of institutionalization use their grant objectives to assess their program. In the third year of the grant, a Program Review is completed. [I.B.2.7].

Analysis and Evaluation

Course and program learning outcomes are mapped to the Institutional Learning Outcomes (ILOs), identifying beginning, intermediate, and mastery levels. ILO Assessments are conducted throughout the institution by faculty and staff. Given the experience with assessments through RC, faculty and staff at MCCC are prepared to conduct SLO assessments as an independently accredited college.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The AIEC first drafted ISSs in spring of 2016. The ISSs include specific core indicators that align with the Institutional Effectiveness Partnership Initiative (IEPI). The ISSs showed five-year trends, for each of the indicators and goals. The indicators and goals were presented to college constituents through the internal approval process. [\[I.B.3.1\]](#) The ISS goals and indicators were presented to the SCCCD Board of Trustees for approval in 2016.

The ISSs and Student Success Scorecard were presented at the Fall 2016 opening day. [\[I.B.3.2\]](#). A presentation by the Interim Director of Institutional Research and Evaluation focused on the progress and outcome of three campus functions: remedial courses, student persistence, and student completion. After the presentation, staff and faculty reviewed the ISSs and Student Success Scorecard then, as departments, discussed the alignment of the ISSs and Student Success Scorecard with day-to-day department/program activities. Recurring themes from the breakout session indicated the continuing need for tutoring services, student engagement activities, student services support, and accelerated/compressed course offerings.

In addition, responses indicated that only half of the participants understood the ISSs and Scorecard information presented. To address this gap, the CORE developed a dashboard with visual ISS status indicators [\[I.B.3.3\]](#). The scorecard and ISSs data are accessible on the MCCC website.

Analysis and Evaluation

Institutional-set standards as recommended by IEPI were created through robust college wide discussions, but disaggregated MCCC data have not been available for discussion until recently. In 2017, MCCC's disaggregated data was posted to the RC website for the first time, which has allowed MCCC to engage in campus wide dialog about baselines and goals for improvement. Awareness of MCCC's disaggregated data and engagement in dialog about the gaps will foster awareness across the campus about student equity in the context of student success. This dialog will in turn inform decision making about program growth, facilities usage, personnel, and resource allocation.

As a Guided Pathways college, RC has framed recent dialogs about student success in relation to Guided Pathways. MCCC will continue this as it moves toward independent college status.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

MCCC systematically and intentionally uses assessment data and has processes which support student learning and student achievement. Program Review committees monitor and ensure that MCCC is committed to maintaining progress toward achievement of the College's Strategic Directions [\[I.B.4.1, I.B.4.2\]](#). Program Review committees coordinate and evaluate the College ISSs with data accessed from the CORE website to help guide decisions that result in continuous improvements in academic and student support programs, policies, systems, and services [\[I.B.4.3\]](#).

The Program Review process also provides guidance for the College's integrated institutional planning process as reflected in the EMP, the college's Strategic Plan, the HR Staffing Plan, and other college plans. The data used to inform these ISSs include student retention, persistence, and completion. Data is disaggregated to reflect gender differences, location of service, and student ethnicity and socioeconomic status [\[I.B.4.4\]](#). As of March 2019, the college is also aligning goals with the State Chancellor's Vision for Success as required by legislation. Collegial dialog within all programs allow faculty to address gaps, create action plans, and set formal goals based on data analysis. SLO assessments, as reported in program review reports, are analyzed to establish goals and to create action plans for improvement. These goals are referenced on budget requests within the budget allocation process [\[I.B.4.5\]](#) [\[I.B.4.6\]](#).

If the Program Review Committee determines, after reading a program's report draft, that there is a lack of analysis of the quantitative or the SLO data (or both), the committee offers program faculty feedback and suggestions for improvement [\[I.B.4.7\]](#). Annual Program Review updates submitted by each program require summaries of SLO assessment and documentation of progress toward goals made during the year. This annual assessment also provides the program with an opportunity to address new program needs and updates to program requirements that were not covered in the comprehensive Program Review [\[I.B.4.8\]](#).

The utilization of assessment data and processes for program review have allowed RC and MCCC to develop a broad range of support services for student learning and achievement [\[I.B.4.9, I.B.4.10, I.B.4.11\]](#).

Analysis and Evaluation

At the time of this ISER, RC shares both the Program Review committee and the use of data from the CORE website with MCCC. These groups are responsible for disseminating data, generating dialog around program improvements and incorporating these into the resource allocation processes. Assessment data are widely disseminated and are utilized for program planning and evaluation [\[I.B.5.1\]](#). Once accredited, MCCC will establish its own Program Review Committee and its own CORE website for the College.

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

During the program review process, each program accesses its previous five years of *quantitative data* from the CORE website. For instructional programs, program to college comparative data are provided, including grade mark and demographics. Course data is disaggregated by location, demographics, and mode of delivery. Programs may request further data such as part-time to full-time instructor success rates. Extensive data analysis is required and is used to support program goals [I.B.5.2]. Additionally, disaggregated success data between distance education and face-to-face courses are analyzed every semester and presented to faculty through department chairs at the Department Chairs/Division Reps meeting.

Course and program SLO assessments and action plans are summarized within the Program Review report. Subsequent goals for further improvement are informed by these outcomes. Program Review questions about dialog that has occurred among program members and across sites emphasize the importance of using data to set and prioritize program goals.

Qualitative data focus on trends over the next five years. Program faculty and staff answer questions on the political, educational, sociological, technological, and economic trends for their discipline or service. CTE programs may incorporate MIS data or Advisory Board responses while Student Service and Administrative offices may examine the influence of districtwide plans.

At the end of a program's one-year writing time (second week of the third semester), report drafts are submitted to the Program Review Committee for suggested improvement. By week 14 of the third semester, programs submit final reports. The Program Review Committee scores the program's goals for substantiation within the report, looking specifically for goal support within quantitative, SLO, and qualitative sections. All substantiated goals are presented to the President and College Council and to the Budget Committee for budget allocation purposes. Substantiated goals are a requirement on annual budget requests.

Substantiated goals are forwarded at the beginning of each academic year to the appropriate committee or workgroup for planning purposes. For example, all current facility goals are forwarded to the Facility Committee; all scheduling goals are forwarded to Deans Council. At the end of the academic year, these committees and workgroups report out on how they supported programs in the completion of their goals [I.B.5.3].

Annual Program Review reports from each department are due in May. These reports examine the completion of goals and offer programs the opportunity to discuss SLO assessment progress and additional program needs that may have arisen since the completion of the unit's comprehensive Program Review [I.B.5.4].

Analysis and Evaluation

Program Review is a driving force within the Integrated Planning Cycle (see IA3). Program Review is systematic and ongoing. Program faculty and staff demonstrate how the program supports the mission through the use of quantitative, qualitative, and SLO data analysis to develop and evaluate goals. Content varies slightly between programs due to specific questions pertaining

to instructional, non-instructional, hybrid (e.g. Library, DSP&S), and grant-funded programs that are under consideration for institutionalization and placement within the budget allocation process [\[I.B.5.5\]](#).

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The process for identifying significant trends among subpopulations includes detailed analysis of student achievement data. Student achievement data is disaggregated among equity groups in the Student Equity Plan. There are a number of activities identified in the Student Equity Plan, which serves to improve equity in educational outcomes for the following five success indicators: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. For each activity, quantitative and qualitative data are collected to measure the impact of the activity and used as comparison data for the larger student population.

Equity gaps are tracked annually. All data are disaggregated by race/ethnicity, gender, low income, and other special population groups such as foster youth, veterans, students with disabilities, to determine gaps between specific populations and monitor overall student achievement.

In order to achieve implementation of the Student Equity Plan, a full-time Equity Coordinator was hired. The Equity Coordinator collects, analyzes, and disseminates data to programs and services to ensure MCCC meets equity needs. Programs and services report on progress relative to each plan component and document areas for improvement [\[I.B.6.1\]](#).

Grade mark data supplied by the Office of Institutional Research and Evaluation data are disaggregated by course, location, mode of delivery, and among subpopulations as requested by programs. Standard data sets are compared to College data sets of the same time periods [\[1.B.6.2\]](#). Beyond standard data sets, programs may ask for additional disaggregated data such as grade distribution by age, gender, or ethnicity.

Analysis and Evaluation

Reedley College disaggregates and analyzes learning outcome and achievement data for subpopulations of students. Course and program SLO assessment data analysis is summarized within cyclical comprehensive Program Review and annual reports. Programs disaggregate data according to inquiry and need. This analysis of students enrolled in individual courses and across campus sites are analyzed and summarized in these reports. Goals and funding for the programs are informed by this analysis.

When programs throughout the college identify common gaps, staff propose various strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps. Additional data are analyzed to evaluate the efficacy of those strategies. Data are

disaggregated separately so that equity gaps can be identified independently of RC. In this way, MCCC is preparing for independent college status.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The program review process is the primary method used to assess program effectiveness and serve as an example that demonstrates how MCCC systematically evaluates its programs, policies, and procedures. MCCC follows the RC Program Review Cycle for all programs [\[I.B.7.1\]](#).

In addition to five-year Program Reviews, the annual program review reporting, which is connected with the strategic planning process, allows programs to track their goals and update SLO progress. In these reports, faculty and staff evaluate policies and practices to identify barriers to student success and the annual reports are submitted through eLumen. [\[I.B.7.2\]](#). MCCC ensures evaluations of its programs and that budget allocations are data driven, by following the Integrated Planning Cycle [\[I.B.7.3\]](#). Results are available to the public.

Student achievement, demographic, retention, persistence, and completion data are disaggregated to reflect gender differences, location of service, and ethnic differences in student populations. MCCC uses data from the California Community College Chancellors Office (CCCCO) Score Card, [\[I.B.7.4\]](#), the ISSs [\[I.B.7.5\]](#), and the District Office (DO) Institutional Research Department [\[I.B.7.6\]](#). Analyses of these data sets are utilized to evaluate programs, services, resource management and governance process to assure that they are effective in supporting academic quality and accomplishment of the MCCC mission.

Analysis and Evaluation

MCCC regularly evaluates its policies and procedures to determine their efficacy and assure their continued effectiveness in order to accomplish its mission and ensure academic quality. MCCC cyclically reviews the following program policies and procedures:

Program	Evaluation Cycle
Instructional, Non-instructional, and Administrative Program Reviews	5 years
Educational Master Plan	Updated annually, Full review every 5 years
Budget Process	Annually
SSSP/Equity/BSI Plan	2 years
Committee Operating Agreements	Annually
Strategic Planning Drivers	Annually
Mission	3 years
Administrative Regulations/Board Policies	As needed or when updated (per BP2405)
Facilities/Maintenance	Annually/5 Year Plan
DE Strategic Plan	Annually

Programs analyze their data to assess if there are areas that require improvements or changes, and then compare their data to that of the institution. Collegial dialog within the specific programs allow faculty and staff to address concerns, offer solutions, and set goals. The analysis of quantitative data, coupled with SLO assessment and analysis of qualitative information, demonstrate program accomplishments as well as areas for improvement. A draft of the Program Review is then submitted to the Program Review Committee, which reviews the submissions and offers suggestions and feedback, and asks clarifying questions prior to assessing goals for substantiation.

Program reviews serve to evaluate instructional programs, student support services, and administrative services using quantitative, qualitative, and student learning data for the purpose of:

- Demonstrating, improving, and communicating program effectiveness
 - Identifying program strengths and emerging trends
 - Facilitating improvements through substantiated goals
 - Assessing program effectiveness in supporting the MCCC mission, strategic plan, and EMP
 - Influencing curriculum, college planning, decision-making, and resource allocation
 - Promoting collaboration and dialogue across campus and disciplines
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Educational Master Plan: Reedley College's 2015-2025 EMP articulates the long-term goals and vision of MCCC. The Integrated Planning Model, shown in the EMP, demonstrates how the various planning processes work together for institutional effectiveness [\[I.B.8.1\]](#).

The development of the EMP is well documented in the plan itself. A college wide committee, including representation from MCCC, participated in the development of the RC EMP. Representatives to the committee had the responsibility to report on the work of the committee to their departments, and to solicit feedback from their department to take back to the committee to better inform the discussions and recommendations [\[I.B.8.2\]](#). A progress report on the status of the EMP was relayed to the College on Opening Day [\[I.B.8.3\]](#). Surveys were distributed to see if the EMP was representative of the College planning processes [\[I.B.8.4\]](#). The EMP was presented to College Council, which consists of representation from all constituency groups, for approval [\[I.B.8.5\]](#). It was approved by the Board of Trustees [\[I.B.8.6\]](#) and reported in the MOR newsletter [\[I.B.8.7\]](#).

Strategic Plan: The Strategic Plan, a guide for resource allocation, is included in the program review process, and assists programs in justifying staffing requests, facilities, and other equipment needs. The Strategic Planning Committee, which includes representation from all constituent groups, discusses, reviews, and evaluates the strategic plan goals.

At the start of each year, the President convenes constituent leaders to review the Strategic Plan to identify major drivers and outcomes that will be used to set annual goals for the following year [I.B.8.8]. Faculty and staff brainstorm specific activities to address the strategic drivers. Drivers are announced annually in the MOR newsletters and in constituency group meetings [I.B.8.9]. College Council assigns strategic drivers to specific committees or workgroups at the beginning of every year. Each committee is responsible for oversight of the implementation and evaluation of activities to address its specific driver. Progress on strategic drivers is announced at the end of each year in a Strategic Planning Progress Report [I.B.8.10].

The 2017-2021 Strategic Plan started with a workshop that included the Strategic Planning Committee and the PAC who reviewed the EMP, Strategic Plan, mission, vision, and values along with the proposed new District Strategic Plan, mission, vision, and values. Feedback forums were held at all locations [I.B.8.11]. The Strategic Planning Committee reviewed the feedback, conducted a survey, and used the results to produce a draft of the 2017-2021 Strategic Plan. The 2017-2021 Strategic Plan draft was presented at a Strategic Alliance meeting in early Spring 2017. The final draft of the 2017-2021 Strategic Plan was approved by constituency groups and the BOT in late Spring 2017 [I.B.8.12, I.B.8.13, I.B.8.14, I.B.8.15].

Analysis and Evaluation

MCCC, as a part of RC, broadly communicates all results of its assessment and evaluation activities so that the institution has a collective understanding of its strengths and weaknesses and can therefore set appropriate priorities.

The creation, progress, and assessment of the EMP and the Strategic Plan are examples of institutional planning that are widely communicated across the organization.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Educational Master Plan: RC's EMP articulates the long-term goals and vision of RC. The EMP was developed locally, based on the RC's Vision 2025. Vision 2025 was created collectively with faculty, staff, and administrators during Opening Day fall 2015. Notably, this Vision 2025 includes the goal of "working towards the accreditation of Madera Community College." Faculty, staff, and administrators were involved in the development of RC's Vision 2025 and thus have a framework for developing a similar plan as MCCC moves towards independent college status. [I.B.9.1]

Program Review: Program Review is the core of the budget allocation process at RC. The program review is a five-year cycle at RC, and the College is currently on its fourth cycle. Annual Program Review reports, focusing on the completion of substantiated programs goals as well as SLO assessment updates and new program needs, are due each May. There are Program Review Report

templates for instructional, non-instructional (student services and administrative), hybrid (programs that are both service and instructional, e.g. Library, DSPS), and grant-funded programs. All templates ask programs to state how their program supports the Mission, Strategic Plan, and EMP. Faculty and staff have been involved in writing these reports for several years and thus have a framework for developing a similar reporting structure as MCCC moves towards independent college status. [\[I.B.9.2\]](#)

Strategic Plan: The College's short-term goals come out of drivers through the Strategic Plan. Each year, a group meets to review the College Strategic Plan and identifies three major drivers and three outcomes that will be the focus for each year's goals. Through this process, the College was able to document the completion of its 2014-2017 Strategic Plan. Each year, a report is compiled on the progress of that year's drivers/outcomes and this report is presented to the PAC to inform the following year's goals. [\[I.B.9.3\]](#)

Curriculum Committee: The committee meets frequently throughout the academic year to ensure the academic quality of courses, regardless of whether new CORs are being proposed or revised.

Analysis and Evaluation

MCCC has practiced continuous, broad based, systematic evaluation and planning. These processes have integrated Program Review, planning, and resource allocation to accomplish the mission and to improve institutional effectiveness and academic quality while addressing needs for educational programs and services and for human, physical, technology, and financial resources. The faculty and administration at MCCC have always been involved in these RC processes and thus have a framework for developing MCCC's own processes while moving towards independent college status.

The analysis of quantitative data, coupled with SLO assessment analysis, and qualitative information exhibits program accomplishments as well as areas for improvement. The Program Review reports culminate in a list of data-driven program goals. Goal options are categorized by assessment, curriculum/pedagogical, distance education, facilities, scheduling, staffing, supply, technology, and additional goals. The Program Review Committee, after first offering programs constructive criticism of their reports, determine if each program's goals are substantiated within the report. It is these substantiated goals which tie the program review process to funding because they are required on budget allocation spreadsheets and within HR Gap Analyses. Administrators and faculty have served on the Program Review Committee and thus have a framework for developing a similar review structure as MCCC moves towards independent college status.

The Educational Master Plan 2015-2025 was a broad and comprehensive process that included input from all constituent groups as well as the community as a whole. Within the Educational Master Plan was the identification of MCCC's accreditation as a high priority for Reedley College. The EMP, as well as other master plans, are congruent with State Center Community College District facilities, personnel and technology planning documents. Resource allocation at the District level includes prioritization based on the goals of each campus within the district as defined through each college's EMP.

The Program Review process is comprehensive, and inclusive of all programs and services. Analysis of student learning outcomes results in the identification of gaps which are analyzed and become the basis for improvement plans. These plans are then presented through the resource allocation process to set priorities for budgets across the campuses. Program review also affords the opportunity to systematically discuss policies and procedures that can enhance or impede the ability to address student needs as well as recommendations for revisions when necessary.

The Strategic Plan is the basis for annual planning around the “Wildly Important Goals” (WIGs) which are defined each year and direct college resource allocation decision making. The accreditation of MCCC has been identified as one of the WIGs for Reedley College for several years. Through the strategic planning process, the mission statement is reviewed and modified to address community needs and to guide college goals and decisions.

MCCC engages in continuous, broad-based planning and evaluation to assure that instructional programs and student services are designed to meet the needs of the local populations and address equity gaps. Data is disaggregated for analysis and evaluation to identify gaps, that are addressed through systematic program review. The CORE office is central to providing disaggregated data to all programs and in making data available to the public. The college structure includes many venues for presenting data and generating dialog across programs, resulting in improvement plans that address subpopulations defined through analysis of equity gaps.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

MCCC meets the Standard.

Improvement Plan(s)

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.

Evidence List

[I.B.1.1 Opening Day Agenda Fall 2018](#)

[I.B.1.2 Opening Day Agenda \(other\)](#)

[I.B.1.3 Results from Opening Day](#)

[I.B.1.4 FLEX Schedule Fall 2018, Spring 2018](#)

[I.B.1.5 eLumen Training Agenda](#)

[I.B.1.6 Agenda, Oakhurst Community Meeting February 2019](#)

[I.B.1.7 PRT Team Meeting November 2018](#)
[I.B.1.8: Guided Pathway T2 Meeting Agenda February 2019](#)
[I.B.1.9: Program Review Handbook](#)
[I.B.1.10: MO Division Meeting Agenda August, 2018](#)
[I.B.1.11: SLO/PLO Assessment Reports](#)
[I.B.1.12: RC Academic Senate Meeting Minutes \(approval of strategic plan\)](#)
[I.B.1.13: RC Classified Senate Meeting Minutes \(approval of strategic plan\)](#)
[I.B.1.14: RC Strategic Plan](#)
[I.B.1.15: Program Review Handbook](#)
[I.B.1.16: Accreditation and Institutional Effectiveness COA](#)
[I.B.1.17: Meeting Minutes Academic Senate re. approval of strategic plan](#)
[I.B.1.18: Meeting Minutes Classified Senates re. Approval of strategic plan](#)

[I.B.2.1: Curriculum Handbook](#)
[I.B.2.2: Program Review Handbook](#)
[I.B.2.3: Annual Program Review Report](#)
[I.B.2.4: sample SLO Timeline](#)
[IB 2.5: DE Training Curriculum](#)
[IB 2.6: Focus group results](#)
[IB 2.7: Program Review Handbook](#)

[I.B.3.1: Academic Senate presentation on ISS](#)
[I.B.3.2: Fall 2016 Opening Day Agenda](#)
[I.B.3.3: ISS status visual](#)

[I.B.4.1: Core team page](#)
[I.B.4.2: Program Review page](#)
[I.B.4.3: ISS](#)
[I.B.4.4: Data Dashboard Page](#)
[I.B.4.5: Program Review Handbook](#)
[I.B.4.6: LASS 2019-20 Budget Worksheets](#)
[I.B.4.7: Program Review Committee Response to Programs](#)
[I.B.4.8: Program Review Strategic Plan Annual Report](#)
[I.B.4.9: Equity Executive Summary page](#)
[I.B.4.10: Student Services page](#)
[I.B.4.11: Academic Success Center page](#)

[I.B.5.1: Completed PR Goal Planning-Assessment Goals 2016-2017](#)
[I.B.5.2: Distance Education Comparison Fall 2016 update to 2017](#)
[I.B.5.3: Integrated Planning Model](#)
[I.B.5.4: Program Review Cycle 4 Handbook](#)
[I.B.5.5: RC PR Process Survey](#)

[I.B.6.1: Student Equity Plan](#)
[I.B.6.2: Program Review Cycle 4 Handbook](#)

[I.B.7.1: Program Review Cycle 4 Handbook](#)

[I.B.7.2: eLumen Report](#)

[I.B.7.3: Integrated Planning Cycle](#)

[I.B.7.4: CCCCCO Score Card](#)

[I.B.7.5: Institutional Set Standards](#)

[I.B.7.6: CORE Web Page](#)

[I.B.8.1: Integrated Planning Model](#)

[I.B.8.2: EMP committee meeting minutes](#)

[I.B.8.3: Opening Day Agenda Fall 2016](#)

[I.B.8.4: Education Master Plan Feedback Survey 2016](#)

[I.B.8.5: College Council approval EMP](#)

[I.B.8.6: SCCCD Board of Trustees Meeting Minutes](#)

[I.B.8.7: MOR Newsletter OCT 2016](#)

[I.B.8.8: President's Advisory Council Planning Session August 3, 2019](#)

[I.B.8.9: RC Strategic Plan Annual Assessment Status Progress Report](#)

[I.B.8.10: Strategic Planning Feedback Forums](#)

[I.B.8.11: RC Strategic Alliance Packet](#)

[I.B.8.12: Academic Senate Meeting Minutes 02.23.16](#)

[I.B.8.13: College Council approval of RC SP spring 2017](#)

[I.B.8.14: RC Classified Senate Minutes 03.2016](#)

[I.B.8.15: BOT Adopted RC SP 06.06.17](#)

[I.B.9.1: Educational Master Plan](#)

[I.B.9.2: Program Review Handbook Cycle 4](#)

[I.B.9.3: RC Strategic Plan](#)

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

MCCC provides information to the students, to internal and external stakeholders, and to the public on its mission, learning outcomes, education program, student support services and accreditation. As a college center, information about MCCC is disseminated under RC publications such as the College Catalog, Schedule of Classes, Faculty Handbook, and Student Handbook. MCCC also publishes information pertaining to each campus and center in the State Center Community College District.

College catalog: The college catalog is published both online and in print. In the 2018-19 catalog, information about the mission, vision, integrity, stewardship and learning outcomes is found on p. 7. Information about education programs is found on pages 63-159. Information about student support services is found on pages 53 – 63. Information about accreditation is found on page 2 of the catalog. [\[I.C.1.1\]](#)

Schedule of Classes: The schedule of classes is published under RC with different sections identifying the course schedule by campus location. The schedule of classes provides students with specific course offerings and the academic calendar. The schedule of classes is an ongoing schedule that current and prospective students use to plan their course schedule one full year in advance. The schedule of classes is available online.

The Schedule of Classes includes the mission statement on p. 8, statements on programs at MCCC (pp. 143 – 181 – Fall and 277 -315- Spring), descriptions of campus services (pp. 327 – 316) and campus policies (p. 328) [\[I.C.1.2\]](#)

Faculty Handbook: RC’s Faculty Handbook provides faculty with policies and expectations. The handbook includes information on the District and College organizations (including the Mission, Values and Vision), classroom and teaching policies, faculty and student support services, campus rules and procedures, and campus forms. As MCCC progresses towards independent accreditation status, a Faculty Handbook will be created that will include annual reviews by the Dean’s Council and will be presented to new faculty as a part of the onboarding process and will be posted online. [\[I.C.1.3\]](#)

Student Handbook: RC’s Student Handbook is a guide for current and prospective students regarding the College’s mission statement, transition to college, matriculation, student services, degree requirements, fees, financial aid, college policies and the student code of conduct. MCCC will create a similar Student Handbook that reflects the same information for students attending or interested in attending MCCC in the future. [\[I.C.1.4\]](#)

eLumen Public Site: This allows for public access to PORs and CORs, along with PLOs and CSLOs.

Additional information about the college mission, vision, student programs and services, and accreditation are found on the college web page. Data on student success, obtained through the Student Success Scorecard, is also published on the MCCC web site. [\[I.C.1.5, I.C.1.6, I.C.1.7, I.C.1.8, I.C.1.9\]](#).

Analysis and Evaluation

Published information is reviewed for accuracy on an annual basis. The catalog is provided to all instructional, student services, and administrative services units for their review for accuracy and comprehensiveness of content. The Faculty and Student Handbooks are also reviewed annually for consistency, comprehensiveness and accuracy.

MCCC provides accurate and current information on student achievement to the public. A link to the RC Student Success Scorecard is provided on the RC web page and has been the topic of Opening Day sessions. Program Review Reports are located on Canvas.

MCCC provides accurate and current information on accreditation and student achievement to the public. Information on current accreditation, including the ISER, is posted on the school's website. Additionally, printed information was disseminated in the February 2018 edition of "MOR in Motion," which details the school's accreditation and process. [[I.C.1.10](#)]

MCCC holds several Specialized Accreditation for various CTE programs that are accredited by external accrediting bodies. The specialized accreditations ensure certain programs meet specific criteria applicable to that profession.

Once MCCC becomes an independent institution, information will be distributed in the same manner and will be regularly reviewed by key personnel, updated, and made available to students, personnel, and the public. Information will be reviewed annually for accuracy, comprehensiveness, and consistency, prior to publication.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

Since it is under RC, MCCC uses the same catalog to serve current and prospective students as a guide to program planning, institutional services, and regulations for attendance at the institution. The college catalog is updated annually and reviewed by faculty, student services, and administrative program leads to ensure that the information is current. As changes occur, addenda with curriculum updates are published as needed. In addition to the printed College Catalog, links to archived college catalogs are also posted on the college's webpage. This process will be mirrored when MCCC becomes its own college, as this is a standard practice for SCCCD colleges. [[I.C.2.1](#)]

While MCCC information is currently included in RC's catalog, when MCCC does have its own college catalog, required information will align with RC's current catalog. The following chart demonstrates examples from the Reedley College 2018-2019 Catalog which MCCC will continue to provide as a separately accredited college.

Requirements	Reedley College 2018-2019 Catalog page #
Name, address of institution	1
Mission statement	7
Accreditation status	2
Course, program, degree offerings	63-263
SLOs for programs and degrees	63-263
Academic calendar and program length	11
Academic freedom statement	48
Available Financial Aid	57
Available learning resources	53-560
Names and degrees of administrators and faculty	267-276
Names of board members	267
Admissions	12-18
Student fees and financial obligations	17-18
Degree, certificate, graduation, and transfer	33-45
Academic Regulations, academic honesty	20-32; 48
Nondiscrimination	50
Acceptance of credits and transfer	12; 37-45
Transcripts	18
Grievance and complaint procedures	49
Sexual Harassment	52
Refund of fees	19

Analysis and Evaluation

RC publishes its catalog online and in print. The catalog includes all of the facts, requirements, policies, and procedures listed in the “Catalog Requirements.”

As an independently accredited college, MCCC will continue to provide its catalog in print and publish it online. Information pertaining to requirements, policies, procedures, and faculty information is currently posted on MCCC’s website.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

SLOs at the course and program level are assessed systematically as determined in the program review reports. Currently, MCCC and RC have the same SLOs, PLOs, and ILOs. As a separately accredited college, MCCC will utilize the same approach as RC for its assessments and analysis of these outcome measures to guide actions plans. Program Review reports will be provided to the College Council and information will be stored on eLumen. At this time, programs and departments are working on program mapping in eLumen to identify SLOs to CLOs, CLOs to

PLOs, and they will eventually map both to ILOs. Goals are set each year for SLO assessment to promote continuous quality improvement [\[I.C.3.1\]](#).

ILOs will be continually assessed using internal and external data and direct and indirect assessments, which will include course and program assessment data. MCCC will use the same steps in maintaining ILOs that are mapped to the CCSSE and will eventually create a MCCC College Graduation Survey (similar to the current Reedley College Graduation Survey).

ISSs mirror RC until MCCC creates its own. Similar to RC, ISSs will be reviewed and updated each year within the AIEC and will be presented to administrators, faculty, and staff. They will then be posted on the website for access by other college constituencies. [\[I.C.3.2\]](#)

MCCC regularly communicates with the public through various channels regarding quality and institutional effectiveness. Most of the communication are under RC, but some information provided is directly MCCC on its website. Data, which are available on data dashboards, are created and maintained by CORE [\[I.C.3.3\]](#)

Information on CTE programs are presented at the industry advisory committees and provided to constituencies. MCCC will continue to invite the public to campus forums where information on educational programs and campus changes are presented. Faculty and administrators will continue to attend various community, government, and industry events to promote and to highlight College programs and their successes. MCCC will continue to invite local high schools to the College to share success and achievement data through the annual High School Reports. [\[I.C.3.4\]](#)

Analysis and Evaluation

As part of RC, MCCC uses documented assessments of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. MCCC will model RC's processes for documenting SLOs, ILOs, and ISSs as established by SCCCD and will publicize the information in a similar method as RC.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Programs, degrees, and certificates are listed in the College Catalog with a description of purpose, learning outcomes, and required courses. The courses themselves are listed with units, lecture/lab hours, course description and degree, and transfer eligibility. Courses undergo a required and systematic update as part of the Program Review process. Updates are then included in the College Catalog. All information is verified by program faculty before each catalog update. The catalog is available online for DE students [\[I.C.4.1\]](#).

The RC web site has pages for individual programs that describe the degrees and certificates. However, program learning outcomes are not listed. [\[I.C.4.2\]](#)

Analysis and Evaluation

As part of RC, MCCC's programs, degrees, and certificates are listed in the College Catalog with a description of purpose, learning outcomes, and required courses. Program descriptions include information regarding course sequencing (when appropriate), units for each course in a program, and prerequisites and/or advisories for all courses that require them. The courses themselves are listed with units, lecture/lab hours, course description and degree and transfer eligibility. Courses undergo a required and systematic update as part of the program review process. Updates are then included in the College Catalog.

Many of the programs have pages that are available on the MCCC Website. Generally, these pages offer a description of the program, a list of the faculty (both full- and part-time) in the area, and a list of the courses available. If the faculty in the area have deemed it appropriate or beneficial to current and prospective students, links to external websites are also provided to allow for a more extensive exploration of the discipline. (*See the Mathematics and Political Science pages.*) However, the web page information does not include program learning outcomes, which will need to be rectified as MCCC updates its information about courses and programs.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

MCCC regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. RC committees and work groups, and the College Center Council for Madera and Oakhurst, review policies, procedures, and publications [\[I.C.5.1\]](#).

As per Board Policy 2410, the district communications council, a districtwide participatory governance group on which RC and MCCC have representation, reviews institutional policies and procedures. The overall governing body for RC is the SCCCD BOT. The process for the development of Board policy by the District Board and for administrative regulations by the chancellor, are described in Board Policy 2410 [\[I.C.5.2\]](#).

Analysis and Evaluation

As part of RC, the faculty and staff at MCCC contribute to regular reviews of institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. Presently, MCCC staff and faculty participate in RC committees and workgroups, all of which work together to create an atmosphere of shared governance at RC. Utilizing the participatory governance structures of RC, these entities work together to review policies, procedures, and publications.

The overall governing body for RC is the SCCCD BOT. The process for the development of Board policy by the District Board and for administrative regulations by the chancellor are described in Board Policy 2410.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

At the district level, SCCCD has adopted policies and regulations that speak to the topics of tuition, fees, and other matters that impact our students' financial decisions. Specifically, Board Policy (BP) 5020 addresses the topic of non-resident tuition, [\[I.C.6.1\]](#) and BP 5030 outlines relevant matters pertaining to student fees. [\[I.C.6.2\]](#) Other District policies, adopted through appropriate processes, include the following:

- Administrative Regulation (AR) 5020: Non-resident Tuition
- AR 5030: Fees
- AR 5031: Instructional Materials Fees
- AR 5032: Student Payment Plans
- AR 5130: Financial Aid [\[I.C.6.3, I.C.6.4, IC.6.5, I.C.6.6, I.C.6.7\]](#)

From these policies and regulations, MCCC informs students of expected academic expenses. The Catalog and Schedule of Courses list all costs associated with enrollment at RC, including enrollment fees, tuition, health fees, and a note for classes that require extra materials fees. The MCCC web site includes a link to the "How Much Does College Cost" web page [\[I.C.6.8\]](#) which provides estimates on tuition and fees, room and board, books and supplies, and other related expenses.

The Catalog (pp. 17-19) and Schedule of Courses (pp 323-325) list all costs associated with enrollment at RC and MCCC, including enrollment fees, tuition, health fees, and a note for classes that require extra materials fees [\[I.C.6.9, I.C.6.10\]](#).

The MCCC bookstore publishes the required textbooks for each class on the College website at the time of course enrollment. This allows students to see the cost of these books at the time of registration.

Analysis and Evaluation

MCCC publishes and widely disseminates accurate information about the total cost of education for student reference.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Board Policy 4030 clearly states the College's support for academic freedom and responsibility [I.C.7.1]. Administrative Regulation 4030 creates the general principles that govern academic freedom including textbook selection and public forums [I.C.7.2].

The American Association of University Professors' (AAUP) Statement of Professional Ethics is published in the Faculty Handbook on page 28. This one-page statement makes clear both the rights and the responsibilities of faculty in the exercise of academic freedom. [I.C.7.3]. The faculty Self-Evaluation Form completed during the Tenure Evaluation process asks faculty to respond to the "Maintenance of ethical standards in accordance with AAUP ethical standards statement."

The AAUP statement on academic freedom is also presented to part-time faculty in the part-time faculty orientation held prior to the start of the fall semester [I.C.7.4]

The Student Handbook addresses students' world views by stating:

In today's globally linked world, a college education can help increase a student's understanding of the community, the nation, and the world as he or she explores interests, discovers new areas of knowledge, considers lifelong goals, and becomes a responsible citizen. The world is rapidly changing and many careers rely on new technology that also requires a well-rounded educational foundation. [I.C.7.5] Protection of student expression is also confirmed on page 46 of the 2018-19 Catalog.

Analysis and Evaluation

MCCC publishes clear statements on academic integrity, making them widely available to the public and to students.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The Reedley College catalog for MCCC describes Administrative Policies for the following: Dishonesty, Cheating, and Plagiarism (pp. 48-49) along with disciplinary actions for these behaviors. The catalog also includes procedures and processes related to students' rights (p. 50), grievance procedures for students (p. 49), academic progress (p. 28), and probation (p. 30-31). It also includes other policies for attendance, graduation, transfer requirements, pre-requisites, and co-requisites (pp. 37-44) [I.C.8.1]

Faculty are required to include statements of academic dishonesty in their syllabi and to notify the administration when such incidents occur. Such incidents are handled by the dean of the faculty's respective discipline. All faculty have access to Turnitin.com. [I.C.8.2]

MCCC appoints representatives to serve on RC's Academic Senate. RC's Senate's Academic Standards Committee approved a Committee Operating Agreement (COA), which stated the purpose of the committee is, "To review and approve or deny student petitions on academic matters, including, but not restricted to, grade alleviation; waiver of disqualification suspension period; waiver of program, major, and graduation requirements; and appeal of waiver of course prerequisites, degree and certificate evaluations, and transcript evaluations. The committee will also hear, review, and recommend policies and guidelines relevant to its authority and jurisdiction." [\[I.C.8.3\]](#)

Board Policy 5500, outlines standards of student conduct [\[I.C.8.4\]](#). Administrative Regulation 5500 describe student codes of conduct, 5520 describes student disciplinary procedures, and 5530 describe student rights and grievance procedures [\[I.C.8.5, I.C.8.6, I.C.8.7\]](#).

Analysis and Evaluation

As part of participatory governance, the Academic Senate approves changes to policies on academic dishonesty, cheating, plagiarism, and disciplinary actions for these behaviors. MCCC faculty participate on the RC Academic Senate, and subcommittees. MCCC faculty are prepared to take on this important responsibility once independent college accreditation status is awarded.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The RC Faculty Handbook describes the process by which faculty are informed to maintain disciplinary, personal, and ethical balance and to collect student success data for the growth of the college. The handbook is made available to all newly hired full-time as well as to all part-time faculty at MCCC. The Academic Senate periodically reviews the handbook for currency and for updates as needed. [\[I.C.9.1\]](#)

All full-time faculty are required to complete a self-evaluation as part of the peer review process described in the SCFT contract. Included in the self-evaluation is an area where faculty are required to describe how they distinguish between personal conviction and professionally accepted views in a discipline. [\[I.C.9.2, I.C.9.3\]](#).

Analysis and Evaluation

MCCC assures full-time and part-time faculty distinguish between personal conviction and professionally accepted views. The faculty handbook is a primary source of information to faculty regarding their responsibility to be fair and objective in how they present data and information to students, as well as their responsibility to provide an environment that supports open, honest dialogue and learning opportunities. The Faculty Handbook includes the following statements:

3.1 AAUP ETHICS STATEMENT: Membership in the academic profession carries with it special responsibilities. In the enforcement of ethical standards the academic profession differs significantly from those of law and medicine, whose Associations act to ensure the

integrity of members engaged in private practice. In our profession, the individual institution of higher learning provides this assurance and so should handle questions concerning propriety of conduct within its own framework by reference to a faculty group (pg. 20).

3.18 INTELLECTUAL FREEDOM AND RESPONSIBILITY (BP 4030 ACADEMIC FREEDOM): Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth. It is recognized that freedom to think, to read, to speak and to question is necessary to the development of an informed citizenry. This freedom shall be integral to the philosophy of this district and is guaranteed to all staff and students (pg. 31).

3.26 COURSE SYLLABUS: MCCC instructors are required to provide students with a syllabus for every course they teach. The official course outline of record (COR, sometimes called the Title 5 outline) is the basis for planning your course and your syllabus. The college requires that you prepare a syllabus and that you make it as clear, complete, and as helpful for students as possible. As part of the evaluation process, your dean will review your syllabus to ensure that it meets certain minimum criteria.

4.15 STAFF DEVELOPMENT: Faculty members interested in support for attendance at professional conferences or other forms of staff development activity should consult their department chair or chair of the Staff Development Committee. Occasionally there is grant funding available for adjunct faculty to sign up for webinars or attend conferences.

The SCFT contract requires tenure-track faculty to complete a Self-Evaluation report each year. The following portions are included in the assessment:

- Responsiveness to the educational needs of students by exhibiting awareness of and sensitivity to the following: (a) diversity of cultural backgrounds, gender, age, and lifestyles; (b) variety of learning styles; (c) student goals and aspirations.
- Participation in departmental, college or related activities.
- Commitment to the profession (Code of Ethics).
- Knowledge of subject matter.
- Awareness of current developments and research in field.
- Maintenance of ethical standards in accordance with AAUP ethical standards statement

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Not applicable.

Analysis and Evaluation

Since there is no conformity requirement to specific codes of conduct, this is not applicable to MCCC.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

This standard is not applicable to MCCC

Analysis and Evaluation

This standard does not apply to MCCC, as it does not operate in any foreign location.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Reedley College has submitted documents to the Accrediting Commission for Community and Junior Colleges that substantiate its commitment to comply with eligibility requirements, standards, policies guidelines and requirement. Reedley College discloses information required by the Commission to carry out its accrediting responsibilities via its web page on which all accreditation materials, reports and documents are stored. These documents are also on the MCCC and OCCC web sites. [\[IC.12.1\]](#)

Analysis and Evaluation

MCCC has complied with accreditation Eligibility Requirements, Accreditation Standards, and all accreditation policies, processes, and procedures. Reedley College makes available all ISERs, correspondence, annual reports, follow-up reports, etc. on its website. All these reports contain accurate and complete material required by the Commission. The information on the web page is one click away from the home page for ease of information.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

MCCC has ethical working relationships with external agencies. Many student groups have volunteer relationships with companies and organizations in their respective areas. Career Technical Education programs, such as Maintenance Mechanic, Nursing, and Business Administration, as well as other CTE programs, have working relationships in the surrounding communities and rely on Advisory Board interactions [[I.C.13.1](#), [I.C.13.2](#)]. Advisory Board members advise on curriculum, equipment needs, and have been key in assessing the Personal Growth ILO.

Information on specialized accreditation for programs such as nursing and the child development center is also found on the college web page. [[I.C.13.3](#)].

Analysis and Evaluation

As mentioned above, MCCC complies fully with accreditation standards. Both RC and MCCC demonstrate honesty and integrity to accrediting agencies and to all external agencies, including the Commission, various specialized accrediting bodies, CTE advisory boards, students, and the public at large. All relevant documents and information pertaining to accreditation, programs, and offerings are available to the public on the College's and Center's websites and the College Catalog.

The Center has relationships with several external agencies:

- All CTE programs have been vetted and approved by Central Motherlode Regional Consortium. These programs are reviewed regularly by advisory boards made up of industry experts and members of the local business community.
- The Licensed Vocational Nursing program has been approved and is accredited by the Board of Vocational Nursing and Psychiatric Technicians.
- The Licensed Vocational Nursing to Registered Nursing program has been approved and is accredited by the California Board of Registered Nursing.
- The Center offers over 20 sections of various courses in partnership with the Madera Unified School District as Dual Enrollment courses. The College and the school district work closely together to ensure that these offerings comply with all relevant regulations and statutes.
- The Center partners with Madera County and participates in the CalWORKs program. Both the Center and the county ensure that all state, county, and program regulations and statutes are followed.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

MCCC is fully committed to high quality education, student achievement, and student learning. This can be seen in the College's EMP, which includes the College's mission, and Strategic Plan. This document also outlines the institution's Program Review, SLO assessment, and curriculum

processes. All attest to the College's and Center's commitment to educational quality and student success [\[I.C.14.1\]](#).

Analysis and Evaluation

MCCC operates with integrity. The State Center Community College District Board of Trustees has created policies and administrative regulations that govern how the institution interacts with students and the community. All faculty, staff and students are committed to maintaining open dialogue in the context of academic freedom to explore, learn and grow.

Expectations of students regarding academic honesty and integrity are widely published and made available to the campus community via board policies, the college catalog and schedule of classes, and on course syllabi. Faculty are evaluated based on their commitment to supporting free inquiry and professional commitment to their disciplines.

As part of the California Community College System, the Reedley College and its center do not have investors or support external interests.

Conclusions on Standard I.C. Institutional Integrity

MCCC meets the standard.

Improvement Plan(s)

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.

Evidence List

[I.C.1.1: Reedley College Catalog 2018-19](#)

[I.C.1.2: Reedley College Class Schedule for the 2018-19 Academic Year](#)

[I.C.1.3: Reedley College Faculty Handbook 2018-19](#)

[I.C.1.4: Reedley College Student Handbook 2016](#)

[I.C.1.5: Mission, Vision and Values Statements](#)

[I.C.1.6: Madera Community College Center Student Services](#)

[I.C.1.7: Madera Community College Center Academic Programs](#)

[I.C.1.8: Reedley College Accreditation 2018](#)
[I.C.1.9: Madera and Oakhurst Community College Centers Student Success Scorecard](#)
[I.C.10: February 2018, MOR in Motion](#)

[I.C.2.1: Reedley College Catalog 2018-19](#)

[I.C.3.1: 2017 Board Report](#)
[I.C.3.2: 2017 Reedley College Institutional Set Standards \(ISS\)](#)
[I.C.3.3: CORE Data Dashboards](#)
[I.C.3.4: High School Report](#)

[I.C.4.1: Reedley College Catalog 2018-19](#)
[I.C.4.2: MCCC Academic Programs](#)

[I.C.5.1: Participatory Governance Handbook](#)
[I.C.5.2: SCCC Board Policy 2410: Policy and Administrative Regulations](#)

[I.C.6.1: SCCC BP 5020, Non-Resident Tuition](#)
[I.C.6.2: SCCC BP 5030 Fees](#)
[I.C.6.3: SCCC AR 5020 Non Resident Tuition](#)
[I.C.6.4: SCCC AR 5030 Fees](#)
[I.C.6.5: SCCC AR 5031 Instructional Material Fees](#)
[I.C.6.6: SCCC AR 5032 Student Payment Plans](#)
[I.C.6.7: SCCC AR 5130 Financial Aid](#)
[I.C.6.8: Madera Community College Center "How Much Does College Cost" web page](#)
[I.C.6.9: Reedley College Catalog 2018-19 pp 17-19 Student Fees and Refund Policies](#)
[I.C.6.10: Reedley College Schedule of Courses 2018-19 pp232 Enrollment Fees and p. 325, Refund Fee Policy and Schedule](#)

[I.C.7.1: SCCC BP 4030 Academic Freedom](#)
[I.C.7.2: SCCC AR 4030 Academic Freedom](#)
[I.C.7.3: Reedley College Faculty Handbook 2018-19](#)
[I.C.7.4: Part-Time Faculty Orientation Presentation Fall 2018](#)
[I.C.7.5: Reedley College Student Handbook 2016](#)

[I.C.8.1: Reedley College Catalog 2018-19](#)
[I.C.8.2: Sample syllabus plagiarism policy](#)
[I.C.8.3: RC Academic Senate Operating Agreement](#)
[I.C.8.4: SCCC BP 5500 Standards of Conduct](#)
[I.C.8.5: SCCC AR 5500 Standards of Conduct](#)
[I.C.8.6: SCCC AR 5520 Student Discipline Procedures](#)
[I.C.8.7: SCCC AR 5530 Student Rights and Grievances](#)

[I.C.9.1: Reedley College Faculty Handbook 2018-19](#)
[I.C.9.2: Tenured Faculty Evaluation Form](#)

[I.C.9.3: SCCCD and SCFT local 1533 July 1, 2018-June 30, 2021 agreement](#)

[I.C.12.1: MCCC Accreditation Page](#)

[I.C.13.1: MCCC CTE advisory board committee meeting minutes](#)

[I.C.13.2: MCCC Nursing advisory board committee meeting minutes](#)

[I.C.13.3: Reedley College Web page - Specialized Accreditation](#)

[I.C.14.1: 2015-2025 Educational Master Plan Reedley College, Madera and Oakhurst](#)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

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

Evidence of Meeting the Standard

MCCC currently provides details about its instructional programs via the RC College Catalog. [\[II.A.1.1\]](#) In addition to the mission statement, the RC College Catalog provides five pages of information about its instructional programs in a table labeled: “Associate Degree and Certificate Programs Table.” The table includes the following five columns of information for each program: Program, Major Code, Type, Department, and Page. To facilitate reading the column titled “Type,” a key above the table states the initials for the degrees and certificates. Readers can locate further details about each program beginning on the page number of the RC College Catalog, as provided in the respective column.

To ensure program quality and consistency, every instructional program and student services and administrative office or unit completes a Program Review report once every five years. Within these reports, programs are required to state how they are consistent with the College’s Mission, Strategic Plan, and EMP. [\[II.A.1.2\]](#)

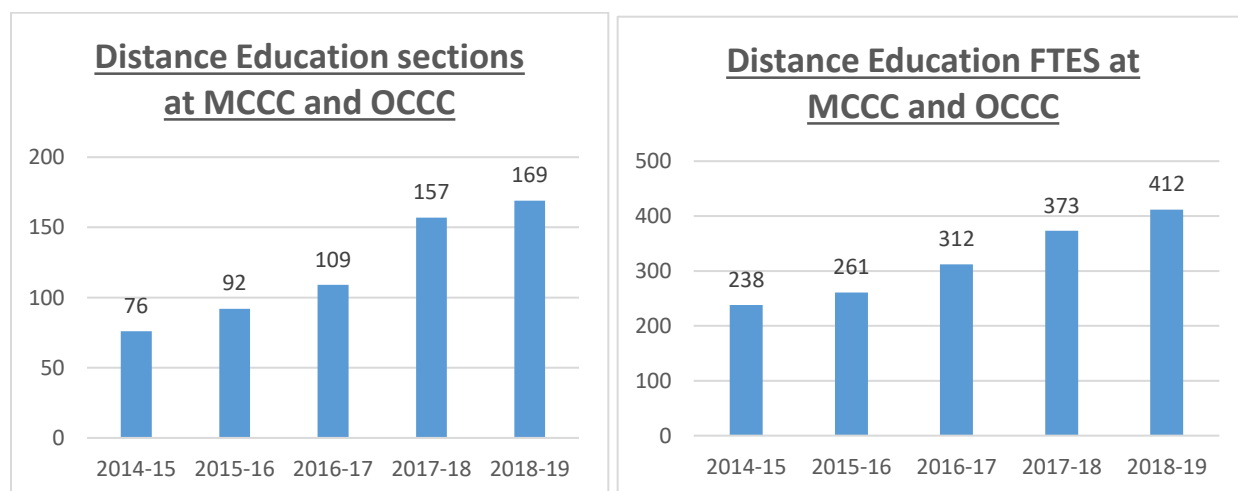
Courses are approved by the Curriculum Committee to ensure the quality of all instructional formats. [\[II.A.1.3\]](#) Curriculum committee members review and approve Distance Education (DE) addenda separately from the Course Outlines of Record (CORs). They consider reasons for offering a course in the DE modality, accessibility of the electronic format, delivery adjustments needed, examples of regular and effective contact, scheduling, additional support needed, and contingency plans if access to the delivery system is interrupted. [\[II.A.1.4\]](#) Additionally, the Curriculum Committee reviews and approves programs. They are labeled as Program Outline Reports (PORs) in eLumen.

Analysis and Evaluation

Programs rely on quantitative and SLO data from their Program Review reports to substantiate student learning. The qualitative trends section of the report asks programs to use external data for determining the appropriate response to industrial and community needs of Madera County and the Central Valley. DE at MCCC supports the mission and commitment toward student success. DE offerings and enrollment in particular continue to expand, paralleling trends across the nation. MCCC offers 100% on-line, hybrid, and remote tele-communicated live classes. These formats help serve students in the broad urban and rural areas of Madera County (and the adjoining region) from which MCCC draws students.

RC is the southernmost campus located in Fresno County whereas OCCC—71 miles from Reedley—is the northernmost campus located in Madera County. MCCC is 44 miles from Reedley. The three campuses have equipped certain classrooms with video and audio technologies, allowing class meetings at one campus to be viewed live at one or both of the other campuses. Through these technologies, students can interact in real time with instructors and avoid having to travel—saving the students time and money. This is especially advantageous for Oakhurst students who are able to take classes offered at MCCC without driving 41 miles each way.

DE enrollments at MCCC have grown 222% and 173% in the last five years for number of sections offered and FTES generated as seen in the chart below.



MCCC continues to pursue alumni data to assess students' successfully gained employment. MCCC students completing CTE programs in manufacturing and nursing are almost 100% gainfully employed upon graduation. In 2016, the CTE programs employed the Santa Rosa Model of collecting alumni data and has continued to track this in recent years.

2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

MCCC faculty and programs rely on CORs as the guiding documents for creating instructional content. CORs contain all required Title 5 information for courses. When creating new courses, faculty must complete all steps outlined in the eLumen program used for curriculum storage and the approval process. [\[II.A.2.1\]](#) Additionally, the Curriculum Committee approves any updated or newly proposed course offerings, and its COA clearly describes faculty responsibilities in upholding professional standards and expectations. [\[II.A.2.2\]](#)

Online courses must have a DE addendum completed with the eLumen program and must be reviewed and approved as a separate action by the Curriculum Committee. The DE addendum requires faculty to evaluate the course and declare if modifications must be made to teach the course in an online format. [\[II.A.2.3\]](#) Once the course is approved, any instructor who wishes to teach the course online must be certified to do so. The RC DE Committee and the Office of Instructional Innovation provide online certification modules for faculty wishing to teach courses online. During this certification, instructors are provided the information to support best practices, including (but not limited to) effective contact with students, online evaluations, and maintaining accessibility in online courses. [\[II.A.2.4\]](#)

Whenever an instructional or non-instructional program undergoes the three-semester process of Program Review, qualitative and quantitative analysis from multiple sources of information including (but not limited to) work force information, student success rates, and demographic information are evaluated. During program review, all courses must undergo analysis of data provided by CORE. [\[II.A.2.5\]](#)

MCCC also relies on the RC Faculty Handbook, which contains recommended and required content for course syllabi. Available electronically, this is a resource provided to first-year faculty and reviewed annually at adjunct faculty orientations. [\[II.A.2.6\]](#)

Finally, contracts for both the adjunct and full-time faculty address evaluation requirements. For adjunct faculty, evaluations occur during the first semester of teaching or service, during the second and/or third semesters of teaching or service, and every six semesters of teaching or service thereafter. [\[II.A.2.7\]](#) Tenure-track faculty are evaluated annually for the first four years of teaching or service, then once every three years of teaching or service thereafter. [\[II.A.2.8\]](#)

Analysis and Evaluation

Faculty and staff contribute to curriculum development, committee work, and Program Review. Additionally, professional development, dialogue of content for course syllabi, and evaluations ensure continuous improvement of instructional courses, programs, and directly related services.

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

Evidence of Meeting the Standard

The Program Review process allows MCCC to assess learning outcomes for its departments and programs. The RC Curriculum Handbook requires that CORs include SLOs. [\[II.A.3.1\]](#) Whenever the Curriculum Committee receives proposals for new or revised courses, SLOs are approved as part of the proposals themselves. [\[II.A.3.2\]](#)

The MCCC Faculty Handbook includes section 3.26.2, Syllabus Check List, which requests that Course Objectives and Student Learning Outcomes be included in each course syllabus, with the added note that "These items...should correspond with the official course outline." [\[II.A.3.3\]](#) Faculty evaluations ask if the instructor "Communicates expectations of the class session to the students." [\[II.A.3.4\]](#) Faculty reflect on their teaching in their self-evaluation. [\[II.A.3.5\]](#)

Analysis and Evaluation

MCCC uses well-established institutional procedures for identifying and regularly assessing learning outcomes for all of its courses, programs, certificates, and degrees. The outcomes-based approach in its Program Review reporting are analyzed and used in determining a program's five-year goals, including curriculum goals.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

MCCC offers pre-collegiate level curriculum in Math, English, and ESL courses. These courses are communicated to students through the RC College Catalog and Schedule of Courses, both of which are available online. [\[II.A.4.1\]](#); [\[II.A.4.2\]](#)

To provide support for students enrolled in pre-collegiate level courses, MCCC has expanded its tutoring services with the implementation of the Academic Success Centers which include the STEM Center, the Reading and Writing Center, and the Learning Center. The Academic Success

Centers also provides further support in the classroom itself with the use of Extend-the-Classroom (ETC) tutors. [\[II.A.4.3\]](#)

MCCC also established First Year Experience (FYE) cohorts in fall 2017 to increase the number of students who complete pre-collegiate level courses in their first two semesters. Evidence suggests that first year students are more likely to struggle with college material and college responsibilities in general. Through the implementation of FYE MCCC has provided additional support such as the assistance of an assigned counselor, success workshops, and a pre-determined schedule. [\[II.A.4.4\]](#)

Analysis and Evaluation

As a result of AB 705 legislation which was implemented in fall 2019, MCCC has significantly reduced the number of pre-collegiate level course offerings in English. Additionally, MCCC has discontinued the use of Accuplacer for student placement in such courses. Math faculty have begun working on course sequencing for spring 2019 whereas ESL faculty members are waiting for further clarification from the CCCCO so their courses are AB 705 compliant.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard

MCCC uses the RC Curriculum Committee to submit all approved curriculum to SCCCDC Educational Coordination and Planning Committee (ECPC), as described in AR 4020. [\[II.A.5.1\]](#) Additional criteria for the course approval process is found in AR 4022 (which refers to AR 4020), and is congruent with requirements of Title 5, Section 55100. [\[II.A.5.2\]](#)

The philosophy and criteria for Associate Degrees and General Education follow practices common to American higher education and are set forth in BP 4025. [\[II.A.5.3\]](#) In addition to BP 4025, philosophy and criteria for the Associate Degree and General Education are also set forth in AR 4025, which states that "The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community." [\[II.A.5.4\]](#)

Analysis and Evaluation

MCCC degrees and programs follow practices common to American higher education, as evidenced in SCCCDC BPs and ARs, in the RC College Catalog, and in the RC Curriculum Handbook. Specific information about programs and degree requirements is found in the RC College Catalog. [\[II.A.5.5\]](#)

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

Evidence of Meeting the Standard

Currently, the Office of Instruction works with the division representatives to schedule courses two years in advance, thus students can plan ahead and optimize their certificate or degree completion. The two-year schedule is the result of periodic meetings among cross-disciplinary faculty (which may include counselors) in related programs in order to ensure that pre-requisite courses are offered as needed and courses required for any major have minimal scheduling conflicts. [\[II.A.6.1\]](#)

MCCC will continue to implement and expand these practices through the concerted effort of the Guided Pathways Implementation Team. The development of Meta-Majors is in process and will guide future course development and offerings. Input has been, and will continue to be, sought from all stakeholders: students, faculty, administration, and community members. [\[II.A.6.2\]](#)

Analysis and Evaluation

MCCC makes data-driven decisions when scheduling courses in order to allow students to complete certificate and degree programs in a timely and effective manner. Scheduling courses is a cooperative effort between program faculty, division representatives, and instructional deans.

With the passage of AB 705, the mathematics and English departments have begun the transition of replacing remedial courses with transfer-level courses. This will allow students to enroll in and complete transfer-level math and English during their first year of college. This holds the promise of significantly reducing the time required for program completion and increasing retention and transfer rates. In addition, discipline faculty have developed co-requisite courses to replace traditional remediation.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

MCCC received the Distance Learning and Telemedicine (DLT) grant from the United States Department of Agriculture (USDA), which has allowed for plans to expand and update its Distance Learning facilities to accommodate further growth of course offerings. [\[II.A.7.1\]](#) The Child Development Center Lab School at MCCC serves as a training facility for Child Development students as well as a center that provides care and education for children whose parents attend classes or are employed by the district. [\[II.A.7.2\]](#) Additionally, the MCCC Manufacturing and Machine Tool Technology Program emphasizes hands-on instruction as it prepares students for employment in fields of manufacturing such as machine tool operators, lathe and mill operators, C&C operators, and setup machinists. [\[II.A.7.3\]](#)

MCCC also offers internships in its community via the Career and Technical Education (CTE) program, which facilitates the transition of students to the workforce. [\[II.A.7.4\]](#) Outside of the classroom, the Academic Success Centers conduct walk-in and embedded tutoring in various

disciplines and offer workshops for students to improve their mastery of skills essential for academic success. [\[II.A.7.5\]](#)

Additionally, MCCC offers specialized support programs such as First Year Experience (FYE), Summer Bridge, EOPS, CalWORKs, and TRIO. FYE follows a cohort-model for incoming freshmen and provides fellowship and support. Summer Bridge, which is run by Upward Bound, is a program where incoming freshmen get a preview of the college-level curriculum and rigor that they will experience as college students in the summer prior to beginning their coursework. These programs serve first generation, low income students and/or students with disabilities. They provide academic support and guidance to help students meet the challenges of earning an associate degree and/or transferring to a four-year college. [\[II.A.7.6\]](#)

Analysis and Evaluation

The faculty at MCCC come from diverse backgrounds and utilize a wide variety of teaching methods in their instruction. While some courses are taught through traditional lecture methods, others use group work and project-based learning. Delivery modes of instruction include face-to-face, online, hybrid, and distance education to accommodate the needs of our students.

Additionally, MCCC recently acquired state-of-the-art analytical instrumentation for use in its Chemistry program. [\[II.A.7.7\]](#) This allows MCCC, an HSI, to provide an education to its STEM majors equal to other community colleges in the Central Valley.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

While MCCC's programs have some level of autonomy in the assignments conferred, often common assessment instruments, such as a program wide rubric, are used as the assessment tool. [\[II.A.8.1\]](#). Some programs, for example the CTE disciplines of Maintenance Mechanic, Nursing, and Ag, administer exams to all students. In these areas, where course content is built upon the series of preceding courses, this understanding of previous knowledge (and learning) is essential. A few programs use pre- and post-test assessment to determine progress and identify potential gaps in learning.

MCCC uses multiple measures to assess initial placement. This placement is part of the process to reduce testing bias, to improve pedagogy accuracy, and to enhance reliability. As an example, the math and English departments use placement recommendations based on GPA and other high school performance indicators, such as highest math course taken. [\[II.A.8.2\]](#) RC adopted placement models from CCCCO's AB 705 guidelines. [\[II.A.8.3\]](#)

Analysis and Evaluation

MCCC values the use of unbiased and valid examinations and self-assessments to enhance and ensure academic excellence. As such, MCCC provides open a center with resources ranging from test prep materials, accommodations, scheduling services, and answers to frequently asked questions. The implementation of AB 705 has resulted in discontinuing placement tests for English and mathematics at MCCC.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard

The course awards units of credit in adherence with requirements set forth in Title 5 § 55002.5, which delineates units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. For example, an hour of credit in class or laboratory is termed 50 minutes stated by Title 5 §58023. The minimum number of hours for any three-unit semester lecture would total 48 hours of classroom time plus 96 hours of homework equating 144 hours of learning time. [[II.A.9.1](#)]

All lecture lab hours to unit ratios are stated inside the RC Curriculum Handbook along with updates and modifications on the CORs. [[II.A.9.2](#)] The semester has an official duration of 17.5 weeks; therefore, a minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study and lab work is required for one unit of credit regardless of term length. The college formula is based on in-class and outside of class work which include any outside lab hours generated by in-class lab (maximum: 1 outside hour per 2 in-class lab hours). MCCC Semester Course Units Lab Hours per Week shows the equation and illustration for calculation of varying lecture hours per week. The course units are counted in 1/2 unit increments no matter the duration of term, 48 student learning hours earns one unit of semester credit.

Analysis and Evaluation

MCCC awards course credit, degrees, and certificates that are consistent with accepted practices in higher education. Course credit, degrees, and certificates are awarded in agreements with all state and federal laws. All distance education courses are held to the same standards.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Evidence of Meeting the Standard

The RC College Catalog states transfer course policies for MCCC students. The RC College Catalog is available in print and online via the MCCC website. [[II.A.10.1](#)]

Counselors use the Course Identification Number System (C-ID) to advise students on courses. Community College Courses bearing a C-ID number are designed to be transferable to any CSU and UC Campus. In addition, all transferable courses are available via the Articulation System Stimulating Inter-Institutional Student Transfer (Assist.org) website. The site allows students and counselors to compare courses that have met articulation agreements between CCC, CSU and UC. Both the CI-D and Assist databases provide information for counselors and students to identify which courses taken at CCC are transferable and meet program requirements at CSU and UC campuses. [[II.A.10.2](#)]

Currently, MOR offers twenty-four Associate Degree for Transfer (ADT) degrees [[II.A.10.3](#)], all of which are aligned with a guarantee agreement with the CSU system. MOR also participates in the UC Transfer for Admission Guarantee with the following six UC campuses: Davis, Irvine, Merced, Riverside, Santa Barbara and Santa Cruz.

Analysis and Evaluation

The efforts of both instructors and student services have led to a successful articulation pipeline. MCCC has identified an articulation officer who works directly with faculty to map and restructure courses to continue to meet agreements with other institutions. By clearly establishing transfer policies and identifying courses that transfer as elective credit, general education and/or major requirements, MCCC helps students achieve their educational goals. MCCC expects these efforts to be strengthened with the implementation of Guided Pathways.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The ILOs and the GELOs are located together in resources such as the RC Catalog and the RC EMP [[II.A.11.1](#), [II.A.11.2](#)]. The RC Catalog also contains program descriptions with PLOs listed.

Analysis and Evaluation

MCCC ensures each program description has PLOs that, regardless of the certificate or degree it offers, promotes one or more of the following: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, or the ability to engage diverse perspectives. Additionally, the Program Review process allows these programs to assess how effectively students in these courses attain these outcomes.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard

Students at MCCC follow the RC College Catalog, which identifies three different pathways for the general education portion of an associate degree. [\[II.A.12.1\]](#) The first of these is RC's own GE pattern. This pattern has been in existence the longest and requires that students take a minimum of 18 units in a broad array of disciplines. While this pattern leads students to a traditional associate degree, it does not meet all of the requirements to achieve an Associate Degree for Transfer (ADT).

The second pathway is designed for students who are seeking transfer into the California State University system. It is the California State Universities' General Education Pattern (CSU GE). This pathway will allow students to achieve an Associate's Degree for Transfer (ADT), as well as prepare them to transfer to a CSU campus. However, the CSU GE pattern does not fulfill all of the requirements for RC's traditional associate degree.

The third GE pathway is the Intersegmental GE Transfer Curriculum (IGETC). This pathway allows students to achieve an ADT and meets the requirements for transfer to the California State University (CSU) system and the University of California (UC) system. This particular pathway does not meet all requirements for a traditional RC associate degree. Students following this pathway are required to take more than the 18 units of General Education required for RC's traditional associate degree.

Analysis and Evaluation

Students can find the appropriate information to enroll in courses for their respective GE pathways in the RC Course Catalog and the Schedule of Courses. [\[II.A.12.2\]](#) These documents specify which courses may be taken to satisfy the requirements of each pathway. Students may also access this information through face-to-face or online meetings with a MCCC counselor.

The intent of General Education courses is to provide students with knowledge from disciplines outside of their fields of study or interest. This breadth of knowledge encourages students to understand and explore the many facets of issues they will encounter in a continually transitioning world. This rationale is clearly stated in the College Catalog.

This rationale can also be interpreted from the degree requirements, which require breadth across multiple disciplines. The degree requirements provide students with flexibility in how they satisfy

each GE area, helping them shape their own world views and engage education on their own terms. The Curriculum Committee reviews and approves all degrees and certificates, furthering ensuring the inclusion of faculty expertise.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Students who are awarded an Associate in Arts (AA), Associate in Science (AS), Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degree are required to have successfully completed a minimum of 60 semester units of degree-applicable college coursework, including the general education (GE) requirements listed in the College Catalog. Successful completion (C or better) of 18 units of coursework in the major or associated area of emphasis is required. [[II.A.13.1](#)]

The RC College Catalog contains details and course requirements for each major along with Associated PLOs. Additionally, each program has an associated series of course learning outcomes that can be found in the COR, which is available via eLumen. [[II.A.13.2](#)]

Analysis and Evaluation

The curriculum process of MCCC follows standard procedures that ensure that new and revised programs include a focused area of study that requires at least 18 semester units as required by California Law [California Code of Regulation, Title 5, section 55063(a)].

Appropriate learning outcomes have been developed and are evaluated for all degree and certificate programs offered by MCCC. Review of each program occurs at five-year intervals and is correlated with the assessment cycle of SLOs, thus providing for a consistent assessment schedule for all programs. As courses are periodically updated in response to a program review report, course and program outcomes are re-evaluated and assigned skill levels as introductory, practice, and mastery.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

To ensure faculty expertise in their disciplines, job announcements for faculty positions include a detailed job description listing minimum qualifications, desirable qualifications, and essential functions of the position. Selection committees are comprised of individuals with the necessary expertise to select knowledgeable faculty. [[II.A.14.1](#)] Additionally, some of the vocational

programs are overseen by agencies that require periodic external review, as programs must comply with standards established by the external licensing and certification agencies. [[II.A.14.2](#)]

CTE programs are assessed as part of SLO and program review processes, and courses are updated appropriately. Instructors are provided with staff development opportunities to maintain professional levels of competency and provide students with quality educational experiences. [[II.A.14.3](#)]

Analysis and Evaluation

After completing career-technical certificates and degrees, MCCC graduates demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. CTE programs at MCCC offer a wide variety of educational options for residents of the San Joaquin Valley.

Local business members serve on advisory boards and convey industry needs. Programs are tailored to prepare diverse students for employment. Vocational programs have advisory committees comprised of area professionals and educators. They offer recommendations to keep programs current with evolving professional standards, expected competencies, and new trends, and they offer advice on equipment and software relevant to programs. Students may choose to enter employment at the end of their training, or they may continue their education at a four-year college or university.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

SCCCD BP 4020 states that there shall be “regular review and justification of programs and course descriptions.” While addressing only career and technical education programs, SCCC AR 4021 implies that Colleges are empowered to establish their own procedures for determining the development, maintenance, alignment, and potential dissolution of programs. [[II.A.15.1](#), [II.A.15.2](#)]

When a program is eliminated, no new students are allowed to enroll in the program and existing students are allowed to complete program requirements before total elimination of the program. When significant changes are made to a program, students are grandfathered into existing requirements, and are allowed to substitute classes if necessary to complete the program in a timely manner to maintain catalog rights. Catalog rights are in effect unless a student has withdrawn for more than one semester. At that point, the student must follow the new catalog. The process for program elimination follows the approved RC *Procedure Governing Program Revitalization, Consolidation, Suspension, and/or Continuance* [[II.A.15.3](#)].

Analysis and Evaluation

The Program Review process is not a means to cut programs for fiscal purposes. Every effort must be made to maintain all programs that are beneficial to the students, leaving discontinuance as the final option.

This process is under the jurisdiction of the RC Academic Senate. In considering revitalization, consolidation, suspension, and/or discontinuance [[II.A.15.4](#)], the BOT of SCCCDC shall, as it does in the case of curriculum and program development, rely primarily on the advice of the Academic Senate. The process to request consideration of program revitalization consolidation, suspension, and/or discontinuance may be initiated by the College President's Cabinet, Academic Senate, Classified Senate, Associated Student Body, or any appropriate advisory committee.

When a petition for evaluation is received, the Executive Committee of the Academic Senate meets with the appropriate vice president(s) (or designee(s)) to validate the petition. If necessary, the President of the Academic Senate may appoint a discipline expert to participate as an ex-officio member.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The 2017-2021 RC Strategic Plan included participation from members of the community, students, faculty, and staff at all three campuses. It reflects the educational needs of our students and describes a process for RC to respond to identified needs. By demonstrating the commitment to teaching and learning at all three campuses, MCCC bases strategic decisions on the analysis of systematically collecting data and integrates resource allocation with planning. [[II.A.16.1](#)]

To achieve goals stated in the RC Program Review Handbook, programs access the CORE website for comparative, disaggregated data on enrollment trends, retention, persistence, and successful completion of courses. Programs analyze this data along with SLO assessments and qualitative measures (trends, external demand, workforce needs, and economic development) to determine program goals. Substantiated goals are forwarded to appropriate committees and workgroups and become the basis for the budget allocation process. [[II.A.16.2](#)] The Curriculum Committee reviews and approves curriculum throughout the academic year, ensuring both quality and currency of curriculum.

Faculty and staff at MCCC have also been involved with workshops, conferences, and meetings related to the implementation of Guided Pathways, an additional effort to improve programs and courses and increase student success. [[II.A.16.3](#)]

Analysis and Evaluation

The process in creating the 2017-2021 RC Strategic Plan provides a framework for MCCC to utilize to ensure that it adequately serves the needs of its students and community as an independently accredited college. MCCC faculty and staff have participated in the Program Review process and in activities related to Guided Pathways and have thus demonstrated their ability to assess the quality and currency of courses and programs.

Conclusions on Standard II.A. Instructional Programs

MCCC meets the Standard.

Improvement Plan(s)

Not applicable.

Evidence List

<u>II.A.1.1</u>	<u>2018-19 RC College Catalog</u>
<u>II.A.1.2</u>	<u>2015-2025 RC Educational Master Plan</u>
<u>II.A.1.3</u>	<u>RC Curriculum Committee Minutes</u>
<u>II.A.1.4</u>	<u>eLumen Public Site</u>
<u>II.A.2.1</u>	<u>RC eLumen Webpage</u>
<u>II.A.2.2</u>	<u>RC Curriculum Committee Agenda</u>
<u>II.A.2.3</u>	<u>RC eLumen – DE Addendum</u>
<u>II.A.2.4</u>	<u>RC Online Certification</u>
<u>II.A.2.5</u>	<u>RC Program Review Handbook</u>
<u>II.A.2.6</u>	<u>2018-19 RC Faculty Handbook</u>
<u>II.A.2.7</u>	<u>2018-2021 SCFT Part-Time Faculty Contract</u>
<u>II.A.2.8</u>	<u>2018-2021 SCFT Full-Time Faculty Contract</u>
<u>II.A.3.1</u>	<u>RC Curriculum Handbook</u>
<u>II.A.3.2</u>	<u>RC eLumen Webpage</u>
<u>II.A.3.3</u>	<u>MCCC Faculty Handbook</u>
<u>II.A.3.4</u>	<u>Part-Time Faculty Classroom Observation Form</u>
<u>II.A.3.5</u>	<u>RC Tenured Faculty Review Self Evaluation Form</u>
<u>II.A.4.1</u>	<u>2018-19 RC College Catalog</u>
<u>II.A.4.2</u>	<u>MOR Class Schedule for the 2018-2019 Academic Year</u>
<u>II.A.4.3</u>	<u>MCCC ETC Tutoring Flyer</u>
<u>II.A.4.4</u>	<u>MCCC RWC Workshop Flyer</u>
<u>II.A.5.1</u>	<u>SCCCD Admin Regulation 4020</u>
<u>II.A.5.2</u>	<u>SCCCD Admin Regulation 4022</u>
<u>II.A.5.3</u>	<u>SCCCD Board Policy 4025</u>

[II.A.5.4](#) [SCCCD Admin Regulation 4025](#)
[II.A.5.5](#) [2018-19 RC College Catalog](#)

[II.A.6.1](#) [MCCC CSAR](#)
[II.A.6.2](#) [MOR Guided Pathways Core Team Notes](#)

[II.A.7.1](#) [MCCC USDAL Distance Learning and Telemedicine Grant](#)
[II.A.7.2](#) [MCCC Child Development Center Webpage](#)
[II.A.7.3](#) [MCCC Manufacturing Webpage](#)
[II.A.7.4](#) [MCCC CTE Webpage](#)
[II.A.7.5](#) [MCCC Academic Success Centers Webpage](#)
[II.A.7.6](#) [MCCC Student Services Webpage](#)
[II.A.7.7](#) [MCCC Requisition Form for NMR](#)

[II.A.8.1](#) [RC ENGL Department 1A Essay Rubric](#)
[II.A.8.2](#) [MOR Multiple Measures Guideline](#)
[II.A.8.3](#) [CCCCO Placement Models](#)

[II.A.9.1](#) [Title 5 §58023](#)
[II.A.9.2](#) [RC Curriculum Handbook](#)

[II.A.10.1](#) [2018-19 RC Catalog](#)
[II.A.10.2](#) [Assist.org Website](#)
[II.A.10.3](#) [MOR ADT Degrees](#)

[II.A.11.1](#) [2018-19 RC Catalog](#)
[II.A.11.2](#) [2015-2025 RC EMP](#)

[II.A.12.1](#) [2018-19 RC Catalog](#)
[II.A.12.2](#) [MOR Class Schedule for the 2018-2019 Academic Year](#)

[II.A.13.1](#) [2018-19 RC Catalog](#)
[II.A.13.2](#) [RC eLumen Webpage](#)

[II.A.14.1](#) [Board Policy 7120](#)
[II.A.14.2](#) [MCCC Specialized Accreditation Webpage](#)
[II.A.14.3](#) [MCCC Staff Development](#)

[II.A.15.1](#) [SCCCD Board Policy 4020](#)
[II.A.15.2](#) [SCCCD Admin Regulation 4021](#)
[II.A.15.3](#) [2018-19 RC Catalog](#)
[II.A.15.4](#) [ASCCC Discontinuance Position Paper](#)

[II.A.16.1](#) [2017-2021 RC Strategic Plan](#)
[II.A.16.2](#) [RC Program Review Handbook](#)
[II.A.16.3](#) [MOR Guided Pathways Core Team Notes](#)

B. Library and Learning Support Services

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

Evidence of Meeting the Standard

The MCCC Library materials are available to students, faculty, and staff in a variety of formats including print books, e-books, multimedia, periodicals, and research databases. As of fall 2018, the MCCC Library has over 12,000 print books in the collections, and students have access to print periodicals. The MCCC Library also houses a reserved textbook collection of 92 textbooks and supplemental materials. Students also have access to e-book sites and print materials from other libraries within SCCCD and are able to request books from other locations for delivery to whichever campus they choose. [\[II.B.1.1\]](#)

The library currently houses the open computer lab which offers laptops for check-out and printing, copying, and scanning services. The computer lab is also used for library instructional needs. MCCC Library has 44 computers in the lab, 30 laptops for checkout, and 18 computers located in the main area of the library.

Library hours and services are posted on the MCCC website and are updated every semester. [\[II.B.1.2\]](#) During hours of operation, students can use the library computer lab, check out laptops, and use reserved textbooks. Faculty, classified professionals, and student workers staff the library and the information, circulation, and reference desks.

The MCCC Librarian teaches bibliographic instruction sessions and library skills courses. Additionally, the librarian provides in-person, remote, and on-demand reference assistance. Ongoing instruction for students and faculty include bibliographic instruction sessions, which are offered during the fall, spring, and summer terms (72 sessions were offered in 2017-2018 that served 1528 students).

The MCCC Library also serves the Oakhurst campus. Oakhurst has access to library databases, handouts, website information, and instructional services that support learning outcomes and information needs. The MCCC Librarian visits the Oakhurst campus when instructional services are requested and is available via email and phone to assist students and faculty with navigating library resources.

During the fall and spring semesters, the MCCC Library is open 61.5 hours a week. A librarian is on duty for 35 hours of the week to provide instruction, reference, and technical services. Library

services are also provided during the summer, and a librarian is “on-call” for instructional services and needs.

The MCCC Library also fulfils the commitment of the RC DE Strategic Plan, to provide equitable resources for all the College’s students regardless of location. The plan details the resources available to online students. [\[II.B.1.3\]](#)

Additionally, MCCC offers a wide range of academic support services, a crucial component of the third pillar of the Guided Pathways, to advance student learning and achievement. (“Stay on the Path”). [\[II.B.1.4\]](#) Academic Success Centers Coordinator, Extending the Classroom (ETC) Coordinator, Reading and Writing Center Coordinator, and roughly 40-50 credentialed student tutors, work to provide these services for students each semester.

Details regarding the services of the Academic Success Centers are as follows:

Learning Center – the Extending the Classroom program is located here. All ETC (embedded tutoring) sessions and additional drop-in tutoring in any discipline. Open 49 hours a week.

STEM Center – drop-in tutoring by peers and faculty members in all science, technology, engineering, and math courses. Open 49 hours a week

Reading and Writing Center – One-on-one peer tutoring, in which students can drop in or schedule 30 or 60 minutes with a tutor. Offers embedded tutoring in select English and ESL classes. Offers academic success workshops throughout each semester. Open 49 hours a week.

Analysis and Evaluation

The MCCC Library serves the needs of students, staff, and faculty. The print and electronic services are promoted to both students and faculty through the library website, library catalogue, emails, flyers, and links embedded in Canvas. Services are also promoted through outreach and Flex Day training and activities. The reserved textbooks, which provide students with access to course materials, is one of the most frequently used services at MCCC.

Use of the Academic Success Centers has increased in recent years with resulting success rates in critical courses at the college. Highlights include the following:

Total Visits and Hours at MCCC and OCCC (aggregate for all centers)

	Visits	Hours	Students
Fall 2017	10,204	11,176	1235
Spring 2018	8,364	8,946	982

Spring 2017

(Tutoring data only; it does not include additional “studying” hours when students use computers or study independently, which we track separately in SARS):

ETC	1741 visits	2092 hours	254 students
STEM	1893 visits	2509 hours	269 students
RWC	764 visits	744 hours	257 students
*Oakhurst	202 visits	242 hours	57 students

*includes all usage and services

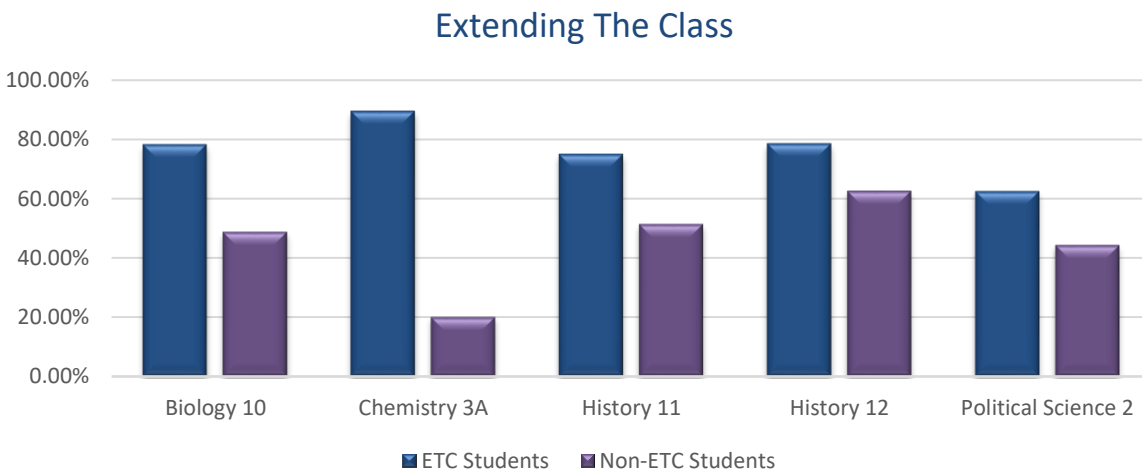
Spring 2018

(Tutoring data only; it does not include additional “studying” hours when students use computers or study independently, which we track separately in SARS):

ETC	2885 visits	3003 hours	369 students
STEM	1496 visits	1879 hours	260 students
RWC	707 visits	598 hours	286 students
LC (drop-in)	241 visits	235 hours	75 students
Oakhurst*	144 visits	188 hours	43 students
Oakhurst^	619 visits	674 hours	91 students

*includes tutoring only
^includes studying only

Success Rates of Note via ETC:



Biology 10: 78.26% success rate among ETC students vs. 48.7.2% among non-ETC students

Chemistry 3A: 89.47% success rate among ETC students vs. 20% among non-ETC students

History 11 & 12: 75%/78.57% success rate among ETC students vs. 51.32%/62.35% among non-ETC students

Political Science 2: 62.5% success rate among ETC students vs. 44.21% among non-ETC students

In spring 2017 semester, students in 15 of 18 ETC courses had a success rate higher than the overall college success rate.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support

services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The MCCC Library works collaboratively with faculty members in the selection of library materials. The librarian has worked with faculty in several ways to support student learning. Recent examples are: working with STEM faculty to purchase over 100 calculators for student checkout [[II.B.2.1](#)]; offering LIBSKLS 1 (Research Skills) courses for FYE students in the fall 2018 and spring 2019 semesters [[II.B.2.2](#)]; using the Library Liaison Committee to provide formal collaboration between the library and instruction faculty [[II.B.2.4](#)]; and collaborating with faculty and staff on events such as Banned Books Week and National Poetry Month. [[II.B.2.5](#)] The librarian also works closely with the One Book/One College to support faculty utilization of the book, provide books to students, host reading events in the library, and to collaborate on Flex Day workshops [[II.B.2.3](#)]

The Library assesses its effectiveness systematically in several ways and it is committed to assessment and improvement of services. The Library reviews its collections, equipment, staffing, and facilities as part of program review. [[II.B.2.6](#)] Included in that review is a student survey (sent to all students on campus and enrolled in DE courses), which looks at student needs, student satisfaction, and student recommendations. [[II.B.2.7](#).] Data assessed in the Program Review is used to substantiate goals for the next six years.

The library created a 24/7 library resources promotion to announce the availability of its resources and services to Madera and Oakhurst students. These promotions were posted at each campus and emailed to all students and faculty. All students, including those in DE courses, have 24/7 access to databases, videos, e-books, audiobooks, and reference services. [[II.B.2.8](#), [II.B.2.9](#)]. Recent additions to library databases include Blooms Literature (Literature Database), E-brary (E-book Collection), Gale Virtual Reference Library (Reference Database), and One Click Digital (Audiobooks). [[II.B.2.10](#)].

In addition to this comprehensive program review, the MCCC Librarian reviews data yearly and documents it in (1) Yearly Statistics Reports, (2) Annual SLO and strategic plan reports, and (3) Bibliographic Instruction Surveys. [[II.B.2.11](#), [II.B.2.12](#); [II.B.2.13](#)]

Analysis and Evaluation

Library bibliographic instruction, reference services, online databases, faculty collaboration, and collection management activities are all focused on providing students with the resources and services they need to succeed, which is at the core of RC's mission statement. In addition to the Library, all other learning support programs examine equipment and supply needs within their annual and comprehensive program review reports.

The Library has made conscious effort to address the needs of DE students, and these efforts are documented and evaluated for their effectiveness in the comprehensive Program Review report.

Library faculty members review electronic resources to ensure that DE students have equitable access to library resources and information.

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

Evidence of Meeting the Standard

Last completed in 2018, the Program Review for the MCCC Library provides the opportunity for the evaluation of library instructional programs and services to determine if instructional support needs of MCCC students are being met. The program review process involves conducting research, analyzing programs, understanding data, and evaluating instructional programs. This ongoing process assists library faculty in meeting the needs of students through instructional services and programs. [\[II.B.3.1\]](#)

Furthermore, MCCC library faculty create individual evaluations after bibliographic instruction sessions to evaluate the sessions and to ensure students' research needs are addressed. This evaluation is conducted through the use of learning software and through student and faculty surveys. [\[II.B.3.2\]](#)

In addition, daily collection and maintenance of statistics from Circulation, Periodicals, and the Reference materials show how many students use the library and which types of services they use. The library also periodically produces a large satisfaction survey emailed to all students. [\[II.B.3.3\]](#)

Analysis and Evaluation

In the most recent satisfaction survey emailed to MCCC students, two key items were identified: (1) the need for a quiet area for students, and (2) student interest in LIBSKLS credit courses. In response, the MCCC Library is monitoring noise and has scheduled nine-week LIBSKLS 1 courses for fall 2018 and spring 2019.

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

Evidence of Meeting the Standard

The MCCC Library meets user needs by providing a 24/7 reference service contracted through the Community College League of California (CCLC). [\[II.B.4.1\]](#) The service also provides access to determine the effectiveness of the service through transcripts and follow-up emails from Question

Point as student questions are answered. These emails are delivered to and reviewed by MOR librarians.

Analysis and Evaluation

MCCC learning support services are documented, appropriate to the mission, accessible, utilized, and systematically evaluated for effectiveness. In addition to recurring analyses via emailed surveys, Program Review allows for a thorough process to assess the quality of learning support services.

Conclusions on Standard II.B. Library and Learning Support Services

MCCC meets the Standard.

Improvement Plan(s)

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.

Evidence List

- [II.B.1.1 RC WorldCat Webpage](#)
- [II.B.1.2 MCCC Library Webpage](#)
- [II.B.1.3 RC DE Strategic Plan](#)
- [II.B.1.4 Reedley College and Guided Pathways \(Mission Values and SP and EMP\)](#)

- [II.B.2.1 MCCC STEM Program](#)
- [II.B.2.2 MCCC CSAR](#)
- [II.B.2.3 MCCC Flex Day Schedule](#)
- [II.B.2.4 MCCC Library Liaison Committee Notes](#)
- [II.B.2.5 MCCC Library](#)
- [II.B.2.6 MCCC Library Program Review](#)
- [II.B.2.7 MCCC Library Student Survey](#)
- [II.B.2.8 MCCC 24-7 Flyer](#)
- [II.B.2.9 OCCC 24-7 Flyer](#)
- [II.B.2.10 MCCC Research Databases Webpage](#)
- [II.B.2.11 2018 MCCC Library Statistics Report](#)
- [II.B.2.12 2018 MCCC Library Strategic Plan Report](#)
- [II.B.2.13 MCCC Bibliographic Instruction Survey](#)

- [II.B.3.1 MCCC Library Program Review 2018](#)
- [II.B.3.2 MCCC Library Evaluation Form](#)

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

MCCC demonstrates that services support student learning and enhance the accomplishment of the RC mission by regularly evaluating the quality of student support services at all locations and by all means of delivery, including distance education. As with instructional programs, student support services faculty and staff accomplish this through Program Review [[II.C.1.1](#)].

As required by Eligibility Requirement 15, these support services foster student learning and development within the context of the College's mission. Student support services cover a diverse array of comprehensive services to support students. Counselors and staff are available to meet with students in person and communicate via email and telephone. Services provided at local high schools include advising, placement testing, and admissions and financial aid application assistance for concurrently enrolled and graduating seniors who will attend the following academic year.

A comprehensive list of available student services can be found on the College website and include: Academic Success Center, Student Activities, Associated Students Government, Counseling Services, Financial Aid/EOPS, Disabled Student Programs and Services, and services offered through the Health Center [[II.C.1.2](#)]. Services are evaluated regularly through Program Review, surveys, and feedback forms. Program Review is the assessment tool that combines outcomes assessment, data evaluation, planning, and budgeting for all programs and services at the College on a regular cycle. It is a guide for establishing goals, obtaining necessary resources, and promoting program awareness within the campus community [[II.C.1.3](#)].

Analysis and Evaluation

Evaluation tools utilized with the Program Review report are focus study groups, online surveys, survey cards, and feedback forms deposited in a suggestion box. An example is the Academic Success Center which produces and distributes a survey. The results of surveys have provided valuable student feedback. In addition, ETC Instructors were surveyed to assess the effectiveness of the assigned ETC leader for their course. Instructors commented on areas the ETC Leader did particular well and any areas of improvement [[II.C.1.4](#)].

Additionally, the College participates in the Community College Survey of Student Engagement (CCSSE). One study area specific to student services is Support for Learners where RC scored

slightly higher than colleges within the cohort in the 2014 survey. The 2016 CCSSE data show a slight increase of 1% over the 2014 data [\[II.C.1.5\]](#).

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Comprehensive program review reports are completed every five years and annual reports are due and submitted each May. [\[II.C.2.1\]](#). Reports contain course and/or program learning outcomes analyses which inform program goals. Learning outcomes are assessed systematically within the five-year program review process. Annual reports include updated SLO assessments activities and findings. [\[II.C.2.2\]](#). Substantiated Program Review goals are based upon SLO data in addition to quantitative and qualitative analysis. When warranted, goals are forwarded through the Budget or HR Staffing plan processes.

An ongoing event – Pizza with the President provides an opportunity for students to directly share their ideas and concerns which results in improved learning support services [\[II.C.2.3\]](#). Student Services utilizes a variety of surveys to identify needs and improve services, such as the EOPS PLO focus study [\[II.C.2.4\]](#).

Student Services programs use online and paper surveys. General feedback forms in addition to usage data are utilized to identify gaps and improve services. These assessments have also included focus study groups. In spring 2014, the SLO Committee Chair conducted focus study groups with all student services programs. Results from these studies were provided to each service area along with a gap analysis and suggested areas for improvement and were re-assessed in spring 2017.

Analysis and Evaluation

The College President receives students’ feedback on student services through “Pizza with the President” gatherings. One of these conversations revealed that the ETC tutors in the classroom are helping students pass their courses. Areas of improvement included campus communication, increase in student fees and parking permits.

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

Evidence of Meeting the Standard

MCCC offers comprehensive, equitable services for students on-campus (face-to-face) and online to provide equitable access to students at all locations [\[II.C.3.1\]](#). Some services, such as college advising, placement testing, admissions and financial aid application assistance, are also provided

at local high schools for concurrently enrolled students and graduating seniors. As required by Eligibility Requirement 15, these services foster student learning and development within the context of the College mission. In response to the Student Support Service & programs (SSSP) and Student Equity Plan initiatives, the Student Success Committee, the Director of Outreach and Matriculation, and the Student Equity Coordinator are working to address the gaps that impact students' abilities to succeed and/or access support services. Examples of recent efforts to improve student access include the following:

Kick Start

MCCC began a summer tradition in 2015 of offering an in-person orientation to incoming students. To facilitate face-to-face engagement with our incoming students and promote peer interaction, this event integrates student services, instructional faculty and staff, and includes a tour of the campus. Parents are encouraged to participate in Kick Start with special breakout sessions targeted to their concerns. Topics include Financial Aid, the differences between high school and college, and campus safety. Parents and students leave the event with a variety of resources for services and programs [[II.C.3.2](#), [II.C.3.3](#)].

First Year Experience (FYE)

The FYE program purpose is to increase the success and persistence of first-year students at MCCC by reducing and/or eliminating recognized barriers to student success. The desired outcome is for a target group of students to complete an arranged number of degree-applicable units to satisfy associate-degree competencies and requirements in reading, composition, and mathematics by the end of its first year. The use of strategic instructional planning, wrap-around student support services, tutorial services, counseling services including the development of a Student Education Plan (SEP) promote student success and help achieve the objectives of the FYE program [[II.C.3.4](#)].

Summer Bridge/First Year Experience Program

In 2016, MCCC first provided a 6-week Summer Bridge Program that provides an academic and supportive environment to promote student success, retention, and transition from high school to community college, especially for low-income and Hispanic students. Participants are enrolled in developmental English and a Counseling course, followed by a structured fall learning community model, which includes transfer-level English, Math, and a counseling course. Services include Academic Counseling, Peer Mentoring, and Supplemental Instruction/Embedded Tutoring. Participants receive textbooks, meal cards, and transportation assistance. Engagement activities include fieldtrips to four year colleges and student success workshops [[II.C.3.5](#)].

Assessment & Testing

California enacted Assembly Bill 705 (AB 705) requiring all community colleges to maximize the chance that students will complete transfer-level math and English within one year, and transfer-level ESL within three years. The newly enacted Assembly Bill 705 (AB705) allows colleges to use a student's high school GPA for placement in transfer-level English and Math [[II.C.3.6](#), [II.C.3.7](#)].

Parents as Partners Conference (Padres Como Compañeros)

MCCC recognizes that addressing family engagement and support is a critical component for

students to achieve success. Family involvement is encouraged through a one-day family/student orientation conference held in early spring. The event allows parents an opportunity to learn how to best support their child as a college student. During the orientation, multiple workshops are offered covering such topics as such as College Basics, Financial Aid, Choosing a Major, Student Engagement and a Parent Panel. Families are also familiarized with important campus resources that support their student's success at MCCC [[II.C.3.8](#), [II.C.3.9](#)].

On-Line Counseling and Other Initiatives

Although Online Counseling is used at all colleges throughout the District, MCCC students can only access this service through the Reedley College website. MCCC currently has funding for a dedicated online counselor, but the position remains to be filled.

Dream Act Application Workshops

MCCC has conducted Dream Act application workshops to assist undocumented community college students in applying for state financial aid. Some challenges for Dreamers are a) confusion about DACA/Dream Act and which application to complete, b) complicated family/residency, and c) complex financial situations. During the Dream Act application workshops, students are informed of the Dream Act requirements and receive assistance with the application process [[II.C.3.10](#)].

Instructional Support Services

Instructional and academic support services are also available to students through the library and various centers such as DSPS Lab/Testing Office, Academic Success Centers (ASC) which include the STEM Center, Reading and Writing Center (RWC) and the Learning Center. The RWC is open Saturdays. The ASCs have extended hours during midterms and finals week.

Services are also provided at local high schools and include college advising, placement testing, admissions and financial aid application assistance for concurrently enrolled students and graduating seniors who will attend the College in the following term. In order to serve distance education students or students who are unable to come to the main campus, information, forms and services are available via telephone, email, and the [College's website](#).

Analysis and Evaluation

MCCC has extended evening hours at peak registration times for Admission & Records and Counseling Center. Counseling services provide fall evening hours every Wednesday night. Oakhurst Center provides comprehensive Counseling, Disabled Student Program Services, and Financial Aid Services Monday-Wednesday. Online services include online applications for admissions, financial aid, scholarships, online orientation, transcript requests, forms, and secure online access through Web Advisor for registration, educational planning, and viewing financial aid awards.

To accommodate students during evening and peak registration times, Student Services have extended office hours on Monday through Thursday evenings the week prior to and the first week of the fall and spring semesters. Oakhurst offers extended services the first Saturday of the semester [[II.C.3.11](#), [II.C.3.12](#)].

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

MCCC offers co-curricular programs aligned with its mission and provide expanded social, cultural, and educational activities for students. All co-curricular programs are reviewed through the Program Review process. This process requires programs to demonstrate how they support the mission, how their budget is utilized, and their effectiveness in meeting their program goals. Currently MCCC does not offer athletic programs outside of physical education courses and intramural sports opportunities; however, the district athletics policy will provide guidance when MCCC incorporates an athletic program [\[II.C.4.1\]](#).

The Student Activities Department coordinates campus activities, including the oversight of the Associated Students Government (ASG), the Inter Club Council (ICC), and all student clubs. [\[II.C.4.2\]](#) MCCC currently has a College Center Assistant under the Dean of Student Services who supervises ASG, ICC, student clubs and campus activities.

Student clubs are regulated by the ASG and the ICC committee. The ASG serves to promote the interests of the MCCC student body at the College, District, regional and state levels. The ASG Senate is comprised of the Executive Board and up to twelve senators elected at large. MCCC currently has 8 elected senators. The Executive Board includes the positions of President, Vice President, Secretary, Treasurer and Student Trustee. ICC consists of one representative from each student club.

All clubs must have a faculty or staff advisor, secure approval for all club events and attend ICC meetings. ICC meetings are held bi-monthly and are led by the ICC President who is an active member on the ASG Executive Board.

In addition to clubs, MCCC engages students on a regular basis to promote student life. Examples of this include Fall Fest, Spring Extravaganza, Diversity Day, Internship and Volunteer Fair, and the Oakhurst Trunk or Treat [\[II.C.4.3, II.C.4.4, II.C.4.5, II.C.4.6\]](#).

Analysis and Evaluation

MCCC provides a number of co-curricular programs and intramural sports that support its mission to motivate and empower students to succeed, and that contribute to the social and cultural dimensions of the education experience of students. In addition, MCCC inspires a passion for learning and meets the academic and workforce goals of its diverse communities by providing opportunities for its students to connect with on-campus resources as well as local community entities through various on-campus events. MCCC is relaunching the Honors Program by restructuring key courses for fall of 2019 and by including a faculty coordinator position to ensure

time for a faculty member to invest efforts into the success of the reestablished Honors Program. [\[II.C.4.7, II.C.4.8\]](#)

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

MCCC provides counseling and advising services to support student development and success and ensure that students receive timely, accurate information about relevant academic requirements, including programs of study, graduation, and transfer. During the 2018-2019, the Centers employed 6 full-time faculty, 12 adjunct faculty counselors and, 2 full-time Educational Advisors. Counselors and Advisors support the following areas: General Counseling, Extended Opportunity Programs and Services, CalWORKs/CARE, Disabled Students Programs and Services, Student Support Services/TRiO, STEM, and CTE. Each program is described on the program website.

Counseling and Registration

Counselors currently use SARS and eSARS for scheduling of appointments thereby allowing for flexibility based on student demand. Students seek counseling/advising for a variety of reasons, including, but not limited to: development of educational plans; discussion of academic, career, crisis, probation status, and personal issues; discussion of student rights and responsibilities; review of College policies, procedures, and regulations; and review of student progress toward educational goals. Students receiving services from DSP&S also see a DSP&S counselor to facilitate accessing their accommodations. All student appointments, when recorded in MCCC's Student Information System (SIS), are mapped back to mandated Management Information System (MIS) reporting codes [\[II.C.5.1\]](#). Beyond orientations, counselors also provide a variety of group advising activities to orient students to academic programs and services and to address topics of general interest to support success. [\[II.C.5.2\]](#).

Career, Transfer and Employment Services Center

The Career, Transfer and Employment Services Center offers career counseling, transfer services, and employability preparation. Career counseling services include career exploration, online and paper self-assessments, major selection, support in career decision-making, and development of Student Education Plans (SEP). Transfer services include dedicated counseling to help students with goal setting and educational planning for transfer to a baccalaureate degree institution. Students can access extensive college transfer information through online resources and informational brochures. In addition to individual counseling appointments, students learn about transfer requirements through workshops where they receive assistance with applications to California State University (CSU) and University of California (UC) campuses. The Career and Transfer Center also coordinates representative visits from four-year colleges and universities. In partnership with special programs such as EOPS, TRiO, and STEM, transfer-bound students are able to participate in field trips to different CSU and UC campuses [\[II.C.5.3, II.C.5.4\]](#).

Employability services include assistance with resume writing, mock student interviews and job search strategies. In addition, an outreach component exists to create community partnerships that allow local employers to connect with students through on-campus events, and through posting internships, and volunteer and job opportunities on MCCC's online job board [[II.C.5.5](#)]

Professional Development

Counseling personnel attend staff development activities as well as the annual conferences organized by the CSU and UC systems to maintain up-to-date information and knowledge about counseling techniques, articulation, and other changes from the State Chancellor's Office, within SCCC, and in external transfer institutions. [[II.C.5.6](#)]. Three trainings are offered per term for full-time and part-time counselors covering such topics as: LVN- RN Programs, Career Technology Education pathways, Associate Degree for Transfer, and Admission & Records policies and procedures [[II.C.5.7](#), [II.C.5.8](#), [II.C.5.9](#), [II.C.5.10](#)]. In addition, the Counseling Department meets twice per month for two hours to discuss topics of interest, share developments within the division, and review concerns and ideas surrounding services to students.

Counseling faculty participate in Flex Day workshops on various topics. These workshops help support and increase awareness among non-counseling faculty. All new counselor hires (full-time and adjunct) participate in initial and ongoing trainings as facilitated by experienced counselors. New full-time counselors are also afforded the opportunity to participate in campus wide new faculty trainings [[II.C.5.11](#)].

Analysis and Evaluation

MCCC Counselors participate in numerous events to prepare faculty to support student development and success. Counselors attend trainings to ensure information is presented on CSU impact and program impact affecting students [[II.C.5.12](#)]. In addition, Counselors attend a variety of campus workshops to receive current information on transfer, financial aid and special programs [[II.C.5.13](#)]. Lastly, a variety of CSU/UC and Private Universities visit the college to orient students on their admission and program requirements [[II.C.5.14](#)].

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

MCCC adheres to admission policies consistent to the college mission to advise students on clear pathways to complete degrees, certificates and transfer goals. These admission policies have been approved by the SCCC board and outlined in BP 5052-Open Enrollment [[II.C.6.1](#)] Pathways to degrees, certificate and transfer goals are outlined on the college website and college catalog [[II.C.6.2](#)].

Consistent with its mission of open access, MCCC has an open admissions policy, approved by the BOT. Enrollment is subject to an established priority system and may be limited to students

meeting properly validated pre-requisites and co-requisites, or other exemptions set out in statute or regulation [[II.C.6.3](#)].

The College defines and advises students on clear pathways to complete degrees, certificates and transfer goals [[II.C.6.4](#)]. The website and Catalog also outline specific admissions criteria for Vocational programs (i.e. LVN to RN program) [[II.C.6.5](#)].

The College Enrollment Management subcommittee, along with the District wide Enrollment Management and Reg-To-Go workgroups, meets regularly to assess and improve the enrollment process [[II.C.6.6](#), [II.C.6.7](#)].

The College currently employs a comprehensive student information system to provide robust online services for students. Components of this system include: Ellucian Colleague (Datatel), WebAdvisor (online registration, student records, and education plans), SARS-GRID (appointment system), computerized assessment testing, and Hershey (document imaging system).

Analysis and Evaluation

Hobson's Starfish Enterprise Success Platform has been adopted by the state as the preferred system to create and maintain MIS related SEPs. MCCC has been part of the state's pilot program since 2013 and has fully implemented the system for student educational planning. Early Alert functionality was piloted in the fall of 2018. Once fully implemented Starfish will also allow MCCC access to more robust projected enrollment data as well as the capability to monitor and better intervene with students who are at risk for academic probation.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Since the passing of AB 705, students are no longer required to take a placement test. The new bill allows the college to use the student's high school GPA for placement in transfer-level English and Math [[II.C.7.1](#), [II.C.7.2](#)].

Analysis and Evaluation

MCCC systematically evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. As an open-access institution, the College does not utilize an instrument to determine student admission [[II.C.7.3](#), [II.C.7.4](#)]. AB 705 allows college students to complete transfer-level math and English within one year.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

MCCC maintains student records permanently, securely, confidentially and publishes and follows established policies for release of student records. Student records are maintained by the Admissions and Records Office. The Centers adhere to California Code of Regulations in regard to the type of records that must be retained. All permanent records are kept in hard copy and/or imaged format. The hard copy and imaged records are stored in a secured location. Additionally, permanent student records are maintained with an electronic imaging system (Hershey) [Board policies and ARs, California Code and Title V section].

Access to hard copy records in the secure area is limited to authorized personnel. Viewing access to imaged documents is limited to authorized personnel in Admissions and Records, Counseling, Financial Aid, and Information Technology departments [[II.C.8.3](#)].

The Family Educational Rights and Privacy Act (FERPA) requirements are strictly followed. A student may request access to his/her individual records and may challenge the accuracy of the record or the appropriateness of its retention. A student's consent is required for the release of records covered by FERPA. Directory information is released to the Department of Defense, if requested, for recruiting purposes [[II.C.8.4](#)].

MCCC uses Dell AppAssure for data backup. It is a hard-drive based backup service running every 4 hours Sunday through Saturday. The information is stored on a Raid Array of Independent Disk (RAID).

RC publishes these policies in the Student Handbook, printed and online [[II.C.8.5](#)] and they are emailed to students' college school email accounts. MCCC continues to monitor and assess policies and practices to ensure security and confidentiality of student records.

Analysis and Evaluation

MCCC assures that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records [[II.C.8.1](#)]. Specifically, the college follows the California Educational Code, Federal Family Educational Rights and Privacy Act (FERPA) and California Code of Regulations, Title V. These policies are published and made available for students in the RC Student Handbook available to students in print and online [[II.C.8.2](#)].

Conclusions on Standard II.C. Student Support Services

MCCC continues to work with RC, the district, and the CCCCCO to ensure that the institution meets the intent and goal of AB705. The institution continues to assess access for all its students by continuing to improve the delivery of appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. In addition, the institution recently hired a full-time Transfer Counselor, Job Developer and adjunct Career Counselor to support student development and success. Lastly, the institution recently adopted Hobsons Starfish Degree Planner to ensure students have a clearer pathway to completing their educational goal.

Improvement Plan(s)

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.

Evidence List

[II.C.1.1-Program Review Cycle 4 Handbook](#)
[II.C1.2-SLO CCSSE Comparison 2014.2016](#)
[II.C1.3 Academic Success Center](#)
[II.C1.4 Student Support Services and Programs](#)
[II.C1.5 2016 CCSSE data](#)

[II.C.2.1-Program Review Cycle 4 Handbook](#)
[II.C.2.2-Program Review Strategic Plan Annual Report Form](#)
[II.C.2.3-RC Pizza with the Pres Notes 02.20.15](#)
[II.C.2.4-EOPS PLO focus study results](#)

[II.C.3.1-RC Services Location & Delivery Mode](#)
[II.C.3.2-Kickstart Postcard](#)
[II.C.3.3-Kickstart Program](#)
[II.C.3.4-FYE MCCC](#)
[II.C.3.5-MCCC Summer Bridge](#)
[II.C.3.6-Assessment and Testing](#)
[II.C.3.7 Assessment & Testing Student Email](#)
[II.C.3.8-Padres Spring](#)
[II.C.3.9-Padres Spring](#)
[II.C.3.10-Dream Act Workshop](#)
[II.C.3.11-OCCC Extended Hours](#)
[II.C.3.12 MCCC Ext Hours](#)

[II.C.4.1-BP 5700](#)
[II.C.4.2 MCCC Clubs](#)
[II.C.4.3-Spring Extravaganza](#)
[II.C.4.4-Fall 18 Events](#)
[II.C.4.5-Intership and Volunteer Fair](#)
[II.C.4.6- MCCC Clubs](#)
[II.C.4.7-MCCC Honors Program PowerPoint](#)
[II.C.4.8-MCCC Honors Program Coordinator Job Announcement](#)

[II.C.5.1 MIS](#)
[II.C.5.2 Group Advising](#)
[II.C.5.3 EOPS](#)
[II.C.5.4 STEM](#)
[II.C.5.5 Career Center](#)
[II.C.5.6 Transfer Center](#)
[II.C.5.7-ExtremeRegflyer2016](#)
[II.C.5.8-Mountain Lion Moms](#)
[II.C.5.9-Campus Rep Visits](#)
[II.C.5.10-Career & Transfer Flyer](#)
[II.C.5.11-MCCC Flex Day](#)
[II.C.5.12-MCCC Training Schedule](#)
[II.C.5.13-Example of Counseling Workshops by locations](#)
[II.C.5.14-CSU MB Flyer](#)

[II.C.6.1-BP 5052](#)
[II.C.6.2-College Catalog 2017-2018](#)
[II.C.6.3-BP 5052](#)
[II.C.6.4-College's Steps to Successfully Enroll as a New Student](#)
[II.C.6.5-College Catalog 2017-2018](#)
[II.C.6.6-RTG Debrief](#)
[II.C.6.7-RTG Advising](#)

[II.C.7.1-Assessment and Testing](#)
[II.C.7.2 Assessment & Testing Student Email](#)
[II.C.7.3 Multiple Measures](#)
[II.C.7.4 AB 705](#)

[II.C.8.1-Quick Reference Student Records Retention Chart](#)
[II.C.8.2-2016 RC Student Handbook](#)
[II.C.8.3-Quick Reference Student Records Retention Chart](#)
[II.C.8.4 FERPA](#)
[II.C.8.5 Student Handbook](#)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

MCCC works with SCCCD Human Resources Department to hire qualified faculty, staff, and administrators. The Human Resources Department includes the Personnel Commission, which runs classified staffing. Hiring policies and regulations are in Board Policies Chapter 7 [[III.A.1.1](#)] and Administrative Regulations Chapter 7 [[III.A.1.2](#)] including:

AR 7120: Procedures for Recruitment & Employment of Full Time College Faculty [[III.A.1.3](#)]
AR 7121: Procedures for Recruitment & Employment of First Time Part Time Faculty [[III.A.1.4](#)]
AR 7212: Full Time Temporary Faculty [[III.A.1.5](#)]
AR 7220: Procedures for Administrative Recruitment and Hiring Procedures [[III.A.1.6](#)]
AR 7223: Interim or Acting Appointment to Vacant Academic Administrator Position [[III.A.1.7](#)]
AR 7230: Classified Employees [[III.A.1.8](#)]

AR 7230 regarding Classified Employees states that the recruitment of classified employees is under the authority of the Personnel Commission, which also ensures that employees are qualified and that job descriptions meet the appropriate requirements. These policies and procedures are publicly available on the District website and are reviewed periodically. AR 7120 was recently reviewed and revised in consultation with the District's Academic Senates. Hiring Committees for full time Faculty and Administrators review AR 7120 and 7220 at the beginning of each search. Committee members are also required to complete EEO training within 18 months of serving on a hiring committee [[III.A.1.9](#)].

Procedures state that applicants must meet the educational minimum qualifications and include a diversity statement in their application materials. The District adheres to the standards published by the California Community College Chancellors Office regarding establishing the minimum qualifications for faculty and administrative positions. Human Resources and the Personnel Commission screen applicants for stated minimum qualifications.

Job descriptions also define the desired characteristics of the applicant and a complete job description is provided with each job posting. Job descriptions are created through consultation between MCCC and the District. Job descriptions address position duties, responsibilities, and authority. For example, Reedley College recently developed a new position of Director of Institutional Research, Evaluation and Planning. This job description was designed out of an identified College/District need via IEPI Team visit [[III.A.1.10](#), [III.A.1.11](#)]. Other positions are identified through the College's Human Resources Staffing Plan [[III.A.1.12](#)].

Classified job classifications are reviewed by the Personnel Commission and address the duties, essential job functions, educational qualifications and desired experience, knowledge, skills, and abilities. The Personnel Commission has conducted a full classification study and is in the process of updating all job classifications [[III.A.1.13](#), [III.A.1.14](#)].

Faculty and Administrative position descriptions also include the desired characteristics and a complete job description. Job descriptions are created in consultation with faculty between the College and the District and address position duties, responsibilities, desirable qualifications, and authority [[III.A.1.10](#), [III.A.1.15](#)].

MCCC follows the district's guidelines for recruitment and hiring procedures. Faculty, classified staff, and administrators participate effectively in all phases of the hiring process, as appropriate. hired personnel meet the minimum qualifications, have been thoroughly screened, and the responsible hiring manager or dean has checked all references. The skill sets of prospective employees are carefully matched with department and student needs to ensure a good fit.

Analysis and Evaluation

MCCC hires qualified faculty, staff, and administrators who ensure the integrity and quality of program and services. The District Human Resources and the Personnel Commission have clearly defined policies on recruitment. All available positions are posted on the SCCCD: Career Opportunities webpage [[III.A.1.16](#)] which provides links to online applications. Job descriptions directly relate to the mission of the institution. All job descriptions are based on a standardized template and have criteria for minimum qualifications, position duties, responsibilities and authority. Hiring policies are available to the public and are reviewed and updated as needed.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

District Human Resources staff and administrative deans and vice presidents work together to refine job descriptions for faculty. The program and service needs are identified through the Human Resources Staffing Plan process at the Center. This includes a gap analysis [[III.A.2.1](#)] and data driven faculty request application [[III.A.2.2](#)], which is presented to the College Center Council and then later to the RC College Council [[III.A.2.3](#), [III.A.2.4](#)].

Faculty knowledge of subject matter is described in the Essential Functions of the Position section of job announcements. It describes the teaching or service responsibilities, active participation in department obligations, curriculum development, program review, and development and assessment of student learning outcomes. Faculty are required to fulfill the duties and responsibilities of instructors as laid out in AR 7122 [[III.A.2.5](#)]. One of the duties and responsibilities outlined in AR7122 is maintaining “a high level of competency in the subjects taught” [[III.A.2.6](#)]. AR 7122 includes teaching skills competencies. Job announcements also have an option for additional desired qualifications for the position.

The District uses the *Minimum Qualifications for Faculties and Administrators in California Community Colleges* [[III.A.2.7](#)]. This and the process of equivalency are established in AR 7211: Faculty Service Areas, Minimum Qualifications and Equivalencies [[III.A.2.8](#)]. Applicants are required to state in their application how they meet the minimum qualifications stated in the job announcement. The Human Resources Office assists with minimum qualification screening.

Faculty who do not meet the minimum qualifications may apply for equivalency through the established Equivalency Process [[III.A.2.9](#)]. The equivalency process requires applicants to have the alternative qualifications established by the discipline faculty or provide a worksheet that crosswalks their degree with the required degree stated in the minimum qualifications. Equivalency applications are reviewed by department faculty and forwarded to the RC Equivalency Committee [[III.A.2.10](#)]. If denied, a faculty member can petition the Academic Senate Executive Committee, which then reviews the revised petition.

Before serving on a screening committee, members are trained by an HR Department liaison on the policies and procedures of recruitment, and each member signs a confidentiality agreement [[III.A.2.11](#)]. The Academic Senate Executive Committee, including the Madera-Oakhurst Faculty Association (MOFA) president, ensures adherence to AR 7122 regarding the composition of the screening committee. For positions specific to MCCC, the Academic Senate defers to MOFA to identify screening committee members. The MOFA President works with the MOFA Executive Committee and forwards names to the Academic Senate Executive Committee.

Analysis and Evaluation

Faculty job announcements clearly address the qualifications required for positions, including expertise in the discipline and teaching experience. Faculty job descriptions explicitly include the essential duties of curriculum development and student learning outcome assessment. The College applies minimum qualifications for each position in the selection of faculty. Applicants for faculty

positions who do not meet the minimum qualifications may apply for equivalency through an established process.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The College's administrators and academic managers possess the qualifications necessary to perform duties required for institutional effectiveness and academic quality. These qualifications and the hiring process are detailed in AR 7220: Administrative Recruitment and Hiring Procedures [[III.A.3.1](#)].

Job postings, such as a recent MCCC campus President job announcement, detail the required skills of the administrator in areas of institutional effectiveness and academic quality. The minimum and desired qualifications and characteristics are used as evaluation criteria for paper screening of the candidates and in interview questions when hiring administrators. A clear description of the position including responsibilities and authority are detailed in the job announcement. As a part of these minimum qualifications, applicants for all positions are required to demonstrate sensitivity to an understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students. [[III.A.3.2](#)].

The Human Resources Department oversees the hiring of all academic District Personnel. They ensure that all hiring is fair and equitable and conforms to the established and published hiring procedures.

Analysis and Evaluation

MCCC administrators and employees responsible for educational programs and services are vetted through a rigorous and thorough process similar to that described in Standard II.A.2 for faculty, to ensure that only well qualified applicants are hired. Job announcements include language on education and experience, including meeting minimum qualifications that align with the Chancellor's Office handbook *Minimum Qualifications for Faculty and Administrators in California Community Colleges* [[III.A.3.3](#)]. These requirements are the basis for the paper screening and the screening committee interview, ensuring that qualified administrators are hired.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

District Human Resources follow the California Community College standards in establishing minimum qualification for positions. Applicants are required to turn in transcripts when applying for positions to demonstrate that they have met the educational minimum qualifications. Applicants who do not meet the exact required minimum qualifications must apply for an equivalency through the established Equivalency Process [III.A.4.1]. If faculty members are granted equivalency for a discipline, they will be considered to have met the minimum qualifications.

Human Resources reviews all transcripts to ensure that they are from an accredited institution. Human Resource Technicians use the *Higher Education Directory* [III.A.4.2] to review institutions. If a transcript comes from an institution not in the directory, the technician will investigate the institution and its accreditation status.

The application for employment asks the candidate if degrees were earned from institutions outside of the United States. If they are, the applicant must provide an official transcript evaluation for their non-US degrees which is then used to establish minimum qualifications. The Human Resources Department recommends that candidates use transcript evaluation companies that are listed on the Ed.gov website. If an applicant uses another service, Human Resources will evaluate that service before accepting the evaluation.

Analysis and Evaluation

Human Resources have established procedures and practices for reviewing minimum qualifications. Applicants must turn in official transcripts from an accredited US institution or an official transcript evaluation when degrees are from non-US institutions. Applicants who do not have degrees that match the minimum qualifications have the option of applying for an equivalency.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

District Union Contracts and Policies detail out the specific evaluation timelines for all personnel. Each Administrator keeps an ongoing record of evaluations that are located on a shared drive. These lists are shared with the District Human Resources. Each administrator is responsible for completing evaluations in a systematic and timely manner [III.A.5.1, III.A.5.2].

Each contracted employee category has written criteria for evaluation detailed in the contract. Classified members are evaluated annually with an established Neogov form prescribed by the district. This online Neogov platform is used for all classified members at the College [III.A.5.3].

A few of the areas of review for classified employees include observance of work hours, compliance with rules, student contacts, safety practices, planning and organizing, job skill level, and initiative.

Faculty contracts detail the written criteria for faculty evaluation. These elements include Self-Evaluations, Observations, Professional Discussions, Review of Professional Documents, Professional Activities, and Surveys [[III.A.5.4](#), [III.A.5.5](#)].

Examples of the areas of review for teaching faculty include responsiveness to the educational needs of students, concern for student rights and welfare, commitment to professional ethics, evidence of course objectives being met through evaluation, effective use of teaching methods, and maintenance of ethical standards.

Non-instructional faculty, including Librarians, Nurses, Counselors and Coordinators have their own individual evaluation criteria listed in their contract [[III.A.5.6](#)].

Part of academic administrators' evaluation includes a survey provided to their subordinates. Areas of the survey include problem solving, enrollment management, leadership role modeling, vision goal setting and planning, leading people, managing resources, and making decisions and communicating [[III.A.5.7](#)].

As stated in the AFT Part-time Faculty contract, "The purpose of the evaluation process for unit members is to improve the quality of instruction, enhance academic growth, promote professionalism and assess the performance of unit members" [[III.A.5.8](#)].

The intent of evaluation at SCCCD and MCCC is to assess effectiveness and encourage improvement. This is done through formal evaluations, surveys, self-evaluations and professional discussions with peers and supervisors. Observation forms identify areas where the employee meets standards, areas for improvement and established goals for improvement [[III.A.5.9](#), [III.A.5.10](#)].

Goals or improvements plans are formally listed on evaluation documents. Per contract, faculty and staff have a defined time-period to appeal evaluations. Goals and improvement plans are reviewed between employees and their supervisor at the time of evaluation and then monitored over the next evaluation period. The progress made on these goals and improvement plans is detailed in the next evaluation. For example, the classified evaluation section C asks to "Record PROGRESS ACHIEVED in attaining previous goal for improved work performance, for personal or job-related qualifications."

Analysis and Evaluation

Through Administrative Regulations, Board Policies and in negotiation with employee unions, the District has established a formal process of employee evaluation that focuses on effectiveness and improvement. Forms and processes are established and available to employees for review. Goal and improvement plans are part of the process and are reviewed as part of each evaluation period. The District has established procedures for evaluation of all personnel [[III.A.5.1](#)].

- ~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

MCCC uses integrated planning and the HR staffing plan to assess the number of faculty to be hired each year. The staffing plan reviews staffing budgets, employee classifications, fiscal obligations (50% law, Faculty Obligation Number (FON) etc.), demand and supply forecasts, and a Gap Analysis [[III.A.7.1](#)]. This process is completed each fall [[III.A.7.2](#)]. Requests for additional staff, including faculty, begins with a Gap Analysis Worksheet [[III.A.7.3](#)], indicating a Demand Forecast, Supply Forecast, and Gap Analysis.

The College Center Council (CCC) meets to rank the position requests before a larger group meeting involving all three campuses. During the CCC meeting, a discipline representative presents the need for its particular requested position. Positions are then ranked by the CCC. These ranking forms are then reviewed in a meeting at large representation from Student Services, Administrative Services and Instruction from all three campuses at a central location, typically the Herndon campus of Clovis Community College. The notes of this meeting are shared with President's Advisory Council (PAC) who examine requests in context of College needs, strategic planning, program review recommendations, and the College mission. PAC then advises College President who makes the decisions in light of the budget requirements [[III.A.7.4](#)].

Requests for faculty positions require additional analysis. MCCC has a formal Faculty Prioritization Process (written into the HR staffing plan). Requests for all faculty are presented on a Faculty Staffing Request Form that requires qualitative and quantitative data on criteria used as rationale for the position [[III.A.7.5](#)]. Criteria include:

- Position related to specific District and College Strategic Plans
- Request in program review
- Enrollment trends
- Advisory committee recommendations
- Accreditation or licensure requirements
- New program development
- Need for "anchor position" for program
- Availability of adjunct faculty in discipline and region
- Categorical funding to support position
- Legal mandates

Programs write responses to whichever of these criteria are relevant. Forms are reviewed during a College Center Council meeting in October, during which departments give short presentations on their requests and answer any questions. The Division Reps then vote to recommend a faculty prioritization list to the College President. The College President, after conferring with members of the President's Advisory Cabinet, presents prioritization rationale to the Division Representatives in December.

As part of the HR staffing plan, the College/District review the number of faculty each year. The District analyzes enrollment trends and well as legal mandates such as Faculty Obligation Number (FON) and the 50% law to determine how many faculty positions will be funded per year at each College. The District Resource Allocation model is set up so that salaries and benefits of ongoing faculty costs are included in the base of the college's allocation [[III.A.7.6](#)].

Currently, MCCC has 53 full-time faculty members. This number includes librarians and counselors. 56.8* percent of College courses are taught by full time faculty members [[III.A.7.7](#), [III.A.7.8](#), [III.A.7.9](#)].

Analysis and Evaluation

MCCC employs an appropriate number qualified faculty (full-time and adjunct) to ensure the quality of educational program and services and to achieve our mission. The College works to ensure there are an equitable number of faculty at MCCC and OCCC to meet the needs of students and the institution. MCCC implements a robust HR process that reviews internal and external factors, making recommendations for additional faculty using quantitative and qualitative data and transparent communication.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

MCCC provides an annual Adjunct Orientation Workshop each fall [[III.A.8.1](#), [III.A.8.2](#)]. Adjunct faculty are provided a small stipend to attend the orientation. Topics include Academic Senate, SLO/Accreditation/Institutional Effectiveness, DSPS, Distance Education, Student Conduct vs. Classroom Management, Faculty Handbook, Evaluation, Faculty Responsibilities, and Safety. This orientation provides an opportunity for adjunct faculty to learn about MCCC policies and procedures and to ask questions of College personnel.

Employment policies for part-time faculty are detailed in the AFT Part Time Faculty Contract. The details of these policies are reviewed during the Adjunct Orientation including topics such as: Absences, Evaluations, Participation in SLO Assessment, Supervision and Duties and Responsibilities of Instructors [[III.A.8.3](#)]. These polices are also publicly available through the District Human Resources website.

Another topic addressed during the adjunct orientation is the Duties and Responsibilities of Instructors, which includes teaching, department meetings, SLO assessment, professional development and engagement with the College. Not all adjunct faculty members are able to participate fully outside the classroom, but adjunct faculty are encouraged to attend flex days, department meetings, SLO reviews, and on campus events. Adjunct faculty are also provided stipends to attend flex day professional development, department meetings, and SLO assessment reviews. Flex day schedules are emailed out to all employees. The English Department is a prime example of including adjunct faculty in departmental discussions including the norming of papers and SLO assessment [[III.A.8.4](#)].

Analysis and Evaluation

The College provides for orientation, oversight, evaluation, and professional development opportunities for adjunct faculty, who are encouraged to engage with the College through participating in professional development and with their department colleagues. Department Chairs make efforts to include adjunct faculty in departmental discussions such as curriculum modifications or rubric development. The administration has provided stipends for adjunct to attend these meetings.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

SCCCD is a Merit System District. It has a Classified Personnel Director who reports to an independent Personnel Commission in the hiring of classified employees. Commissioners must be registered voters within SCCC and known adherents to the principles of a Merit System. The commission consists of three types of members: (1) appointed by the SCCC Board of Trustees; (2) nominated by the Classified Employees; and (3) appointed by both groups. BP 7132 states that the Personnel commission will follow Education Code guidelines for a Merit District [[III.A.9.1](#), [III.A.9.2](#), [III.A.9.3](#)].

The Personnel Commission approves all new and revised job classifications. These job classifications are created to hire qualified staff that will support the educational technical, physical and administrative operations of MCCC and the District as a whole. The personnel commission has job descriptions for 272 classifications. Sample Job descriptions for each of these College operations are posted [[III.A.9.4](#), [III.A.9.5](#)]. The College has a sufficient number of classified employees to provide service to all areas of the College [[III.A.9.6](#)].

Each year the need for additional classified employees is reviewed as part of the HR Staffing Process at MCCC. Requests for additional classified members are completed through submission of a gap analysis. This gap analysis requires a supply and demand analysis. PAC reviews classified requests together with administrative and faculty requests. The President prioritizes the requests and reports them to College Council. Actual hiring from this prioritized list is dependent on funding from the District. One request recently reviewed was for additional classified staff to assist

in the College's child development centers. The gap analysis addressed issues of safety and legal requirements for child-to-staff ratios. [[III.A.9.7](#), [III.A.9.8](#)].

Analysis and Evaluation

MCCC has staff to cover its Educational, Technical, Physical, and Administrative areas. Each staff position has a clear job description approved by the Personnel Commission and the SCCCD Board of Trustees. The College provides a system to regularly request additional classified staff. This process includes an analysis of supply and demand when determining the need for additional positions. HR utilizes a holistic process to look at all areas and needs of MCCC when reviewing requests for additional positions to ensure optimal staffing for the entire institution.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

The college maintains a sufficient number of administrators to provide leadership and support the College mission. Administrative capacity and equitable administration have been created and expanded through review of the HR Process and identified needs [[III.A.10.1](#)].

In the Spring of 2019, in preparation for pending accreditation as a stand-alone comprehensive college, a Campus President was hired to provide executive leadership at the Madera and Oakhurst campuses. The new President, Mr. Angel Reyna, will report to the Reedley College President until the initial accreditation is awarded, at which time he will become a member of the cabinet for the Chancellor of the State Center Community College District. He will oversee the administrative teams of the Madera Center and the outreach campus in Oakhurst. The State Center Community College District also hired a Vice President for Administrative Services to oversee financial operations at the Madera and Oakhurst Centers, independently of Reedley College, in preparation for transition to college status. The position of Vice President, Madera and Oakhurst Centers will transition to Vice President, Learning and Student Success. Additional administrative positions include the Dean of Students, two Deans of Instruction, and an Oakhurst Director. Administrators are hired from job postings that detail required preparation and expertise. In addition, administrators are encouraged to improve their expertise through professional development including the Great Deans program.

Analysis and Evaluation

MCCC has expanded its administrative capacity to meet the increased needs of the College. Administrators provide consistent leadership in integrated planning and the accomplishment of MCCC's mission.

Liabilities

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

SCCCD Personnel Policies and procedures are published on the District website along with Administrative Regulations [[III.A.11.1](#)] and Board Policies [[III.A.11.2](#)]. The Union contracts and other personnel policies and procedures are available on the Human Resources site [[III.A.11.3](#)].

Chapter seven of the SCCC Administrative Regulations defines Human Resources policies and procedures [[III.A.11.4](#)]. These regulations are referred to in the Faculty Handbook and at Faculty, Adjunct and Classified Orientations [[III.A.11.5](#), [III.A.11.6](#)]. Each contract has an established Grievance Procedure [[III.A.11.7](#), [III.A.11.8](#)]. Both CSEA and AFT have assigned grievance officers to help employees navigate the grievance procedure.

Analysis and Evaluation

The College has clearly articulated and publicly published personnel policies and procedures. Administrators and Managers are trained in upholding these policies. The District has fully staffed Human Resources Department to address personnel issues and assist employees. Union contracts for faculty and classified personnel have detailed grievance procedures to ensure that all employees are treated fairly and equitably.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College and District are committed to programs, practices and services that support diverse personnel. The District has an Equal Employment Opportunity (EEO) Plan that is updated, reviewed, and approved by the BOT every three years [[III.A.12.1](#)]. This plan includes policies, procedures, and practices for hiring and supporting the District's diverse personnel. The District has hired an EEO/Diversity and Staff Development Manager to oversee the implementation of the EEO plan. All recruitment announcements state that the District is an "Equal Employment Opportunity Employer" [[III.A.12.2](#)]. The Administrative regulations AR 7120 [[III.A.12.3](#)] and AR 7121 [[III.A.12.4](#)] (Guidelines for Hiring) also have sections on Equal Employment Opportunity. They state that 1) the BOT, Administration and Academic Senates have the shared responsibility to ensure that the EEO guidelines are part of the overall process of hiring faculty; and 2) all participants in the hiring process will receive EEO training.

BP 3410: Nondiscrimination states that the District is committed to "equal opportunity in education employment and all access to institutional programs and activities" [[III.A.12.5](#)]. The District has established an EEO Advisory Committee to assist in implementing the plan. Representatives from all constituent groups are members of the Committee [[III.A.12.6](#)].

EEO training is required for administrative and faculty hiring committees. This EEO training includes discussion of: 1) the requirements of the Title 5 regulations on equal employment

opportunity (Title 5 sections 53000, et. seq. of the California Code of Regulations); 2) the requirements of federal and state nondiscrimination laws; 3) the requirements of the District's Equal Employment Opportunity Plan; 4) principles of diversity and cultural proficiency; 5) the value of a diverse workforce; and 6) recognizing bias.

As part of the EEO plan, and the evaluation of that plan, the District regularly reviews its record of employment equity and diversity. Data is collected annually on employee, newly hired, and applicant demographic data. At least every three years the District reviews and assesses the composition of existing employees and of those who have applied for employment in several job categories: 1) Executive/Administrative/Managerial; 2) Faculty and other Instructional Staff; 3) Professional Non-Faculty; 4) Secretarial/Clerical; 5) Technical and Paraprofessional; 6) Skilled Crafts; and 7) Service and Maintenance [[III.A.12.7](#), [III.A.12.8](#)].

Disaggregated hiring and applicant data is also used to assess gaps in hiring and applicant pools.

Analysis and Evaluation

The College/District has a commitment to diversity not only in their mission and strategic plans but also in their hiring and human resource practices. Expectations for inclusivity are included in BPs and ARs, which are actualized in the District Equal Employment Opportunity (EEO) Plan. Evaluations of the effectiveness of these hiring and personnel practices are reviewed through annual reports to the CCCCCO and through rigorous evaluation of the EEO Plan [[III.A.12.9](#)].

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The College and District uphold a written code of professional ethics for all employees. AR 7360 and 7365 specifically have been put into effect for District employees who violate professional ethics. Administrative regulations on Discipline and dismissal specifically state that employees can be penalized or dismissed for the following causes: 1) Immoral or unprofessional conduct, 2) Dishonesty, 3) Persistent violation of or refusal to obey school laws of the state or reasonable regulations [[III.A.13.1](#), [III.A.13.2](#)].

BP 2715 sets forth the Board of Trustees Code of Ethics/ Standards of Practice. The BP also details the Censure Policy for members who violate the Code of Ethics/ Standards of Practice [[III.A.13.3](#)]. SCCCCD also has BP 3150 Code of Ethics: Administrators. This regulation addresses definition of ethics, importance of ethics and expectations for ethical behavior for administrators [[III.A.13.4](#)]. AR 3150 also details the Rights and Due Process for Administrators regarding the Code of Ethics [[III.A.13.5](#)].

The AFT Full-time contract lists maintenance of ethical standards in accordance with AAUP ethical standards and demonstration of a commitment to the profession (code of ethics) as part of each faculty evaluation [[III.A.13.6](#)]. The ethics requirement is addressed in the self-evaluation criteria [[III.A.13.7](#)].

Part-time faculty members do not complete the same self-evaluation. Their contract states that they will be evaluated on maintaining ethical standards as a part of their evaluation [[III.A.13.8](#)].

Classified members do not have a specific code of ethics but the CSEA contract does outline personal conduct (ethics) and identifies conduct that would call for disciplinary action. The classified evaluation asks questions about Compliance with Rules, Public Contacts, Work Judgements, and use of the Chain of Command. Finally, Education Code sections 88080, 88081 and 88087 cover the ethical purpose and practices of a Merit System [[III.A.13.9](#)].

Analysis and Evaluation

The College/District have designated and published ethical requirements of its employees including its BOT. Consequences for violating ethical codes are articulated for each employee group. The job of maintaining ethical standards is carried out through the evaluation process.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College designates funding each year for professional development through the budgeting process, providing a sum distributed by the Staff Development Committee. The Staff Development Committee reviews professional development proposals in which applicants are required to link their project to the College strategic plan and program review goals. The expectation after funding is provided, is that the applicant will distribute the information they learned to the wider College community [[III.A.14.1](#)].

Flex Day activities are provided each semester and are coordinated through the Academic Senate Professional Development Committee. All faculty, staff, adjunct faculty, and administrators are invited to attend Flex Day activities. Examples of recent Flex Day presentations include [[III.A.14.2](#)]:

- Integrating Technology into the Classroom
- An Introduction to Seeking Grant Funds at SCCCD
- Active Threat Training
- LGBTQ Ally Training
- One Book/One College
- CANVAS Overview and Accessibility 101
- Accelerated Mathematics
- Reading Apprenticeship
- Guided Pathways
- E-Lumen Training for Program Review and SLO Assessments
- College and Center Governance
- Library Resources

Full-time faculty members are eligible to apply for sabbatical leave upon satisfactory completion of at least six years of service in the District. Sabbaticals may be for research, travel, or programs of organized study. For example in 2016, a Mathematics Instructor was granted a semester sabbatical to research and make a plan for the implementation of a Stats Pathway [[III.A.14.3](#)], which was implemented in 2017.

An example of one valuable Professional Development opportunity was the 2016 Cultural Competency Summit. This summit was “intended to support faculty and staff in their work of creating an inclusive campus environment, improving cross cultural communication and developing practices to enhance academic and personal success for all students” [[III.A.14.4](#)].

Workshops at the event included:

- Analyzing Misunderstandings Across Cultures
- Creating a “Calling In” Culture
- Intercultural Communication: Discussion Styles
- From Surviving to Thriving: First-Generation College Students and Academic Citizenship
- MCCC, which has operated under the umbrella of RC, Syllabus Review Workshop
- Supporting Men of Color for Academic Success

Those who attend flex day activities and events such as the Cultural Competency Summit are surveyed after the presentations. Surveys help the event coordinators assess the effectiveness of the activity and the need for future topics for professional development [[III.A.14.5](#)].

Formal and information evaluation of the Cultural Competency Summit was so positive that College Council decided that Equity should be the theme for the spring 2017 Opening Day. The Cultural Competency keynote speaker Dr. Veronica Neal from De Anza College and Equity Syllabus Review presenter Dr. Megan Chase from USC Center for Urban Education were the headliners for the College’s equity-themed Opening Day [[III.A.14.6](#)].

Analysis and Evaluation

The College supports and funds opportunities for professional development for faculty, staff, and administrators. Information and effective practices learned through professional development opportunities is shared with the College community and is used to make improvements.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The MCCC President’s office houses the official personnel records for faculty and administrators at MCCC. They are stored in a locked cabinet in this secure office. Personnel files contain official evaluations, data, directives, and personal communications. The Office of Human Resources

houses classified staff personnel records. The Human Resources Department also holds initial employment records, salary schedules, advancement information and other documentation from the District.

Personnel files are only viewed by appropriate personnel and by the employee when requested. Administrative Regulation 7145 and AFT and CSEA contracts detail right of employees to inspect personnel records and the process to review files [[III.A.15.1](#), [III.A.15.2](#), [III.A.15.3](#)].

In order for faculty and classified staff to view their personnel files, the time must be mutually convenient to the employee and the District. It must be during normal business hours. Employees are released from duty to review the documents without salary reduction. A human resources staff member sits with the employee to review the file to make sure that nothing is removed or added. A union member may accompany an employee to review the file if desired or can review a file with the expressed written consent of the employee. Employees may also request that pertinent information or material that bears upon their position be added to their file. They may also request copies of all materials in their folder. Information of a derogatory nature may not be placed in a personnel file unless the employee has been given notice and the opportunity to review and comment. Those comments are filed in the official personnel file.

Analysis and Evaluation

Human resources personnel regularly conduct trainings for managers on District and contract regulations regarding evaluations and personnel files [[III.A.15.4](#)].

Conclusions on Standard III.A. Human Resources

MCCC meets the Standard.

Evidence List

[III.A.1.1-BP Chapter 7 Human Resources](#)

[III.A.1.2-AR Chapter 7 Human Resources](#)

[III.A.1.3-AR 7120 Procedures for Recruitment and Employment of Full-Time College Faculty](#)

[III.A.1.4-AR 7121 Procedures for Recruitment and Employment of First-Time Part-Time Faculty](#)

[III.A.1.5-AR 7212 Full Time Temporary Faculty](#)

[III.A.1.6-AR 7220 Administrative Recruitment and Hiring Procedures](#)

[III.A.1.7-AR 7223 Interim Appointment to Vacant Academic Administrator Position](#)

[III.A.1.8-AR 7230 Classified Employees](#)

[III.A.1.9-BP 7100 Commitment to Diversity](#)

[III.A.1.10-Admin Job Description](#)

[III.A.1.11-IEPI Team Visit Recommendations](#)

[III.A.1.12-HR Staffing Plan](#)

[III.A.1.13-Classified Example Curriculum Analyst Job Description](#)

[III.A.1.14-Classification Specifications](#)

[III.A.1.15-Faculty Job Description](#)

[III.A.1.16-SCCCD: Career Opportunities Webpage](#)

[III.A.2.1-HR Gap Analysis Blank Form](#)

[III.A.2.2-Faculty Staffing Request](#)

[III.A.2.3-College Center Council Meeting Agenda 11.02.2018](#)

[III.A.2.4-Department Chair-Division Reps Meeting](#)

[III.A.2.5-AR 7122 Duties and Responsibilities of Instructors](#)

[III.A.2.6-Faculty Example Job Posting](#)

[III.A.2.7-Minimum Qualifications for Faculty and Administrators in CCC](#)

[III.A.2.8-AR 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies](#)

[III.A.2.9-College Equivalency Process & Forms](#)

[III.A.2.10-Equivalency COA](#)

[III.A.2.11-Confidentiality Statement Exhibit \(AR 7120\)](#)

[III.A.3.1-AR 7220 Administrative Recruitment and Hiring Procedures](#)

[III.A.3.2-Vice President of Instruction Job Description](#)

[III.A.3.3-Minimum Qualifications for Faculty and Administrators in CCC](#)

[III.A.4.1-College Equivalency Process & Forms](#)

[III.A.4.2-Database of Accredited Postsecondary Institutions and Programs](#)

[III.A.5.1-AR 7125 Evaluation](#)

[III.A.5.2-Faculty Evaluation Timeline](#)

[III.A.5.3-CSEA Bargaining Unit Employee Evaluation](#)

[III.A.5.4-Faculty Self Evaluation](#)

[III.A.5.5-Faculty Professional Activities Evaluation](#)

[III.A.5.6-Non-Instructional Faculty Observation](#)

[III.A.5.7-Academic Administrator Evaluation Survey](#)

[III.A.5.8-AFT Part time Faculty Contract](#)

[III.A.5.9-Faculty Classroom Observation](#)

[III.A.5.10-Faculty Online Observation](#)

[III.A.7.1-HR Staffing Plan](#)

[III.A.7.2-PAC Agenda 01.13.16](#)

[III.A.7.3-HR Gap Analysis Blank Form](#)

[III.A.7.4-PAC Agenda 11.09.16](#)

[III.A.7.5-Faculty Staffing Request](#)

[III.A.7.6-RC Resource Allocation Process Flowchart](#)

[III.A.7.7-Employee Demographic Summary](#)

[III.A.7.8-Deans, Chairs, Departments & Instructors 2017-2018](#)

[III.A.7.9-RC Workforce Numbers](#)

[III.A.8.1-Adjunct Orientation Workshop 8.11.16](#)

[III.A.8.2-Adjunct Orientation Agenda 2016](#)

[III.A.8.3-AR 7122 Duties and Responsibilities of Instructors](#)

[III.A.8.4-Composition, Literature, and Communication Department Notes](#)

[III.A.9.1-Article 3, Merit System \[88060-88139\]](#)
[III.A.9.2-EDC 88080](#)
[III.A.9.3-EDC 88081](#)
[III.A.9.4-Administrative Aide Job Description](#)
[III.A.9.5-Computer Support Technician Job Description](#)
[III.A.9.6-Employee Demographic Summary](#)
[III.A.9.7-HR Gap Analysis Form CHDEV 17 – 18](#)
[III.A.9.8-HR Gap Analysis Form CHDEV 18-19 FINAL](#)

[III.A.10.1-PAC Staffing Prioritization](#)

[III.A.11.1-SCCCD Administrative Regulations](#)
[III.A.11.2-SCCCD Board Policies](#)
[III.A.11.3-SCCCD Human Resources](#)
[III.A.11.4-Human Resources AR list](#)
[III.A.11.5-New Faculty Orientation Powerpoint](#)
[III.A.11.6-New Full Time Faculty Orientation Agenda](#)
[III.A.11.7-AFT Full Time Contract, Final Grievance Policy](#)
[III.A.11.8-CSEA Agreement Grievance Policy](#)

[III.A.12.1-SCCCD EEO Plan](#)
[III.A.12.2-Example Job Posting](#)
[III.A.12.3-AR 7120 Procedures for Recruitment and Employment of Full-Time College Faculty](#)
[III.A.12.4-AR 7121 Procedures for Recruitment and Employment of First-Time Part-Time Faculty](#)
[III.A.12.5-AR 3410 Nondiscrimination](#)
[III.A.12.6-SCCCD EEO Advisory Committee Notes Spt 2016](#)
[III.A.12.7-Board Presentation 6.6.17-EEO Data Analysis](#)
[III.A.12.8-EEO Data Table](#)
[III.A.12.9-SCCCD EEO Advisory Committee](#)

[III.A.13.1-AR 7360](#)
[III.A.13.2-AR 7365](#)
[III.A.13.3-BP 2715](#)
[III.A.13.4-BP 3150](#)
[III.A.13.5-AR 3150](#)
[III.A.13.6-Faculty Self Evaluation](#)
[III.A.13.7-AFT Full Time Contract Self Evaluation](#)
[III.A.13.8-Part Time Contract, Article XII](#)
[III.A.13.9-California Education Code 88080, 88081, 88087](#)

[III.A.14.1-Staff Development Proposal Form](#)
[III.A.14.2-Flex Day Schedule](#)
[III.A.14.3-Sabbatical Presentation with layout v3](#)
[III.A.14.4-Cultural Competency Summit Program](#)

[III.A.14.5-Cultural Competency Summit Survey](#)
[III.A.14.6-Opening Day Spring Agenda Spring 2016](#)

[III.A.15.1-AR7145](#)
[III.A.15.2-AFT Full Time Contract](#)
[III.A.15.3-CSEA Agreement Contract](#)
[III.A.15.4-Managers meeting agenda 10.6.17](#)

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

MCCC and OCCC assure safe, accessible, secure, and healthful working environments. MCCC serves approximately 6,000 students. MCCC is comprised of a 50,000 square foot academic village complex housing a science, computer and art laboratory, and a licensed Vocational nursing (LVN) skills lab, in addition to a 150-seat lecture hall, classrooms, administration and faculty offices.

The relocatable buildings are multi-purpose and used for classrooms, computer lab, extended learning center, STEM center, faculty offices, student center, and RN skills lab. The modular classrooms are situated around a central amphitheater, which also includes a Student Service building with food services and a bookstore. The Child Development Learning Center, a child development classroom and laboratory, provides students and faculty with childcare services and training opportunities for students. As a result of funding from a local bond and business donations, a full-service physical education program and facility have been completed, including a fitness center, aerobic center, softball and athletic field complex. In addition, the 9,000 square foot, state-of-the-art Center for Advanced Manufacturing provides instruction in machine shop, welding/fabrication lab, electronics, hydraulics, and pneumatics.

OCCC serves approximately 500 students, generating a full-time equivalency of 250 students per year. OCCC is located in the Central Business District of Oakhurst. One hundred and twenty academic and occupational education courses are taught annually in nine relocatable classrooms, which include a science lab, computer lab, and student success center, arranged into a small campus setting. There are two distance learning classrooms, allowing connectivity to the other campuses at Clovis, Fresno, Madera, and Reedley.

In March of 2018, the BOT of the SCCCDC approved the purchase of 30.20 acres of property located on the west side of Westlake Drive, north of Highway 49 in Oakhurst, this will be the new site of OCCC. [[III.B.1.1](#), [III.B.1.2](#), [III.B.1.3](#), [III.B.1.4](#)]

Analysis and Evaluation

MCCC campus technology upgrades, such as improving fiber, and increasing data and electrical capacity in the modular classrooms, were completed summer 2018. Modernization of instructional space and modifying existing unused spaces through the Facilities Modification Request system allows for increased instructional capacity, support services, and fosters student enrollment growth. When a need is identified, faculty and staff are able to submit a Request for Facilities Modification to their supervisor for approval. It is then reviewed and approved by the Vice President of MCCC and OCCC before being submitted to obtain a construction quote [III.B.1.5]. This process acts as a system of checks and balances to ensure the project meets the criteria to move forward.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The SCCC District Operations Department maintains an ongoing and adaptive five-year Scheduled Maintenance Plan. This Five-Year Plan is a comprehensive list of facilities and/or equipment scheduled for replacement or major overhaul within the next five years. The SCCC District Operations Department maintain a database of facilities/equipment on campus and their relative condition to determine a replacement timeline. The District Operations Department develops the annual Five-Year Equipment Replacement Plan of campus operation needs. ADA compliance, key issuance, ADA transition plans, new technical tools and input from staff are considered in the development of this plan. The District Operations Department is engaged in ongoing strategic planning. A five-year scheduled maintenance plan employs a process of evaluating each facility and allocating future funds towards repairs, upgrades, and remodeling. [III.B.2.1] The college has developed a five-year capital plan to include campus projects that may not appear on the districtwide scheduled maintenance plan, such as classroom or office remodels. The District Operations Department implemented an electronic preventative maintenance (PM) program called SchoolDude [III.B.2.2].

The MCCC budget allocation process was launched with the development of the 2014-2015 budget. The budget development process which include the Budget Development Planning Calendar and the Budget Request worksheets, were approved by all College governance groups and are being used throughout the College. It is through budget allocation that programs replace equipment and make requests for larger capital projects to be included on the five-year capital plan prepared by the College [III.B.2.3]. Budget worksheets are submitted for verifications and audit of linkages to program review, strategic plan, and college goals [III.B.2.4].

Building services department was a component of the survey given by the MCCC Administrative Services Division to evaluate its effectiveness from a faculty/staff perspective [III.B.2.5]. Results of this survey indicate that constituents feel the building services department meet standards, but feel they exceed standards regarding response time and approachability. Condition of classroom

furnishings and cleanliness of restrooms were noted by many as needing improvement. Funding for classroom furnishings have been included in budget worksheets for resource allocation and resources approved in 2015-16 and 2016-17.

The Center for Agriculture and Technology is currently under construction. This project will expand the existing facilities to provide additional laboratory and classroom space for existing and new vocational training programs. These programs include welding, manufacturing, machinist certificates and degrees, and a new agricultural pathway program. These programs all include dual enrollment opportunities. [[III.B.2.6](#), [III.B.2.7](#)].

The Academic Village Two expansion will have a Learning Resource Center (which includes tutorial services and the library), LVN and RN Nursing Labs, Faculty Offices, Classrooms and Forum Halls for Large Group Instruction. This project will construct a new academic facility that will provide additional lecture, lab, library, and office space to meet the increased needs of the MCCC campus [[III.B.2.6](#), [III.B.2.7](#)].

OCCC expansion and permanent facilities project has recently acquired land, and it will develop the necessary infrastructure and construct permanent facilities to replace the existing portable classrooms on the current campus site. The new facilities will accommodate the expansion of existing programs, the creation of new educational programs and the offering of additional dual enrollment opportunities [[III.B.2.6](#), [III.B.2.7](#)].

Analysis and Evaluation

The District and MOR committees provide reports regarding the status of projects to support its programs and services. In addition to new construction, priorities for MOR include ADA compliance and upgrades to existing facilities and technology improvements. There are measures in place to address the ongoing maintenance and safety needs of the college centers to ensure that resources and space are effectively utilized.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

MCCC assesses its facilities and equipment to assure feasibility and effectiveness of physical resources in supporting institutional programs and services. To document physical or operational deficiencies in each building a Facilities Condition Assessment is systematically conducted by the Foundation for California Community Colleges. This report generates an average life and costs of replacement estimate based on the date of construction or the last documented renovation of the building system. The information generated by the life cycle cost model, and modified by the site assessment, is used by the assessment team to calculate the repair and replacement cost of each facility.

This information provided in these reports is reviewed and incorporated into the planning and development for each campus assisting in the determination of priority needs. Workload is

quantified through the SchoolDude system by tracking the number of calls for service, man hours spent, and wait times for service. The Operations Department is also engaged in routine Facilities Committee meetings (committee comprised of faculty, staff, and student representatives) [\[III.B.3.1\]](#) to discuss all aspects of facility maintenance, safety, and services as it relates to the continued support of the mission.

SCCCD Department of Environmental Health and Safety inspects, tests, and certifies chemical fume hood ventilation systems located in the Math, Science, Engineering, RN and LVN skills labs at MCCC and OCCC. The certification process is essential for the maintenance of chemistry, biology, and allied health programs, ensuring their program safety and service needs. [\[III.B.3.2\]](#)

SCCCD participates in an insurance pooling Joint Powers Authority (JPA). The JPA consists of a Board of Directors and a Safety and Loss Control committee. The SCCC Director of Environmental Health and Safety chairs the Safety and Loss Control committee, and on a routine basis, reviews insurance claim loss data from property, liability, and Workers Compensation programs [\[III.B.3.3\]](#). This data is analyzed for trends at the campus level, and this mechanism of evaluation frequently results in facility and equipment improvements to ensure continuing quality of campus services. Examples include improved lighting, sidewalk replacement, and upgrades to the campus utility cart fleet.

The current program review process allows programs to identify their goals for growth and support in not only designated facilities goals but also in Distance Education goals, including facilities and equipment specifics. These goals are aggregated each semester and sent to the Facilities Committee Chair and Distance Education Coordinator who reports the goals to the Distance Education Committee. The committees discuss these goals and how to best support the programs' facilities and distance education needs [\[III.B.3.4, III.B.3.5\]](#).

SCCCD's districtwide Solar Initiative includes the five campuses. The solar project provides shaded carports, LED lighting for safety, Electronic Vehicle charging stations and an educational STEM component. The 7.5-megawatt solar canopy system, which started on August 28, 2017, includes RC and MCCC. The construction for this project was planned in two phases with Phase 1 in the northern portion lot A, and phase two in the southern portion in lot A. [\[III.B.3.6\]](#)

Analysis and Evaluation

The District and MOR work efficiently to assess its facilities, equipment and building conditions. The annual program review process ensures MCCC and OCCC are considered for maintenance and future facility improvements.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

As new capital projects are constructed to meet the needs of the District, the Total Cost of Ownership (TCO) is evaluated and utilized in the determination process. The total cost of ownership model includes the design and building cost and the total cost to maintain and operate. When determining the TCO of a new capital project the routine maintenance, minor repairs, major modernizations (5-25 years), preventative maintenance, custodial services, supplies, grounds keeping, waste management, utilities, technology and life cycle cost analysis are scrutinized.

The District works with the State Chancellor's Office for ongoing planning and development and to identify long range needs, utilizing the information provided in the Five-Year Construction, Scheduled Maintenance, and Equipment Plans as well as updates to Space Inventory [[III.B.4.1](#), [III.B.4.2](#), [III.B.4.3](#)]. The plans are updated and revised on an annual basis as additional needs are identified, modified, and re-prioritized for submittal to the state. All of the information is uploaded to the State Chancellor's Office through the Fusion website and is continually updated.

The Five-Year Construction Plan includes both local and state funded projects and is approved through the Board and due to the State Chancellor's Office, every year by June 30th. Potential state funded projects are submitted as an Initial Project Proposal (IPP) to the State Chancellor's Office and, once approved, are submitted as a Final Project Proposal (FPP) to the state to request funding. The College also maintains a five-year Capital plan to include district scheduled maintenance projects and small campus projects such as classroom renovations or office remodels.

Long-range capital plans for the College include maintaining the adaptive Five-Year Scheduled Maintenance Program. This information, along with campus needs and budget considerations, provide for the construction of the Five-Year Plan that is implemented as the budget allows and is updated and revised throughout each year. While planning repairs, remodels and upgrades, the total cost of ownership is considered. [[III.B.4.2](#), [III.B.4.3](#)].

The SCCCD District Operations Department maintains a database of the relative condition of facilities and equipment on campus to determine a replacement timeline. The Operation Department develops the annual Five-Year Equipment Replacement Plan to accommodate campus operation's needs. ADA compliance, key issuance, ADA transition plans, new technical tools and input from staff are utilized in the development of this plan. The College's commitment to integrated planning is captured in a resource allocation flow chart which demonstrates the link between the EMP, facilities master plan, technology plan and the College goals, mission statement and strategic plan [[III.B.4.4](#)].

Measure E Completed Projects – MCCC and OCCC

The following projects have been completed and accepted, with financial details previously presented.

- MCCC Health Fitness Center
- Oakhurst Portables
- Madera Vocational Lab

Measure C Project Status Reports – In Progress

- Academic Village 2 Addition
- Center for Advanced Manufacturing Addition
- Oakhurst Site Acquisition & Permanent Facilities

Analysis and Evaluation

The District works with the State Chancellor's Office for ongoing planning and development and to identify long range capital needs. Review of the information in the Five-Year Construction Plan, Scheduled Maintenance Plan, and Equipment Inventory ensure that long range capital plans follow the needs of the institutional programs and services.

Conclusions on Standard III.B. Physical Resources

MCCC meets the Standard.

Evidence List

[III.B.1.1-5 Year Construction Plan 2018.07](#)

[III.B.1.2-Districtwide Facilities Master Plan](#)

[III.B.1.3-SCCCD Measure C&E](#)

[III.B.1.4-Facilities Modification Construction Request Form](#)

[III.B.1.5-Facilities Modification Request Table](#)

[III.B.2.1-5-Year Scheduled Maintenance Plan 2016-2021](#)

[III.B.2.2-Schooldude](#)

[III.B.2.3-Budget Development Planning Calendar](#)

[III.B.2.4-Budget Committee Worksheet](#)

[III.B.2.5-Building Services 2014 Program Review](#)

[III.B.2.6-Exhibit A 2018 5YR Construction Plan Project List FINAL](#)

[III.B.2.7-Exhibit B 2018 5YR Construction Plan FINAL](#)

[III.B.3.1-Facilities Committee Operating Agreement](#)

[III.B.3.2-Safety, Health & Environmental Programs](#)

[III.B.3.3-Board Agenda 1.12.2016](#)

[III.B.3.4-PR Goal Planning Report- Distance Ed Goals 2016-2017](#)

[III.B.3.5-Program Review Cycle 4 Handbook](#)

[III.B.3.6-Board Solar Presentation 2017.03](#)

[III.B.4.1-5-Year Construction Plan](#)

[III.B.4.2-5-Year Scheduled Maintenance Plan 2016-2021](#)

[III.B.4.3-DP2016 - MC-OC Equipment inventory - 5 year replacement plan](#)

[III.B.4.4-RC Resource Allocation Process Flowchart](#)

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Technology services supports all college operations, academics, and support services programs. The technology department has become an essential component of the daily activities of the educational institution. MCCC continues to progress in the development and application of technology in support of learning. Technology goals, as presented in the Computer Services Program Review report, support RC's EMP, Strategic Plan (SP) and SCCCD District Strategic Plan [[III.C.1.1](#)]. The five-year replacement plan and the software plan, as outlined in the Technology Plan, are fundamental in the annual action planning process. Replacing equipment on a regular cycle is crucial for the success of providing access to technology and supporting effective teaching and efficient work environments [[III.C.1.2](#), [III.C.1.3](#)].

District Information Systems

The mission of the District Information Systems (IS) is to provide enterprise-level Information Technology (IT) leadership, implementation, and support to the District's IT users. Information Systems responsibilities include Ellucian Colleague (Datatel) and WebAdvisor as the enterprise resource planning system (ERP) that manages student information, human resources and financials. Colleague is a comprehensive academic management system used by Admissions and Records, Student Services and Administrative Services to facilitate record keeping and the reporting of student, faculty, and staff activities and transactions. The District Information Systems Department supports Colleague by having a dedicated staff to maintain and update Colleague.

WebAdvisor, a web application for faculty, staff, and students, allows faculty to access current class rosters, submit census reports and grades, and monitor laboratory attendance. Students can access class schedules, add and drop courses, and check grades. WebAdvisor also supplements the Colleague platform by providing web-based student services such as registration, transcript requests, and grade reports. College staff personnel use WebAdvisor to access personal data such as accumulated vacation time, sick time, time in service, and payroll stubs. The SCCCD IT department services, manages, and updates Colleague on a scheduled timeline and monitors and maintain the application that runs on servers located at the district office. [[III.C.1.4](#)].

The District Information Systems (IS) department manages and maintains the Cisco Voice-Over Internet Protocol (VOIP) phone system. All district locations use Cisco VOIP phone platform. Email is provided via Microsoft Exchange environment that is tightly integrated with the Cisco VOIP system. It allows voicemails to be stored in Outlook mailbox, to be retrieved from any Personal Computer (PC) that has access to the Internet. Students can access their email via Outlook 365, which is a cloud-based service that also provides use of Microsoft Office products to assist students with relevant software access.

The district IS network group is responsible for planning, implementing, maintaining, and troubleshooting the Wide Area Network (WAN) that interconnects all the remote locations to the

district core router. WAN Internet connections speeds were upgraded in 2014 from a 1 gigabyte connection speed to 10 gigabyte connection speed. While the campus' physical connection to the Internet is at the DO, the WAN distributes the access to the remote campuses. District IS network group is also responsible for maintaining the security firewall, Virtual Private Network (VPN) remote access, CENIC data, and video gateways for videoconferencing and e-mail handling.

Teleconferencing for complex video conferences is supported by district IT personnel. Distance Education classes and video conferences between multiple campus locations are included in the duties for teleconferencing. District IT also provides training and support for the equipment and operation.

The District helpdesk primarily supports Student Help Calls, Colleague, Web Advisor and telephone concerns. Campus IT personnel are responsible for PC/VDI/Network issues and other daily IT related issues in the classroom.

MCCC Computer Technology

MCCC Computer Technology Department is under the direction and supervision of the Director of Technology. The Information Technology (IT) Director reports to the RC President. Currently the Director is responsible for MCCC, OCCC, and RC. There are currently 3 technical staff members reporting to the Technology Director.

MCCC and OCCC have approximately 762 computers available to students, staff, and faculty. 485 computers and 277 Virtual Deployment Infrastructure (VDI) thin client stations are available to students, staff, and faculty. An "open access" computer lab is housed in the Library with 60 virtual stations and 2 iMac computers to accommodate extended access. MCCC and OCCC have 21 computer labs (9 Classroom Labs, 12 Mobile laptops carts) with 570 computers (109 desktops, 277 Virtual Deployment Infrastructure (VDI) thin clients and 196 laptops). The laptop labs are housed in 12 mobile laptop carts, each supporting specific academic programs. All thin client virtual stations and laptops are imaged with Windows 10 Operating System (OS), Microsoft Office 2016, along with specialized software requested by the instructor or class curriculum. There are 39 media enhanced classrooms, with ceiling mounted projectors, computers, and document cameras. In addition, there are 51 Network Printers to which faculty and staff have access.

Distance Learning and Video Conferencing at MCCC and OCCC have a total of 6 rooms equipped with video conferencing equipment. Four rooms are video conference rooms, which allow staff/faculty to meet without having to drive between facilities. Two lecture rooms support distance learning classes, where the instructor is at one site teaching students at remote locations that can include connections to any other site with video conferencing capability. Meeting rooms are equipped with large LED/LCD TVs, computers, and HDMI connections for laptops. Skype-Web Cams are also available upon request.

Analysis and Evaluation

MCCC's dedicated Computer Services Department ensures that the campus technology needs, and request, are supported professionally, adequately, and in a timely manner. Technology Support Services collaborates with the Information Technology department at the DO to provide a reliable

technological environment that enables MCCC to meet its mission. MCCC Computer Services department has become an essential component of the daily activities of the educational institution.

- a. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The College continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services. Instructional, student services, and administrative programs address technology needs and goals within their Program Review Reports (PRR). The validated technology and distance education goals reviews are then forwarded each year to the Technology and Distance Education Committees for support in meeting MCCC's technology and distance education needs [[III.C.2.1](#), [III.C.2.2](#)]. One successful example is the Composition Program's Substantiated Program Review goal of converting a lecture classroom into a portable computer lab, which was completed in the Fall semester of 2016 [[III.C.2.3](#)].

MCCC Computer Services Department maintains a five-year replacement of computers that are used by students and staff. This plan was initially developed in 2006 and continues to guide the systematic replacement of outdated software/hardware technology equipment. The planning cycle continues to be refined and now includes equipment with varying replacement cycles such as printers, document cameras, projectors, servers, Virtual Desktop Infrastructure (VDI) equipment, networking equipment, Internet Protocol (IP) Closed Captioning (CC) security cameras, and other devices. The five-year cycle will continue to guide the replacement of staff PC's, laptops and virtual desktops. All the of the student open access-computers located in the non-classroom areas have been switched to VDI stations (Library, STEM Center, Reading/Writing Center, CalWORKs/ Student Services Offices), lengthening the time frame for replacement, fast provisioning and deployment, and reducing costs.

Analysis and Evaluation

MCCC's five-year replacement plan and the software plan, as outlined in the Technology Plan, are fundamental in the annual action planning process. Replacing equipment on a regular cycle is crucial for the success of providing access to technology and supporting effective teaching and efficient work environments. MCCC Computer Services Department in conjunction with the Technology Advisory Committee (TAC) supports the development of new technologies and reviews the 5 Year Replacement Plan for campus network, video, and PC equipment [[III.C.2.4](#)].

- b. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

MCCC assures that technology resources at all campuses are implemented and maintained to assure reliable access, safety, and security [[III.C.3.1](#)]. MCCC has a dedicated staff that supports campus technology for students, faculty, and staff. The District and College staff members work closely together to provide support for all the educational and administrative needs of the campus. MCCC Computer Services Department oversees college wide institutional and instructional computer and virtual desktop support, network connections, software installation, data services, audio visual, video conferencing, and distance learning. The Technology Advisory Committee (TAC) supports the development of new technologies and reviews the 5 Year Replacement Plan for campus network, video, and PC equipment [[III.C.3.2](#)].

The District video conferencing system is used by committees and cross-functional groups to allow staff from distant campuses to participate in meetings. The system also can link into the CENIC video conferencing system for statewide conferences, seminars and other meetings. The system allows for several simultaneous conference rooms to be connected at once.

In the counseling department offices, the Student Appointment and Recording System (SARS) application is used to schedule and track meetings with individual students. Electronic document scanning is accomplished through OnBase imaging software that increases efficiency and responsiveness of Student Services, Financial Aid and Admissions & Records. The MCCC Library uses OCLC World Share web-based application system to track all library books and materials throughout the district. The collection can be queried using dedicated PCs which provide catalog functionality. Numerous website links provide direct connections to on-line research databases to which the school is authorized and licensed to use. Any faculty, staff, and currently enrolled students have access to utilize these multiple research databases.

The implementation of new technology into the traditional classrooms provides another opportunity for improving student learning. Distance education has evolved from the simple concept of video conferencing to multiple locations. Online classes are now the major focus of distance education. The college uses Canvas Learning Management System (LMS), and other online software components, which help in achieving success for online and traditional face to face classes. Computers in offices, classrooms, and public areas connect to the Internet via Category 6 (CAT 6) Ethernet network cable or via wireless access points that are managed and maintained by the District IT personnel and the local campus Network Coordinator.

Since the implementation of Bring Your Own Device (BYOD), devices with wireless capability can authenticate and connect to “SCWIFI-Staff” network. Staff members who desire to use BYOD, require a valid domain user account name and password to authenticate to the network. Students who use BYOD can authenticate to “SCWIFI” network by using current Student ID number and password.

Any guest or campus visitor can connect to the “SCWIFI-Guest” network. To access the SCWIFI-Guest network, visitors are required to contact the local IT department to provide them the password, which is then used to login. To provide another layer of security students and staff are on different networks and the Wi-Fi access for students and guests are on a network that has limited

access. MCCC has a total of 50 Access Points (APs) mounted on campus and OCCC has a total of 5 APs mounted.

MCCC uses Dell AppAssure for data backup. It is a hard-drive based backup service running every 4 hours Sunday through Saturday. The information is stored on a Raid Array of Independent Disk (RAID). Security Safeguards is a collaborative effort between the District and local college IT department. Administrative rights to secured servers and data are only given to appropriate individuals. Terminated employees' accounts are disabled and restricted to have access to their WebAdvisor login only.

Fresno City College, a sister school in the SCCC, has a software that audits the RC domain. MCCC uses Sophos as its preferred Anti-Virus software. Sophos does an excellent job safeguarding most Malware security concerns. The application is constantly updated to keep up and protect against Zero-day attacks. If a computer is infected by Malware, MCCC IT techs use Malwarebytes (more Advance Anti-virus) software to manually scan the infected workstation.

Hardware Firewall security settings are configured, managed and maintained the SCCC IT office. The hardware firewall provides an extra layer of security to prevent unauthorized personnel from accessing college data. Wireless Access Points (Wi-Fi) firewall configuration and settings prohibit students and guests from access to unauthorized data. Students and guests accessing the SCWIFI are restricted to Internet use only. Service level agreements such as Ellucian, Community College collaborative systems, Canvas, Web Pages/Portal, Instructional Software Online, Library programs, Anti-Virus and Email filters; each have different parameters for service [[III.C.3.3](#), [III.C.3.4](#)].

MCCC's transition from Personal Computers (PCs) and laptops to virtual desktops is approximately 90% completed. The OCCC has also completed 90% of its transition to virtual desktops. Disaster recovery for enterprise level service is defined and supported at the district office. MCCC disaster recovery Main Distribution Frame (MDF), also known as the main server, houses Uninterrupted Power Supply (UPS) battery backups with additional generator power support. Each Intermediate Distribution Frame (IDF) (cabling/switching) rooms have UPS mounted and installed for Layer 2/3 switching protection. In addition, the OCCC MDF and IDFs all have UPS mounted and installed to protect the hardware equipment from catastrophic power outages.

Furthermore, the District Enterprise System is Ellucian Colleague. Ellucian acquired the Enterprise product Datatel in 2012 and renamed it Colleague. SCCC was already using Datatel and has continued to use Colleague. Colleague account access is granted through the SCCC Technology Access Form [[III.C.3.5](#)] process. Account access is routed through the DO after the request is generated at the college or center level. The detailed process and work flow can be found in the SCCC Account Creation work flow [[III.C.3.6](#), [III.C.3.7](#)]. Emergency notification system is handled by the SCCC District Office [[III.C.3.8](#)].

Analysis and Evaluation

MCCC Computer Support Services collaborates with the Information Technology department at the District Office (DO) to provide a reliable, safe, and secure technological environment that enables MCCC to meet its mission. MCCC has a dedicated staff that supports campus technology for students, faculty, and staff. The DO is primarily responsible for technology security at the colleges. Ellucian's Colleague Suite is the student and employee information system, encrypted to protect student and employee information. The use of Starfish by instructors and counselors has also grown.

- c. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The Technology Survey issued spring 2017 assessed the needs of technology training for students and personnel. The information guided the delivery of technology training in following semesters [\[III.C.4.1\]](#).

Specialized training is available to all California Community College faculty through Professional Learning Network (PLN). The adoption of new technology and systems precipitates the need for many of the trainings offerings. With the introduction of each new piece of technology the College provides training to faculty, staff and or admin depending on the need. The selection of Starfish and E-Lumen necessitated faculty, staff and admin trainings on each of these programs [\[III.C.4.2\]](#). After the adoption of Canvas by the OEI and SCCC pilot period, the District and College began a rigorous training schedule on Canvas. Interwoven in these trainings were subjects such as accessibility, course design, and building student relationships using the course management system.

Once the faculty-led decision to adopt Canvas was made in spring 2016, the District supported three summer trainings in which Canvas employees were brought in for six-hour training sessions with MCCC faculty, staff, and administrators. Adjunct faculty were provided schedule C compensation for attending these trainings. Individual training continued during the District wide transition from Blackboard to Canvas in fall 2016. Monthly Saturday trainings were conducted for the three Colleges (Fresno City College, Reedley College and Clovis College) as well as campus trainings provided by the Instructional Designer. The effectiveness of these trainings can be seen in the increased adoption rate of Canvas over the previous LMS, from 40% usage to over 60% usage with Canvas.

To support students during the Canvas training, MCCC Tutorial Center tutors were trained in Canvas so that they could provide basic support in navigating the LMS when students needed help. In addition, a student orientation was created within the Canvas LMS and instructors were provided a link to this orientation to embed in their course or to send to students. MCCC offers numerous technology training classes during the spring and fall faculty flex days [\[III.C.4.3\]](#).

Additionally, staff development funds are available to faculty and staff for off campus training. Funds are allocated through an approval process by the staff development committee. This allows for participation in technology training conferences and workshops that are not yet offered on site. All staff training events are funded by the Perkins and Lottery funds.

Online Distance Education (DE) training is available to all faculty within the District Canvas LMS. Training topics include accessibility, creating online assessment, and designing an online course. An instructional resource Canvas shell provides training resources on a breadth of organic topics, including instructional videos, captioning, and student communication strategies [III.C.4.4]. Distance education courses have been enhanced by the addition of Distance Education Coordinator (faculty position) and an Instructional Designer (faculty position).

Distance Education instruction is taught by utilizing the multi-site Polycom/Avaya/Radvision video conferencing equipment. Classroom content is enhanced by video recording lectures. Video capturing is facilitated using Camtasia desktop recording software. The recorded video is then posted to the College's multimedia server and links are provided within Canvas for student access. Instructional tutorial videos are provided to faculty for this process as well as the process of embedding instructional videos into the Canvas LMS.

Analysis and Evaluation

MCCC has a dedicated Computer Services staff that supports campus technology for faculty, staff, students and administrators. Year round, specialized technology training sessions are available on-site and on-line for staff, administrators, and students. All staff members have access to the Professional Learning Network (PLN) online training modules that are available free of charge. PLN is a one-stop site for all California Community College (CCC) employees to access effective practices, training, and valuable resources.

- d. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

In the Summer of 2017 the District began use of Quest for student success which includes the Smarter Measure Assessment Technology [III.C.5.1]. The results of these measures helped inform the use of technology in the teaching and learning process. Prior to faculty members teaching a course online they must complete a certification program offered online and available for any full-time and part-time faculty members [III.C.5.2]

Any faculty teaching a Distance Education or hybrid course must use the district adopted LMS, Canvas. Students enrolled in the distance education or hybrid courses are authenticated through the course LMS integration with the College's student information system. The campus wireless network has been segregated into multiple virtual networks to control access to resources by device type and authentication [III.C.3].

RC Distance Education Strategic Plan includes recommendations for program and course development processes for online courses [III.C.5.3]. The Distance Education Strategic Plan provides distance education policies for institutional support, student integrity and authentication, faculty readiness, teaching and learning, accessibility and security, program review, and student support. Technology resources are guided by the technology resource allocation guide, which is decided in part by the five-year technology replacement plan [III.C.5.4]. The SCCCD Acceptable Use Policy guides faculty, staff and students, in the use of the District's computers. The introduction of this policy reads: "State Center Community College District ("SCCCD") owns and operates a variety of computer systems for use by its faculty, students, and staff. SCCCD encourages the use of its computer systems for education, academic development, public service, and other educational related purposes.

Analysis and Evaluation

MCCC adheres to the technology policies specified in SCCCD Use of Rights policies [IIIC5.1, IIIC5.5]. The policies address acceptable use of technology, email, employee expectations of privacy, and general security. Students and employees must agree to the SCCCD Acceptable Use Policy when logging into a computer attached to the SCCCD network.

Conclusions on Standard III.C. Technology Resources

MCCC meets the Standard.

Evidence List

[III.C.1.1-RC-WI Computer Services Program Review](#)

[III.C.1.2-Technology Plan 2017-2021](#)

[III.C.1.3-MC-OC Equipment inventory - 5 year replacement plan](#)

[III.C.1.4-DP2017 projects](#)

[III.C.2.1-PR Goal Planning- Technology Goals 2016-2017](#)

[III.C.2.2-Program Review Cycle 4 Handbook](#)

[III.C.2.3-Composition Sequence Reedley College Program Recommendations Annual Report](#)

[III.C.2.4-MC-OC Equipment inventory - 5 year replacement plan](#)

[III.C.3.1-MC-OC Equipment inventory - 5 year replacement plan](#)

[III.C.3.2-TAC Committee Operating Agreement](#)

[III.C.3.3-SCCCD Use Policy](#)

[III.C.3.4-State Center Community District Terms of Use](#)

[III.C.3.5-Employee Technology Authorization Request Form](#)

[III.C.3.6-SCCCD Account Creation Process](#)

[III.C.3.7-SCCCD Account Creation Workflow](#)

[III.C.3.8-1st2know SCCCD Emergency Alert Messaging system](#)

[III.C.4.1-2017 Technology Student Survey Response form](#)

[III.C.4.2-Starfish and eLumen Training](#)

[III.C.4.3-Flex Day Fa2017](#)

[III.C.4.4-Instructional Resources](#)

[III.C.5.1-Smarter Measure Summary ReportDE Strategic Plan](#)

[III.C.5.2-Canvas DE Certification Course](#)

[III.C.5.3-DE Strategic Plan](#)

[III.C.5.4-MC-OC Equipment inventory - 5 year replacement plan](#)

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

SCCCD receives most of its financial support from State of California apportionments. SCCC'D's general fund allocation, property taxes, categorical funding, enrollment fees, Education Protection Act funds, and other state funds are incorporated into one district fund and then distributed to the Colleges within the District. The key component of apportionment has historically been the calculation of full-time equivalent students (FTES). SCCC'D's FTES reported for the 2015-16 fiscal year was 29,194. SCCC'D is currently creating budget estimates according to the new funding model, which includes three components: FTES, student equity, and student success measures. Based on information current at the time, the District combines an estimate of state revenue with an estimate of miscellaneous revenue in order to determine a projected total allocation available for District distribution to all Colleges.

MCCC participates in an integrated budgeting process through the Reedley College Budget Committee which provides an overview of the annual planning and budget development process in the Reedley College budget principles, guidelines, and priorities. The budget development process, which includes the Budget Development Planning Calendar and the Budget Request Worksheets, were approved by all College governance groups and are being used throughout all campuses. The Integrated Planning Model shows how the process is fully integrated with Reedley College's Mission, Strategic Plan, EMP, Vision 2025, Program Review, and Human Resources Staffing Plans, which are the key drivers in the planning process [III.D.1.1]. All educational programs, student support services, and administrative departments are required to complete a budget worksheet annually. Resource requests for operational or discretionary resources, including instructional supplies, equipment, and technology, are included on the budget worksheet at the program level and are routed and reviewed by Department Chairs, then Deans, Directors or Managers, to Vice Presidents. The worksheets are compiled by Administrative Services for Budget Committee review, questions, or comments.

The Reedley College Human Resource Staffing Plan provides a process on how to approach the staffing at the College and all of its locations. This plan is aligned with the SCCCD Human Resources Staffing Plan [III.D.1.2, III.D.1.3]. The College looks at specific data to guide staffing decision making. The Budget Committee incorporates staffing requests from the Human Resources Staffing Plan into budget development, which is the basis for development of the final budget [III.D.1.4]. A final budget recommendation is then made to PAC and PC and ultimately it is presented to College Council and then the President for final approval.

In support of continuous quality improvement, the budget committee's operating agreement is reviewed, and the budget development process is assessed and evaluated annually to ensure an effective and efficient process. A survey to constituents is administered annually and resulting feedback is utilized in this review. As a result of the survey and suggestions from committee members during the budget worksheet review, improvements are made and noted in 2015-16 Budget committee summary of progress, improvements and challenges [III.D.1.5]. Future plans include the incorporation of categorical and grant funding into a similar budget process. The budget committee is also emphasizing budget monitoring and has been training and providing tools for budget managers to assist in managing their budgets. Videos of training were made on Camtasia and stored viewing as needed by managers [III.D.1.6].

Analysis and Evaluation

General fund allocations are distributed to the Colleges through the District's allocation model adopted by the Board of Trustees [III.D.1.7]. On May 13, 2011, a memorandum went to the newly formed District Resource Allocation Model Taskforce informing the group of their charge to develop and recommend to Chancellor's Cabinet and the Chancellor a District Resource Allocation Model for future resource planning and allocation decisions. The group transitioned from a taskforce to a committee in spring, 2012. In fall, 2013, the District Budget and Resource Allocation Advisory committee (DBRAAC) and constituent groups approved the model [III.D.1.8]. In January 2014, the Board of Trustees approved the model to be implemented in the 2014-15 fiscal year. In May 2014, under the guidance and direction of the Interim Chancellor, the Districtwide Resource Allocation Model (DRAM) was modified because the adopted model did not provide stable funding, and the campuses were not sufficiently funded. The modified model provides for base funding equal to last year's allocation plus additional funds to cover new costs. The District allocates remaining funds available to the campuses on an FTES basis. The Interim Chancellor presented the modified model to DBRAAC, which approved it by acclamation. It was evaluated during the 2014-2015 fiscal year. The campus presidents also presented it to their constituent groups. In September 2014, the Board of Trustees approved it with the adopted budget and it was implemented in the 2014-2015 fiscal year [III.D.1.9].

The allocation model is reviewed annually and modified based on recommendations developed from survey feedback and vetted through the participatory governance process and approved by the Board of Trustees [III.D.1.10]. This annual review ensures that funding is sufficient to cover all on going expenditures and to build or maintain adequate reserves per Board Policy 6200 [III.D.1.11]. Additionally, the model considers how the Colleges have evolved, and is responsive to the changes that will occur in the future. The model is objective, reasonably applied, flexible and responsive, widely communicated, adequately documented and perceived as equitable.

The District Resource Allocation Model manages general fund revenues to ensure that they are sufficient to cover on-going general fund expenses while building adequate reserves. The District acknowledges difference between the Colleges and recognizes the Colleges' need to direct their resources based on their own plans and objectives. The allocation model provided funding for Reedley College, which in turn is sufficient to support its existing financial commitments. The 2015-16 general fund budget of \$49,871,626 is comprised of district fund allocation of \$37,517,536 in unrestricted funds and \$12,354,090 in restricted funds. Reedley utilizes college strategic goals, mission and vision, and substantiated program review goals in resource allocation. Financial integrity and stability are assured by adherence to SCCCD Board Policy [[III.D.1.12](#), [III.D.1.11](#)]. Recent increases in categorical funding have been instrumental in increasing support for student services, student outreach, and instructional equipment [[III.D.1.13](#), [III.D.1.14](#)].

College and District planning processes emphasize the maintenance of appropriate reserves. The College appropriates resources to programs each year based on the allocation received from the DRAM, but additionally continually evaluate their operational expenditures to determine actual expenditures versus budget allocations. In February/March the Administrative Services office presents to President's Cabinet (PC), who discusses with President's Advisory Cabinet (PAC), a forecast of any potential unspent funding that could be redirected for strategic initiatives. Funding may then be directed to identified projects and to contribute to the College carry-over/reserves.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The Reedley College Mission and goals, applicable to all three campuses including MCCC, clearly define the broad educational goals of the College [[III.D.2.1](#)]. The College mission, vision, and goals are the result of dialogue and collaborative efforts and reflects a strong commitment to student learning and success, to educational quality, workforce development and to meeting the needs of the local community. The institution's mission and goals are the foundation of the decision-making process for financial planning. The central focus begins with emphasis is on linking financial planning to funding programs and services that are congruent with achievement of institutional goals and objectives. These goals are developed through integrated planning processes including the Mission, Vision 2025, Educational Master Plan, Strategic Plan, and Program Review recommendations, as indicated in the Reedley College Integrated Planning Model [[III.D.2.2](#)]. Budget request recommendations, and these goals directly support the College's mission. Budget Worksheets are completed by all programs and are routed and reviewed by all department chairs, Deans, Vice Presidents and the President, as indicated in the Reedley College Budget Development Planning Calendar Flowchart [[III.D.2.3](#)]. Budget worksheets requests link needs with program review goals and strategic planning goals. These requests are routed to the budget committee to review and make recommendations for funding to Presidents Advisory Cabinet, Presidents Cabinet, and College Council. The College President reviews the recommendations and requests and makes a final decision.

At Reedley College, the state of the budget and associated issues are standing agenda items at the President's weekly cabinet meeting. The Administrative Services office holds monthly budget meetings with various departments and programs. The Vice President of Administrative Services provides budget review and training at President Advisory Cabinet meetings to keep Directors, Deans, and VPs abreast of the overall financial status of the College [III.D.2.4]. Regular reporting to the college governance occurs throughout the budget development process. Once the final budget has been approved, the office of Administrative Services finalizes the budget worksheets with funded items and budget committee comment and distributes them back to VPs, Deans, and programs to complete the information loop. Additionally, once the budgets have been approved by the Board, the District Office loads the budget into the system of record, Ellucian Colleague™ (Datatel). All budget managers have real-time online access to department budgets and year-to-date account balances via WebAdvisor. Budget managers monitor their allocated budget versus actual expenditures on a monthly basis.

Analysis and Evaluation

The College Budget Guidelines identify the factors involved in the budget process [III.D.2.5]. Maintaining a balanced budget each fiscal year and maintaining a 3% college reserve, while supporting student success, program growth and Vision 2025 are key elements in these guidelines [III.D.2.6]. The past fiscal allocations have appropriately funded growth and have supported the achievement of institutional plans and the College's mission and goals. State apportionment primarily funds the necessary operating costs of the College, including the cost of all full-time faculty, staff, and administrators.

The District's Office of Finance and Administration is responsible for ensuring that the District, Colleges, and Centers' management of state funds comply with existing laws and regulations defined by the Education Code, Title 5, and the Budget and Accounting Manual issued by the State Chancellor's Office. In addition, the District and the College manage funds received from federal government resources and from private sources according to the respective funding agency's fiscal requirements. Due to the State of California's annual legislative budget appropriation cycle and the very real potential of annual appropriation variances and unknown economic factors, the College and District use conservative resource projection models. Financial planning at the College level is an ongoing process subject to adjustment as funding dictates.

Each fiscal year as part of the budget development process, the district Vice Chancellor of Finance and Administration presents a detailed report to the Board of Trustees outlining anticipated financial projections, state budget details, the impact of facilities construction, the impact of future collective bargaining negotiations, and a variety of other factors that could affect District budget resources. In this manner, the Board gains an overview of the current and expected finances of the District. The District and the College submit final budgets to the Board for approval.

The California Code of Regulations requires the SCCCD to schedule the district's tentative budget for adoption on or before July 1 and subsequent adoption of a final budget prior on or before September 15. In addition, the District is required to hold a public hearing prior to the adoption of the final budget with appropriate publication in a local newspaper, making the proposed budget

available for public inspection. All College budgets are available on the SCCCD website: www.scccd.edu. A quarterly financial report is available for trustee and public examination. The Board also archives documents for future reference. This open access and public scrutiny encourages realistic assessment of expenditures at the time the District constructs the budget. The District provides financial information throughout the institution at the District, College, and Center levels. The District e-mails its budget development calendar and end-of-year deadlines to all budget managers each year in order to provide sufficient timing to support institutional and financial planning and management. The internal budget development and approval processes of the College and the District and the general dissemination of information result in an awareness of financial information among direct participants in these processes.

To ensure that board members have a thorough understanding of the budget process, the SCCCD Board of Trustees has identified specific board meetings throughout the year for workshops and discussion of budget-related training and issues. These meetings are open to all members of the community including district administrators, faculty, and staff. The Board holds these meetings approximately three times per fiscal year and more often as needed. The meetings include an overview of the SCCCD budget history and development process [[III.D.2.7](#), [III.D.2.8](#)].

Each year the District presents the annual budget to the Board of Trustees for discussion and approval in a public hearing. The District publishes notice of the hearing in local newspapers. After the hearing, the Board takes action to approve a tentative budget by July 1 and adopt a final budget by September 15th. A public record of these approvals is available to the College and the greater community on the board's website, where the Board also archives documents for future reference. In addition, all College budgets and quarterly financial reports are available online and trustees as well as the general public can examine them. This open access and public scrutiny encourage realistic assessment of expenditures at the time the District constructs the budget.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

At MCCC as a part of Reedley College, institutional planning processes and the collaborative decision-making process help to establish priorities among competing needs and assist with predicting future funding. Budget processes for financial planning and budget are recorded in the RC Budget Principles, Guidelines, and Priorities and posted on Blackboard in Budget Committee [[III.D.3.1](#)]. Each fall, the campus community begins the process for financial planning and budget development with the collaborative efforts of administrators, faculty, and staff. Budget Worksheets are completed from the ground up by all programs and are routed and reviewed by all department chairs, Deans, Vice Presidents and the President, as indicated in the RC Budget Development Planning Calendar Flowchart [[III.D.3.2](#)].

A department budget worksheet is completed by the faculty who teach in the program, it is then forwarded and discussed with the department chair. It is then routed to the respective Dean to review and discuss before it is forwarded to the Vice President review and discussion. It is then sent to Administrative Services office for consolidation with all program worksheets for the budget

committee to review. All budget worksheet requests link needs with substantiated program review goals and strategic planning goals. Through the collaborative decision-making process, the Budget Committee, comprised of a broad spectrum of constituents, evaluates prioritized requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements. The Budget Committee makes recommendations for funding to Presidents Advisory Cabinet, Presidents Cabinet, and College Council. The College President reviews the recommendations and requests and makes a final decision.

Additional documentation of processes for financial planning and budget decisions are available in RC Budget Committee minutes, College Council Minutes, Board of Trustees Minutes, and the published Tentative and Final SCCCD Budget Book. These documents are available in hard copy in the Vice Chancellor of Finance and Administration's office and the Office of Administrative Services. They are also available on the SCCCD website and the College Blackboard Budget Committee site. Once the budgets have been approved by the Board, the District Office loads the budget into the system of record, Ellucian Colleague™ (Datatel). All budget managers have real-time online access to department budgets and year-to-date account balances via WebAdvisor. Budget managers monitor their allocated budget versus actual expenditures on a monthly basis

Analysis and Evaluation

The institution's mission and strategic plan are the foundation of the decision-making process for financial planning. At the College, emphasis is on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives. The College develops these goals through integrated planning processes including the Educational Master Plan, Strategic Plan, Staffing Plan, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Facilities Master Plan, Technology Plan, Program Review recommendations. These goals directly support the College's mission. The College develops these through dialogue and collaboration among all constituencies. In addition, the College links the Board of Trustees Approved Budget, Local Bond Funding for Capital Improvement and District and College Lottery Decision Package Funding to short-term and long-range financial plans.

Fiscal Responsibility and Stability

- 4.** Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Financial planning at the District level starts with the Vice Chancellor of Finance and Administration's funding projections, which are based on an estimate of state funding. These funding projections provide the basis for budget planning for the District and each of its Colleges and Centers and reflect a conservative yet realistic assessment of funding from the state. The District has also set monies aside in anticipation of the escalating STRS and PERS increases. The passage of Measure E in 2008 and Measure C in 2016 allow the College to maintain levels of access to education, technology, and equipment. Students benefit from Reedley College's continual support of programs that enhance retention and academic success and increased transfer rate and graduations. The SCCCD Grants Office investigates additional financial resource

development. In addition, the College President, Vice Presidents, Deans, and Directors have written grant proposals with guidance and technical assistance from the District Grants Office staff and consultants.

MCCC receives funding from the Perkins Act for its career technical education programs; State of California Lottery funds, and grants or allocations for Basic Skills (which helps fund the Tutorial Center and Counseling Department), Credit Matriculation, Disabled Students Programs and Services, BFAP (financial aid), CalWORKS/TANF, and the State Center Community College Foundation Mini-Grants program and others as identified in the 2015-16 Grant Worksheets [[III.D.4.1](#), [III.D.4.2](#)].

Analysis and Evaluation

MCCC as part of Reedley College and its Centers has been extremely conservative and achieved its goal of establishing and maintaining fiscal stability by keeping a balanced budget with reserves that exceed the 3% benchmark, as indicated in the RC Budget Guidelines [[III.D.4.3](#)].

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The SCCCD's financial management system utilizes the chart of accounts to ensure financial integrity and the responsible use of financial resources. The California Community Colleges State Chancellor's Office promulgates this chart of accounts through the Budget and Accounting Manual. To ensure that District budget expenditures fall within the adopted budget or board-approved revisions, the following control mechanisms are in place:

- A financial accounting system that provides budgetary control and accountability
- A budget control department that performs due diligence on every financial transaction
- An accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed
- A position control system through Human Resources to ensure that the District approves and budgets for all full-time positions
- A procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures
- A purchasing department that oversees adherence to purchasing policies and procedures
- Board of Trustees oversight of purchases, contracts, and hiring decisions
- Independent auditors who verify that safeguards are in place and who follow consistent and thorough investigation processes set forth in the California State Audit Manual

An independent firm audits the District each year and evaluates internal controls. As part of obtaining reasonable assurance that the District financial statements are free of material misstatement, the auditors perform tests of the District's compliance with various provisions of laws, regulations, contracts, and grants. The District discloses results of such tests in the auditor's report. This feedback is immediate, and the District implements recommendations within the next audit cycle. Each College has input on the recommendations that are made. Funds are allocated in a manner that realistically achieves the College's stated goals for student learning. The Chancellor's Cabinet engages in an extensive collaborations concerning resource allocation to all Colleges, and emphasizes the importance of a transparent model and process [[III.D.5.1](#)].

Analysis and Evaluation

The District uses the requisition and purchase order process in order to monitor and evaluate all proposed expenditures that its Colleges, Centers, and District support service departments submit. Some purchases require a contract between the District and the proposed vendor. The SCCC Chancellor delegates initial approval of all contracts to the district Vice Chancellor of Finance and Administration. The Board of Trustees reviews and votes on contracts and agreements over \$15,000 for public works and \$84,100 for goods and services during scheduled public sessions. The District will not process requisitions, purchase orders, and vendor payments involving a contract until an approved contract is in place.

Reedley College's Office of Administrative Services currently supports MCCC and is responsible for aligning the College's process with District procedures and state regulations. The College follows the same procedures as the District. Faculty and staff initiate purchase requisitions which must pass through an approval process involving the Directors/Managers, Deans, Vice Presidents, and the President in accordance with the RC Approval Hierarchy flowchart [[III.D.5.2](#)]. The District Purchasing Department processes the purchase orders. As requisitions are created at the department level, MCCC department budget managers ensure that funds are available for the purchase by using WebAdvisor or report manager. If a budget transfer is necessary to ensure funds are available, the budget manager prepares the appropriate entry and forwards to the Office of Administrative Services to enter. Upon completion of the budget transfer, the requisition continues through the appropriate approve hierarchy. Additionally, budget managers at MCCC and Reedley College's Administrative Services Office analyzes the expenditures monthly to ensure that the Center does not overspend.

In the February, the Office of Administrative Services, evaluates budget versus actual and forecasts any potential opportunities for carryover dollars. If carryover dollars are identified, the College President's Advisory Council (PAC) begins the Strategic Initiatives Process identified in the RC Budget Guidelines, Principles, Priorities [[III.D.5.3](#)]. Requests to redirect funding for Strategic Initiates follow a process that mirrors the budget development worksheets.

The District ensures that it disseminates financial information in a dependable and timely manner, the District Vice Chancellor of Finance and Administration submits financial reports to the Board of Trustees on a regular basis. In addition, the District is required to submit financial information

to the State Chancellor's Office through the quarterly Community College Financial Status Report (CCFS-311Q) and the annual Community College Financial Status Report (CCFS-311).

Each year the evaluation of three years' expenditure history and current fiscal year is the starting point in the budget development process. Analysis of the prior year's fiscal expenditures is an effective tool for identifying current and future fiscal needs.

The District Vice Chancellor of Finance and Administration reviews the year-to-date financial status of the District and Colleges at weekly district-wide finance and administration meetings. The Vice President of Administrative Services is the Reedley College representative at these meetings where they discuss financial activity, revenue or expenditure trends and take appropriate action, when applicable.

The Reedley College Vice President of Administrative Services, Vice President of Instruction or Student Services are representatives on the District-wide Information Systems Priority Committee, where they make recommendations for changes, additions, or deletions to the various Ellucian Colleague™ (Datatel) modules. The District Director of Finance, District Director of Information Systems, and the Information Systems Priority Committee evaluate and prioritize suggestions and ideas to improve the financial management system. The committee holds these meetings on a monthly basis. If the management system needs changes or modifications to improve its functionality, the committee makes these changes and provides applicable notification and training to the end line users of the system.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Each fiscal year, the District distributes unrestricted funding to MCCC, under the umbrella of RC, using the District resource allocation model. The District complies with state and federal law in the distribution of restricted funds to the Colleges and the Centers. The annual Community College Financial Status Report (CCFS-311) documents the District's compliance with direct instructional spending requirements. Additionally, the college reviews the budget as a whole by unit code and in comparison to previous years, to ensure that MCCC has ample funding.

Annually, the District provides tentative and final budget books to the BOT and to the public for review [[III.D.6.1](#)]. These books include detailed financial information for all District funds and allocation, as well as prior fiscal year projections, and the budget information for the new fiscal year.

As required by California Education Code Title 5 California Code of Regulations (Sections 59101-59106) and federal audit guidelines related to applicable student financial aid programs, contracts, and grants, the district contracts with an independent audit firm to conduct an annual audit in accordance with the U.S. "Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133." When corrections to audit exceptions occur at the Center, the Vice

President of Administrative Services manages them at the College level with oversight and availability of district management's advice.

The District has responded appropriately to all audit findings or exceptions in a timely manner by implementing each recommendation in the subsequent year and distributing them to each site. The annual budget, the annual audit report, and financial reports are available on the District website under Business Services [\[III.D.6.2\]](#).

Analysis and Evaluation

Through regularly published financial documents, the District and MCCC provide accurate and timely budget information to the BOT, the CCCCO, the public, and the College community.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Audit compliance is almost exclusively a Districtwide function. An independent auditor audits the College Center as part of the District's annual audit [\[III.D.7.1\]](#). When audit exceptions Occur at the Center, the Vice President of Administrative Services manages them at the College level with oversight and availability of District management's advice. Audit exception recommendations are submitted by the appropriate College and reviewed by the District and all other Colleges for implementation.

After the audit, the independent auditor presents the findings directly to the BOT in an open, advertised public session [\[III.D.7.2\]](#). The District responds in a timely manner to implement any corrections or recommendations to each audit finding in the subsequent year. The District completes its annual audit report and distributes it to each site in a timely manner. The Vice President of Administrative Services presents and discusses audit findings in the President's Advisory Council meeting.

Analysis and Evaluation

The District and MCCC collaborate to ensure that corrective measures are enacted appropriately and quickly.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The District policy requires an independent audit be conducted annually to evaluate and assess for validity and effectiveness in order to use the results for improvements. In Section IIID.10, evidence is provided regarding oversight of Financial Aid, Bond Measures E and C, grants, bids and contracts; which can all be found on the District website under Business Services. In addition,

Administrative Services Office staff regularly assesses internal controls and make any necessary changes. The district wide accounting group meets monthly to discuss current issues, policies and procedures [III.D.8.1]. The group has also completed the Education Department General Administrative Regulations (EDGAR) required standards policies for federal grants, which are available for all employees on the District's intranet [III.D.8.2].

Analysis and Evaluation

Staff in the Office of Administrative Services assess internal controls regularly and make changes if necessary. In addition, MCCC works with the District and other campuses to review accounting policies and practices to maintain a high degree of internal control. [III.D.8.3]

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Since the state of California began buying down deferrals in 2012-13, the cash flow at the District has been sufficient, and the level of District reserve is above average. The state recommends five percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. On May 29, 2018, the Board of Trustees has recently approved a 17% reserve level at the District and 5% at the College/Center [III.D.9.1]. The District historically exceeds this minimum reserve; and has maintained a reserve greater than 20 percent for the past several years [III.D.9.2]. The district has also demonstrated fiscal prudence by setting monies aside for the escalation of the STRS and PERS increases.

Analysis and Evaluation

MCCC and the District have sufficient cash flows and reserves to maintain fluid operations in case of an emergency without short- or long-term borrowing.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Management of Financial Aid

The MCCC Financial Aid is under the direction of the RC Financial Aid staff. The staff consists of a Financial Aid Director, Financial Aid Assistant II, and Financial Aid Assistant I. The Financial Aid staff are responsible for documentation of student eligibility and processing the funding of awards.

To ensure effective oversight, RC's Financial Aid Office performs the following:

- Maintains a policy and procedures manual outlining all of its processes [[III.D.10.1](#)]
- RC Financial Aid Director and support staff attends program training to stay current in changing rules and regulations
- Provides a list of disbursement dates and guidelines
- Maintains and makes available financial aid information for students [[III.D.10.2](#)]
- Works in cooperation with Admission and Records, Information Services, College Business Services, and Academic Services to assure that the funding, awarding and disbursing of funds meet all deadlines and regulations.

Management of Grants

The District's Grants Office provides oversight for grant applications and other externally-funded categorical programs in accordance with the Strategic Plans of the SCCCD [[III.D.10.3](#)]. The District grant writer performs preparation of grant applications within the scope of the U.S. Office of Management and Budget Circular A-133. The Grants Office provides training and consultation in grant compliance for project directors who ultimately have responsibility for adherence to the regulations that are under the provisions of the Federal Single Audit Act. Campus project directors are responsible for adhering to generally accepted district, state, and federal audit practices. The RC Office of Administrative Services and accounting support staff monitor and provide ongoing review and budget management of all College grants. Monthly meetings are held with staff responsible for programs such as SSSP, Student Equity Plan, Basic Skills Initiative to discuss alignment of budget with program goals and how year to date actual expenditures are as compared to budget. This Office prepares financial documents such as grant budgets and invoices at RC, and the SCCCD Finance Office accounting staff reviews them before forwarding them to the granting agencies [[III.D.10.4](#)].

Independent auditors review internal control system regularly, and the District has had no findings in the last three years regarding internal controls. RC has appropriate separation of duties and adequate internal controls in place for cash handling. The Accounting Supervisor in the Business Services Office conducts a monthly safe count and one other staff member witnesses it.

Contractual Relationships

The District or MCCC develops contracts and agreements; which are review by the district legal counsel and the Vice Chancellor of Finance and Administrative Services. The BOT reviews all contracts and agreements over \$15,000 for public works and \$90,200 for good and services and votes on them during scheduled public sessions. The purchasing and accounts payable departments provide an additional level of oversight for these contractual obligations [[III.D.10.5](#)].

External Sources of Funds

The independent Citizens' Bond Oversight Committee ensures that the District spends funds from locally approved Bond Measures (Measure E and Measure C) in accordance with projects and programs outlined in the election ballot [[III.D.10.6](#)]. The committee meets four times per year to review expenditures and projects' management. Since MCCC has not had any expenditures for Measure E recently, there has been no need to meet. However, with the recent passage of Measure C in June 2016, a new Citizen's Bond Oversight Committee will meet again on a more regular basis [[III.D.10.7](#)]. MCCC recently held an inaugural groundbreaking on October 2, 2018 for the

new Agriculture and Technology Building, the first of many new public investments being made in the district's colleges and centers [[III.D.10.8](#)].

Auxiliary Organizations

MCCC has a few auxiliary organizations that are directly controlled by the District. One organization is the food service program provided by Taher, Inc. The MCCC Food Services has been operating with the support of the RC general fund to provide students food services so they can remain on campus throughout the day [[III.D.10.9](#)]. Another auxiliary organization is The College Bookstore, which is managed Districtwide by a Bookstore Manager who reports to the Vice President of Administrative Services at Fresno City College.

Assessment of Financial Resources

External auditors audit the institution on an annual basis. The district publishes, distributes, and makes available its audits on the District website [[III.D.10.10](#)]. The District corrects each finding in the subsequent year and presents the external audit reports to the Board of Trustees upon completion.

Analysis and Evaluation

The District has a history of effective oversight of finances and is proactive in the management of financial functions. The District Finance Office also monitors grant funding for compliance with state and federal regulations.

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

When developing the annual budget, SCCCD first budgets faculty, management, and staff step increases and other expenses that are not under district control, followed by operational fixed costs considerations. This process enables the District to project several years ahead the impact of these costs on reserve funds [[III.D.11.1](#)].

The College links institutional plans such as District and College Strategic Plans, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, as well as Lottery Decision Package Funding, Local Bond Funding for Capital Improvement, the Educational Master Plan, the Facilities Master Plan, Reedley College HR Staffing Plan, and the Board of Trustees approved budget to both short-term and long-range operational financial plans [[III.D.11.2](#), [III.D.11.3](#), [III.D.11.4](#), [III.D.11.5](#), [III.D.11.6](#), [III.D.11.7](#), [III.D.11.8](#), [III.D.11.9](#), [III.D.11.10](#)]. In addition, the Program Review process addresses facility needs that arise, and faculty submit recommendations through the HR Staffing Plan, using the Gap Analysis process, for consideration [[III.D.11.11](#)].

The District has a strong commitment to plan for long- and short-term liabilities by maintaining sufficient cash flow and reserves to support unanticipated operational needs of the institution. The District reserves for the past three years have been in excess of twenty percent. The District is self-insured through membership in two joint powers authorities: Valley Insurance Joint Program Powers Authority (VIPJPA) and Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District (FASBO) and has an irrevocable Other Post-Employment Benefits (OPEB) trust with a balance of \$11,349,405 on December 31, 2013. The District also has approximately \$800,000 in a District fund for post-employment health care benefits [[III.D.11.12](#)].

The District manages risk for property, liability, worker's compensation, dental, vision, and health insurance by being members of VIPJPA and FASBO. The VIPJPA is a self-insurance pool for property, liability, and worker's compensation insurance. Its members consist of Merced Community College District, State Center Community College District, and Yosemite Community College District. The members meet quarterly to manage property, liability, and worker's compensation risk, pay claims, set premium rates, review coverage, manage the JPA's finances, and set policies, procedures, and determine areas of potential risk to mitigate future costs to the group [[III.D.11.13](#)]. The District is self-insured for theft, liability, personal injury, property damage, and other casualty losses. In addition, VIPJPA has a Safety and Loss Control Committee to examine and develop programs to minimize risk exposure. The VIPJPA is also a member of the Association of Community College Insurance Alliance of Schools for Cooperative Insurance Programs (ASCIP). Due to the small size of VIPJPA, VIPJPA decided to join the larger risk pool (ASCIP) to further protect the member districts from the volatility of premium increases.

The second Joint Powers Agreement is the Fresno Area Self-Insured Benefits Organization (FASBO). FASBO is a self-insurance pool set up to provide vision, dental, and health care insurance for its members and their families. Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District comprise FASBO. FASBO is self-insured for medical care and meets regularly to manage and control medical costs to keep member premiums and deductibles at a minimum.

SCCCD employees may also choose between two other medical providers: Health Net and Kaiser Permanente. The district and employee groups have negotiated to increase co-pays and deductibles in an effort to keep the medical premium near the negotiated district maximum contribution.

In addition, because Governmental Accounting Standards Board Statement 45 requires government employers to measure and report liabilities Associated with post-employment benefits, the District has established an irrevocable trust to begin funding the outstanding obligation over the required period. The trust currently has a balance of \$11,349,405 as of December 31, 2013. In addition, the District also has approximately \$800,000 in a District fund for post-employment health care benefits [[III.D.11.14](#)].

Analysis and Evaluation

The funding model for SCCCDC comes through a number of allocations, including general unrestricted and restricted funding sources. The District Budget and Resource Allocation Advisory

Committee (DBRAAC) evaluates annual allocations to the colleges which include a base allocation, salary adjustments, fixed cost adjustments, and district wide initiatives.

MCCC currently receives its operational resources from the RC allocation that provides for base fixed salary costs and discretionary resources based on need. Funding for discretionary needs, such as supplies and equipment, is allocated to departments and programs through an integrated planning process where resource requests are justified and linked to strategic initiative goals, mission, and vision.

The RC Budget Committee collects these requests, consolidates the worksheets, and evaluates the requests according to its principles, guidelines and priorities. It in turn submits recommendations to President's Cabinet and the President, who ultimately approves the requests. MCCC faculty and staff have representation on this committee and are participating in budget decisions made by Reedley College. These practices will be adapted by MCCC for use in developing its own budget procedures. MCCC budget is sufficient to support student learning programs and services at MCCC, thereby ensuring institutional effectiveness and financial stability.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District maintains or exceeds the five percent reserve recommended by the state Chancellor's office and is fully funding its annual OPEB obligation [[III.D.12.1](#), [III.D.12.2](#)]. The District provides a long-term disability program for regular permanent employees as prescribed in the various employee union contracts. Employees with a regular work assignment exceeding twenty hours per week are eligible to receive two-thirds of their monthly salary for a period of time commensurate to their years of service up to five years. Employees with more than five years of service are eligible for benefits up to the age of sixty-five. The District began addressing large vacation balances in 2013. The District limits classified staff and administrators to a maximum of two years of vacation accruals on the books.

Analysis and Evaluation

SCCCD provides post-employment benefits other than pensions (OPEB) to employees who meet certain criteria. As a result of offering such benefits, SCCC reports the value of such benefits and the Associated costs according to the accounting requirements of Governmental Accounting Standards Board Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions. SCCC provides medical, dental and vision benefits to eligible retirees and their covered eligible dependents. All active employees who retire directly from SCCC and meet the eligibility criteria may participate [[III.D.12.3](#)].

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

In June of 2016, a supermajority of voters living in the SCCCD approved Measure C that was a 485-million-dollar bond for the construction and repair of facilities throughout the District, its colleges and centers. This was the second bond measure approved by the voters in fourteen years and shows the support that the District has in the community and the commitment to creating effective and sustainable educational institutions. Reports for both bonds are posted on the District website [[III.D.13.1](#)].

Analysis and Evaluation

The SCCCD Board of Trustees established a Citizens’ Oversight Committee. Under the provisions of California Proposition 39, the Measure E and Measure C Oversight Committee is charged with informing the public concerning the District’s expenditure of bond proceeds, reviewing bond expenditures, and providing an annual report to the State Center Community College Board of Trustees. The bond revenues are expended only for the construction, reconstruction, rehabilitation or replacement of college facilities, including the furnishing and equipping of college facilities or the acquisition or lease of real property for college facilities. No bond revenues are expended for salaries or other college operating expenses. [[III.D.13.2](#)]

(State Center Community College District has no locally-incurred debt instruments.)

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

External auditors audit SCCCD on an annual basis. The district publishes, distributes, and makes available its audits on the District website [[III.D.14.1](#)]. Each year as part of the annual audit, the District’s independent auditors audit grants. Occasionally, funding agencies also audit grants [[III.D.14.2](#)]. An independent audit firm audits the SCCC Foundation, as a separate not-for-profit organization, each year. The foundation publishes, distributes, and makes available its annual audit on the District website.

Analysis and Evaluation

An auxiliary organization that seeks financial resources to support the mission and goals of MCCC is the SCCCF, a 501c(3) organization serving all Colleges and Centers of the District. “The mission of the State Center Community College Foundation is to encourage philanthropic gifts that directly enhance the access to and quality of community college education for the students and faculty of the State Center Community College District” [[III.D.14.3](#)]. The Foundation’s mission is to attract scholarships, individual and corporate gifts, grants, and other private resources to support the

District, Colleges, and Centers. Five executive committee members and twenty-five board members from throughout the District service area comprise the volunteer Board of Directors. The Foundation Accounting staff manage foundation funds with the assistance of the District's finance department.

The MCCC Associated Student Body and Clubs may conduct fundraising efforts. The Business Office audits these activities annually and has determined they follow prudent business standards and practices. The Center continues to apply for and receive grants. Accounting staff has received training on Office of Management and Budget Circulars that are applicable to federal grants. Program staff receives training provided for the specific grants with which they are involved.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

In 2014, the State Chancellor's Office launched a default prevention initiative in an effort to help California community colleges improve their cohort default rates [[III.D.15.1](#)]. The Reedley College Financial Aid Office monitors default rates and default rates have gone down significantly with the implementation of the Default Prevention Plan. MCCC continues to use default prevention activities to keep default rates low. Although the Default Prevention Plan is not required, the Center will continue to update the plan and default prevention activities as a best practice.

Analysis and Evaluation

The MCCC Financial Aid Office, under the umbrella of Reedley College and the Reedley College Financial Aid Office, processes student loans for the Center's students. Until recently, the Reedley College Financial Aid Office processed student loans for both Reedley College and Clovis Community College students; therefore, the default rates available reflect an aggregation of the data for both colleges and their centers. Reedley College developed a Default Prevention Plan in 2015. A taskforce was formed to address the 39.3 percent default rates and prevent the loss of institutional eligibility. This plan identified the factors causing the default rates to exceed the threshold, establish measurable objectives and the steps the institution has taken to improve its cohort default rate, and specify the actions the institution took to improve student loan repayment. The plan was approved by the Department of Education [[III.D.15.2](#)].

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

MCCC has contracts with various organizations to provide education services and classes. For example, MCCC has worked collaboratively with the K-12 feeder schools to provide opportunities for high school students to seek pathways through dual enrollment programs to allow high school students to be immersed in college courses and thus shorten their time to achieve their college goals. [[III.D.16.1](#)].

The District finance office monitors contracts for compliance with state and federal regulations. External independent audits for the District and College have had no findings representing reportable conditions, weaknesses or instances of noncompliance related to contractual agreements with external entities.

Analysis and Evaluation

SCCCD Board Policy 6340 [[III.D.16.2](#)] requires that contracts and agreements must meet the requirement of the Public Contract Code. The Vice Chancellor of Finance and Administration and District legal counsel review all MCCC and the District contracts and agreements. Contract agreements cover, among others, personal services, lease purchase agreements, instructional programs and services, contract education, and inside/outside facility use. The District finance office maintains various lists of different types of contracts (construction, independent contractor agreements, purchase orders, software). The District finance office reviews all contracts and are cautious with insurance and indemnity clauses, term and termination, evergreen renewal, warranties, expenses, governing law, etc. The institution can terminate contracts for cause.

Conclusions on Standard III.D. Financial Resources

MCCC meets the Standard.

Evidence List

[III.D.1.1-Integrated Planning Model](#)

[III.D.1.2-RC HR Staffing Plan](#)

[III.D.1.3-District Integrated Planning Summary-Human Resources](#)

[III.D.1.4-Budget Development Flow Chart](#)

[III.D.1.5-Budget Committee Survey](#)

[III.D.1.6-Budget Training Videos](#)

[III.D.1.7-SCCCD Budget and Resource Allocation Model](#)

[III.D.1.8-SCCCD DRAM](#)

[III.D.1.9-BOT Approved 1.14.2014](#)

[III.D.1.10-Budget Worksheet Survey](#)

[III.D.1.11-BP 6200](#)

[III.D.1.12-RC Budget Principles](#)

[III.D.1.13-RC Grant Worksheet](#)

[III.D.1.14-MCCC-OCCC grant worksheet](#)

[III.D.2.1-Strategic Plan 2017-2021](#)

[III.D.2.2-Integrated Planning Model](#)

[III.D.2.3-Budget Development Flow Chart](#)
[III.D.2.4-Reedley College Budget Process](#)
[III.D.2.5-RC Budget Principles](#)
[III.D.2.6-Vision 2025](#)
[III.D.2.7-Board Budget Summary Session 2.17.15](#)
[III.D.2.8-Board Budget Update Minutes 5.5.15](#)

[III.D.3.1-RC Budget Principles](#)
[III.D.3.2-Budget Development Flow-Chart](#)

[III.D.4.1-MCCCC-OCCCC grant worksheet](#)
[III.D.4.2-RC Grant Worksheet](#)
[III.D.4.3-RC Budget Principles](#)

[III.D.5.1-SCCCD 2015-16 Financial Audit Report](#)
[III.D.5.2-RC Approval Hierarchy](#)
[III.D.5.3-RC Budget Principles](#)

[III.D.6.1-SCCCD 2015-16 Financial Audit Report](#)
[III.D.6.2-SCCCD Budget and Resource Allocation Model](#)

[III.D.7.1-Board Audit Report](#)
[III.D.7.2-College Council Audit Report](#)

[III.D.8.1- Budget Committee Notes_ 11.08.2018](#)
[III.D.8.2-SCCCD Financial Audit Report 2015-2016](#)
[III.D.8.3-RC Budget Flowchart - Rev. 6.17.16](#)

[III.D.9.1-General Fund Carry-Over Worksheet](#)
[III.D.9.2-SCCCD Proposed Final Budget 2017-2018](#)

[III.D.10.1-Financial Aid Guide 06.21.18](#)
[III.D.10.2-Financial Aid Workshop Fall 2018](#)
[III.D.10.3-District Strategic Plan 2017-2020](#)
[III.D.10.4-RC Grant Worksheet](#)
[III.D.10.5-Contracts and Bids](#)
[III.D.10.6-Citizen Oversight Outline](#)
[III.D.10.7- Bond Oversight Committee Agenda 10.04.2018](#)
[III.D.10.8-Measure C & E September 2018 Newsletter](#)
[III.D.10.9-Taher Auxiliary Organization](#)
[III.D.10.10-SCCCD Business Office](#)

[III.D.11.1-SCCCD State Adopted Budget](#)
[III.D.11.2-District Strategic Plan 2017-2020](#)
[III.D.11.3-Strategic Plan 2017-2021](#)
[III.D.11.4-5 Year Construction Plan](#)

[III.D.11.5-5 Year Scheduled Maintenance Plan 2016-2021](#)

[III.D.11.6-Technology Plan 2017-2020](#)

[III.D.11.7-Educational Master Plan](#)

[III.D.11.8-Local Bond Funding](#)

[III.D.11.9-Lottery Decision Package](#)

[III.D.11.10-RC HR Staffing Plan](#)

[III.D.11.11-Gap Analysis](#)

[III.D.11.12-OPEB Report](#)

[III.D.11.13-FABSCO Board Appointment](#)

[III.D.11.14-BOT Review of Irrevocable Trust](#)

[III.D.12.1-OPEB Report](#)

[III.D.12.2-Retirement Board Agenda-Reports](#)

[III.D.12.3-SCCCD GASB 45 ACTUARIAL VALUATION REPORT](#)

[III.D.13.1-Bond Measures Webpage](#)

[III.D.13.2-Oversight Committee Webpage](#)

[III.D.14.1-SCCCD Business Office](#)

[III.D.14.2-SCCCD Foundation Audit Report](#)

[III.D.14.3-SCCCD Foundation Mission](#)

[III.D.15.1-Reedley College Default Prevention Plan](#)

[III.D.15.2-Reedley College Default Rate History](#)

[III.D.16.1-AR 4104](#)

[III.D.16.2-BP 6340](#)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Through the guidance of RC, institutional leaders at MCCC provide the basis for creating and encouraging innovation, and this results in institutional excellence. Innovative processes such as “Vision 2025” [IV.A.1.1], the EMP [IV.A.1.2], SP [2, IV.A.1.3], and Guided Pathways [IV.A.1.4] involve significant input from faculty, staff, administration and students in order to meet the Mission of the College (<https://www.maderacenter.com/about/mission-statement.html>). Moreover, a well-defined participatory governance structure [IV.A.1.5] identifies the processes and multiple venues for communication, where College employees, students, and the community-at-large have opportunities to provide input, recommend innovative approaches, and retain an awareness on institutional direction.

Throughout each academic year, there are multiple points in which all faculty, staff and the community-at-large have opportunities to view and make use of Vision 2025, the EMP, and the SP. Updates on the status of these three, as well as other planning efforts, are provided during Opening Days in both the Fall and Spring [IV.A.1.11]. Importantly, the College, through the College Council (CC), publishes a quarterly institutional newsletter, “MOR [Madera, Oakhurst, Reedley] in Motion”, which provides an overview on the status of the institution. Updates on the SP, the EMP, accreditation procedures, institutional set standards, and Vision 2025 are the foci of the publication (<https://www.maderacenter.com/about/mor-in-motion.html>). Furthermore, the College regularly engages the community-at-large through various avenues, such as bond campaigns, community events, civic membership, advisory committees, and city council and school board meetings on the status of the College and its progress.

Finally, RC produces and publishes an Annual Report, which is shared broadly both internally and externally, and includes detailed information for MCCC and OCCC (<https://www.reedleycollege.edu/documents/announcements/1617annualreport.pdf>).

Information for promoting institutional effectiveness, which is continually updated, is readily available to all faculty and staff. The SCCCD Office of Institutional Research (<https://www.sccd.edu/faculty-and-staff/pilot-dashboard.html>)? (<http://ir.sccd.edu>)? maintains “fact sheets” pertinent to all of the educational facilities in the district, instructional program review data (including success and retention rates by course and semester, excluding summer terms), and enrollment management information. Information regarding enrollment trends, success rates, and degrees and certificates awarded by the College is available via the annual SCCCD Fact Book, and through information provided by the Research Coordinator in the program review process (<http://www.reedleycollege.edu/faculty-and-staff/college-planning/index.html>). All the aforementioned information has been beneficial in supporting MCCC’s growth and planning for becoming an independent college.

The College has adopted its framework of accountability measures or ISS through its participatory governance process (<http://www.reedleycollege.edu/faculty-and-staff/college-planning/index.html>). The information aids in targeting efforts and was a fundamental component in developing multiple planning documents, including Student Support Services & Programs and Student Equity Plan, which is now internally known as the Mega Plan, a master integrated plan [IV.A.1.12].

Opportunities for all faculty and staff to provide input regarding the institution’s performance are afforded through the College’s participatory governance process [IV.A.1.5]. Committees are staffed by individuals who work in diverse capacities throughout the College and are appointed for service by the various constituent representative organizations. Ideas for institutional improvement develop in a “grassroots fashion”; i.e., commencing at the committee level and/or through CCC [IV.A.1.13], and ultimately reaching CC. Both the RC’s constituent representative organizations and its various standing committees actively post agendas, meeting notes, and relevant documents to the institution’s Canvas website.

Analysis and Evaluation

Through the RC mission, both MCCC and OCCC provide an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success (<https://www.maderacenter.com/about/mission-statement.html>). The Centers offer a wide range of educational opportunities - associate degree programs, career technical education, transfer level and basic skills courses – all offered in an accessible and safe environment. MCCC instills a passion for learning and progress that meets the academic, workforce, and personal goals of a diverse population, which is indeed apparent within and across the campuses (<https://www.maderacenter.com/about/index.html>, <https://www.oakhurstcenter.com>).

To ensure that MCCC possesses a beneficial long-range vision and a basis for the development of a revised EMP and subsequent SP, the institution developed Vision 2025 using a joint-planning approach. Vision 2025 was created to provide “excellence in instruction, leading in student success

and completion, working toward accreditation of Madera Community College, building and maintaining modern facilities, engaging in collaborative and integrated planning, and establishing environments for community engagement and cultural activities.” Vision 2025 was adopted through the participatory governance process in 2014 and was shared publicly thereafter [[IV.A.1.6](#)]. The set of goals has been widely communicated and used across many programs. It has also been used as the basis for development of the new EMP, along with providing a foundation for the 2016 facilities bond campaign, which was successful [[IV.A.1.7](#)].

The College has been persistent in setting institutional goals and values that are developed and subsequently shared and communicated both internally and externally through numerous channels and modalities, inclusive of MCCC and OCCC. An annual review of the EMP provides an opportunity for all programs to determine the effectiveness in supporting Vision 2025. Furthermore, the College continues to have a well-publicized and published SP, which guides the progress of the institution. The SP was recently revised, with input from many faculty and staff, including those from MCCC and OCCC and their respective communities [[IV.A.1.8](#), [IV.A.1.9](#), [IV.A.1.10](#)].

Professional development, especially for innovative approaches to education for faculty, administration, staff and students, is encouraged. Significant funding is allotted each academic year in order to improve the College’s practices, programs, and services. Funding is specifically identified to support Academic and Classified Senate members attending plenaries, leadership workshops and annual conferences. The College/District appropriately supports faculty research through sabbatical opportunities [[IV.A.2.5](#)]. In addition, RC encourages all employees to serve on statewide committees and accreditation teams. Valuable experience that is gained from professional development is discussed and/or implemented through the established processes.

Finally, with RC being chosen as a “Guided Pathways College”, MCCC is currently planning for the implementation of Academic Pathways when the institution is awarded independent-college status. The College leadership has been actively supportive of this transition [[IV.A.1.4](#), [IV.A.1.14](#), [IV.A.1.15](#), [IV.A.1.16](#)].

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Each constituency group has a uniquely clear and designed participatory governance role.

Faculty: All faculty participate in college governance through the RC Academic Senate and its Associated committees, college and district wide participatory governance committees. In accordance with California State Education Code and Title V of the California Code of Regulations, the purpose of the RC Academic Senate is to act as the faculty's representative to the administration and to the governing board with regard to academic and professional matters.

The Academic Senate meets bi-monthly throughout the academic year, focusing on the faculty business for the College which is not part of the scope of the faculty bargaining unit [IV.A.2.4]. Faculty members also have defined roles in faculty and administrative personnel hiring and faculty evaluations [IV.A.2.5]. Moreover, MOFA, a subcommittee of the Academic Senate, is a forum where academic issues are discussed, and important proposals can be made [IV.A.2.6, IV.A.2.7]. Finally, the SCFT address all workplace (contractual) issues for full- and part-time faculty [IV.A.2.8, IV.A.2.9].

Classified Professionals. The Classified Senate, which includes representatives from MCCC, serves as the representative body for classified professional staff members. Provisions for this organization are also made in BP as derived from Title 5, §51023.5(a) of the California Code of Regulations [IV.A.2.1]. The Senate promotes professional development, and any other matter involving classified staff not expressly excluded by law, by:

- * serving in an advisory capacity, through participation of its elected and appointed members, in the areas of College/District planning and College/District policy making;

- * communicating recommendations and concerns to the College/District regarding matters affecting the welfare of its membership by providing the means to present views and concerns to the administration; and

- * promoting communication among classified members by sharing information regarding matters of mutual interest, and addressing concerns of its membership for the purpose of promoting excellence and fostering a spirit of goodwill within the classified service.

The CSEA manages all contractual issues, but also has additional responsibilities in the governance process, and thus appoints representatives in numbers that equal those made by the College's Classified Senate [IV.A.2.10, IV.A.2.11]. Furthermore, a Madera-Oakhurst Classified Alliance (MOCA) is currently being developed in anticipation of MCCC's initial accreditation [IV.A.2.12].

Administrators: In terms of the involvement of administrators and managers in institutional governance, BPs and ARs indicate that the College administration's responsibilities are delegated by the SCCCDC Chancellor [IV.A.2.13]. College leadership also participates in district wide standing committees such as Chancellor's Cabinet, Communications Council, and the SCCCDC Facilities Committee [IV.A.2.14, IV.A.2.15].

Students: Student involvement at the Board of Trustees level is identified in Title 5, Section 51023.7 of the California Code of Regulations. BPs and ARs provide for student representation both at Board meetings and committees. These documents also list the functions, responsibilities

and selection procedure for the student representative to the Board. Student representatives to committees are appointed by the Associated Student Body (ASB). [[IV.A.2.1](#), [IV.A.2.2](#), [IV.A.2.16](#), [IV.A.2.17](#)].

On the Reedley campus, students are represented on the College Council, Budget, Curriculum, Facilities, Health and Safety, Matriculation, Program Review, SLO, and Strategic Planning Committees. All students acting as representatives of Associated Student Government (ASG) are to maintain contact with the committee chair or his/her assistant. The Student Activities page of the Reedley College website identifies student activities, student leadership functions, and the responsibilities Associated with ASG membership (<http://www.reedleycollege.edu/campus-life/clubs-and-Associations/index.html>). Furthermore, students at MCCC are encouraged to participate in both ASB and ASG (<https://www.maderacenter.com/campus-life/Associated-student-government.html>).

As a member of the ASG Student Senate, the student trustee is a non-voting member of the Board of Trustees. The position was developed to provide students with opportunities to develop leadership skills while participating in self-governance [[IV.A.2.18](#), [IV.A.2.19](#)].

Certificated employees, classified employees, administrators, and managers all actively serve on various standing and ad-hoc committees and task forces, both at the College and throughout the District, as specified in BP. Each of the aforementioned constituent groups is represented on all of the following committees: Budget, CC, Enrollment Management, Facilities, Health and Safety, Matriculation, Program Review, SLO, SP Committee, and Technology Advisory Committees [[IV.A.2.20](#), [IV.A.21](#), [IV.A.2.22](#), [IV.A.2.23](#), [IV.A.2.24](#), [IV.A.2.25](#)]. The College faculty and administration participate in two additional committees: the Academic Standards Committee and the Sabbatical Leave Committee [[IV.A.2.26](#)].

As outlined in the Participatory Governance Handbook, committee composition for College and campus committees is achieved through appointed representatives from constituency groups [[IV.A.1.5](#)]. Faculty members are appointed to committees by either the Academic Senate or their respective academic departments/divisions [[IV.A.2.4](#), [IV.A.2.5](#)]. Classified staff members are appointed to committees by either the Classified Senate, CSEA, or the committee chair as a standing member [[IV.A.2.10](#), [IV.A.2.11](#)]. Students are appointed to committees by student representatives elected to serve on ASG. Many of the administrative assignments are determined by the College President.

SCCCD has established the following BPs and ARs that describe the responsibilities and authority in curricular and educational matters:

BP/AR 2510	Participation in Local Decision Making
AR 4020	Program and Curriculum Development
AR 4022	Course Approval
AR 4105	Distance Education
AR 4230	Grading and Academic Record Symbols

AR 4237	Assessment and Course Placement
AR 4260	Prerequisites and Co-requisites

The application of these BP/ARs is summarized in the Roles of Constituents in District Decision-Making. The manual summarizes each constituent group’s role in the College/District, and was developed in conjunction with an evaluation and revision of AR 2510 (Participation in Local Decision- Making). The manual and the revised AR 2510 were approved by all Senates through each College’s participatory governance process in 2003 [[IV.A.2.27](#)].

Included in the Roles of Constituents in District Decision-Making is the role of students in areas of curriculum and educational matters. Title 5 and Education Codes were reviewed to make sure that students were given appropriate opportunities to be involved in decision-making processes, including curriculum. In addition, the ASG President meets regularly with the President of the College and is a voting member of CC, since the COA states that a student representative is mandatory for quorum to be achieved [[IV.A.2.22](#)].

Analysis and Evaluation

SCCCD Board Policy defines in detail the duties and responsibilities of all District faculty, administration, support staff and students, in terms of institutional governance and input into institutional decisions [[IV.A.2.1](#)]. ARs such as AR 2510 were established by the Board to define procedures used in implementing BP [[IV.A.2.2](#)]. These ARs have been operationalized at: 1) the campus- or college-level through the institution’s participatory governance process, as outlined in the RC Participatory Governance Handbook; and 2) the district wide participatory governance process, as outlined in the SCCC Roles of Constituents in the Decision-Making Process. These guides describe the District and College’s decision-making processes and define the roles of the constituent groups through COAs of all governance committees [[IV.A.2.3](#)].

When it attains independent college status, MCCC will convert MOFA into an Academic Senate to handle established 10+1 academic and professional matters.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

As mentioned above in Standard IVA.2, BP summarizes the duties and responsibilities of faculty, administration, staff, and students in terms of institutional governance and input into institutional decisions [[IV.A.2.1](#)]. ARs define the procedures used in applying BP [[IV.A.2.2](#)]. These two define the College’s decision-making processes and define the roles of the constituent groups through COAs of all governance committees, including budgetary and planning processes [[IV.A.2.15](#), [IV.A.2.19](#)]. Furthermore, at MCCC and OCCC, CCC also plays an active role in these practices [[IV.A.1.13](#), [IV.A.3.1](#)].

Analysis and Evaluation

The RC committees' COAs state that both administrators and faculty, including those at MCCC and at OCCC, have clearly defined roles. Several committees, including AIE, Student Success, Budget, and SP, possess administrative and faculty co-chairs. The COAs for these committees clearly delineate the membership of each committee and its purpose and scope [[IV.A.3.2](#), [IV.A.3.3](#)].

Faculty actively participate in budgetary planning and allocation processes. The College budgetary process involves program experts (i.e., faculty and classified staff) who create budgetary worksheets each academic year, based on the individual needs of their programs. Each academic department can submit an exclusive and campus-specific budget that differs from that at the Reedley campus. Wish-list items are also identified for a program's improvement. The worksheets are subsequently reviewed by the Budget Committee, who in turn make budget recommendations to the College President. Each request (e.g., supplies, equipment, student workers) is referenced to a substantiated program review goal and a SP driver [[IV.A.2.15](#), [IV.A.3.4](#), [IV.A.3.5](#)].

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

SCCCD BP 4020 states that District regulations regarding “the development and review of all curricular offerings, including their establishment, modification or discontinuance” must include “involvement of the faculty and Academic Senate in all processes.” Ultimately, however, the responsibility of approving all new programs and program deletions rests with the SCCC BOT [[IV.A.4.1](#)].

This process is further outlined in SCCC AR 4020, which states “Faculty, staff, students and administration may suggest changes to programs and curricula. Suggestions regarding changes to curriculum will be referred to the Curriculum Committee for the respective Colleges. The Curriculum Committee will forward all proposed curriculum changes to the Vice Chancellor of Educational Services and Institutional Effectiveness, for consideration by the ECPC. Before the ECPC meeting, the Vice Chancellor may meet with the chairs of the Curriculum Committees, the Presidents of the Academic Senates, Vice Presidents of Student Services and of Instruction, and interested faculty at the Pre-ECPC meeting. Per the ECPC COA, the committee will either recommend approval or disapproval of the proposed curriculum changes” [[IV.A.4.2](#)].

Further detail is added to the process above through the RC Curriculum Handbook. This handbook lists the committee membership (including MCCC and OCCC members), articulates the general functions of the committee, identifies the duties of both the committee chair and the committee members, and defines committee procedures and practices [[IV.A.4.3](#)].

Minutes of each Curriculum Committee meeting are published in advance of the subsequently-scheduled meeting for timely review and the recommendation of amendments in order to ensure accuracy [[IV.A.4.4](#)].

Analysis and Evaluation

MCCC adheres to all requirements, standards, and policies of the ACCJC. In line with this, when a program, degree, or certificate program offered by RC is modified in such a manner that at least fifty percent of the program may be completed through the use of distance education technology, the College submits all appropriate substantive change documentation to the Commission in a timely manner [IV.A.4.5]. Moreover, with the current initial accreditation process, the hiring of a curriculum analyst/coordinator is a leading priority.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The Academic Senate is an elected committee representing College faculty on issues affecting academic and professional matters. The College's instructional departments, as well as student services faculty (i.e., counselors) and auxiliary faculty (i.e., campus nurses, librarians), elect a predetermined number of representatives to this body proportional to the size of the department. In addition, part-time faculty members have the opportunity to elect one member to this organization. Academic Senate meetings are open to all faculty, students, classified staff, and administrators; however, only designated faculty members (i.e., "senators") may vote on issues before the body [IV.A.2.4].

Additionally, MOFA, a committee of the Academic Senate, actively participates in the College's academic and professional matters [IV.A.2.6, IV.A.2.7]. Those who serve on MOFA are working towards transitioning it into an Academic Senate for when MCCC attains independent college status.

Through the Classified Senate, classified professionals serve in an advisory role in College/District planning, policy, and all other decision-making processes [IV.A.2.10]. Section 70901.2 of the California Education Code requires that the "exclusive representative" (collective bargaining agent) of the classified staff is to serve as the primary governance representative of the constituency. To this end, the COAs for the College's various governance committees ensure that the local chapter of the CSEA is empowered to appoint representatives in numbers that at least equal those made by the College's Classified Senate [IV.A.1.5].

Students also play a vital role in governance processes. As specified in both ARs and BPs, students are provided an opportunity to participate in formulation and development of District and College policies and procedures that may or shall result in significant effects. Student trustees are charged to represent what they consider to be the "best interests" of the general student body of their respective institutions. These student trustees have the right to attend all Board meetings, excepting closed sessions, and are recognized as participants in Board discussions.

Within the College, various governance committees reserve seats for student representatives. It is recognized that student representation can be varied due to schedule changes, class conflict, and

student work/employment schedules. MCCC is committed to the development of a culture that will not only accommodate, but encourage, student participation in the governance process [[IV.A.1.13](#), [IV.A.2.22](#)].

Representatives from all constituencies updated the RC Participatory Governance Handbook in 2018 [[IV.A.5.1](#), [IV.A.5.2](#), [IV.A.5.3](#), [IV.A.5.4](#), [IV.A.5.5](#), [IV.A.5.6](#), [IV.A.5.7](#), [IV.A.5.8](#)]. The Council referred this document out to the various constituent representative organizations as an informational item for review and input. As mentioned previously, the Council serves as the Reedley campus consultation group for shared governance. Chaired by the College President, the Council has representation from all constituent groups.

Analysis and Evaluation

Governance structures at RC are based on various California state community college governance mandates. BPs establish a shared governance structure that defines the College's operational model [[IV.A.2.1](#)]. The RC President attends Board of Trustees meetings and is a member of the Chancellor's Cabinet. Through the Academic Senate, the Classified Senate, California State Employees' Association (CSEA), and the Associated Student Body, faculty, staff, and students are involved in the planning and decision-making processes at appropriate levels to the issues [[IV.A.2.22](#)].

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Decision-making processes at RC and SCCCDC are documented and communicated via several avenues. Both the SCCCDC Board of Trustees and the RC Academic Senate adhere to the open meeting laws for public agencies as mandated by California Education Code, section 54952 ("The Brown Act"). Therefore, meeting agendas and minutes are made widely available and include the opportunity for public comment [[IV.A.6.4](#), [IV.A.6.5](#)].

All governance committees, while not bound by the Brown Act, communicate discussions and local process and procedure recommendations in various ways, most frequently at regularly-scheduled meetings of committees staffed by administrators, faculty, staff, and students or through scheduled oral or written reports to the CC and the various constituent representative organizations. Some committees maintain Canvas pages that serve to archive agendas and meeting notes. These notes are available to many members of the College community.

Analysis and Evaluation

The processes for decision-making and the resultant decisions are documented and widely communicated through electronic means and regular meetings. This documentation process is managed by SCCCDC and the constituents at Reedley, Madera, and Oakhurst [[IV.A.6.1](#), [IV.A.6.2](#), [IV.A.6.3](#)].

7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The College’s Participatory Governance Handbook describes the structures of leadership, governance, and decision-making processes at Reedley, Madera, and Oakhurst. The CC is the principal participatory governance body of the College and reviews the work of all governance committees. Regular review of the handbook occurs through the CC with recommendations for change presented by the constituent group representatives on the Council. One example of this procedure involved the MCCC Taskforce on Committees and Governance. MOFA adopted a resolution supporting the formation of “an ad hoc committee to assess and evaluate the committee and governance structures of [the Centers of RC] and produce a recommended addendum to be added to the RC Participatory Governance Handbook that addresses [the] local ‘committees of the campus.’” This resolution was subsequently endorsed by the RC Academic Senate and CC and as a result, the MCCC Taskforce on Committees and Governance was formed. [[IV.A.7.1](#), [IV.A.7.2](#)].

The College also regularly reviews and evaluates the program review process. The Program Review Handbook receives regular updates and changes based on the evaluations [[IV.A.7.3](#)].

RC uses multiple sources to identify opportunities for improvement. Through the program review process, the SP process, the review of SSSP, and the Student Equity Plan as well as status of the ISS, the College targets specific areas for improvement. Finally, RC, through its EMP development process, conducted a Needs Assessment and Economic Impact study to identify areas of focus and improvement for the future [[IV.A.7.4](#), [IV.A.7.5](#), [IV.A.7.6](#)].

Analysis and Evaluation

The College regularly evaluates decision-making policies, procedures and processes through the Participatory Governance Handbook and College Council [[IV.A.1.5](#)].

Conclusions on Standard IV.A. Decision Making Roles and Processes

MCCC meets the Standard.

Improvement Plan(s)

N/A

Evidence List

- [IV.A.1.1 EMP 2015-2025](#)
- [IV.A.1.2 SP 2017-2021](#)

[IV.A.1.3 CC Approval of SP Sp17](#)
[IV.A.1.4 GP Annual Report 2018](#)
[IV.A.1.5 Participatory Governance Handbook](#)
[IV.A.1.6 MOR in Motion 5/16](#)
[IV.A.1.7 Bond Workshop 8/16](#)
[IV.A.1.8 RC SP Workshop Packet Fa16](#)
[IV.A.1.9 SP Feedback Forums](#)
[IV.A.1.10 SP Meeting Notes 1/17](#)
[IV.A.1.11 Opening Day Agenda Fa16](#)
[IV.A.1.12 Integrated Megaplan Draft](#)
[IV.A.1.13 CCC COA 11/15](#)
[IV.A.1.14 2018-2019 GP Drivers](#)
[IV.A.1.15 GP Institute #4 Summary](#)
[IV.A.1.16 GP Days of Dialogue](#)

[IV.A.2.1 BP 2010](#)
[IV.A.2.2 AR 2510](#)
[IV.A.2.3 Program Review COA](#)
[IV.A.2.4 AS Constitution/Bylaws](#)
[IV.A.2.5 SCCCD/SFCT FT Agreement](#)
[IV.A.2.6 MOFA Constitution 2017](#)
[IV.A.2.7 MOFA COA](#)
[IV.A.2.8 SCFT Constitution/Bylaws](#)
[IV.A.2.9 SCCCD/SFCT PT Agreement](#)
[IV.A.2.10 Bylaws of RC Classified Senate](#)
[IV.A.2.11 SCCCD-CSEA Agreement 2017](#)
[IV.A.2.12 MOCA PPT](#)
[IV.A.2.13 BP 2430](#)
[IV.A.2.14 AR 7250](#)
[IV.A.2.15 BP 7260](#)
[IV.A.2.16 AR 2105](#)
[IV.A.2.17 BP 2105](#)
[IV.A.2.18 ASG Constitution/Bylaws](#)
[IV.A.2.19 RC-MCCC-OCCC Constitution](#)
[IV.A.2.20 Budget COA](#)
[IV.A.2.21 CC COA](#)
[IV.A.2.22 Facilities COA](#)
[IV.A.2.23 Health and Safety COA](#)
[IV.A.2.24 SP COA](#)
[IV.A.2.25 SLO COA](#)
[IV.A.2.26 Academic Standards](#)
[IV.A.2.27 Roles of Constituents](#)

[IV.A.3.1 Budget Timeline 2019-2020](#)
[IV.A.3.2 Accredit. And Inst. Effectiveness COA](#)
[IV.A.3.3 Approved Student Success COA](#)

[IV.A.3.4 MCCC Art Budget 2019-2020](#)
[IV.A.3.5 MCCC Library Budget 2019-2020](#)

[IV.A.4.1 BP 4020](#)
[IV.A.4.2 AR 4020](#)
[IV.A.4.3 RC Curriculum Handbook](#)
[IV.A.4.4 2019-20 HR New Faculty Prioritization](#)
[IV.A.4.5 Substantial Change Approval](#)

[IV.A.5.1 MCCC and OCCC Taskforce on Committees and Governance 8/17/16](#)
[IV.A.5.2 MCCC and OCCC Taskforce on Committees and Governance 9/20/16](#)
[IV.A.5.3 MCCC and OCCC Taskforce on Committees and Governance 10/14/16](#)
[IV.A.5.4 MCCC and OCCC Taskforce on Committees and Governance 10/28/16](#)
[IV.A.5.5 MCCC and OCCC Taskforce on Committees and Governance 11/4/16](#)
[IV.A.5.6 MCCC and OCCC Taskforce on Committees and Governance 11/18/16](#)
[IV.A.5.7 MCCC and OCCC Taskforce on Committees and Governance 12/9/16](#)
[IV.A.5.8 MCCC and OCCC Taskforce on Committees and Governance 12/9/16 \(final\)](#)
[IV.A.5.9 Equivalency COA](#)
[IV.A.5.10 Program Review Cycle Four Handbook](#)
[IV.A.5.11 Gap Analysis Blank Form](#)
[IV.A.5.12 New Faculty Staff Request Form](#)
[IV.A.5.13 Division Structures MOFA 2/17/18 Draft](#)

[IV.A.6.1 CCC Meeting Notes 11/16/18](#)
[IV.A.6.2 CCC Meeting Notes 11/2/18](#)
[IV.A.6.3 DC-DR Meeting Notes 11/06/18](#)
[IV.A.6.4 BOT Meeting Minutes 10/2/18](#)
[IV.A.6.5 Academic Senate Meeting Minutes 3/28/17](#)

[IV.A.7.1 MOFA Resolution Sp16](#)
[IV.A.7.2 Academic Senate Meeting Minutes 4/12/16](#)
[IV.A.7.3 Program Review Cycle Four Handbook](#)
[IV.A.7.4 Regional Economic Profile and Business Survey Results](#)
[IV.A.7.5 Regional Economic Profile and Business Survey Results](#)
[IV.A.7.6 EMP Ad Hoc Committee Notes 8/31/15](#)

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The Campus President for MCCC assumed duties, effective May 20, 2019. This campus President is a new position for the MCCC.

District BP 7110 delegates full responsibility and authority to the chancellor, who in turn delegates the responsibility and authority to the College President to serve as chief executive officer (CEO) of the institution. [\[IV.B.1.2\]](#) District BPs and ARs [\[IV.B.1.3\]](#) outline the responsibilities of College president in all areas that define the role of institutional CEO. Under these policies and regulations, the Interim President has primary oversight responsibility over all locations of RC, which also includes MCCC and OCCC along with other locations at which RC courses may be offered. The President has primary responsibility for the quality of instruction and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The College President delegates some day-to-day operational decision-making over their respective areas to the vice presidents, deans, or other administrators. [\[IV.B.1.4\]](#)

The RC institutional researchers also work closely with District researchers, to coordinate research efforts, analyze data, develop new data reports, and improve the accuracy of MIS data reported to the state.

Analysis and Evaluation

The College President demonstrates effective leadership by regularly communicating the institutional values, goals, and standards through a variety of venues and methods. There are several mechanisms in place, including cabinets, councils, meetings, and communication modalities to ensure all stakeholders are well informed. The President has weekly meetings with PAC, which consists of all four of the vice presidents including the vice president of Madera and Oakhurst. The President also holds bi-weekly meetings with the President's Advisory Cabinet, which includes all the vice presidents, deans, director of Oakhurst, communication and marketing, research and planning, and IT.

During the first and third weeks of the month, the College President also meets with College Council, which serves as a communication conduit and participatory governance body of the College. College Council includes representation from all constituents of the College as well as representation from the different campus locations. Under the direction of the President, each of the different bodies of President's Cabinet, President's Advisory Cabinet, and College Council work to inform the college and constituency groups of the activities and direction of the college. Agenda, notes, and meeting minutes are posted on an internal website for ease of access and information.

Additionally, the President meets individually with constituent leadership of Academic Senate, Classified Senate, CSEA, MOFA, and ASG on a semester basis. Finally, the President holds monthly Pizza with the President open forums with students to share updates and status of the college. [\[IV.B.1.5\]](#)

Each summer, the President hosts annual Strategic Planning and President's Advisory Cabinet leadership retreats where the college leadership and committee co-chairs review and evaluate the prior year's work and identifies priorities and actions for the coming year. The President ensures

that institutional information including progress made toward meeting mission, values and goals as well as institutional research and student performance data are linked to the the integrated planning process. These efforts provide the framework for planning each Opening Day agenda in the fall and spring semesters. During the fall and spring Opening Day sessions, the President addresses all College administration, faculty, and staff on the values and goals as well as the importance of having a culture of evidence and focus on student learning. The sessions are used specifically to inform and engage the College on institutional planning processes and evidence on student learning.

The President communicates regularly throughout the year in a variety of formats. The college created a quarterly newsletter, MOR in Motion, [\[IV.B.1.6\]](#) which provides updates on the various activities of the committees and councils, and information regarding college planning and implementation efforts, performance results, and ISS and Scorecard data. All committees are required to have Committee Operating Agreements (COAs) tied to the Strategic Plan and the budget process requires that allocation requests are linked to Program Review and/or Strategic Plan priorities to ensure an integrated planning process. [\[IV.B.1.7, IV.B.1.8\]](#)

The college President plays an active role in the financial stability of the college and effective budget oversight. The college's budgeting process is a significant component of the integrated planning process and is specifically tied to program review and strategic planning. The President works closely with the Vice President of Administrative Services who leads the development of the annual budget and monitors the budget expenditure process.

Additionally, the MCCC Vice President works closely with the Vice President of Administrative Services in developing the budget for the center. The college has an oversight committee, the Budget Committee, which is co-chaired by a faculty member, and reports to the President and President's Cabinet through the participatory governance council, College Council. A MCCC representative is a member of the Budget Committee.

The Budget Committee process connects program and organizational needs to program planning, strategic planning, and organizational directions. Recommendations to the Budget Committee are initiated at the operational level with input from department staff, directors, deans, and vice presidents. The process is also linked to the College Human Resource Staffing Plan, which identifies a specific band for salary and benefits as a percentage of the college allocation model, thus allowing the budgeting process to work with very specific figures for operations. The Budget Committee compiles all the information to make recommendations to President's Cabinet and to College Council.

Further, there are numerous opportunities throughout the budget cycle in which faculty, staff, and administrators are provided an overview of the College and District funding sources and the integrated planning through which the budgeting and HR processes are developed and implemented. An overview of the HR staffing plan process is also provided to President's Advisory Cabinet, College Council, and Department Chairs to ensure that faculty and staff have an understanding of the linkage between the budgeting process and staffing. [\[IV.B.1.9, IV.B.1.10, IV.B.1.11\]](#)

The President is actively involved in the hiring process and in the selection of college personnel and collaborates with the Vice President of MCCC. The interim College President provides effective leadership in the area of selecting and developing personnel by selecting faculty members who are well-qualified in their fields of study as well as demonstrate high standards of integrity and inclusion that are a key focus at Reedley College and its Centers. Through the District processes, there are well-established procedures for hiring faculty, academic administrators, classified administrators, and classified staff.

For MCCC positions, the President and the Vice President of the center personally interview the final three to five candidates of each full-time faculty and dean-level or higher administrator positions for to make the final hiring determination., These selections are then forwarded on to the chancellor to be reviewed and approved by the BOT.

The President continues to show support for developing personnel in a number of ways. The College President supports a variety of significant professional development activities for faculty as part of the Flex schedule and throughout the year. The President helped to create a New Faculty Orientation, which is a year-long professional development series of workshops to help support new faculty in their roles. The College President has supported part-time faculty participation in professional development opportunities such as Sexual Harassment training, as well as their representation on Academic Senate.

Further, the College President has promoted professional development among the Classified Staff through working with the Classified Senate to allocate funding for the annual Classified Senate state conference. Finally, the President provides a significant allocation of funds to the Staff Development committee to ensure that faculty have the opportunity to remain current in their field of study and take advantage of conferences and opportunities focused on teaching and learning.

The President plays a vital role in assessing institutional effectiveness. The President regularly communicates the importance of a culture of evidence and focus on student learning and ensures linkages are made through the integrated planning process with institutional research, student and institutional effectiveness, strategic planning, program review, and the budget allocation process.

The Campus President will build upon the campuses' strong legacy of achievement and leadership in the community. The campus President will report directly to the President of RC and indirectly to the chancellor of SCCC. Upon achieving initial accreditation status, the center will become known as Madera Community College and the position will change to College President, reporting directly to the Chancellor. [\[IV.B.1.1\]](#)

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The President plans, oversees, and evaluates the administrative structure and staffing levels to reflect the institution's purpose, size, and complexity. The District has specific board policies and

administrative regulations that provide for delegation of authority from the chancellor to the College President and from the College President to administrators consistent with their roles and responsibilities.

The President works closely with the President's Cabinet, to ensure each area of the college has academic or classified managers who are responsible for the oversight of the day-to-day operations. President's Cabinet consists of the President, Vice President of Instruction, Vice President of Student Services, Vice President of Administrative Services, and Vice President of Madera and Oakhurst Community College Centers. [[IV.B.2.1](#)]

Additionally, a director for marketing and communications, director of information technology, and director of planning and research all report to the President as each of their respective areas impacts all areas of the college. The college also has deans, directors, managers, and staff reporting to each of the vice presidents and directors to ensure effective operations. [*RC Org Chart 2016*]

Analysis and Evaluation

The College President delegates authority to administrators, faculty and classified staff leaders as appropriate and consistent with their responsibilities. Reedley College has a complex organizational structure due to its centers being located a distance from the main campus and due to the expanding and growing nature of the Madera Community College Center. The college has a Human Resources (HR) Staffing Plan that has been used effectively to help guide the college in its staffing needs. Combined with the College's Vision 2025 and EMP, the college has an effective process to ensure staffing is aligned with purposes, size, and complexity.

MCCC has grown in enrollment of unduplicated student headcount and is now poised to become the newest community college in the state, and, as such, will need to expand its administrative structure, and add classified, and positions.

Through leadership of the President and the process of the HR Staffing Plan and the EMP, the college allocated growth funding to support the needed positions and growth. A vice president was added in 2014, dean of student services in 2016, dean of instruction in 2018, and 22 faculty positions from 2014 to present. The college continues to account for long term growth of its centers and is well-equipped to meet future needs. [[IV.B.2.2](#), [IV.B.2.3](#)]

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring the college sets institutional performance standards for student achievement;
 - ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 - ensuring that the allocation of resources supports and improves learning and achievement; and

- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The President guides institutional improvement of the teaching and learning environment by creating intentionally designed dialogs. The dialog encourages and strengthens institutional planning, evaluation of effectiveness, and planning processes. The collegial dialog is ongoing, public work of the college shared governance committees [IV.B.3.1]. The President uses a variety of venues and sources, such as MOR in Motion, EMP, Strategic Plan, and Program Review, to guide and support institutional effectiveness [IV.B.3.2] [IV.B.3.3]. To ensure high quality evaluation and planning, the College has established a College Office of Research & Evaluation (CORE). The President leads the educational planning of the institution, establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution through the annual Strategic Planning Leadership Retreat.

Analysis and Evaluation

The College President leads RC in an open and collegial process for setting values, goals, and priorities. The College President ensures the College sets institutional performance standards for student achievement and the information is broadly communicated both internally and externally, for example: Opening Day, the MOR in Motion newsletter, and Pizza with the President are some ways to share information [IV.B.3.4] [IV.B.3.5] [IV.B.3.6].

The College President holds the strategic Planning Leadership Retreat annually to evaluate progress, goals, and evaluate effectiveness. CORE provides leadership support for faculty, students, and staff through analysis, research, evaluation, and planning improvements of academic and student support programs, policy, systems and services. It also provides guidance for the College's integrated institutional planning process of Accreditation, EMP, Strategic Plan and other College plans <http://www.reedleycollege.edu/index.aspx?page=1957>. With the guidance of CORE, the EMP ensures that the allocation of resources supports and improves learning and achievement.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Vice President of Instruction, who reports directly to the President, serves as the Accreditation Liaison Officer (ALO) and co-chair of the AIEC. A faculty member serves as the other co-chair of this committee. Accreditation status and activities are an agenda item that President's Cabinet members frequently discussed to ensure that the College is meeting the accreditation requirements.

The President works directly with the ALO to ensure the annual report and annual budget report are completed on time and in accordance with accreditations requirements. Through the thorough evaluation of the prior administration's work and documentation with the accrediting body, it was identified that substantive changes were needed for the two off-campus campus centers, MCCC and OCCC. The President immediately took action and worked with District administration, the ALO, and the accrediting body to complete and submit the substantive change request for the centers [IV.B.4.4] [IV.B.4.5]. As the result, both centers have been brought up to current requirements with the accrediting body.

Analysis and Evaluation

The College President has been fully engaged in the RC and MCCC accreditation efforts. The College President ensures the topic of accreditation stays as a top priority and is included in Opening Day, MOR in Motion, and President's Cabinet [IV.B.4.1] [IV.B.4.2]. The College President also frequently serves on accreditation visiting teams [IV.B.4.3].

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

As MCCC is—at the time of this ISER—part of RC, it shares the same College President. The President has been actively involved in the implementation of statutes, regulations, and policies to ensure that practices of Reedley College, Madera Center and the District are consistent with mission, vision, and policies. During the 2015-2016 academic year, the President at that time, tasked the College with developing a Vision 2025 as a foundation for developing a new Educational Plan (EMP). In the 2016-2107 year, the former President led the College in adoption of the EMP and development of a new Strategic Plan, Mission, Vision, and Values in alignment with the new District Strategic Plan, Mission, Vision, and Values.

The Interim President participates in weekly Chancellor Cabinet meetings, Chancellor and President meetings, Communication Council, and Educational Coordinating and Planning Committee. The President maintains close communication with the Vice President who is also present in Districtwide groups or committees including finance and administrative groups. Every week, the vice presidents bring back any relevant information to President's Cabinet and President's Advisory Cabinet as well as College Council, which are all chaired by the President [IV.B.5.1].

The President is responsible for oversight and control of the budget and is accountable for the allocation of resources for the effective and efficient operation of the College and to meet the College mission, vision, and goals. The President's Cabinet reviews the budget development calendar, District budget assumptions, program review, strategic and institutional needs, and both categorical and general fund budget areas. Budget monitoring occurs at the director and dean level to allow for adequate operations. Vice presidents are involved in the process to ensure larger expenditures meet District, state, and federal requirements and the President's approval is required

for even higher expenditure requests. The College conducts its annual budget monitoring process to evaluate the status of allocated compared to expended funds, as well as to project end-of-year expenditures.

Analysis and Evaluation

The President routinely and consistently participates in both Districtwide and College committees and work processes and assures the implementation of statutes , regulations, and governing board policies. The President assures that institutional practices are consistent with College mission and policies, including effective control over budget and expenditures. The College uses Districtwide committees, workgroups, and College structures including Budget Committee, College Council, President’s Advisory Committee, and President’s Cabinet [[IV.B.5.2](#), [IV.B.5.3](#)].

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The College President assigns different administrators to provide updates to different communities through a variety of community and civic organizations. The President ensures external entities have adequate opportunities to learn about the College through reports including monthly oral and written reports to the College District Board of Trustees. The President is visible within the different communities and is widely known and recognized. The President frequently communicates with superintendents and city managers as well as key elected officials and community stakeholders. The President is active in community planning and participates in community events and activities. The President communicates regularly and effectively and keeps the communities aware of the activities of the College and of student performance [[IV.B.6.1](#)].

Analysis and Evaluation

The College President stays in constant communication with the communities in the College service area fr using a variety of avenues to communicate institutional values, goals, priorities, and institutional effectiveness and status of planning and initiatives. The President meets at a minimum annually with each superintendent of the feeder unified school districts and attends one school board meeting for each. Additionally, the President stays in contact with area city managers, mayors, city councils, and boards of supervisors and annually provides updates on the College, including its mission, Vision 2025, Strategic Plan, EMP, and information regarding institutional effectiveness and student performance. The Campus President will report directly to the College President and will assume these duties [[IV.B.6.2](#)].

Conclusions on Standard IV.B. CEO

MCCC meets the Standard.

Improvement Plan(s)

N/A

Evidence List

[IV.B.1.1 SCCCD Job Posting AA2018-0634](#)

[IV.B.1.2 BP 7110, BP 2430](#)

[IV.B.1.3 AR 7110](#)

[IV.B.1.4 AR 7220](#)

[IV.B.1.5 Pizza with President 11-13-18](#)

[IV.B.1.6 MOR in Motion, Oct 2016](#)

[IV.B.1.7 Academic Standards COA](#)

[IV.B.1.8 RC Committee Schedule 2017](#)

[IV.B.1.9 RC Budget Process](#)

[IV.B.1.10 Integrated Budget Process ACCJC Handouts](#)

[IV.B.1.11 Integrated Budget Process as Evidence of Institutional Effectiveness 4-3-17](#)

[IV.B.2.1 RC Organizational Chart 2016](#)

[IV.B.2.2 HR Staffing Plan](#)

[IV.B.2.3 Staffing Prioritization for Constituents](#)

[IV.B.3.1 Participatory Governance Handbook](#)

[IV.B.3.2 MOR in Motion, Oct 2016](#)

[IV.B.3.3 Educational Master Plan Ad Hoc Committee Meeting Notes 8.31.15](#)

[IV.B.3.4 Opening Day Agenda Spring 2017](#)

[IV.B.3.5 MOR in Motion, Oct 2016](#)

[IV.B.3.6 Pizza with President 11-13-18](#)

[IV.B.4.1 MOR in Motion, Oct 2016](#)

[IV.B.4.2 Opening Day Agenda Spring 2017](#)

[IV.B.4.3 Accreditation and Institutional Effectiveness COA revised 9.1.17](#)

[IV.B.4.4 Substantive Change – Madera Community College Center](#)

[IV.B.4.5 Substantive Change –Oakhurst Community College \(Outreach\) Center](#)

[IV.B.5.1 PAC Notes 05.10.17](#)

[IV.B.5.2 Integrated Budget Process as Evidence of Institutional Evidence](#)

[IV.B.5.3 Integrated Budget Process ACCJC Handouts](#)

[IV.B.6.1 Pizza with the President 11-13-18](#)

[IV.B.6.2 SCCCD Job Posting AA2018-0634](#)

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

MCCC is part of Reedley College as one of three colleges in the multi-college State Center Community College District (SCCCD). The Board Policy (BP) Manual, organized into seven sections, is published online for ease of public accessibility [\[IV.C.1.1\]](#). The first BP section establishes SCCC and describes its mission, vision, values, and strategic goals [\[IV.C.1.2\]](#). BP section 2010 establishes the Board of Trustees (Board) as the governing body of SCCC [\[IV.C.1.3\]](#).

Analysis and Evaluation

The Board exercises authority and fulfills the responsibilities specified in the conduct of regular business, as evidenced in Board meeting calendars, agendas, reports, and minutes [\[IV.C.1.4\]](#). Board policies and administrative procedures provide the framework within which the Board assures the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution.

The BOT receives and reviews quarterly financial status reports and other financial reports to ensure institutional financial stability (QFTR). The board's emphasis on academic quality, integrity, and effectiveness of the student learning programs is reflected in the Board's actions to approve curriculum four times per year include new programs, revisions to existing programs, course development and review, and student learning outcomes in carrying out its responsibility for monitoring academic quality, integrity, and effectiveness. [\[IV.C.1.5\]](#)

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Board Policy 2715 "Code of Ethics/Standards of Practice" establishes ethical standards of conduct and practice for the Board. [\[IV.C.2.1\]](#)

Analysis and Evaluation

Board Policy provides the expectations the Board is to follow in carrying out its role as a collective entity once a decision is made. In addition to Board Policy, the Board hired a consultant to assist with the professional development of Board members to become a more effective, high-performing Board. [\[IV.C.2.2\]](#)

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The SCCCD Board is responsible for selecting and evaluating the chancellor, following board policy and the established selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating the College Presidents, following board policy and administrative regulations.

BP 2431 “Chancellor Selection” specifies that the Board shall establish a search process for a vacancy of the Chancellor. The details of the search process are determined by the sitting Board as the time of the recruitment. [\[IV.C.3.1\]](#)

College Presidents are recruited by a search firm, working closely with the District Human Resources Department. This process parallels BP 7250 [\[IV.C.3.2\]](#), Educational Administrators, and AR 7220 Administrative Recruitment and Hiring Procedures. AR 7220 [\[IV.C.3.3\]](#), Administrative Recruitment and Hiring Procedures, provides guidelines for the recruitment and selection of a candidate with final approval required by the Board.

The established BPs and ARs were followed in the recruitment of past Chancellors and College Presidents. Search firms are also used to recruit applicants for the Chancellor position, and a committee is utilized in a manner similar to the process described above to select the College Presidents. Final interviews for the Chancellor position are conducted by the BOT. The Chancellor is the only employee selected directly by the board, even though the board is involved in the selection of College Presidents in conjunction with the Chancellor as described above. The established procedures were followed most recently in the search for the District Chancellor and College President in 2016 [\[IV.C.3.4, IV.C.3.5, IV.C.3.6\]](#).

Analysis and Evaluation

BP 2435, Evaluation of the Chancellor, specifies that the Chancellor’s evaluation shall occur annually, in compliance with requirements set forth in the Chancellor’s employment contract. The evaluation process shall be jointly developed and agreed to by the board and the Chancellor. The criteria for evaluation shall be based on board policy, the chancellor job description, and performance goals and objectives developed in accordance with BP 2430, Delegation of Authority to Chancellor. Similar procedures are in place for selection and evaluation of the College Presidents [\[IV.C.3.7, IV.C.3.8\]](#).

Evaluation of the College Presidents is developed and jointly agreed upon by the chancellor and each President respectively and is based on BP 7125, Employee Evaluations, and AR 7125 Evaluation. BP 7125 states: “The board recognizes the importance of regular, constructive and honest evaluations of all employees. The board expects that each employee will function at peak efficiency and will fulfill all duties outlined in his or her job description or classification specification. Accordingly, each employee will be regularly evaluated by his or her immediate supervisor in accordance with any applicable Education Code, collective bargaining agreement provisions, and Personnel Commission rules.” AR 7125 sets forth the process for all academic administrators [\[IV.C.3.9, IV.C.3.10\]](#).

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

The SCCCD is divided into seven districts for the election of seven trustees who serve staggered four-year terms. Election are held every two years with approximately one-half of the trustees elected every election year.

BPs and ARs clearly establish the governing board as an independent, policy-making body that reflects the public interest and advocates for and defends the institutions from undue influence or political pressure. The seven elected trustees represent their respective areas but also appropriately represent the district as a whole. Board members follow established board policies and administrative regulations and actively advocate for the District and its colleges/centers through professional, service, and community organizations [[IV.C.4.1](#), [IV.C.4.2](#), [IV.C.4.3](#), [IV. C.4.4](#)].

Analysis and Evaluation

Public interest in educational quality is provided for and welcomed through public comment at Board meetings as evidenced by two opportunities for public comment at each Board meeting. The Board consistently adheres to open meeting laws, and meeting minutes consistently document public input and comment, providing the board with diverse opinion and views on relevant issues.

The Board and Chancellor have established a process for review of BPs and ARs, with those that address board operation, action, policy-making, advocacy, and protection from undue influence and political pressure receiving a review in 2017 [[IV.C.4.5](#)]. The role of the BOT as an independent, policy-making body is consistently affirmed in review, development, and approval of new and revised policies.

Board policy and administrative regulations address conflict of interest, political activities, code of ethics, standards of practice, and personal use of public/district resources. Participation on committees, District employment, and membership on other boards are included in BPs 2220 and 2260; AR 2710 describes prohibitions regarding incompatible activities, financial interest, employment, and gifts [[IV.C.4.6](#); [IV.C.4.7](#); [IV.C.4.8](#)].

5. The governing board establishes policies consistent with the college/district/system missions to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

BP gives the SCCCD Board ultimate responsibility for educational quality, legal matters, and financial integrity and stability of the district. BP 2012 establishes the duties and responsibilities

of the Board as articulated by California Education Code 70902 that establishes the Board as the ultimate governing authority whose responsibility includes, “1) establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations, 2) Assure fiscal health and stability, and 3) Monitor institutional performance and educational quality.” As ultimate authority, the Board has a comprehensive set of policies and procedures to ensure educational quality, integrity, and student learning success is achieved with adequate financial resources to support them [\[IV.C.5.1\]](#).

Analysis and Evaluation

SCCCD was formed in 1964, but its colleges have been educating students for over a century with Fresno City College in existence since 1910. BPs and Administrative Procedures have evolved over this time period to enhance educational quality, comply with legal matters, and provide financial integrity and stability.

The BOT receives regular reports and presentations concerning the status of various educational programs and student support services, strategic planning, fiscal planning, facility planning, voter approved bond measure project funding, and formal budget adoption. The board makes recommendations for improvement, which are carried out by the respective district or college administrator. After review by the district, the governing board scrutinizes the curriculum brought before them prior to approval. [\[IV.C.5.2\]](#)

The governing board is guided on all legal matters by a district counsel in order to protect the legal integrity of the district.

The State Center Community College District adopted a new Strategic Plan in February 2017 [\[IV.C.5.3\]](#). The new plan includes new mission and vision statements:

Mission: SCCCD is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supporting learning environments leading to student success and global competitiveness which will transform our region.

Vision: Empowering through Educational Excellence

6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The SCCCD Board’s Policy Manual and Administrative Regulations are published online at <https://www.sccd.edu/about/board-of-trustees/policies-and-regulations.html> for ease of access by the public and other interested persons.

The requirements of this Standard are met in the elements of SCCCD’s Board Policies and Administrative Regulations.

Analysis and Evaluation

Chapter 2 of the BPs includes policies that specify the board's size, duties, responsibilities, structure, and operating procedures. In accordance with BP 2405 Review of Board Policies, these policies are under regular review for validation and/or updating. BPs and ARs are all publicly available through the District website [\[IV.C.6.1, IV.C.6.2, IV.C.6.3, IV.C.6.4, IV.C.6.5\]](#).

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

BP 2405 provides that the Board shall regularly review and evaluate its policies.. Each trustee is responsible for reading, understanding, and following Board policies. BP 2410 "Policy and Administrative Regulations" set forth policy to govern establish, amend, and/or terminate policies that enhance District operations [\[IV.C.7.2, IV.C.7.3\]](#).

Analysis and Evaluation

The board acts in a manner consistent with its policies and bylaws, referring to them for all decisions. The agendas, minutes, and resolutions of the Board meetings indicate that the board acts in a manner consistent with its established policies and administrative regulations. All agendas and minutes are available online through the District website [\[IV.C.7.1\]](#).

Board agendas, minutes, and resolutions clearly demonstrate that the board acts in a manner consistent with its policies and bylaws. The board refers to and uses well-established, detailed, and current policies to govern its actions and decision-making.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board engages regularly in the review of institutional plans for improving academic quality. The District established the Office of Research and Institutional Effectiveness in 2016 to assist with information gathering, data analysis, and strategic planning.

Examples of this review include:

* District 2017-2020 Strategic Plan – The 2017-2020 District Strategic Plan was developed using a new, bold process with the ultimate result of a plan that is truly strategic, rather than operational, and was formally adopted by the Board. The strategic plan is a living document that allows the District to develop annual strategic objectives based on strategic themes, identified key performance indicators, and integrates data to assess the key indicators. The Board receives annual

progress reports, although the District Strategic Planning Committee monitors and assesses the data and key performance indicators.

* Institutional Effectiveness Partnership Initiative (IEPI) – the District, along with the three Colleges, are participants in the IEPI. The District’s areas of focus are: 1) integrated planning, 2) Districtwide research agenda, 3) Districtwide qualitative and quantitative metrics, 4) data warehouse, and 5) professional development. These areas of focus were significant contributors to developing the 2017-2020 District Strategic Plan, implementing the development of a District data warehouse project, and establishing a dashboard data tracking system [[IV.C.8.1](#)].

* Board review of the Colleges’ strategic plans and educational master plans provides a venue for discussion and questions [[IV.C.8.2](#), [IV.C.8.3](#)].

* The Board participates in an annual review and analysis of the State’s Student Success Scorecard report at its June meeting. This report contains cohort-based major indicators of student achievement [[IV.C.8.4](#), [IV.C.8.5](#)].

* The Board receives special presentations from the colleges at each regular board meeting including a presentation on student success and equity at the November 2015 meeting [[IV.C.8.6](#), [IV.C.8.7](#)].

* Annually, the Chancellor provides board members with a list of potential presentations that includes items related to student learning and achievement. This list is then converted into a document that identifies special reports, and at which BOT meetings they will be presented. Aspects of the selected items may also be addressed in monthly memos from the Chancellor. Examples of recent items include student learning and achievement such as Student Success Scorecard, Enrollment Management, Accreditation Review, Guided Pathways and College Promise, Apprenticeships, International Education, Grants, Institutional Research, Student Success Initiative, and Student Equity Plans [[IV.C.8.8](#)].

The Board is regularly informed of key indicators of student learning and achievement. Board agendas and minutes provide evidence of regular review, discussion, and input regarding student success and plans for improving academic quality. The Board embraced and supported the new District Strategic Plan development, recognizing that it results in improved monitoring and use of data and key performance indicators leading to a more strategic approach to improving student learning and achievement. By supporting the expansion of the District Research and Institutional Effectiveness Office, the Board demonstrated its commitment to this effort and an understanding of the value of data and research and the role they play in the improvement of student success.

Analysis and Evaluation

The Board regularly reviews key performance indicators of student learning and achievement along with District and College plans for improving academic quality. The Board communicates the expectation of educational excellence and integrity through goal-setting and review of each College’s goals at set intervals throughout the year, the Board reviews, discusses, and accepts reports which address the quality of student learning and achievement.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Section II of BPs addresses Board training and continuity of Board membership with staggered terms of office including new trustee orientation.

<u>Accreditation Standard</u>	<u>Board Policy</u>
<ul style="list-style-type: none"> • Continuity of Board Membership • Training for New Members 	BP 2100
<ul style="list-style-type: none"> • Continuous Improvement • Biennial Board Development 	BP 2740

Each April, trustees participate in Board retreat meetings with educational agenda items that have covered such topics as accreditation, hiring policies, budgeting policies, technology updates, and board performance.

The Board also receives input and education from the academic and classified senates from the District’s Colleges, from various District standing and temporary committees, and from various other types of informational meetings [[IV.C.9.1](#), [IV.C.9.2](#)].

Analysis and Evaluation

Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in CCLC statewide meetings and other relevant conferences. Trustees also regularly attend Association of Community College Trustees (ACCT) conferences and workshops. The chancellor’s office documents trustees’ attendance at conferences and workshops. The SCCCD BOT annual retreat provides an opportunity for in-depth discussion of specific topics. The Board’s annual self-evaluation process is an additional opportunity for board members to assess their growth and development. One component of this self-evaluation process is a comprehensive, thorough survey instrument completed by each board member. This instrument includes many items related to development of both individual members and of the Board as a whole, and results are used by the Board to gauge development and identify needs for further development [[IV.C.9.3](#), [IV.C.9.4](#)].

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

BP 2745 “Board Self-Evaluation” describes the process for board self-evaluation. The purpose of the self-evaluation is to review the function, strength, and weaknesses of the Board and to identify specific functions that are working well and those needing improvement [[IV.C.10.1](#)].

Analysis and Evaluation

The BP includes three processes: 1) A committee of the Board shall be appointed in June to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field; 2) The process for evaluation shall be recommended for approved by the Board; and 3) If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the executive secretary to the chancellor.

The policy also stipulates that the summary of the evaluations will be presented and discussed at a Board session scheduled for that purpose, resulting in identification of accomplishments and establishing goals for the following year. The formal self-evaluation has most recently taken place in September 2016 [[IV.C.10.2](#); [IV.C.10.3](#), [IV.C.10.4](#)].

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

The BP Manual establishes a code of ethics for all Board members. BP 2710 provides that each Board member is required to file a conflict of interest statement and directs Board members not to have a financial interest in any contract made by the Board or in any contract they make in their capacity as a Board member nor shall a Board member “engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his or her duties as an officer of the District. A Board member shall not simultaneously hold two public offices that are incompatible.”

AR 2710 “Conflict of Interest” further addresses incompatible activities, conflicting financial interest, potential employment conflicts, and financial interest in decisions [[IV.C.11.1](#)].

BP 2715 “Code of Ethics/Standards of Practice” includes a censure policy that specifies a statement of purpose, a censure procedure, and the process to be used by the Chancellor if it is determined that a resolution of censure is the appropriate action [[IV.C.11.2](#)].

Analysis and Evaluation

The SCCCOT BOT reviews the laws regarding ethical behavior, conflict of interest, and public speech at meetings. (docs) Members also file Form 700 “Statement of Economic Interests” as required by Government Code 87200 (docs). If an instance of unethical behavior occurs, SCCCOT has a reporting process to investigate and adjudicate such behavior [[IV.C.11.3](#)].

12. The Governing Board delegates full responsibility and authority to the CEO to implement and administer Board policies without Board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

California Education Code Section 70902(d) empowers the SCCCOT BOT to delegate certain powers to the District Chancellor or College President as the Board deems appropriate. Board Policy 2430 “Delegation of Authority to the Chancellor” provided for the delegation of authority from the Board to the Chancellor and the College Presidents. As the Governing Board of the District, the SCCCOT Board is granted the authority to determine the administrative organization necessary to execute District policies [[IV.C.12.1](#), [IV.C.12.2](#)], as stated in the following: “The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action”

BP 2430 defines the scope of authority of the Chancellor as follows: “The Chancellor may delegate any powers and duties entrusted to him or her by the Board including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties. The Chancellor is empowered to reasonably interpret Board policy. In situations where there is no Board policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Chancellor to inform the Board of such action and to recommend written Board policy if one is required.”

Analysis and Evaluation

The responsibilities of the Chancellor are stated in BP 2430. BP 2435 provides the criteria for an annual evaluation of the Chancellor: “The criteria for evaluation shall be based on Board policy, the Chancellor job description, and performance goals and objectives developed in accordance with Board Policy 2430.” [[IV.C.12.3](#)]

The BOT holds the Chancellor accountable for District operations through his or her job description, performance goals, and annual evaluation. The BOT works with the Chancellor to set annual performance goals guided by his or her job description and the District strategic plan [[IV.C.12.4](#), [IV.C.12.5](#)].

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited

status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The SCCC Board of Trustees is informed about Eligibility Requirements, Accreditation Standards, and Commission Policies, by participating in trainings provided by the Community College League of California Effective Trustee Workshop [\[IV.C.13.1\]](#), the Association of Community College Trustees Governance Leadership Institute [\[IV.C.13.2\]](#), the Excellence in Trustee Program [\[IV.C.13.3\]](#) and the ACCJC's Accreditation for Governing Boards training [\[IV.C.13.4\]](#).

The SCCC Board of Trustees is informed about the accredited status of the three colleges in the district, as well as MCCC's progress toward accredited status, by receiving regular reports and updates at monthly meetings. Prior to the most recent application for renewal of accreditation by Reedley College, Fresno City College and Clovis Community College in 2017, reports were provided to the SCCC Board of Trustees monthly following the format of the examples from Reedley College. [\[IV.13.5, IV.C.13.6\]](#). The SCCC Board of Trustees was also informed about the status of the Madera Community College Center process for accreditation at its regular meeting on March 6, 2018, [\[IV.C.13.7\]](#) and at a special meeting on June 2, 2018 [\[IV.C.13.8\]](#).

The SCCC BOT roles and functions in the accreditation process is defined through Board policies and implemented through administrative regulations on accreditation [\[IV.C.13.9, IV.C.13.10\]](#).

Analysis and Evaluation

Board policies appropriately reflect the Board's commitment to supporting the Colleges' efforts to improve and excel. The Board participates in the evaluation of Governing Board roles and functions in the accreditation process as evidenced by the presentations made at meetings and at Board retreats and the subsequent discussions.

The SCCC Board of Trustees has been informed about the process for Madera Community College Center to seek independent accreditation on numerous occasions. The Board of Trustees has indicated its support of the Madera Community College Center through allocation of resources and support of the accreditation process.

Conclusions on Standard IV.C. Governing Board

MCCC meets the Standard.

Improvement Plan(s)

N/A

Evidence List

[IV.C.1.1 BP2012](#)

[IV.C.1.2 BP1200](#)

[IV.C.1.3 BP2010](#)

[IV.C.1.4 Board Cal; Board Min](#)

[IV.C.1.5 Board Min](#)

[IV.C.2.1 BP2715](#)

[IV.C.2.2 62916 Board Minutes](#)

[IV.C.3.1 BP 2431](#)

[IV.C.3.2 BP 7250](#)

[IV.C.3.3 AR 7220](#)

[IV.C.3.4 Chancellor Job Posting](#)

[IV.C.3.5 President Job Posting](#)

[IV.C.3.6 President Job Posting](#)

[IV.C.3.7 Chancellor's Evaluation](#)

[IV.C.3.8 BP 2430](#)

[IV.C.3.9 BP 7125](#)

[IV.C.3.10 AR 7125](#)

[IV.C.4.1 BP 2010](#)

[IV.C.4.2 BP 2012](#)

[IV.C.4.3 BP 2710](#)

[IV.C.4.4 BP 2715](#)

[IV.C.4.5 2017 BOT Review](#)

[IV.C.4.6 BP 2220](#)

[IV.C.4.7 BP 2260](#)

[IV.C.4.8 AR 2710](#)

[IV.C.5.1 BP 2012](#)

[IV.C.5.2 BOT Agenda with curriculum approval](#)

[IV.C.5.3 2017-2022 District Strategic Plan](#)

[IV.C.6.1 BP 1200](#)

[IV.C.6.2 BP 2270](#)

[IV.C.6.3 BP 2405](#)

[IV.C.6.4 BP2410](#)

[IV.C.6.5 AR 2410](#)

[IV.C.7.1 Board Agendas and Minutes](#)

[IV.C.7.2 BP 2405](#)

[IV.C.7.3 BP 2410](#)

[IV.C.8.1 District IEPI Agenda](#)

[IV.C.8.2 Board Minutes](#)

[IV.C.8.3 Board Minutes](#)

[IV.C.8.4 Board Minutes](#)

[IV.C.8.5 Board Minutes](#)

[IV.C.8.6 Board Minutes](#)

[IV.C.8.7 Board Minutes](#)

[IV.C.8.8 Board Minutes](#)

[IV.C.9.1 2017 BOT Retreat Agenda](#)

[IV.C.9.2 2018 BOT Retreat Agenda](#)

[IV.C.9.3 Board Retreat Minutes](#)

[IV.C.9.4 Board Self Evaluation Survey Instrument](#)

[IV.C.10.1 BP 2745](#)

[IV.C.10.2 Board Self Evaluation Survey Instrument](#)

[IV.C.10.3 Board Minutes](#)

[IV.C.10.4 Board Agenda Establishing Goals](#)

[IV.C.11.1 AR 2710](#)

[IV.C.11.2 BP 2715](#)

[IV.C.11.3 Form 700](#)

[IV.C.12.1 Code 70902](#)

[IV.C.12.2 BP 2430](#)

[IV.C.12.3 BP 2435](#)

[IV.C.12.4 Chancellor Job Description](#)

[IV.C.12.5 Chancellor's Performance Goals](#)

[IV.C.13.1: CCLC Effective Trustee Workshop 01-28-17](#)

[IV.C.13.2: ACCT Governance Leadership Institute Draft Agenda](#)

[IV.C.13.3: Excellence in Trustee Program](#)

[IV.C.13.4: Guide-to-Accreditation-for-Governing-Boards Jan2017](#)

[IV.C.13.5: Reedley Accreditation Report to BOT Apr. 2017](#)

[IV.C.13.6: Reedley Accreditation Report to BOT May 2017](#)

[IV.C.13.7: Board of Trustees March 6, 2018 Presentation: Madera Community College Update](#)

[IV.C.13.8: Board of Trustees June 2 2018 Madera Community College Accreditation](#)

[IV.C.13.9: SCCC Board Policy 2010 Accreditation](#)

[IV.C.13.10: SCCC Board Policy 3200 Accreditation](#)

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

As a multi-college district, the elected BOT of the SCCCD and the District Chancellor assume the responsibility of providing leadership in setting and communicating expectations of educational excellence and integrity throughout the District, as evidenced in BPs 2012 (Board Duties and Responsibilities) and 2430 (Delegation of Authority to the Chancellor) [[IV.D.1.1](#), [IV.D.1.2](#)]. The District goal of educational excellence and integrity is apparent in the District's mission statement, vision statement, values, and overarching goals and in board policies, and administrative regulations (BP 1100, 1200) [[IV.D.1.3](#)]. College mission statements, vision statements, values, and goals are based on the District mission and vision statements and further expand achievement of educational excellence and integrity [[IV.D.1.4](#), [IV.D.1.5](#), [IV.D.1.6](#)]. The District's level of support for the Colleges and Centers is very effective with the goal of continually improving the services to the Colleges and Centers as described below.

The Chancellor engages employees from all District Colleges and Centers to work together towards educational excellence and integrity. Clearly defined roles, authority, and responsibility among the Colleges and the District are established through communication and leadership.

The Chancellor holds weekly Chancellor's Cabinet meetings to discuss items of interest, challenges, and opportunities in which the District can support the Colleges/Centers. Agenda items for these meetings and for items for discussion with the BOT at their monthly meetings, are solicited from the College and District senior administrators. Chancellor's Cabinet meetings provide an opportunity for the Chancellor to communicate expectations and to review and discuss roles, authority, and responsibility among the Colleges and the District so as to assure support for the effective operation of the Colleges. Cabinet meetings address operational effectiveness and alignment between the DO and the Colleges [[IV.D.1.7](#)].

The Chancellor meets weekly with the College Presidents to facilitate collaboration, foster leadership, and instill team building and mutual support. These weekly sessions provide the Chancellor with the opportunity to interact with College CEOs and share expectations of educational excellence and integrity. The focus at the Presidents' meetings is on overall District policy and direction and specific College needs and support.

The District functional map was evaluated and updated in 2016, and the roles and responsibilities of the District and Colleges in participatory governance were clarified and updated with the review of AR 2510 and of the Participation in Decision Making Handbook [[IV.D.1.8](#)].

Analysis and Evaluation

Other District level committees that function as oversight and assessment groups include the Communications Council, District Business Managers Committee, District Strategic Planning Committee, Educational Coordination and Planning Committee, Research Workgroup, Vice Presidents Workgroup, Workforce/Economic Development Deans, and many others [[IV.C.1.13](#)].

It is expected that each Cabinet member and each Communications Council constituent group representative communicate with their team members any actionable/or relevant information that is discussed at the meetings [[IV.D.1.9](#)]. Information from the work of the committees and work groups listed above is communicated through a variety of reports from the Presidents, Academic Senates, and Classified Senates at the monthly Board of Trustees meetings [[IV.D.1.10](#), [IV.D.1.11](#)].

The Chancellor and the BOT hold a two-day annual leadership retreat that includes the Chancellor's Cabinet members—the three vice chancellors, two associate vice chancellors, College Presidents, Executive Director of the SCCF, Executive Director of Public and Legislative Relations, and District general counsel [[IV.D.1.12](#), [IV.D.1.13](#)].

The Chancellor demonstrates his leadership in setting and communicating expectations for educational excellence and integrity through his support of and participation in faculty, staff, and student events held at the Colleges and Centers. The Public and Legislative Relations Office publishes the two newsletters, State Center Express and the SCCCD Measure C & E (bond measure information monthly), which provide an additional opportunity for the Chancellor to set and communicate expectations of educational excellence and integrity [[IV.D.1.14](#), [IV.D.1.15](#)].

One responsibility of the District is to respond to issues of mutual concern to all District Colleges and Centers. The District establishes the general policies that govern the overall operation of the District, constructs the overall annual operating budget, negotiates salary schedules, and adopts an annual District calendar, per BP 2012. The oversight of issues of local concern (i.e. campus budgets, faculty/staff/manager evaluations) is delegated to the individual Colleges. The District functional map clearly defines the roles of authority and responsibilities of the Colleges, and BP 2430 addresses delegation of authority to the Chancellor and also empowers the Chancellor to delegate any powers and duties entrusted to him or her by the BOT, including the administration of Colleges and Centers [[IV.D.1.16](#), [IV.D.1.17](#), [IV.D.1.18](#), [IV.D.1.19](#), [IV.D.1.20](#), [IV.D.1.21](#), [IV.D.1.22](#), [IV.D.1.23](#), [IV.D.1.24](#), [IV.D.1.25](#), [IV.D.1.26](#)].

The Chancellor communicates his or her expectations for educational excellence and integrity and support for effective College operations through regular meetings, electronic communications, College activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and

its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

A major responsibility of the District is to respond to issues of mutual concern to all District Colleges and Centers. The District establishes the general policies that govern the overall operation of the District, constructs the overall annual operating budget, negotiates salary schedules, and adopts an annual District calendar. The oversight of issues of local concern (i.e., campus budgets, faculty/staff/manager evaluations, etc.) is delegated to the individual Colleges. A functional mapping of the District has been recently completed that clearly defines the roles of authority and responsibilities of the Colleges and District within the context of the existing system [[IV.D.2.1](#); [IV.D.2.2](#)].

As shown in the functional map, SCCCD provides services that effectively support the operations of the Colleges and Centers relative to their mission and functions. Furthermore, the District's 2017-2020 strategic plan is congruent with those of the Colleges and Centers, validating the supporting role that the District plays relative to the College/Center goals. Executive summaries of the College/Centers EMPs are also evidence of support to long-range goals [[IV.D.2.3](#), [IV.D.2.4](#), [IV.D.2.5](#), [IV.D.2.6](#)].

The Chancellor conducted a review of the District office organizational structure in 2016-2017, with the intention of increasing the effectiveness of the District's services to the Colleges/Centers, including payroll, human resources, facility maintenance, grounds, purchasing, admission and records (also departments at the Colleges), information systems (technology directors at the Colleges/Centers), bookstore services, business services, food services (shared between Colleges and District), police, and transportation. This review resulted in a revised structure in the District's Educational Services and Institutional Effectiveness division and the Enrollment Management, Admission & Records, and Information System division [[IV.D.2.7](#)].

The District office of the Vice Chancellor of Educational Services and Institutional Effectiveness provides guidance, leadership, and support to the Colleges/Centers relative to planning, career technical partnerships, technology, technology preparation, international education, apprenticeship programs, contract training, grants, research, enrollment management, District-level admissions & records, adult education, and other areas of responsibility [[IV.D.2.8](#)].

The District Director of Grants and External Funding works with the Colleges and Centers in grant development. The District Office of Institutional Research provides and analyzes data used for institutional improvement and works collaboratively with the College research departments. The District Office of Institutional Research was enhanced and expanded in 2017 with additional staffing, including a District Executive Director of Research and Institutional Effectiveness and a research assistant, both of whom report to the Vice Chancellor of Educational Services. Prior to adding these two positions, the District research function was performed by the District Institutional Research Coordinator. Additionally, a District Workforce and Adult Education dean was hired in 2017. These new positions, both reporting to the Vice Chancellor, further add to the District's ability and commitment to providing effective and adequate District/system services to support the Colleges in achieving their missions

Analysis and Evaluation

The effectiveness of these services and operations are assessed by various District level committees including Chancellor's Cabinet, Communications Council, DBRAAC, the District Strategic Planning Committee, and the Educational Coordination and Planning Committee. Evaluation also takes place annually, as documented by the Integrated Planning Summaries. All of these inputs contribute to the overall review of District-level and College-level goals [\[IV.D.2.9\]](#).

SCCCD resource allocation is guided by DBRAAC, which is a participatory governance committee [\[IV.D.2.10\]](#). DBRAAC committee members include the Vice Chancellor of Finance; the Vice Chancellor of Human Resources; the Vice Chancellor of Educational Services; the Director of Finance; and representatives of the Academic Senate, Classified Senate, and Associated Student Government from all three Colleges. These individuals are expected to report back to their constituent groups. The Vice Presidents of Administrative Services from each College are also on DBRAAC. They provide reports about DBRAAC activities to the budget committees of their respective Colleges on a regular basis throughout the year. The budget committees at the Colleges are: College Council at Clovis Community College, the Budget Advisory Committee at Fresno City College, and the Budget Committee at Reedley College. These College committees are also participatory governance committees with representatives from all College constituency groups who report back to their respective groups.

The District Budget Resource Allocation Model (DBRAM) was initially designed in 2013. In accordance with the DBRAAC Operating Agreement, DBRAM is reviewed and evaluated by the DBRAAC annually to determine relevance and efficacy. The original DBRAM was approved by the BOT on January 14, 2014 [\[IV.D.2.11\]](#). The Modified Allocation Model was discussed at the August 21, 2014 Budget Workshop [\[IV.D.2.12\]](#) and approved by the BOT with the final budget at the September 2014 Budget Meeting [\[IV.D.2.13\]](#).

The District evaluates its resource allocation and financial accountability policies to ensure Colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability.

Centralized support services are provided through a common database, Ellucian Colleague (Datatel), for such areas as grounds and facilities maintenance, utilities, purchasing, human resources, and admissions and records. This increases operational efficiency by allowing each College/Center to focus on its daily operations. The District office provides a process to develop a District Strategic Plan in concert with the efforts of each College/Center to develop strategic plans that are in alignment. A similar process was implemented to support the development of the EMPs for each College/Center.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has provided both budgetary and personnel support to the Colleges in support of the mission and functions of the College. To this end, SCCCDC uses an established and annually reviewed allocation methodology. As described in section IV.D.2 above, SCCCDC established the DBRAAC to guide the resource allocation process, with representation from all constituent groups [IV.D.3.1]. The allocation model is reviewed and evaluated annually by DBRAAC, and revisions to the process are recommended to the Chancellor as needed [IV.D.3.2; IV.D.3.3, IV.D.3.4]. To supplement this and account for the funding of new programs and services, any current needs are also discussed at DBRAAC meetings and recommendations made to Chancellor's Cabinet so that appropriate resources can be allocated to meet the needs of each educational institution.

District finances have been handled in a responsible manner, leaving the District financially sound. California Education Code § 84040(a) notes that community College Districts are to utilize sound fiscal management practice for the most efficient and effective use of public funds for the education of community college students. Furthermore, 5 CCR § 58311 identifies principles which are to serve as the foundation for sound fiscal management in community college districts, including management of adequate cash reserves.

At the local level, BP 6200 states, in part, that unrestricted general reserves for economic uncertainty shall be no less than 6 percent of the District's annual budget, thus establishing a 6 percent reserve as the local definition of an adequate cash reserve [IV.D.3.5]. Annually, the District meets or exceeds its minimum reserve requirements.

Budgets are balanced based upon realistic enrollment projections. Purchase orders are issued for all goods and services based on available funds. Employee costs are budgeted annually. The BOT approves new positions and their funding. Thus, procedures are in place to ensure that budgets are balanced, budget requirements are met, and expenditures are controlled [IV.D.3.6].

Analysis and Evaluation

SCCCDC has a long history of operating in a manner designed to promote financial sustainability and solvency. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance and reserves well above the State's recommended 6 percent.

The DBRAAC oversight of the resource allocation process, along with recommendations regarding resource allocation made to the Chancellor, work well as evidenced by the results of DBRAAC's annual evaluation and survey.

The District has well-established resource allocation policies that support the effective operations and sustainability of the Colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, the College Presidents, administrators, faculty, and staff leaders work together to ensure effective control of expenditures and the financial sustainability of the Colleges and District.

The District is audited annually by an independent certified public accountant (CPA), as required by law, and has always received an unqualified opinion (indicating that there are no identified material weaknesses in the District's records and that there have been no restrictions on the scope of the auditor's work) on its financial statements. Additionally, the CPA reviews the internal controls of the financial system and issues compliance reports of federal and state monies [\[IV.D.3.7\]](#).

The District utilizes the Ellucian Colleague (Datatel) enterprise wide software system. Expenditures and encumbrances are posted to this system, and any amounts that exceed the budget are reported as over expenditures. Site budget managers and campus business managers review these reports periodically. Additionally, the District office accounting staff also reviews these reports to make certain funds are available. On an annual basis prior to closing out the books, one final review is made to ensure funds are still available for all expenditures.

The District has established effective policies and mechanisms to control expenditures. Enrollment updates and monthly projections are reported. The Chancellor, Vice Chancellor of Finance, College Presidents, and College Vice Presidents of Administrative Services work together for responsible management of cash flow, income, and expenditures to maintain fiscal stability. District and College financial status is routinely reported to and reviewed by the BOT. The District provides comprehensive budget and financial oversight, including an annual finance and budget report, a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance reports, and many others. Each College President is responsible for the management of his or her College's budget and ensures appropriate processes for budget development and effective use of financial resources in support of the College's mission [\[IV.D.3.8\]](#).

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

SCCCD BP 2430-Delegation of Authority to Chancellor states that the Chancellor may delegate any powers and duties entrusted to him or her by the board including the administration of Colleges and Centers. In line with this provision, the College Presidents possess all administrative duties and responsibilities consistent with state law.

The College Presidents are granted authority to:

1. manage the total college program,
2. manage the development and evaluation of college goals and objectives,
3. develop and utilize a process by which the resources of the college are allocated,
4. provide for the evaluation of college programs and services and for utilization of evaluation data in institutional planning,
5. recommend, with the assistance of the college staff, improvements in college programs and services,
6. recommend an annual college budget and supervises administration of college financial affairs,

7. provide for the development of college public relations, community services, and student recruitment programs,
8. promote articulation between the college and other schools and colleges in the area,
9. approve all job assignments, duties and responsibilities of academic and classified personnel,
10. recommend, with the assistance of the college staff, educational specifications for facilities required to support the college program,
11. represent the college at meetings of appropriate educational agencies and organizations,
12. ensure that all employees work within the duties and responsibilities described in class specifications, and for following all policies, rules, regulations, contract agreements, and procedures of the state and the District, including the requirement that access to privileged information be carefully protected, and pursue external funding.

BP 2430 allows the Chancellor to delegate power and duties to the College Presidents [[IV.D.4.1](#)]. The Presidents are members of the Chancellor's Cabinet and are evaluated annually based on their performance and professional and personal goals, as well as on performance relative to the District's strategic goals. The District function map indicates that the division of responsibilities appropriately addresses this standard [[IV.D.4.2](#)].

Analysis and Evaluation

The Chancellor delegates full authority and responsibility to the College Presidents to implement and administer District/system policies without interference. College Presidents serve as CEOs and educational leaders of their respective Colleges. The Presidents are held accountable by the Chancellor as formally assessed through the annual evaluation process and through achievement of mutually agreed upon annual goals and strategic planning goals [[IV.D.4.3](#)].

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

Evaluation, integration and collaboration are the foundation of the new 2017-2020 SCCC Strategic Plan. The Interim Chancellor delayed the development of the Strategic Plan by one year, allowing the incoming Chancellor to lead this planning effort. Upon conclusion of the 2012-2016 Strategic Plan, the District Strategic Planning Committee (DSPC) chair drafted a DSPS Proposal for District Strategic Plan based on analysis of the current strategic planning process. The DSPC revised and accepted the proposal which became the basis for the 2017-2020 Strategic Plan [[IV.D.5.5](#)]. Based on the proposal, the DSPC chair and the DSPC Co-Chairs led a districtwide workshop to conceptualize the 2017-2020 strategic plan. To further ensure effective integration with the SCCC campuses, College constituents and the community played a key role in the development of the District Strategic Plan [[IV.D.5.6](#), [IV.D.5.7](#), [IV.D.5.8](#), [IV.D.5.9](#), [IV.D.5.10](#), [IV.D.5.11](#), [IV.D.5.12](#), [IV.D.5.13](#), [IV.D.5.14](#)]. The DSPC meets twice a month and includes representation from all groups [[IV.D.5.15](#), [IV.D.5.16](#), [IV.D.5.17](#), [IV.D.5.18](#), [IV.D.5.19](#)]. The DSPC was critical in the development of the Strategic Plan, and also serves as the oversight committee to monitor progress on achievement of Strategic Objectives within the SMART (Specific, Measurable, Actions, Responsible party, Timeline) Assessment form [[IV.D.5.20](#)].

In addition to the SMART Assessments, the SCCCD Integrated Planning Summaries will be updated annually to provide districtwide access to the outcomes and evidence of districtwide planning efforts. The District Strategic Planning Committee also partnered with the districtwide Research Workgroup. The institutional researchers were charged with developing Key Performance Indicators (KPIs) that will allow the DSPC to monitor student success across the District. Holding student success as the primary responsibility for the District, the KPIs will allow the BOT to monitor annual progress. The district level KPIs can then be disaggregated at the College level to improve programs, services and process. The information will be defined in District wide terminology (not College specific), furthering the alignment and integration of processes. The Colleges can then use the same KPIs for Strategic Planning evaluation but disaggregate the data at a micro level to improve their programs and processes.

Analysis and Evaluation

Districtwide strategic planning is well coordinated with College-level planning. College planning cycles align with District planning cycles to ensure districtwide integration. The Colleges develop their plans in the year following the development of the District plan [[IV.D.5.1](#), [IV.D.5.2](#), [IV.D.5.3](#), [IV.D.5.4](#),

There are multiple districtwide planning areas that align with the objectives of the 2012-2016 State Center Community College District Strategic Plan. These functional areas include the overarching District Strategic Plan as well as Communications, Technology, Student Learning, Facilities, Human Resources, Institutional Research, Resource Development, and Student Access. A District-level goal leader was identified for each area and, as part of their function, developed a SCCCD Integrated Planning Summary. These summaries highlight the districtwide, coordinated planning efforts that have occurred in coordination with the 2012-2016 Strategic Plan. Each summary identifies the committees and their responsibilities as well as the outcomes and evidence of their work to influence student learning and institutional effectiveness. To define the relationship to campus-level planning, campus committees are identified in the planning summaries as the bodies that coordinate with District-level planning, as well as report back to their respective campus-level constituent groups. The integrated planning summaries will continue to be updated annually to support the outcomes of the 2017-2020 SCCCD Strategic Plan.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The District provides several avenues for the Colleges to have input into the planning and implementation of all policies that serve to support the institution's educational programs. The 2016 Roles of Constituents in District Decision Making handbook includes fourteen Districtwide committees and workgroups that contribute to the communication within the District [[IV.D.6.1](#)]. The districtwide committees and workgroups are DBRAAC, District Classified Professionals Staff Committee, District Enrollment Management Committee, District Facilities Coordinating Committee, Equal Employment Opportunity Advisory Committee, the District Research

Workgroup, the District Strategic Planning Committee, the District Technology Committee, the Vice Presidents Workgroup, Workforce and Economic Development Workgroup, and the District Staffing Advisory Committee. All of these committees and workgroups are effective means for ensuring timely, accurate, and complete communication in order for the Colleges to make decisions effectively.

District advisory committees meet on a regular basis, including the Chancellor's Cabinet, the Communications Council, and the Education Coordinating and Planning Committee (ECPC). The Communication Council, chaired by the Chancellor, includes the Presidents of the Colleges, Presidents of the Academic and Classified Senates, representatives for the bargaining units (certificated and classified), and student representatives from each College. It meets one week prior to the Board of Trustees meetings with the primary purpose of reviewing the agenda for this meeting before the window prescribed in law closed (California Government Code, § 54954) [[IV.D.6.2](#), [IV.D.6.3](#)]. Under the leadership of a new Chancellor, this body is presently reviewing and evaluating its role relative to the District, considering how an expanded charge may impact districtwide communications.

ECPC reviews curriculum proposals put forth by the Curriculum Committees of all three colleges and includes representatives from the Academic Senate in its membership [[IV.D.6.4](#)]. The Chancellor's Cabinet includes all College Presidents and Vice Chancellors, along with District senior level administration [[IV.D.6.5](#)].

By having these various constituencies present at District-level planning meetings, the representatives can return to their individual campuses and report on the discussions that took place at the meeting, receive feedback from the campus, and return the following month with direction from his or her segment of the College community. Additionally, information regarding Board actions is made available through the District website.

Analysis and Evaluation

The District is in the process of redesigning the District and Colleges' websites with the goal to facilitate access to District and College information for employees and public [[IV.D.6.6](#)]. In compliance with the Brown Act, agenda and minutes for each BOT meeting are posted to the web for the public to view via BoardDocs. Preparation of agenda and supporting documents through BoardDocs provides an efficient and effective method for District and College employees involved in this process to monitor and to participate in the agenda development process as appropriate. BoardDocs allows for better communication with the public and includes access to Board policies and administrative regulations and supporting documents for board meetings.

The Chancellor's Cabinet, Communications Council, and District-level standing committees and work groups ensure that communication occurs among the Colleges, the District office, and BOT. The District's website includes information on all public meetings (e.g., agendas, minutes), local bond measure updates, and additional information relating to special events or projects. Also, special e-mail announcements and communications are made through the District's e-mail system to all internal stakeholders. Dialogue regarding key issues occurs regularly through the communication channels described above.

The revamped website is an important step in improving communication, and the Districtwide Information Services department is prioritizing solutions such as Sharepoint and other software-based tools to enhance and improve communication.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The District, under the guidance and leadership of the Chancellor, assesses and evaluates the effectiveness of the district and college role delineations, governance, and decision-making processes. This evaluation is primarily accomplished through the planning and assessment process associated with the District's strategic plan and those of the Colleges and Centers.

A new District Strategic Plan was developed and adopted in 2017 and clearly delineates the priorities of the District in three overarching strategic goals: 1) Excellence in Education; 2) Institutional Effectiveness; 3) Leader in Higher Education and Community Collaboration. This approach enables the Colleges to align their respective strategic plans with the District plan and empowers the Colleges to identify and pursue objectives that are autonomous yet aligned to the District [[IV.D.7.1](#)].

The overarching strategic goals remain in place to guide the District through the life of the plan and are achieved through a continuous process of selecting themes identified during the plan's development. Additional themes may emerge throughout the years based on ongoing or emerging conditions, external educational policy decisions or other factors, and the monitoring of key performance indicators. Annual strategic objectives are developed for each selected theme. In the second and third years of the plan, work on the initially established annual strategic objectives may continue based on outcomes. Additionally, new strategic objectives are identified every year. The District Strategic Plan serves as the foundation for institutional decision-making. SCCCD colleges develop site-specific strategic plans aligned with the District's plan. Implementing this plan is a cyclical and continuous process, with strategies in place for ongoing tracking assessment.

The Strategic Plan is posted on the District website, and copies are available at all District sites. A SMART assessment process and form identifies and tracks Specific Measurable Actions, Responsible party and Timeline for each annual strategic objective [[IV.D.7.2](#)]. District and College Institutional Researchers collaborate in developing the key performance indicators and in evaluating the results. Further analysis and discussion by the District Strategic Planning Committee and by the Chancellor's Cabinet leads to an intentional data-informed decision-making process. These assessments are disseminated widely throughout the District via established governance committees and processes and are presented to the BOT in December of each year in accordance with BP 3250 (Institutional Planning) and AR 3250 (Institutional Planning). [[IV.D.7.3](#)]

Analysis and Evaluation

The District has expanded and enhanced institutional research and institutional effectiveness at both the District and College levels with a significant increase in staffing and resources. These efforts are being led at the District level by a newly created Executive Director of Institutional Research and Institutional Effectiveness position, support staffing, and implementation of the Institutional Innovation and Effectiveness Plan in 2016 which provides an ongoing, consistent method of evaluating educational goals. The districtwide Research Workgroup includes researchers from all Colleges and the District office [[IV.D.7.4](#)].

The District developed a new functional map (Appendix D) to describe the delineation of roles between the District Office and the Colleges. This document was developed with input from the ALOs at each College and the Vice Presidents' Workgroup. Once a draft document was agreed upon, each College was asked to disseminate to all constituency groups for input and comments. The Chancellor's Cabinet then reviewed and adopted the functional map [[IV.D.7.5](#), [IV.D.7.6](#), [IV.D.7.7](#)].

This process of delineating roles and functions was further operationalized through the development of Integrated Planning Summaries [[IV.D.7.8](#), [IV.D.7.9](#), [IV.D.7.10](#), [IV.D.7.11](#), [IV.D.7.12](#), [IV.D.7.13](#), [IV.D.7.14](#), [IV.D.7.15](#), [IV.D.7.16](#)]. These summaries expand the identified activities and integrate them into the planning process. Summaries are developed for Institutional Research, Resource Development, Facilities, Human Resources, Student Learning, Technology, and Enrollment Management.

Each summary form tracks the following:

- Function/Goal Leader
- District Strategic Plan Goals/Accreditation Standards
- Districtwide and College Planning Committees, Work Groups & Task Forces
- College Planning Committees, Work Groups & Task Forces Responsibilities
- Districtwide Planning Committees, Work Groups & Task Forces Responsibilities
- Districtwide Planning Committees, Work Groups & Task Forces Outcomes
- Districtwide Planning Committees Work Groups & Task Forces Evidence

The District participatory governance process was reviewed and evaluated in 2015 by a district wide task force, resulting in the review and in updating BP 2510 and AR 2510. A new handbook, Role of Constituents in the Decision-Making Process, was developed and reviewed extensively by all constituent groups. Final approval and adoption of the handbook occurred in April 2016.

D. Conclusions on Standard IV.D. Multi-College Districts or Systems

MCCC meets the Standard.

Improvement Plan(s)

N/A

Evidence List

[IV.D.1.1-BP 1100 and BP 1200](#)
[IV.D.1.2-BP 1100 and BP 1200](#)
[IV.D.1.3-BP 1100 and BP 1200](#)
[IV.D.1.4-FCC 2017-2022 Strategic Plan](#)
[IV.D.1.5-RC 2017-2022 Strategic Plan](#)
[IV.D.1.6-CCC 2017-2022 Strategic Plan](#)
[IV.D.1.7-Chancellor Cabinet Agendas – Sample](#)
[IV.D.1.8- Roles of Constituents in District Decision](#)
[IV.D.1.9-AR 2510 Participation in Local Decision-Making](#)
[IV.D.1.10-Communications Council Meeting Notes 01-31-17](#)
[IV.D.1.11-Communications Council Meeting Notes 02-28-17](#)
[IV.D.1.12-BOT Retreat Agenda April 2016](#)
[IV.D.1.13-BOT Retreat Mins. April 2016](#)
[IV.D.1.14-SCCCD Measure CE 12-12-16](#)
[IV.D.1.15- SCCCD Measure CE Eblast](#)
[IV.D.1.16-District Integrated Planning Summary - Communications](#)
[IV.D.1.17-District Integrated Planning Summary - District Strategic Plan](#)
[IV.D.1.18-District Integrated Planning Summary - Facilities](#)
[IV.D.1.19-District Integrated Planning Summary - Human Resources](#)
[IV.D.1.20-District Integrated Planning Summary - Institutional Research](#)
[IV.D.1.21-District Integrated Planning Summary - Resource Development](#)
[IV.D.1.22-District Integrated Planning Summary - Student Access](#)
[IV.D.1.23-District Integrated Planning Summary - Student Learning](#)
[IV.D.1.24-Need to insert Final Technology Integrated Planning Summary](#)
[IV.D.1.25-Chancellor's Cabinet Notes 01-17-17](#)
[IV.D.1.26-Chancellor's Cabinet Notes 09-12-16](#)

[IV.D.2.1-BP 2012 Role of the Board \(Powers, Purposes, Duties\)](#)
[IV.D.2.2-District-College Functional Map 3-10-17](#)
[IV.D.2.3-District Strategic Plan BOT Approved 2-7-17](#)
[IV.D.2.4-FCC Educational Master Plan](#)
[IV.D.2.5-RC Educational Master Plan](#)
[IV.D.2.6-CCC Educational Master Plan](#)
[IV.D.2.7-SCCCD District Office Org Chart](#)
[IV.D.2.8- SCCCD District Office Org Chart - Ed Services](#)
[IV.D.2.9- Roles of Constituents in District Decision-Making](#)
[IV.D.2.10 DBRAAC Operating Agreement](#)
[IV.D.2.11 -BOT Agenda RAM Jan. 2014](#)
[IV.D.2.12 BOT Agenda RAM 08-21-14](#)
[IV.D.2.13 BOT Agenda 09-02-14](#)

[IV.D.3.1-DBRAAC Operating Agreement](#)
[IV.D.3.2- SCCCD Allocation Model](#)
[IV.D.3.3 DBRAAC Survey Results February 2015](#)

[IV.D.3.4 DBRAAC Survey Results Fall 2015](#)

[IV.D.3.5- BP 6200](#)

[IV.D.3.6- 2016-17 SCCCCD Final Budget](#)

[IV.D.3.7- 2015-16 +Financial Audit Report](#)

[IV.D.3.8- RC Budget Process](#)

[IV.D.4.1-BP 2430 Delegation of Authority to Chancellor](#)

[IV.D.4.2-District-College Functional Map 3-10-17](#)

[IV.D.4.3-Evaluation Instrument \(Cabinet Members\)](#)

[IV.D.5.1-FCC 2013-2017 Strategic Plan](#)

[IV.D.5.2-RC 2013-2017 Strategic Plan](#)

[IV.D.5.3-CCC 2013-2017 Strategic Plan](#)

[IV.D.5.4-District Strategic Plan BOT Approved 2-7-17](#)

[IV.D.5.5- DSPC agenda & minutes w/ plan approval](#)

[IV.D.5.6-CTE Charrette Program 01-28-16](#)

[IV.D.5.7-CTE Charrette PowerPoint 01-28-16](#)

[IV.D.5.8-CTE Community Charrette Mission Summary](#)

[IV.D.5.9-CTE Community Charrette Summary Report](#)

[IV.D.5.10-CTE Community Charrette Values Summary](#)

[IV.D.5.11-CTE Community Charrette Vision Summary](#)

[IV.D.5.12-DSPC Strategic Alliance Outcomes Approved by Chancellor's Cabinet](#)

[IV.D.5.13-Strategic Community Alliance Agenda Packet 09-19-16](#)

[IV.D.5.14-Strategic Community Alliance Survey Results](#)

[IV.D.5.15-DSPC Operating Agreement](#)

[IV.D.5.16-DSPC Meeting Minutes 01-13-17](#)

[IV.D.5.17-DSPC Meeting Minutes 02-10-17](#)

[IV.D.5.18-DSPC Meeting Minutes 03-10-17](#)

[IV.D.5.19-DSPC Meeting Minutes 04-28-17](#)

[IV.D.5.20-SMART Assessment Form - sample included](#)

[IV.D.6.1 Roles of Constituents in District Decision-Making](#)

[IV.D.6.2 AR 2410 Policy and Administrative Regulations](#)

[IV.D.6.3 AR 2510 Participation in Local Decision-Making](#)

[IV.D.6.4 ECPC Members 2016-2017](#)

[IV.D.6.5 Chancellor's Cabinet](#)

[IV.D.6.6 BOT Agenda District Website 04-05-16](#)

[IV.D.7.1-District Strategic Plan BOT Approved 2-7-17](#)

[IV.D.7.2-SMART Assessment Form - sample included](#)

[IV.D.7.3-BP-AR 3250 Institutional Planning](#)

[IV.D.7.4-SCCCCD IIEP with status updates 03-08-17](#)

[IV.D.7.5-District-College Functional Map 3-10-17](#)

[IV.D.7.6-Chancellor's Cabinet Notes 05-02-16](#)

[IV.D.7.7-Chancellor's Cabinet Notes 10-17-16](#)

[IV.D.7.8-District Integrated Planning Summary - Communications](#)

[IV.D.7.9-District Integrated Planning Summary - District Strategic Plan](#)
[IV.D.7.10-District Integrated Planning Summary - Facilities](#)
[IV.D.7.11-District Integrated Planning Summary - Human Resources](#)
[IV.D.7.12-District Integrated Planning Summary - Institutional Research](#)
[IV.D.7.13-District Integrated Planning Summary - Resource Development](#)
[IV.D.7.14-District Integrated Planning Summary - Student Access](#)
[IV.D.7.15-District Integrated Planning Summary - Student Learning](#)
[IV.D.7.16-District Integrated Planning Summary – Technology](#)

Glossary of Acronyms and Abbreviations

The following is copy-and-pasted from the 2018 Institutional Self-Evaluation Report (ISER) for Reedley College. This can be used for Madera’s ISER, and we will be providing one of our own when we finalize and submit the ISER. If there are any suggestions for corrections or for any acronyms not included here, please contact me at gregory.ramirez@sccd.edu.

5C	California Community Colleges Curriculum Committee
A&R	The Office of Admissions and Records of Reedley College
AAUP	American Association of University Professors
ACCJC	Accrediting Commission for Community and Junior Colleges, which operates under the corporate entity of the Western Association of Schools and Colleges
ACCT	Association of Community College Trustees
ADA	Americans with Disabilities Act
ADT	Associate Degree for Transfer, includes both Associate in Arts and Associate in Science degrees
AFT	American Federation of Teachers
AIEC	Accreditation and Institutional Effectiveness Committee
ALO	Accreditation Liaison Officer
Alpha Gamma Sigma (AGS)	The honor society of California Community Colleges
AP	Advanced Placement
AR	Administrative Regulation, one of several regulations adopted by the State Center Community College District’s chancellor’s cabinet to guide and direct the implementation of the policies of the board of trustees
ARCC	Accountability Report of Community Colleges, often referred to as the “ARCC report”
ASG	Associated Student Government of Reedley College
ASCCC	Academic Senate for California Community Colleges

ASCIP	Association of Community Colleges' Insurance Alliance of Schools for Cooperative Insurance Program
ASSIST	Articulation System Stimulating Inter-Institutional Student Transfer
BFAP	Board Financial Assistance Program
BOT	Board of Trustees
BP	Board Policy, one of several policies adopted by the Board of Trustees of the State Center Community College District
BSI	Basic Skills Initiative
CAA	Career Advancement Academy
CAP	California Acceleration Project
CB	Course Basic Codes
CC	College Council
CCC	College Center Council, the consultation group for shared governance and collaborative decision making at the North Centers of Reedley College, chaired by the vice-chancellor of the North Centers, also called North Centers College Council
CCCAA	California Community College Athletic Association
CCCCO	California Community Colleges Chancellor's Office
CCFS	Community College Financial Status Report
CCLC	Community College League of California
CCPT	California Careers Pathways Trust Grant
CCSSE	Community College Survey of Student Engagement
CDCP	Career Development and College Preparation Programs
C-ID	Course Identification Number, a state-wide common course numbering system of lower division transferable college courses
CIO	Chief Instructional Officer

COA	Committee Operating Agreement, a formal description of each committee at Reedley College, stating its responsibility, membership, and position in the governance of the college
COCCC	Chancellor's Office of the California Community Colleges
COCI	Chancellors Office Curriculum Inventory
COMDA	Committee on Dental Auxiliaries
COR/COoR	Course Outline of Record, developed by discipline faculty, approved by the college Curriculum Committee, and used by all instructors of all sections of classes
CORE	College Office of Research and Evaluation
CRC	Career Resource Center
CRLA	College Reading and Learning Association
CSEA	California State Employees' Association, the bargaining agent of the classified employees of Reedley College
CSU	California State University, herein used to refer to the statewide university system, rather than to any individual campus of the system
CTE	Career Technical Education
DACA	Deferred Action for Childhood Arrivals
Datatel	The college's and district's computerized data management and storage system (also known as Ellucian Colleague)
DBRACC	District Budget and Resource Allocation Advisory Committee
DC	Department Chairs
DE	Distance Education
Division A	One of three instructional divisions of the Office of Instruction of Reedley College, comprised of the departments of Reading and Languages, Communication, and Fine Arts and Social Sciences
Division B	One of three instructional divisions of the Office of Instruction of Reedley College, comprised of the departments of Mathematics and Engineering, Science, and Health Sciences

Division C	One of three instructional divisions of the Office of Instruction of Reedley College, comprised of the departments of Business, Agriculture and Natural Resources, and Industrial Technology
DL	Distance Learning
DE	Distance Education
DO	District Office
DBRAAC	Districtwide Budget Resource Allocation Advisory Committee
DBRAM	Districtwide Budget Resource Allocation Model
DRAM	Districtwide Resource Allocation Model
DSPC	District Strategic Planning Committee
DSP&S	Disabled Students' Programs and Services, sometimes referred to as "DSPS"
ECPC	Educational Coordinating and Planning Committee
EEO	Equal Employment Opportunity
EMC	Enrollment Management Subcommittee
EMP	Educational Master Plan
EOE	Equal Opportunity Employment
EOPS	Economic Opportunity Programs and Services, sometimes referred to as "EOP&S"
ER	Eligibility Requirements
ESL	English as a Second Language
FASBO	Fresno Area Self-Insured Benefits Organization
FERPA	Family Educational Rights and Privacy Act
Flex Day	A single, non-instructional duty day of each semester for the purpose of the professional development of instructors; this professional development obligation is flexible, <i>i.e.</i> , instructors may satisfy their professional obligations on this day, or they may devote the same number of hours to professional development on other days outside of instructional time

FMP	Facilities Master Plan
FON	Faculty Obligation Number
FPP	Final Project Proposal
FT	Full-Time
FTE / FTES	Full-Time-Equivalent Student, the unit of measure based upon student attendance patterns used by the state in the formula for the apportionment of funds
FTEF	Full-Time Equivalency Faculty, one FTEF equals 15 Lecture Hour Equivalents (LHE - formula hours, <i>v.i.</i>) of instruction
FYE	First Year Experience Program
GE	General Education
GPA	Grade Point Average
HR Staffing Plan	Human Resources Staffing Plan for Reedley College
HSI	Hispanic-Serving Institution
ICAS	Intersegmental Committee of Academic Senates
ICC	Inter-Club Council
IDF	Intermediate Distribution Frame
IEPI	Institutional Effectiveness Partnership Initiative
IGETC	Intersegmental General Education Transfer Curriculum, a series of courses that California community college students may complete to satisfy the lower-division breadth/general education requirements at both the University of California and the California State University
ILO	Institutional Learning Outcomes
IMPAC	Intersegmental Major Preparation Articulated Curriculum, a faculty-designed and faculty-run project to ensure that students transferring from the community colleges to UC and CSU are prepared for work in their chosen major and can avoid having to repeat coursework; the project is funded by a five-year, \$2.75 million grant that enables faculty from the three higher education systems to meet regionally to discuss issues, concerns, and academic procedures that impinge upon the transfer of students in those majors

Appendix A:
Glossary of Acronyms and Abbreviations

IPP	Initial Project Proposal
IS	Information Systems
ISS	Institutional Set Standards
IT	Information Technology
JPA	Joint Powers Authority
KCUSD	Kings Canyon Unified School District
KPI	Key Performance Indicators
LMS	Learning Management System
LAN	Local Area Network
LHE	Lecture-Hour Equivalent; one LHE equals one lecture hour or 0.75 lab hour
LRC	Learning Resource Center
MCCAP	Madera Center College Advantage Program, a partnership of the Madera Center of Reedley College and Madera High School Madera South High School, and Liberty High School, which enables eleventh- and twelfth-grade students who may benefit from advanced academic or vocational course work to enroll in college courses and receive college credit
MCCC	Madera Community College Center
MDF	Main Distribution Frame
MIS	Management Information System, the management information system of Ellucian Colleague™ (Datatel)
MOCA	Madera-Oakhurst Classified Alliance
MOFA	Madera-Oakhurst Faculty Association
MOR	Madera, Oakhurst, Reedley, An acronym referring to all 3 locations that fall under Reedley College.
NAT	Nursing Assistant Training

OCCC	Oakhurst Community College Center
OEI	Online Education Initiatives
OER	Open Educational Resources
OPEB	Other Post-Employment Benefits
Opening Day	A day of the certificated contract work year, on which all faculty members are obligated to be present on campus, sometimes referred to as “Duty Day”
PAC	President’s Advisory Cabinet
PC	President’s Cabinet
PCAH	Program Course Approval Handbook
PERS	Public Employees Retirement System
PLN	Professional Learning Network
PLO	Program Learning Outcomes, sometimes referred to as “program-level student learning outcomes”
PM	Preventative Maintenance program
Polycom	An audio-visual teleconference system
PR	Program Review, an intensive assessment, evaluation, and planning self-study of all Reedley College instructional and non-instructional programs, conducted every five years
PT	Part-Time
Quinn	The Quinn Company, a Fresno business that sells, rents, and services a full line of new and used Caterpillar construction, landscape, industrial, and agricultural equipment throughout central and southern California
Quinquennial Program Review	The five-year cycle of program review
RC	Reedley College
Reg. to Go	Registration to Go, wherein Reedley College counselors and records office staff visit local high schools to assist twelfth-grade students in registering for first-semester classes
RTG	Registration to Go, <i>v.s.</i>

SAF	Society of American Foresters
SAM	Student Accountability Model
SARP	Student Athletic Retention Program, a program which guides student athletes through their academic and athletic responsibilities to assist them in completing their educational goals to comply with transfer and eligibility requirements
SARS/eSARS	Scheduling and Reporting System, a component of WebAdvisor, <i>v.i.</i>
SCCCD	State Center Community College District
SCCCF	State Center Community College Foundation (aka SCCC Foundation)
SCFT	State Center Federation of Teachers, the bargaining agent of the certificated instructors and staff of Reedley College
SEP	Student Education Plan
SIS	Student Information System
SLO	Student Learning Outcomes
SMART form	Assessment tool used, stands for S pecific, M easurable, A ctions, R esponsible party and T imeline
SP	Strategic Plan
SPC	Strategic Planning Committee
SSSP	Student Success and Support Program
State Center Consortium	A grant funded entity of the State Center Community College District, a partnership that connects school districts, colleges, and businesses to advance Career Technical Education, <i>v.s.</i>
STEM	Science, Technology, Engineering, and Mathematics
STRS	State Teachers Retirement System
TAC	Technology Advisory Committee
TCO	Total Cost of Ownership
TOP	Taxonomy of Programs

Trio	Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds, including eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress from middle school to postbaccalaureate programs; called “Trio” because the original program consisted of just three services
UC	The University of California, herein used to refer to the statewide university system, rather than to any individual campus of the system
Ubi-Duo Communication Device	A face-to-face communication device for people who are deaf, hard of hearing, or have a speech impediment
UCTCA	University of California Transfer Course Agreement
UPS	Uninterruptable Power System/Supply
VDI	Virtual Desktop Infrastructure
VIPJPA	Valley Insurance Program Joint Powers Authority
VOIP	Voice-Over Internet Protocol
VPs	Vice Presidents
VPI	Vice President of Instruction
WAN	Wide Area Network
WIG	Wildly Important Goal
WC-Writing Center (RWC-Reading & Writing Center)	A tutorial center staffed by instructors of composition and student tutors to provide instructional support services to students of all classes with writing assignments
WSCH	Weekly Student Contact Hours, the number of students in a class multiplied by the number of hours the class meets per week
XXO	A general budget category of non-categorical funds