



Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by:
Madera Community College
30277 Avenue 12
Madera, CA. 93638

to

Accrediting Commission for Community and Junior Colleges

August 2024

Certification



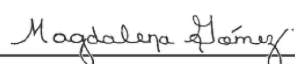


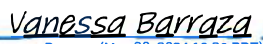

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Angel Reyes
Madera Community College
30277 Avenue 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 was effective participation by the campus community. I believe the Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies.

Signatures:

Dr. Carole Goldsmith, SCCCDC Chancellor		[Date] 6/4/2024
Dr. Angel Reyna, Madera Community College President	 <small>Angel Reyna (May 31, 2024 11:37 PDT)</small>	[Date] 5/31/2024
Magdalena Gomez, Board of Trustees President		[Date] 06/10/2024
Willam Turini, President, Academic Senate	 <small>Bill Turini (May 21, 2024 19:43 PDT)</small>	[Date] 05/21/2024
Carrie Brown, President, Classified Senate		[Date] 05/20/2024
Vanessa Barraza Tapia, President, ASG	 <small>Vanessa Barraza (May 20, 2024 10:30 PDT)</small>	[Date] 05/20/2024
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Forward to the Institutional Self-Evaluation Report

Writing the ISER has provided the opportunity to reflect on how Madera Community College has been transformed since its initial accreditation in July, 2020. At the time, the college was in the early stages of the pandemic, and all colleagues, students, and community members were learning to engage with the institution in a virtual environment. As a newly accredited college, the tasks of creating and implementing many structures, such as governance, curriculum, the initial catalog, and channels of communication took place as learning to work remotely on the task of institution-building became necessary. Developing the ISER has given MCC the opportunity to reflect upon, and evaluate, those initial efforts.

The valuable lessons gained have been instrumental in meeting students where they are. The mission, “Empowering our students to succeed in an ever-changing world,” holds even greater significance in these times, and adaptability has emerged as a prominent theme, given the unprecedented pace of global change. Each student has a unique educational journey and the college strives to make that a successful one. As mentioned, there has been a substantial shift from traditional, in-person classes to virtual or hybrid formats, so the normal forms of engaging with students have changed. Nonetheless, ensuring equitable opportunities, removing potential barriers, and finding innovative ways to connect with students remain pivotal in the ever-evolving landscape. Through the ISER process, MCC has found that commitment to these ideals are evident campus-wide.

In addition, participating in the ISER has enabled the college to evaluate its efforts to meet the overarching goal of being relevant to students and the community. As a result, MCC continues to work to create course and program offerings that reflect the needs of the city and county of Madera, such as agriculture, logistics, and health care. The ISER process has shown the college that it is on the right path in terms of assisting students through many means, including the implementation of Guided Pathways, transfer programs, and cultural events, and focusing on student inclusion and connection.

Overall, the ISER development process has shown that Madera Community College is doing an excellent job as California’s 116th community college, providing students the opportunity to learn, grow, and enjoy the rich rewards of a college education. While proud of its achievements, MCC also recognizes that there are areas where challenges and the need for growth exist. Still, the college demonstrates that it is self-reflective, changing, adapting, and is committed to continual improvement for the future of the institution and the benefit of those whom it serves.

A. Introduction: Institutional Context

Madera Community College began offering classes in 1988, initially operating at Madera High School. In August, 1996, a site of 114 acres on Avenue 12, just east of Highway 99 at the edge of the city of Madera, was dedicated for the then Madera Community College Center. Approximately 25 of the 114 acres were developed to complete the initial campus which consisted of 25 relocatable classrooms.

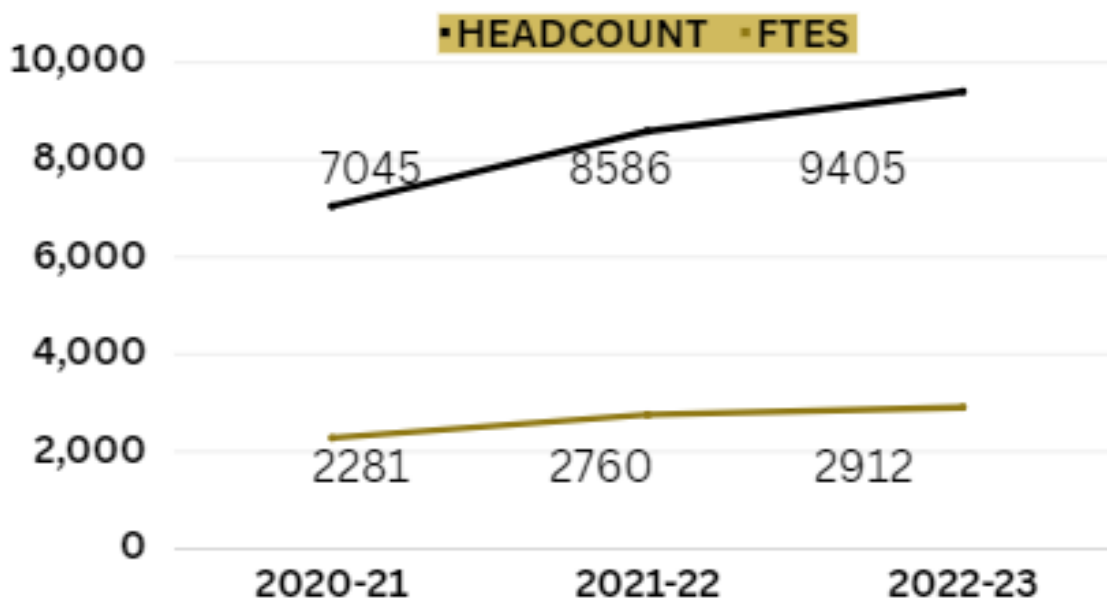
A permanent 26,000-square-foot education and administrative building and utility/maintenance facility was completed for the 2000-01 school year. The 2001-02 State Budget Act supplied funding for Academic Village 1, which was finished in January, 2004. This 50,000 square foot complex provides for academic classrooms, offices, computer labs, and laboratories 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. The Center for Advanced Manufacturing facility opened in 2009 and offers educational programs that include maintenance mechanic and welding.

The community passed the 2016 bond, Measure C, with overwhelming support. Utilizing Measure C funds, MCC constructed the Center for Agriculture and Technology and Academic Village 2, a 38,000 square foot building being utilized for classrooms, library services, labs, conference rooms, a tutorial center, and offices.

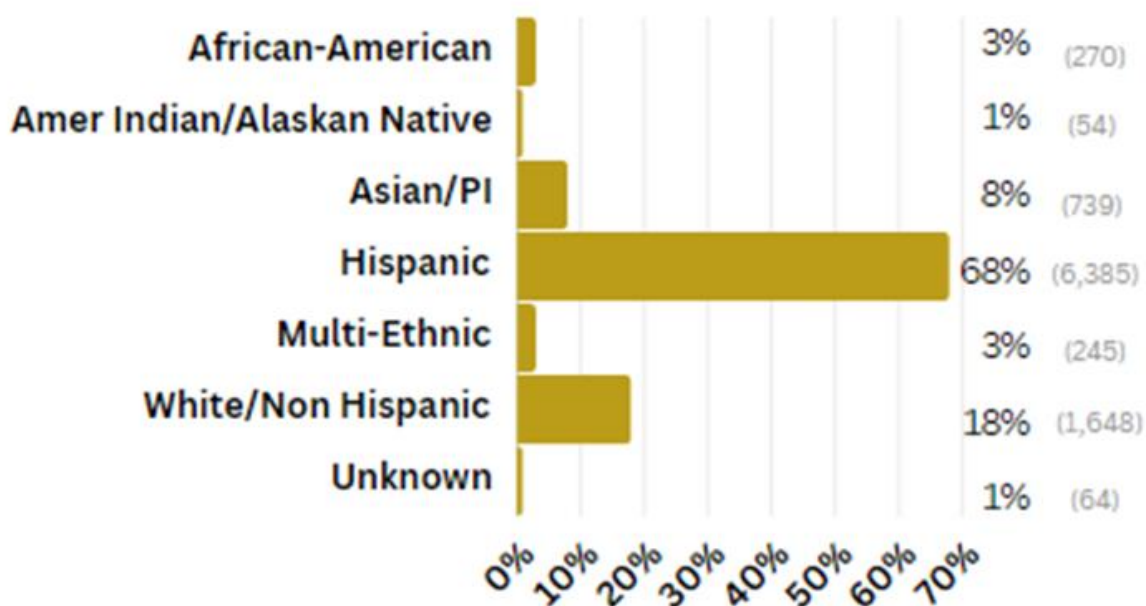
Madera Community College is one of four colleges of the State Center Community College District (including Fresno City College, Reedley College, and Clovis Community College), which received accreditation as an independent college in July, 2020. Madera serves approximately 9,400 students annually (unduplicated headcount), generating more than 1,000 full-time equivalent students (FTES) each semester (Figure 1). MCC offers a wide variety of academic and occupational programs and opportunities for students with over 550 class sections each year in 41 areas of study, giving students a choice of transfer, associate degrees, certificates of achievement, and certificates of completion. MCC 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 MCC include Music, Trucking, Ag Business, Physics, and Engineering.

Figure 1: Headcount and FTES (2020-21 through 2022-2023)



Madera Community College is recognized as a Hispanic-serving institution (HSI). 68% of MCC's students identify as Hispanic (see Figure 2) which reflects the demographic of the community.

Figure 2: 2022-2023 Ethnic Breakdown



The Census Bureau 2022 population estimates indicate the current population of the city of Madera is 68,050, marking an 11% growth since 2010. Madera County has also experienced a 6% increase within the time frame (Figure 3).

Figure 3: Madera County and City of Madera Population Growth



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 MCC includes continued facility expansion to keep pace with student population growth. Moreover, understanding the needs of a growing community, MCC is in a community of need. Madera County and the city of Madera have high rates of poverty. Specifically, the city of Madera has more than double the California poverty average. Close to one in every three persons in Madera lives in poverty. Where there is high poverty, educational attainment tends to be low. That is the case for both the County and City of Madera. The table below details “Persons in Poverty” and educational attainment.

Table 1: Poverty & Educational Attainment

Quickfacts	City of Madera	Madera County	Callifornia
Persons in Poverty	27.7%	22.0%	12.2%
Bachelor’s Degree or Higher (25+)	10.5%	17.2%	35.9%
High School Grad or Higher (25+)	59.4%	72.1%	84.4%

Madera Community College at Oakhurst

For the Oakhurst community, a satellite campus, the Oakhurst Center, was launched by Reedley College at Yosemite High School in 1985. In 1996, it moved to its current 2.7-acre site in Oakhurst. This campus, originally Oakhurst Community College Center, was established as a result of legislative mandate (State Senate Bill 1607) in 1994. Now known as Madera

Community College at Oakhurst (MCCO), it is housed in ten relocatable buildings in the heart of the Sierra foothill community adjacent to the Oakhurst branch of the Madera County library.

MCCO is currently serving over 900 students and generating approximately 145 FTES this academic year. The Oakhurst campus includes general classrooms, a science lab, distance learning classroom spaces, tutorial space, and a remote learning hub. Course offering modalities include in-person instruction, hybrid instruction, online instruction, and the opportunity for two-way synchronous audio-visual instruction between two or more physical classrooms. The distance learning classroom spaces are designed for two-way audio-visual connectivity to Madera Community College.

Students can complete coursework leading to 12 associate degrees and transfer programs at MCCO. Approximately 90 class sections are available to students for general education and transfer for academic year 2023/2024. Courses associated with CTE programs include Criminology, Child Development, and Business. 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 MCCO, is projected to experience growth. The area's current population is approximately 40,000. It is anticipated MCCO will continue to expand programs and grow to meet the needs of its expanding service area.

Additionally, a new 30.20-acre site in Oakhurst has been purchased and initial planning and design work has been completed on an approximately 21,448 square foot building to serve the Eastern Madera County community. The Division of the State Architect (DSA) approved plans for the new campus in February 2024. The project is currently programmed to include a computer lab, general classrooms, library/tutorial/learning commons space, biology/chemistry combination lab, art instruction space, student collaboration and study space, faculty/counseling/staff office space, outdoor student plaza, and lactation room.

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to assuring equitable educational opportunities and outcomes for all students.

Madera Community College's (MCC's) Mission, Values, and strategic directions demonstrate its commitment to student learning and achievement ([MCC Mission Statement Webpage](#)) The college's mission guides the planning and actions of all programs and services, which shows that MCC is committed to a full institutional effectiveness cycle through implementation and

adjustment of plans, assessments, reporting of outcomes, and reflection and dialogue of implications to ensure continual improvement.

The current MCC Mission Statement is as follows: “Empowering our students to succeed in an ever-changing world.”

- We proudly provide quality instruction and strong community partnerships that support students’ academic and workforce goals.
- We offer innovative and life-changing opportunities in a diverse, inclusive and equitable environment.
- We value our students’ personal and social growth through responsive and interactive college experiences.
- We inspire hope and promote a passion for learning.
- We transform students’ lives through high quality college programs and services resulting in degrees, certificates, transfer programs, and career skills.

The vision statement for MCC further supports these goals: “Madera Community College builds effective partnerships, strengthens communities, and transforms lives.”

MCC’s corresponding principles for student success are the following as listed on the campus website ([Mission - Webpage](#)):

Madera Community College Values Student Success Through:

- **Connection:** is cross-campus and community engagement intended to establish long-lasting relationships.
- **Collaboration:** is working toward shared goals through effective partnerships by utilizing teamwork, participation, and appreciation of diverse ideas and perspectives.
- **Equity:** is about fairness; an awareness of and a willingness to remove systemic and institutional barriers and provide inclusive resources
- **Inclusivity:** is a commitment to intentionally create an environment that cultivates, embraces, and celebrates diversity.
- **Trust:** is established by mutual respect, supportive interactions, and a safe environment.
- **Accountability:** is ensuring academic and fiscal integrity through transparent policies and purposeful communication.

The Mission Statement describes the broad educational purposes of the college which is to empower students to “...succeed in an ever-changing world.” MCC 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.

The Mission Statement also describes the intended student population, which includes all those in its diverse service area. MCC serves a population in Fresno and Madera counties, which is majority Latinx and low income, and conducts robust outreach to these potential student

populations for all areas, including STEM programs, vocational education, and transfer programs for higher academic degrees ([MCC Strategic Plan p. 9](#)).

The Mission Statement asserts, “We transform students’ lives through high quality college programs and services resulting in degrees, certificates, transfer programs, and career skills.” These degrees, certificates, and programs are designed to serve the needs of diverse student populations and the communities in which they live. MCC offers associate degree programs, transfer programs, career and technical degrees, and certificates in an accessible and safe learning environment. Information from advisory committees, community needs assessments, and student surveys are collected and used in the development of curriculum and in the scheduling of courses.

The mission confirms the college’s commitment to student learning and achievement by stating, “We proudly provide quality instruction and strong community partnerships that support students’ academic and workforce goals.” These student support services are collaborative, accessible, innovative, and of high quality. Students are supported in achieving their goals through counseling and advising, tutoring, and various services ([Counseling and Advising](#), [Learning Center](#), [Veteran Services](#), and [Psychological Services](#)). The Strategic Plan demonstrates MCC’s commitment to the mission by employing various means to enhance student success, and shows how the programs assess learning outcomes to identify gaps and refine services to support student learning ([MCC Strategic Plan, pp. 13-24](#)).

The institution’s mission states that, “We offer innovative and life-changing opportunities in a diverse, inclusive and equitable environment.” This part of the mission aligns with the ACCJC’s Policy on Social Justice because MCC strives to promote equity and diversity through its policies and practices and to create a climate of inclusion and anti-racism on our campus. This specific goal in the MCC mission is also evidenced through its inclusion in works such as the MCC Strategic Plan and Student Equity Plan ([MCC Strategic Plan, p. 3](#), [MCC Student Equity Plan, pp. 5-6](#)). The President’s Update of 2022 also noted that MCC was a 2022 Equity Champion of Higher Education. MCC was recognized for its exemplary work in implementing the Associate Degree for Transfer (ADT). MCC was an Equity Champion for Latinx Students by supporting at least 65% of Latinx associate-degree earners to earn an ADT, as well as supporting these students to perform as well or better in this metric compared to the student body overall ([President's Update](#), Slide 15). In addition, MCC was recognized on November 1, 2023 as one of the top three community colleges nationwide by the Instagram Celebration for growth in Associate Degree for Transfer ([Champions of Higher Education](#)).

MCC keeps its mission at the forefront when conducting college business to serve its students. The examples provided below demonstrate where the college mission has clearly been used to guide college activities, and these activities appropriately reflect the community and students it serves. The examples are as follows:

- The 2022 Summer Retreat presentation was started with a reference to MCC's Mission, Vision, and Values. During this retreat, the college assessed and reviewed the 2021-2022 goals to further align with the Mission, Vision, and Values. ([2022 Summer Retreat](#)).
- The Custodial Department/Building Services Program Review begins with a clear reference to the Mission Statement. The custodial department is responsible for providing a safe, clean, and sanitized environment for the students, faculty, staff, and the general public. The cleanliness of MCC's facilities directly impacts the attendance of students, faculty, and staff by minimizing the number of health issues to which they may be exposed. Attendance is key to the success of students' academic goals and their personal and social growth. ([Building Services Program Review](#)).
- The Articulation Program Review also begins with a clear reference to MCC's mission. The purpose of the articulation program is to provide a seamless transition for students transferring to a baccalaureate granting institution by establishing articulation agreements for lower-division coursework which is crucial to the students who plan to transfer to a four-year institution. ([Articulation Program Review 2022](#)).
- The Student Equity Plan for 2022-2025 also begins by connecting the students' experiences to the college's mission. It is designed to build and sustain an inclusive and equitable working and learning environment for students, staff, and faculty, as well as towards a comprehensive organizational effectiveness by providing diversity, equity, and inclusion training to all employees, reducing equity gaps for sensitive student groups, and increasing the feelings of inclusion for all. The MCC Equity Committee also provides a platform for leadership, communication, and coordination to maximize the integration of resources through a Guided Pathways framework. This demonstrates MCC's commitment to equitable educational outcomes, which is founded upon an understanding of the characteristics and needs of its students. ([MCC Student Equity Plan](#)).
- MCC's Strategic Plan for 2021-2026 also references and keeps the college's mission as its primary consideration. Ultimately, strategic planning is about translating vision into reality. The MCC's Mission, Vision, and Values emphasize how diversity, equity, and inclusion are inextricably linked to success for the college's students and community ([MCC Strategic Plan](#)).

In summary, Madera Community College's mission demonstrates commitment to broad educational purposes and clearly states its dedication to student learning and student achievement. The current MCC Mission Statement describes the institution's broad educational purposes of preparing a diverse student population to excel in a rapidly changing and interdependent world, empowering students to achieve their educational goals, providing opportunities for lifelong learning, and responding to the diverse educational, cultural, and economic needs of the community. As an open-access institution of higher education within the California Community College system, and as a gateway to the world, MCC provides comprehensive quality educational programs.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

The evidence of Madera Community College meeting the standard of meaningful and ambitious goals for improvement, innovation, and equitable student outcomes can be summed up in several ways:

- The Equity Plan clearly depicts that MCC seeks to develop through outcomes associated with persistence, completion, equity/anti-racism, planning, and action. It was developed and finalized through constituent review from many different bodies such as College Council, Academic Senate, Classified Senate, Associated Student Government, and Equity Committee. The Equity Plan clearly articulates the college's pursuit of institutional improvement, innovation, and equitable student outcomes ([MCC Student Equity Plan](#), pp. 7-14).
- The Program Review Handbook provides evidence of MCC's development of programs, goals, courses, pathways, and curriculum that is driven by meaningful improvements. The Program Review and Student Learning Outcome processes were recently re-evaluated and changed from two-year to four-year to better promote institutional improvement, innovation, and equity in programs over a longer period. The adaption to a four-year cycle was made to give programs, departments, faculty, and the institution the opportunity to make improvements that are associated to goals, outcomes, improvements, instituting anti-racism/equity into instruction/pedagogy and developing a culture of continual program improvement. ([4-yr. Program Review Handbook Draft](#), pp. 7-8).
- Madera Community College also holds regularly scheduled and meaningful conversations regarding institutional goals, student outcomes, campus improvements, and discussions of anti-racism, equity, and current events in a safe environment. MCC holds weekly College Hours that the faculty and staff are required to attend to hear presentations on equity, campus policies, campus/institutional improvements, and other pertinent student-focused topics such as Starfish, psychological services, and neuro-divergent learning ([College Hour 2023](#)).
- As a response to tragedies such as the murder of George Floyd, the college also holds weekly "Talking Circles," to provide a safe, communal environment for faculty members, staff, and administrators to discuss current topics, trends, local, state, national, and world events in a manner that creates a dialogue of ideas, opinions, perspectives, and feelings. Madera Community College has held Talking Circles and College Hours for over four years ([Talking Circles Spring 2022](#), [Talking Circles Spring 2023](#), [Opening Day Spring 2023](#), slide 8, [Opening Day Fall 2023](#), slide 10).
- Faculty and staff engage in book discussions centered on anti-racism, aptly called "Dialogues on Race and Anti-Racism." One book is read every semester and a minimum of two College Hours are dedicated to discussing the books in breakout rooms with facilitators and

discussion prompts. Previous titles include: How to be an Anti-Racist, The Sum of Us, and Desert Exile: The Uprooting of a Japanese American Family ([Dialogues on Race and Racism](#)).

- MCC continues to work to achieve its goal of continuous improvement. It is focused on innovation, creativity, problem solving, anti-racism/equity, and student outcomes such as persistence, completion, graduation, and student success. It is active in its pursuit of the Mission, Vision, and Values as stated, in part, in the 2020-2025 Educational Master Plan We offer innovative and life-changing opportunities in a diverse, inclusive and equitable environment” ([Educational Master Plan](#), p. 30).
- The commitment to improvement is clearly demonstrated in Madera Community College’s involvement with the Racial Equity for Adult Credentials in Higher Education (REACH) network which MCC is completing to increase the number of adult learners of color who enroll in California Community Colleges, who complete high-value non-degree credentials and associate degrees, and who go on to earn a living wage ([REACH](#)).
- MCC has also partnered with the California Virtual College (CVC). The California Virtual College-Online Education Initiative Consortium was the initiative that created the CVC: “The California Virtual Campus (CVC) is a systemwide resource for the 116 California Community Colleges (CCCs), ensuring that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses” ([California Virtual College](#)). The purpose of being in the CVC is to allow students access to online courses that might not be offered at their home college.
- MCC’s faculty has created and is implementing a plan to reduce the cost of education through the Zero Textbook Cost Degree Option (ZTC) which helps eliminate barriers to higher education ([Zero Textbook Cost](#)). Students can view the degrees that are offered at the college and to what percentage they can complete the degree when choosing zero textbook courses in their degree path using the Zero Cost Degree Options’ website ([Zero Cost Degree Options](#)). The college strives to improve its offerings of OER/ZTC to its students in a direct pursuit of innovation, improvement, equity, and student outcomes. Currently, 13.1% of the degrees offered at Madera Community College have a Zero Textbook Degree Option pathway and the college is working to increase that number for student learning and outcomes.
- MCC’s math faculty and library faculty and staff have collaborated to build a calculator loan program for all MCC students. Math faculty have purchased graphing calculators and scientific calculators through various budgets and grants so that students may check them out through the library as needed. Library faculty and staff store and tag the calculators, and also keep track (through the library system) of calculator checkouts. These calculators are often required for math and science classes but are expensive to purchase.

In summary, Madera Community College is intent on improving its goals of institutional improvements, innovations, and equitable practices. MCC is focused on continual improvement

through dialogues, reflections, evaluations, and goals associated with our Mission, Vision, and Values in stating “We inspire hope and promote a passion for learning” ([Educational Master Plan, page 30](#)). MCC understands the most effective way to achieve those aspirations is the pursuit of continuously creating a better institution.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.

Madera Community College holds itself accountable for achieving its mission and goals by regularly reviewing relevant and meaningfully disaggregated data to evaluate its progress and to create plans for continued improvement and innovation. In fact, the evidence illustrates that the college is constantly reviewing each program in multiple ways to guarantee alignment with the institution's mission and goals. In addition, the institution is simultaneously reviewed in a like manner.

First, the Program Review (PR) process demonstrates compliance with this standard ([Program Review Handbook, 1st Edition](#), [Program Review Handbook, 2nd Edition](#)). The two-year PR process started before MCC became accredited and was completed shortly thereafter. Once the first complete two-year cycle was completed, MCC switched to a four-year PR period for multiple reasons, each of which was a direct result of re-evaluating the effectiveness of the process. The Program Review committee found that programs were not sufficiently able to evaluate their goals from just two years earlier, as many were still in progress. In addition, as a small and fast-growing community college, there was a need for programs to re-evaluate every two years so that the college did not miss or change data, Student Learning Outcomes (SLO) results, or program goals. Therefore, as a part of the four-year PR cycle, programs must submit a two-year “short version update” to validate their continuing goals efforts, confirm that the goals are achievable, or determine if the goals need to be amended. Every program on campus will submit some sort of PR every 24 months (about two years) to the Program Review/Student Learning Outcomes Sub-Committee (PR/SLO), so that the Equity Committee, College Council, Academic Senate, and Classified Senate can monitor programs and their alignment to MCC’s mission and goals.

Second, The PR/SLO Sub-Committee has held several College Hour and Flex Days Presentation over the past three years ([SLO PR Fall 2023](#), [Program Review College Hour Spring 2022](#), [Program Review College Hour Fall 2022](#)). In fact, this sub-committee has given more presentations than most programs on campus. Each of the Program Review Presentations highlighted critically important information concerning the processes, use of the forms, instructions detailing how to write, deadlines, and schedule of cohorts for the current semester and following semesters ([Art Program Review](#) and [Academic Success Centers Program Review](#)). The Student Learning Outcomes and Service Area Outcomes presentations highlighted training sessions, breakout groups, use of forms, deadlines, and various “How-to” workshops. As a result of these trainings and presentations, faculty and staff can highlight their program’s alignment to MCC mission and goals, or they can illustrate how their program plans to reach

the goals of the campus. Through PR and SLO Assessment, the college can constantly monitor each program's progression towards meeting the mission and goals of the campus. MCC has therefore established and published standards (PR and SLO) for program and student achievement. (Of note: Both PR and SLO processes have been created, and then re-evaluated, twice. Significant growth of the college and the addition of many new programs mandated constant evaluation and adjustments).

Third, the Integrated Planning Handbook, created through college-wide collaboration, laid the roadmap for all academic and classified programs to follow ([Integrated Planning Handbook](#)). The college's infrastructure, along with the Mission and Values Statements, Strategic Plan, and Student Equity Plan, allows programs to operate within the institution's parameters and rules. Also, developing and highlighting clear and concise lines of communication strengthens the work and efforts of all members of the community.

Fourth, the creation of the Student Equity Plan and the Action Plans Agreement allows the institution to regularly review and discuss qualitative and quantitative data that were received from the “student voice.” This constant approach allows MCC to evaluate its progress toward achieving the mission, enhancing understanding of students’ experiences, informing short and long-term planning, and implementing improvements as needed. Using the student voice allows MCC to adjust with a valid and logical plan. In addition, so that the adjustments are fluid, MCC also started “Student Focus Groups,” that help maintain constant communication from a wide variety of students with various perspectives ([Student Focus Groups](#), [RISC Custom Questions](#), [RISC Survey Report Spring 2021](#), [RISC Survey Report Spring 2023](#)).

Lastly, to maintain an approach to gathering information from multiple groups, concerning the plans, communication, and approach of MCC, the college has, over the past two years, conducted campus surveys. The employment of the Revealing Institutional Strengths and Challenges Survey allowed administrators to review survey results. This allows MCC to focus on areas needing improvement and highlight areas of strength. More importantly, this completed collection of evidence illuminates that MCC regularly reviews and discusses qualitative and quantitative data to evaluate its progress toward achieving the mission, enhancing understanding of students’ experiences, informing short and long-term planning, implementing improvements as needed, and reviewing meaningfully disaggregated data that identify equity gaps. This allows the institution to engage in planning and improvement to close these gaps ([RISC Survey Report Spring 2021](#), [RISC Survey Report Spring 2023](#)).

As discussed, MCC has an infrastructure, review process, and multiple avenues by which to assess every program with great consistency and effectiveness. Programs and review processes allow the institution to consistently monitor that all programs are aligned to missions and goals. In addition, surveys, Student Focus Groups, and internal review processes incorporate a multi-pronged approach to evaluating the entire institution and its plans.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.

MCC's Mission, Vision, and Strategic Plan are the basis of decision-making regarding programs, services, planning, and resource allocation to ensure continuous quality improvement. The Strategic Plan and Mission Statement are reviewed annually and updated as needed to improve institutional effectiveness. All institutional systems for planning reference the Strategic Plan. A comprehensive evaluation of the Strategic Plan will take place in July 2026 by which evaluation of all five years of implementation will be reviewed and goals, objectives, and strategies reexamined to assess progress towards our target goals ([MCC Strategic Plan](#)).

Budget Planning: Budget planning is informed by identification of gaps in Program Review and the MCC Strategic Plan and are reviewed annually starting in the Fall. Budget requests are prepared and submitted by each department with the assistance of department chairs and deans. These requests are analyzed and supported with evidence to address any gaps for short and long-term operations in each program. Budget requests are forwarded to the college wide Budget Committee at the end of the fall semester and reviewed in spring. 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 Board of Trustees in March or April. Departments are informed in the final month of the academic year (May) about their budget allocations for the following year ([Budget Request Workshop Recording](#), [Budget Request Workshops](#), [Resource Allocation Planning Timeline](#), [HR Staffing Process Timeline 2024-25](#)).

Human Resources Staffing Plan: Departments submit requests to the College Office of Research and Evaluation (CORE) for data that support a request for new staff, which is analyzed for connection to Program Review, the Strategic Plan, and Educational Master Plan (EMP) goals for the college and department. The annual cycle for requests for additional staff begins in the fall semester. In October and November, a prioritization process takes place at College Council and forwarded to President's Advisory Cabinet (PAC). Several criteria are taken into consideration including Program Review data, Strategic Planning goals, staffing gap analyses, and other justifications. 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 consider the needs of departments and divisions and the input of all constituent groups. [HR Staffing Form](#), [HR Staffing Process Timeline 2022](#), [HR Staffing Process Timeline 2024-25](#)).

Program Review: Program Review is designed to systematically assess instructional programs, student support services, and administrative services using quantitative and qualitative data to fulfill the college's mission. Program Review assesses the degree to which programs and services effectively support the mission, vision, values, strategic plan, and Educational Master Plan

(EMP). In addition, Program Review guides and supports curriculum development, college planning, decision-making, and resource allocation. Programs at MCC are assessed and evaluated every two years, but as mentioned before, the process has been updated to be evaluated every four years ([Fall 2023 College Hour](#)). A program's submission is evaluated by the Program Review Committee for feedback ([Educational Master Plan](#), p. 28, [Program Review Handbook and Templates](#) [pp. 7, 33-36, 41, 42, 44-47, 52-55, 56, 60-62, 64], [Program Review COA](#)).

Facilities Master Plan (FMP): The FMP is a living document that is revisited and adjusted as educational and student needs change. The FMP is driven by the Educational Master Plan (EMP) as it reflects the future programs and facilities that will be designed and built as the institution grows and develops. Major revisions to facilities that were identified in the FMP were made possible with the passage of Measure C, a facilities bond that provided MCC and MCC at Oakhurst with significant funding for remodeling, expanding, and constructing new infrastructure. A taskforce made up of constituents from the college and their communities was created to identify areas of need and projects that would be completed using Measure C funds. Completion of Academic Village 2 at MCC allowed for the commencement of classes in Fall 2023, and land was purchased for the creation of the first permanent campus at Oakhurst, which is awaiting Division of State Architect (DSA) approval at the time of completing this ISER ([MCC Facilities Master Plan](#) [SCCCD Facilities Master Plan](#), (pp. 12-14, 25, 26, 31, 43, 122-141).

Student Equity Plan: Equity and anti-racism are core institutional values that support our mission at MCC as it works toward building and sustaining an inclusive and equitable working and learning environment for students, staff, and faculty. The MCC equity plan outlines and details activities to address student outcome disparities among various student populations ([MCC Student Equity Plan Executive Summary](#)).

Technology Plan: The district's Technology Plan is assessed each year to evaluate if the previous year's initiatives had been completed, to update the priority and schedule for remaining initiatives, and to determine if additional initiatives needed 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 ([District-Wide Technology Plan](#), [MCC Technology Plan](#)).

Educational Master Plan (EMP): The Educational Master Plan is the foundation for all Madera Community College's planning processes and is the central reference point for the college's future strategic plans, program plans and reviews, institutional outcomes, and resource allocation. The EMP is an essential component of the college's integrated planning process as it houses all of the above plans as well as others such as the Enrollment Management Plan and Distance Education Plan. The EMP is updated on an annual basis, then comprehensively reviewed every five years. Comprehensive review of MCC's EMP will ensure alignment 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 ([Educational Master Plan](#), [District Strategic Plan](#)).

MCC ensures that all its programs and services are aligned with and support accomplishment of its mission to lead to institutional innovation and improvement. MCC's Mission Statement is at the center of college wide planning efforts, including Strategic Plan, Budget Plan, Human Resources Plan, Program Review, Student Equity Plan, Facilities Plans, and Technology Plan. MCC regularly reviews and evaluates its progress towards achieving the mission, enhancing understanding of the student's experience, and short and long-term planning using qualitative and quantitative data in order to identify equity gaps and implement improvements as needed to close these gaps.

1.5 The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote shared understanding of institutional strengths, priorities, and areas for continued improvement.

The institution engages in continuous, broad based communication with internal and external stakeholders to share short and long-term progress from the program to the college level. Accurate information is shared with stakeholders to ensure collaboration, involvement, and strengthening of relationships between the college and integral stakeholders of the community.

Programs within the Career Technical Education (CTE) department are required to host Advisory Committee meetings twice a year with additional meetings as needed. These meetings provide input from industry, academic, and community stakeholders for advice on curriculum and skill sets needed for industry, job market trends, and student support ([Office Technology Program](#), [Business Advisory Committee Minutes 12-1-22](#), [Hospitality Advisory Meeting 2-7-23](#), [Hospitality Management Meeting 2-23-23](#), [Child Development Minutes](#)). These advisory committee meetings follow guidelines developed by the California Community Colleges AG/NR Statewide Accountability Committee ([Advisory Committee Guidelines](#)).

Madera Community College has also engaged with the community by hosting a President's Breakfast to share several important updates about the future of college in addition to informing on our institutions pride points/programs and efforts to help students succeed ([Presidents Breakfast 10-6-23](#), [President's Breakfast Webpage](#), [President's Breakfast PowerPoint](#)).

At the beginning of every semester, MCC engages with faculty, staff, and administrators by hosting the campus-wide Opening Day. During Opening Day, the campus community receives detailed information about the progress as a campus. Presenters include the President, Vice President of Learning and Student Success, , Vice President of Equity and Institutional Effectiveness, Vice President of Administrative Services, Academic Senate President, Classified Senate President, and others ([Fall 2022 Opening Day Agenda](#), [Fall 2023 Opening Day Agenda](#), [Spring 2023 Opening Day Agenda](#)).

In addition to regular email communication with the campus community and the broader community, another method of communicating the progress toward achieving the mission and goals is by sharing president's reports during the districtwide board meetings. These reports highlight the progress of the campus programs and the work of our faculty, classified, and students. [Board Report 8-23](#), [Board Report 9-23](#), [Board Report 10-23](#), [Board Report 11-23](#)).

The district hosted Convocation on August 2, 2023, which allowed the opportunity for MCC faculty and administration to gather with district counterparts and learn valuable teaching and learning tools centered around diversity, equity, and inclusion. Reports regarding the Convocation were shared out to the greater community through email communications and also published on MCC's website and other public online spaces ([2023 Faculty Convocation Recap-YouTube](#), [Convocation Email](#)).

The college regularly updates the campus website for the campus community. Pages include Campus News, Upcoming Events, Spotlights, and Progress and Performance that delve into strategic planning and student success metrics that external stakeholders can access or request access at any point in time ([MCC Campus Website](#), [Strategic Planning Webpage](#), [Accreditation Webpage](#)).

The college makes it a priority to communicate progress toward upholding our Mission, Vision, and Values with internal and external stakeholders to promote understanding of institutional strengths, priorities, and areas for continued improvement. The college is continuously updating its data dashboard webpage that provides ample information used to inform institutional planning and priorities ([MCC Public Data Dashboards Webpage](#)). Madera Community College hosts a free community Open House event to showcase the college and introduce to residents and prospective students the college itself and the programs, degrees, and certificates offered. In addition, attendees learn how to qualify for free tuition, and how to enroll and register for courses ([MCC Open House Webpage](#)).

Madera Community College is committed to providing accessible and open communication about its progress, mission and values, strengths, and areas that are being continuously improved upon. Using the methods outlined above, the campus ensures that communication takes place so that internal and external stakeholders are informed and have access to publicly available information.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1 Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes.

In alignment with MCC’s mission, “Empowering our students to succeed in an ever-changing world,” the college offers high quality programs that lead students to complete degrees, certificates, and university transfer requirements. MCC offers 22 Associate Degrees for Transfer (AD-Ts), 37 Associate Degrees, and 43 Certificates. In total the college offers 102 programs ([MCC 2023-24 Catalog](#), pp. 68-70). Students pursuing a degree can select from three General Education patterns to meet local General Education, California State University General Education, and UC IGETC requirements ([AA-AS GE Sheet](#), [CSU GE](#), [IGETC](#)). MCC recognizes that certain students enroll in college coursework to upgrade skills in preparation for a promotion or to gain employment. Examples include noncredit English as a Second Language, Office Technology, and Agricultural Mechanics. Students can elect to take one or more courses or obtain a certificate ([MCC 2023-24 Catalog](#), pp. 68-70).

Madera’s strong commitment to a Guided Pathways framework has led to an investment in Program Mapper software ([Programs Webpage](#)). Program Mapper is a customized visual representation of the degrees and certificates of record in the college catalog which is available on the college website. It provides students a visual map of course enrollment options within programs. Programs have been carefully mapped between discipline experts and pathway counselors, displaying a clear sequence of courses from beginning to end. Program Mapper allows students to explore programs within the five college pathways (Arts and Languages, Business and Information Systems, Health and STEM, People and Society, and Technical Careers and Trade). Students can study program descriptions and familiarize themselves with program learning outcomes (PLOs) and career information. Program Mapper reflects the campus’s strong commitment to assist students in clarifying their academic trajectory ([MCC Pathways 2.0](#)).

MCC’s curriculum development and approval process provides the faculty a clear process for distinguishing noncredit, credit lower division, degree-applicable, and transferable courses. Madera Community College uses the following course numbering system:

- Courses numbered 1-99: transfer level and associate degree-applicable credit courses that are transferable to four-year colleges and universities.
- Courses numbered 100-199: Associate degree applicable, nontransferable.
- Courses numbered 200-299: Nondegree applicable credit courses. Nondegree applicable credit courses are subject to a 30 unit maximum for financial aid purposes.
- Courses numbered 300-399: Noncredit courses ([MCC Curriculum Handbook](#), pp. 39-40).

The college Curriculum Committee addresses breadth, depth, and rigor at the undergraduate (lower division) level in several ways: Adhering to the current California Community Colleges Chancellor’s Office (CCCCO) Program and Course Approval Handbook (PCH) and the MCC Curriculum Handbook, the Curriculum Committee reviews and approves credit and noncredit courses and programs of study (degrees, and certificates) and deletes courses and programs

that are no longer viable. Additionally, courses for general education (GE) approval for the local degree as well as the California State University (CSU) system or Intersegmental (CSU and UC) General Education Transfer Curricula (IGETC) level are reviewed following respective guidelines and requirements for breadth, depth and rigor. Both the MCC Curriculum Handbook (pp. 18, 26, 36-39) and the MCC COR Form address breadth, depth and rigor in detail. The work of the committee is then reviewed alongside that of its sister colleges through the district Educational Coordinating and Planning Committee (ECPC) before final approval of the Board of Trustees (BOT) and further processing at the CCCC. Approved GE courses must be submitted to the respective systems (CSU or UC) for articulation approval ([Program Course Approval Handbook](#), [Course Outline of Record Form](#), [MCC AA/AS GE Sheet](#), [MCC CSU GE](#), [MCC IGETC 23-24](#))

As part of the curriculum review process, a justification for a new course or program, including how it aligns to the campus mission and Educational Master Plan, is required. The Intent to Propose a New Course form is the first form that discipline faculty must submit to the Curriculum Committee before new courses can be brought forward.

Information collected includes whether the course is credit or noncredit, the course numbering category the new course outline of record (COR) will fall under based on breadth, depth and rigor, and whether it satisfies GE and transfer requirements or is part of a certificate or degree program. Once courses have been approved, if the courses are part of a new program of study, the Intent to Propose a New Program is the initial step to approving a new program. The form is submitted to the Curriculum Committee once the faculty member has secured the approval of the department chair and instructional dean and consulted with the articulation officer, and it has been determined that the program addresses student need. In the case of Career and Technical Education (CTE), labor market need is also relevant. Types of programs include the Associate Degree for Transfer (AA-T/AS-T), local Associates Degree (AA/AS), Certificate of Achievement, Certificates In designated disciplines, Certificates of Completion and Certificates of Competency. An example of recent courses and programs submitted using recent forms include Hospitality ([Intent to Propose a New Course](#), [Intent to Propose a New Program](#)).

The semester or year immediately following the program review cycle, academic programs are charged with reviewing, revising, and updating curriculum. Curriculum Committee Programs of Record (PORs) include identification of program alignment with the MCC mission. Most recently, the MCC Curriculum Committee has added DEIA language to the Course Outline of Record form as outlined in the Guidelines for Completing a COR. Additionally, a Credit for Prior Learning addendum form has been formalized. These additions have been initiated since MCC became an independent community college. Part of the local curriculum committee course approval process involves designation of course modalities for in-person, online, hybrid or two-way delivery. During the COVID Pandemic, procedures for designating courses for emergency online delivery were put in place. MCC now also has an addendum form for Distance Education (DE) live interactive, two-way instructional presentation. Additionally, MCC now has a system for labeling zero-cost and low-cost textbook as well as OER materials in Self-Service ([4-Year Program Review Handbook](#), pp. 11, 21, 25-28, [Course Outline of Record Form](#), [Guidelines for Writing the COR](#), [DE Live 2-Way Addendum](#), [Credit for Prior Learning Addendum](#)).

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

MCC's Curriculum Committee oversees the development of curriculum through regular meetings in accordance with the Brown Act ([MCC Curriculum Handbook](#)). The voting membership of the committee is composed of faculty representatives from each of the instructional areas/departments, the articulation officer, and an adjunct faculty, as well as nonvoting members representing various other college stakeholders ([MCC Curriculum Committee COA](#)). The curriculum committee publicly shares relevant documents through MyOrgs. When creating new courses, faculty must complete all steps outlined in the Guidelines for Writing the Course Outline of Record ([Guidelines for Writing the COR](#)). These guidelines include considerations for diversity, equity, inclusivity, and accessibility. Additionally, the Curriculum Committee approves any updated or newly proposed course offerings, and its COA clearly describes their responsibilities in upholding professional standards and expectations. stakeholders ([MCC Curriculum Committee COA](#)). Outcomes for courses and programs are defined through the processes of the Curriculum Committee outlined above. (CORs created through the curriculum committee process contain the relevant student learning outcomes. Likewise, PORs created through the curriculum committee process contain the relevant program learning outcomes.

The curriculum process is informed by the program review process ([PR Handbook](#)). Within the program review process, faculty from each program collect data on the effectiveness of their program. There are several sources of data in this process: student learning outcome assessments, institutional research, and industry partners as appropriate. Several programs look at workforce needs in the area as part of their program review process ([OT Program Review](#)) Other programs include oversight boards composed of industry partners ([LVN - RN Program Review](#)).

There were two learning outcome goals of our first program review cycle: collect SLO assessment data for each course in each program, and include SLO information in each syllabus ([Spring 2023 College Hour](#)). If it wasn't possible to collect SLO assessments in each course prior to the first program review, faculty within the program instead indicated the date by which those data would be collected prior to their second program review cycle ([PR SLO Submissions Fall 2021](#), [PR SLO Submissions Spring 2021](#), [PR SLO Submissions Fall 2022](#), [PR SLO Submissions Spring 2022](#)).

The college has communicated the importance of including student learning outcomes within the course syllabus via collegewide meetings, faculty-wide emails, program specific trainings, and recorded videos showing the process of finding student learning outcomes within the course outline of record. ([College Hour 01-22-21](#), [SLO Data Storage](#), [SLO Syllabus Email](#), [SLO Programs PowerPoint](#)). The following are samples of syllabi which indicate that this is a

standard practice of faculty on this campus: ([PSY-16-FA22 Syllabus](#), [PSY 16 COR](#), [Math-45 COR](#), [Math 45 Syllabus](#), [Biol 20 COR](#), [Biol 20 Syllabus](#)).

Student Learning Outcome Assessments are used by faculty to revise their programs. These revisions involve dialogue between faculty about maximizing equitable student success outcomes and revising curriculum as necessary. Throughout Cycle 1 the college received a wide variety of response types which helped in the understanding of what people were doing before creating an official template ([Art SLO 2022](#), [Psych SLO Report SP21](#), [Math SLO Report SP21](#), [ESL SLO Report SP22](#), [Child Development SLO Report SP21](#)). As MCC moves into Cycle 2 of the program review process, changes to the SLO process are expected which will encourage greater reflection on the meaning of the assessment results. This may result in an official template and a summary report midway through the program review cycle ([PR-SLO Meeting Notes 3-2-23](#), [PR-SLO Meeting Notes 3-16-23](#)).

For the purpose of continual improvement, the MCC could more effectively sustain the continued enhancements in both the program review and student learning outcomes processes if it were able to more fully support these endeavors via an increased release time to faculty coordinators who fill these roles. The release time for each of these roles has been three LHE, which amounts to seven hours of work per week for each coordinator. Currently the SLO Coordinator position is vacant, so these planned changes do not have the support necessary to be fully implemented. If the release time granted for one or both of these positions were doubled, it would more fully support the continuation of this work in multiple ways. These coordinators would have an increased potential to enact continued change. These positions would more likely attract applicants if the release time were increased. Finally, coordinators would more likely last longer in these positions if the release time associated with these positions were likewise increased.

2.3. All degree programs include a general education framework to ensure development of broad knowledge, skills, and competencies related to education communication, quantitative reasoning, critical thinking, information literacy and the ability to engage with diverse perspectives.

MCC strongly supports academic freedom, which supports the values of free speech, free inquiry, and free academic pursuits. Without these values, an educational institution cannot achieve its desired end of pursuing truth. Students, faculty, staff and administration have the freedom to challenge, question, read and think about current issues, how the past has formed our society, and what might be the best course of action for the future. In addition, faculty have the obligation to study, to present, to investigate, to present, to discuss, and to interpret fairly and objectively facts and ideas related to the instructor's assignments and to avoid teaching material that has no relation to the subject ([BP 4030](#), [MCC Catalog](#), p. 51).

Faculty members develop what they believe are the best methods of teaching their material to the students and best material to use to implement their syllabi and curriculum. They have a responsibility to present different positions on any given issue and to model to their students

how to engage these different positions and have an obligation to ground their material, their presentations of different positions, in the relevancy of the class and in factual understanding of the issues. Moreover, faculty members must also allow students to challenge their ideas, assignments, and other material as long as the student does so with respect to the instructor and other students in the class ([BP 4030](#), [MCC Catalog](#), p. 51).

To this end, the general education is developed to help students gain the best skills in order to understand the various issues and ideas in their classes, to challenge, engage and process those ideas and to arrive whatever conclusions and positions students wish to take. The goal of education is for students to demonstrate specific skills in reading, writing, critical thinking so that these students can be equipped to understand the complexity of their discipline as well as the local and global issues in society and the world at large ([BP 4025](#)).

Society changes in one way or another, and the methods and ideas that might be current while the student advances in a community college degree might not be the issues and ideas impacting the discipline or the society once the student finished the degree and works in the discipline. Hence, this is why the academic skills in MCC's general education are ultimately designed not so the student can be taught what to think but how to process and develop the student's own vision ([BP 4030](#)). MCC GE courses also reflect the institution's mission, vision and values of supporting diversity, equity, inclusion, accessibility and anti-racism ([MCC Strategic Plan](#)).

All general education courses listed in Graduation Requirements for Degrees and Certificates showcase the breadth of classes and skills needed to achieve completion of local, AA and ADT general education. For a local degree, students must complete a minimum of 18 units in (1) Natural Sciences, (2) Social and Behavioral Science, (3) Humanities, (4) Language and Rationality to include (a) English Composition and (b) Communication and Analytical Thinking. The Ethnic Studies requirement was added in 2021, in response to updates to the GE requirements for California State and University of California systems, and to support our values and Mission Statement for the college ([AR 4100](#)).

MCC's articulation officer updates General Education sheets and presents the updates to the Curriculum Committee each year in April or May, after responses to articulation requests are received. The General Education sheets are also inserted into the New Student Handbook that is distributed to potential college students during the registration events at feeder high schools ([New Student Handbook](#), pp. 14-17).

Local General Education, in compliance with Title 5 and reflected in the AR 4100, is updated through MCC's Curriculum Committee. New or existing courses may be included in the local general education pattern via proposal through the curriculum approval process. Criteria and instructions for including a course in the GE requirements is included in the MCC Curriculum Handbook ([MCC Curriculum Handbook](#), pp. 18-23). If approved, the GE area is reflected in the course outline of record, and added to the subsequent academic year catalog, as well as the local GE major sheet.

Incoming students are informed about the general education requirements at registration events and during counseling appointments. General Education requirements are programmed in Colleague Degree Audit system and in the Starfish Degree Planner, which is the electronic educational planning system utilized by MCC ([AD-T-SEP from Starfish-Comm Studies](#)). The local general education requirements are also included in an abbreviated, updated or comprehensive student education plan for a local degree.

As an example, the GE patterns for California State University (CSU-GE) changed in fall, 2021 as a result of AB 1460. The changes in the University of California general education pattern (IGETC), implemented in fall, 2023, were governed at the state level by the California Community Colleges, California State University, and the University of California. These changes included a requirement for students to complete at least one course in Ethnic Studies in order to complete transfer requirements for the AD-T or IGETC. At MCC, the Articulation Officer presents changes to the GE pattern, such as the Ethnic Studies requirement, to the curriculum committee. The curriculum analyst is responsible for entering the new requirements into the upcoming catalog ([Curriculum Committee Minutes 11-9-20](#)).

Courses must go through a review process to receive articulation for CSUGE and IGETC. If approved, the transfer GE area is reflected in the course outline of record ([Course Outline of Record, Sociology 2](#), (p. 7)). The general education pattern is then updated in the catalog, transfer general education sheets, Colleague Degree Audit system, and Starfish Degree Planner by the Curriculum Analyst.

Incoming students are informed about the general education requirements at new student registration events and during counseling appointments and in the New Student Handbook ([MCC AA/AS GE Sheet](#), [MCC CSU GE Sheet](#), [MCC IGETC GE Sheet](#)). Also, students can access approved courses for CSUGE and IGETC through the ASSIST website, the official course transfer and articulation system for California's public colleges and universities, which is updated by the articulation officer ([CSU GE Biology](#), [IGETC Communication Studies](#)).

All General Education learning outcomes are assessed according to the MCC Outcomes and Assessment Handbook ([Outcomes Assessment Handbook](#), p. 11).

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

In its commitment to fostering success in each student's unique educational journey, Madera Community College places a strong emphasis on transparent, accurate, and accessible communication regarding its programs, services, and resources. Madera Community College ensures clarity in its communication by providing comprehensive program information through various channels. The MCC catalog is available in print and online and serves as tangible evidence, highlighting the program learning outcomes for degree and certificate programs ([MCC Catalog](#)). Additionally, MCC has invested in software ([Program Mapper](#)). This user-friendly

tool offers a visual representation of academic programs showcased in the college catalog, tailored to enhance the student experience. This demonstrates a commitment to informing students about the knowledge and skills they can expect to gain through their academic pursuits.

Another essential tool for communicating Student Learning Outcomes (SLOs) is the course syllabus, which acts as a platform for this purpose ([Biology 20 Syllabus](#), [Psychology 16 Syllabus](#), [Math 45 Syllabus](#)). The syllabus is distributed both within the classroom and online through the Canvas course shell. Faculty members can refer to the Outcomes and Assessment Handbook to guide them in crafting, revising, assessing, analyzing, and reflecting on the SLOs specific to their respective course ([Outcomes and Assessment Handbook](#)). Furthermore, the assessment of Student Learning Outcomes takes place bi-annually as an integral part of the Program Review process. This ensures that students not only possess knowledge of the outcomes but also comprehend the methods by which these outcomes are evaluated and measured. By integrating this practice, Madera Community College fosters a transparent and accountable educational environment, reinforcing its commitment to the quality and effectiveness of the educational experience provided to its students.

Madera Community College recognizes the diverse needs of its student population, and thus, the college employs a multi-faceted approach to communication. Recognizing the increasing reliance of a student online presence, MCC has proactively enhanced accessibility to information through its various online platforms. Through Canvas, the primary web-based learning management system, faculty and staff can disseminate crucial announcements on resources such as tutorial services, food pantry, job opportunities, and more ([Canvas Announcements](#)). In addition to Canvas, MCC employs various communication channels, including, emails, handbooks, flyers, mail, the campus website, and social media to ensure the widespread dissemination of important information ([District Email to Students](#), [New Student Handbook](#), [SEP Page](#), [MCC Social Media Sites](#)). This multi-modal approach is designed to cater to students' diverse communication preferences and habits.

In a proactive effort to assess the efficacy of its communication with students, Madera has employed various tools such as the Revealing Institutional Strengths and Challenges (RISC) Survey ([RISC 2021](#), [RISC 2023](#)). Initially administered in Spring 2021 and subsequently in Spring 2023, this survey solicited specific inquiries about students' experiences in accessing and receiving information from the Madera Community College website. In response to the feedback obtained, Madera Community College procured Program Mapper to enhance the dissemination of course planning information, aligning with students' preferences. Furthermore, the campus has embraced contemporary communication trends by incorporating [QR](#) Codes into its communication strategy. This move reflects a commitment to staying current and relevant in the dynamic educational landscape. Additionally, the noticeable uptick in the college's social media presence can be directly attributed to these survey-driven changes. Collectively, these initiatives underscore Madera's dedication to adaptability and responsiveness to the evolving needs of its student body.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected time.

Madera Community College regularly schedules courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education ([CTE-STEM Summer 2023](#), [Course Schedule Fall 2023](#), [MCC Catalog - Degree and Certificate Programs](#)). This is done through the Administrative Office of Instruction, which works with the deans and department chairs to schedule courses two years in advance and thus facilitate completion of the degree within two years ([GP Psychology Mapping](#), [Schedule Development Calendar](#), [SCC CD Enrollment Management](#)). In preparation for building schedules, the deans collaborate with department chairs who work directly with discipline faculty, to ensure the courses are scheduled in a manner that supports students in successfully completing degree and certificate programs in a timely manner. The Office of Institutional Research, Assessment, and Planning (IRAP) provides data to create schedules, such as historical enrollment, number of course sections, enrollment, capacity, fill rates, full-time equivalent students (FTES), and wait-lists to analyze. Data are reviewed weekly to make necessary schedule adjustments until the census date ([Public Dashboards](#)).

Courses are scheduled so that prerequisites and sequence courses can be completed in order without interruption. The MCC catalog, which lists all courses required for the program and the Self-Service system, which lists all courses offered each semester are critical in the planning and completion of a student's program ([MCC Catalog pp. 128-213](#), [SCC CD Self-Service System](#), [CTE-STEM Summer 2023](#), [MCC Catalog 2023-24](#)). Program Maps were updated for 2023-24 with catalog information ([College Catalogs Webpage](#)). Additionally, MCC counselors guide students to methodically plan their educational goals by generating Student Educational Plans (SEPs) that direct students towards a timely and successful completion of their degree or certificate.

MCC counselors guide students to methodically evaluate their educational goals by generating Student Educational Plans (SEPs) that direct students towards a timely and successful completion of their degree or certificate plan. Moreover, the MCC Guided Pathways Committee has completed maps of program pathways will assist students with planning and scheduling courses so they can progress through their program in an efficient manner ([GP Psychology Mapping](#), [MCC Catalog-Transfer Degrees](#)).

MCC is currently in the second phase of the Program Mapper initiative [Program Maps](#). Initially, the collaboration with faculty focused on integrating curriculum maps, strategically sequencing courses to facilitate a streamlined academic journey, aiming for a two-year graduation timeframe. In this ongoing phase, the college is teaming up with its UC counterparts to introduce a 2+2 model, enabling students to visualize their first two years at MCC and smoothly transition to their subsequent academic path upon transfer. Beyond mapping, the college is dedicated to crafting informative videos for each program, offering firsthand insights to deepen students' understanding of opportunities. Program Mapper has transformed the academic experience, empowering students to effectively plan and visualize their journey. Additionally,

the counseling department collaborates for seamless course sequencing, working closely with division deans to ensure timely availability and delivery of needed courses, resulting in a more supportive and streamlined approach guiding students to success.

The institution reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected time. This is done via the program review process in which programs are evaluated through a quantitative and qualitative lens. MCC's program review process helps identify the future direction, needs, and priorities of those programs. Additionally, deans, in collaboration with the Office of Research, Assessment, and Planning provide data to make decisions based on student success. Equity data are disaggregated to intentionally schedule appropriately. As the college continued to grow and learn as an institution, it identified software to help support scheduling. Deans were trained to use Ad Astra, which is a software program that helps students progress to degree completion through better institutional academic scheduling, academic planning, and taking advantage of events, products, and services.

The aforementioned list of actions and resources available to students is sound evidence that the college endeavors to schedule classes in alignment with student needs and program pathways. Further, the institution makes these schedules accessible and readily available in advance so that students have the opportunity to plan accordingly, thus facilitating the completion of their programs within a reasonable period of time. As a result of these efforts, the institution, in general, has had success in reaching this standard.

However, in pursuit of excellence, we herein present some recommendations that, if implemented, should help the institution meet this standard in its entirety; these recommendations are as follows:

1. MCC might benefit from adopting course cancellation policies that consider the detrimental effects that extremely late cancellations may have on timely completion of educational plans (e.g., no cancellations after two weeks before the beginning of a semester, or perhaps even forgoing course enrollment efficiencies, in some cases, for the sake of preserving educational plans).
2. In some instances, scheduling courses to meet the needs of students is not possible because of a lack of facilities, instructors, and/or support personnel. Funding for instructors to travel to Oakhurst, permanent lab support personnel, and enhanced laboratory facilities would allow for a regular scheduling and sequencing of required courses for allied health majors, and thus provide a path to timely completion of such programs.

2.6 The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Madera Community College offers courses in a variety of formats and schedules in an effort to meet diverse students' needs (18-week courses, 9-week courses, in person, online asynchronous, online synchronous, and hybrid, day and evening sections) ([MCC Catalog 2023-24](#)). Course scheduling, course modalities and teaching methodologies are regularly reviewed and adjusted to support equitable student learning, achievement, and to guide improvements. The Student Equity Plan identifies disproportionalities and ongoing efforts to address them ([Student Equity Plan](#)).

Madera Community College has developed and is continuing to refine the Program Review process that is utilized to assess program effectiveness and continuous improvement along with providing evidence of needed resources connected to budget allocations. As part of the program review process, programs identify and implement Student Learning Outcome Assessments to self-evaluate and reflect on course delivery modes and teaching methods. Because MCC has seen an increase, post-pandemic, in the prevalence of online course offerings, the need to begin to assess course student learning outcomes by course modality has emerged. This was recently addressed in Program Review/SLO Committee meetings and selected by faculty as an area of needed focus in a spring 2023 SLO faculty/staff survey ([PR-SLO Meeting 3-2-23, SLO Cycle 2 Survey Results](#)). In the recent program review submissions, a select handful of programs have begun to compare SLO results by course modality. These programs can serve as examples of where the college is headed as it continues to identify ways to improve the program review/SLO assessment processes to guide improvement ([Psychology SLO Report](#), [Psychology Program Review Report](#)).

As part of endeavors to best serve students, there have been several campus-wide efforts. Online certification is available to all faculty, and is required to teach online ([DE Strategic Plan](#)). The college has adopted Open Educational Resources and/or use of Zero Textbook Costs with many disciplines moving to offering a significant portion of courses utilizing these resources ([OER/ZTC Program Plan](#)). MCC has hired a full time non-instructional faculty member who devotes 30% of time to Distance Education and 70% of time to Instructional Design. Ideally, the college would have a team in place to share this load and distribute responsibilities amongst more faculty than just one. The college needs a faculty DE coordinator, full-time instructional designer, and full-time accessibility specialist.

2.7 The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

MCC uses multiple methods to deliver equitable and effective services and programs. Program Review combines outcomes assessment, data evaluation, planning, and budgeting for all

programs and services at MCC on a regular cycle. All MCC programs go through Program Review and measure either Course Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) to assess and reflect upon the effectiveness and efficiencies of their programs and services ([COUN 53 SLO Report](#), [Service Area Outcomes](#)). The Program Review process includes Summary Reports for constituency review and approval ([Health Services Program Review](#)).

The MCC College Outreach team supports new and returning students with intake and onboarding services. Incoming high school seniors participate and complete the Registration to Go (RTG) program ([Reg To Go Planning Calendar](#)). This program is designed to assist high school students in the SCCCDC services area to transition into the local community college system. In person and online counseling and onboarding services are available through the counseling office, in coordination with the outreach team in the Welcome Center, to provide services to all other students not associated with RTG. The following steps are taken to ensure full Matriculation: 1: Application, 2: SCCCDC Student Portal (My Portal), 3. Financial Aid application, 4: Online Orientation, 5: Assessment/Counseling/Education Planning, and 6: Registration.

New Mountain Lion Welcome events are scheduled prior to the fall semester to offer face-to-face engagement with incoming students and promote peer interaction. Topics include Financial Aid, special services and programs, library and technology resources, the differences between high school and college, and campus safety ([Mountain Lion Welcome Flyer](#)).

The Madera Community College library serves a fundamental role on campus assisting students in achieving their educational goals by providing information competency instruction, access to print and online resources, open access to computers, and the internet ([Spring23 Library Workshops](#), [APA Handout](#), [MLA 9th Edition.pdf](#)). Library materials are available to students, faculty, staff, and community members in many formats including print books and periodicals, eBooks, multimedia, research databases, and selected web-based resources ([Madera Research Databases](#)). The library includes a computer lab, study rooms, laptops, calculators, hotspots, and a Course Reserve Collection which allows students who cannot afford textbooks to have access to essential course materials. The library recently added research databases independent from Reedley College and is evaluating databases that best meet student demand and needs.

MCC recently moved the various learning labs into one Learning Center combining the Reading and Writing support, Extending the Class tutors, and general tutorial services. The Learning Center provides group tutoring and individual tutoring both in person and online ([LC Tutoring Flyer](#)). The STEM Center is an open study room run in collaboration with math faculty and the Learning Center. STEM tutoring is held in this room, in addition to STEM faculty holding some of their office hours there. It is equipped with several whiteboard tables, which are conducive to the learning process. Student support services are designed to meet the specific needs of MCC students and are reviewed through Program Review and the newly created SAO process. Services are provided both virtually and in-person for Health & Psychological Services, Counseling, Veterans, DSP&S, EOP&S, CARE, Next Up, CalWORKs, TRIO-SSS, Dream, CAMP,

Financial Aid, Transfer, Employment, and Athletics ([Psych Flyer](#), [Counseling and Advising Webpage](#), [Veterans Services Webpage](#), [DSP&S Webpage](#), [EOPS Webpage](#), [CARE Webpage](#), [Next Up Webpage](#), [CalWorks Webpage](#), [TRIO-SSS Webpage](#), [Dream Webpage](#), [CAMP Webpage](#), [Financial Aid Webpage](#), [Transfer Center Webpage](#), [Career & Employment Center Webpage](#), [Mountain Lion Athletics Webpage](#), [Virtual Transfer Fair](#)).

MCC is invested in offering resources to students interested in transferring to a four-year university. The MCC Transfer office offers many workshops on transfer basics and university application assistance ([Transfer Basics Workshop](#)). It organizes a Transfer Day where university representatives are invited to participate and provide information to students as well as hosts many university representatives to meet individually with MCC students throughout the year ([Transfer Day Survey](#), [Transfer at Oakhurst](#)).

The Career, Transfer and Employment Center offers events on campus to help students identify their unique qualities, abilities, values, and interests. Students attend workshops to learn about themselves, research career options, link their major to a career path, gain job readiness skills, and look for on/off-campus employment opportunities ([Employment Services at a Glance](#)). Students learn how to create and upload their resume to either Talent Network, Career Coach or Job Speaker ([Career & Transfer Flyer](#)). MCC hosts a Professional Clothing Drive in collaboration with Hinds Hospice Thrift Store ([Clothing Drive Flyer](#)). A voucher is provided that allows students to shop for business apparel in preparation for their interview.

MCC maintains clear and consistent expectations, documentation, and communication with students regarding campus support services. MCC expectations of students are documented and communicated in the college catalogs, New Student Guide, Course Syllabi, Canvas Portal, and campus website ([College Catalogs Webpage](#), [New Student Guide](#), [Canvas Portal Webpage](#), [Campus Website](#)). Academic expectations for students include course requirements, policies (including grading policies), and academic integrity standards. Support services include tutoring, counseling, library services, and other campus support programs. Students are informed of their responsibilities, which could include attending orientations, participating in required workshops, and meeting with academic counseling faculty ([New Student Orientation](#)). Communication is maintained via updated website content, student email services, and social media postings.

In summary, MCC uses Program Review, Service Area Outcomes, Tableau dashboards ([Student Demographic Data](#)), Starfish Reports ([Starfish Yearly Assessment](#)), and Qualtrics survey data ([Health Services Survey](#)) to measure the effectiveness of the support services in moving our institution toward equitable student outcomes. The Institutional Research office is key in maintaining the dashboards and synthesizing data from campus and department surveys. The data are used in the Program Review, SLO/SAO process, budget requests, and Human Resource staffing requests.

2.8 The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Madera Community College creates formal and informal opportunities for student engagement ([Spring 2024 Event List](#)). Formal opportunities include many planned student activities such as various club gatherings, Associated Student Government meetings, cultural and heritage activities including El Dia de Los Muertos, Native American History month, La Posada Christmas community celebration, Health and Wellness Fair, Veterans celebrations, College Transfer Day, CalFRESH and Food Pantry events Pizza with the President and LGBTQ+ Colors of Change event ([Colors of Change Webpage](#), [ASG Webpage](#), [Native American History Month](#), [La Posada](#), [CALFRESH Fresh Produce Giveaway](#), [Pizza with the President](#), [Colors of Change](#)). In Spring 2023, MCC introduced women's soccer as the first collegiate sport's team ([2023 Soccer Schedule](#)). MCC also plans events for the community with the annual Open House Event ([Madera Open House Webpage](#)), New Student Welcome ([New Student Welcome](#)), and Extreme Registration ([Extreme Registration](#)).

Informal opportunities include spaces for gathering at both MCC and Oakhurst campuses in the library, Learning Center, student lounge, cafeteria, library study rooms, coffee and food trucks, and Welcome Center/Info Hub.

Efforts have been made to provide engagement activities at the Madera Community College at Oakhurst to support the students in the remote mountain community ([Welcome Day Oakhurst](#)). Oakhurst recently established a new and improved with access to computers/internet, printing, a community study area, mini fridge, microwave, coffee maker, etc. ([Student Success Center Flyer](#)). It provides an inviting space for students to engage on campus, work collaboratively, complete their coursework, or relax between classes.

Being visible to the community and recognized as a college campus gives MCC's students a sense of pride and ownership. The Marketing and Communications office facilitated the installation of an updated sign at both the MCC and the Oakhurst campus' main entrances, large door wraps and banners are at key student areas at both campuses, and culturally affirming murals are soon to be painted in various locations around the MCC campus ([Oakhurst Campus Sign](#)).

2.9 The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Programs at Madera Community College conduct systematic review and assessment of both learning outcomes and service area outcomes on an ongoing basis. Each learning outcome of each course is assessed at least once throughout the program review cycle, and each service

area assesses outcomes at least once throughout the program review cycle ([Outcomes and Assessment Handbook](#)). Student learning outcomes reports highlight areas in which programs see room for growth within their programs, and highlight plans for this improvement ([Art SLOs 2022](#), [ESL SLO Report](#), [Math SLO Report](#), [Psych SLO Report](#)). Administration has agreed to pay the part-time faculty for assessing student learning outcomes if necessary in order to ensure that all student learning outcomes can be assessed ([PT Training Email](#)). The student learning outcomes coordinator oversees a database for storing student learning outcomes as they are submitted, and audits the results of these submissions with each program review submission. ([F21 PR SLO Submissions](#), [F22 PR SLO Submissions](#), [S21 PR SLO Submissions](#), [S22 PR SLO Submissions](#)).

Towards the end of the first program review cycle, MCC created an SLO workgroup to consider how the college could improve the SLO Assessment process moving into Cycle 2. As a result, the workgroup created a poll for the college and used the results of this poll to decide on changes moving into Cycle 2 ([Cycle 2 Poll Results](#)). The poll results indicate a need to ensure that MCC is assessing all modalities as well as a need to find reasonable guidelines to differentiate expectations of programs with several courses compared to those with a few.

In addition to the survey results, the SLO Coordinator relied on their own observations of challenges and successes from the first program review cycle. The graphical summary of data presented by the art program highlighted areas in need of improvement ([Art SLOs](#)). The math program was very clear about indicating the number of students who met the expected SLO threshold, as well as indicating areas where they could improve moving forward ([Math SLO Report](#)). The psychology program both had a graphical summary of data, was clear about indicating the number of students who met the expected SLO threshold, and also looked for any statistically significant differences between courses taught in different modalities ([Psych SLO Report](#)). A challenge was assessments which did not correctly (or at all in some cases) indicate the level of achievement of the expected SLO Performance. Another challenge was reports which did not indicate the modality assessed. A third challenge was that some of the reflection questions on the SLO Assessment form were outside of the contract expectations of part time faculty and were not often addressed when completed by part time faculty.

As MCC moves into its second program review cycle, it is beginning to use a simplified SLO assessment template, along with an SLO Summary, to help guide programs towards increased focus on improvement ([Course SLO Assessment Form](#), [SLO Summary](#), [SLO Data Storage](#)). The simplified SLO Assessment template focuses on clarity of the assessment process as opposed to making decisions about what to do with the results. This clarity includes asking the writer to spell out the course SLOs, and then indicating student performance on these SLOs. The SLO Summary asks program writers to consider what modalities have been offered for each of their courses and in what modalities those courses have been assessed. It then asks writers to show the expected SLO performance data for each of their courses.

Finally, it asks them to decide where to improve based on these data: it could be assessing in more modalities, or it could be re-assessing courses where SLO assessments did not meet the

expectation. Each program is expected to reassess somewhere, but it is up to the program to decide where. The hope is that this process will not only encourage programs to find areas to focus on improvement, but that it also creates a bit more equity between programs with multiple courses with small enrollment and those with fewer courses that have several sections each.

The process for conducting systemic reviews of MCC's learning support and student services programs has been formalized in the 2nd edition of our program review handbook which went into effect during the fall, 2023 semester ([4-yr. Program Review Handbook](#)). Although the formalized process is new, the college has always had student services and learning support programs which have included student area outcomes assessment results within their program reviews ([CalWORKs Program Review](#), [A&R Program Review](#), [Health Services Program Review](#)).

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1 The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment.

Madera Community College (MCC) works with the SCCC Human Resources Department to hire qualified faculty, staff, and administrators to support and sustain educational services and improve student success. The Human Resources Department includes the Personnel Commission, which runs classified staffing. Hiring policies and regulations are in Administrative Regulations Chapter 7 [AR 7120](#) Board Policies Chapter 7 [BP 7120](#) including:

- AR 7120: Procedures for Recruitment & Employment of Full Time College Faculty [AR 7120](#)
- AR 7121: Procedures for Recruitment & Employment of First Time Part Time Faculty [AR 7121](#)
- AR 7212: Full Time Temporary Faculty [AR 7212](#)
- AR 7220: Procedures for Administrative Recruitment and Hiring Procedures [AR 7220](#)
- AR 7223: Interim or Acting Appointment to Vacant Academic Administrator Position [AR 7223](#)
- AR 7230: Classified Employees [AR 7230](#)
- BP 7100 Commitment to Diversity [BP 7100](#)
- BP 7120 Recruitment and Hiring [BP 7120](#)
- AR 3420: Equal Employment Opportunity [AR 3420](#)

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. 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 ([AR 7230](#)).

Procedures for faculty hiring 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 MCC and the district and address position duties, responsibilities, and authority. In addition, MCC's job postings express our dedication to employing individuals who promote and improve equity, diversity and mission fulfillment. Recent postings for a Chicano-Latino Studies Instructor and Nursing Instructor describe the need to serve students from a broad range of cultural heritages, socioeconomic backgrounds, and demonstrate an understanding the benefits a diverse student population brings to a community college ([Chicano-Latino Studies Instructor](#), [Nursing Instructor](#)). These are direct examples of MCC's dedication to employ qualified faculty, staff, and administrators, who are looking to promote and improve equity, diversity, and mission fulfillment.

The minimum and desired qualifications and characteristics are used as evaluation criteria for paper screening of the candidates and in interview questions when hiring. 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.

MCC 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 will have checked all references. The skill sets of prospective employees are carefully matched with department and student needs to ensure a good fit.

3.2. The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

The district plans for, and provides, all personnel with appropriate opportunities for continued professional development, consistent with the district's mission, and based on evolving education, instruction, technology, and learning needs. The district will provide resources and training that support the professional development needs of employees, creates a cohesive and supportive environment that recognizes and celebrates achievement, and aims to improve institutional effectiveness with the ultimate goal of supporting student success ([AR 7160, SCCCD Professional Development Webpage](#)).

Professional development is vital to Madera Community College's Mission, Vision, and Values by promoting quality instruction, innovative opportunities, personal and social growth, and inspiring hope and a passion for learning. Professional development activities are provided to strengthen campus connection, collaboration and appreciation of diverse ideas and perspectives as the campus works toward creating equity, inclusivity, trust and accountability. These efforts align with the college's Strategic Goal 1: Equity & Antiracism, Strategy 1.1.a "Center professional development activities on Diversity, Equity, and Inclusivity (DEI) and antiracism," and Goal 4: Resources & Infrastructure, Strategy 4.1.b - "Integrate plans for professional development activities for all new and current employees, including activities focused on DEI and antiracism," ([MCC Strategic Plan 2021-2026](#)). To align with Standard 3.2, the college provides orientation, oversight, evaluation, and professional development opportunities for faculty, who are encouraged to engage with the college through participating in professional development and with their department colleagues. Professional learning for faculty and staff aims to enhance quality of instruction, strengthen support services, and improve workplace skills. Such efforts are coordinated by our Professional Development Committee and the president's office to include the following activities:

Flex Day – At the start of each semester, the Academic Senate Professional Development Committee coordinates FLEX Day that consists of a full schedule of workshops and presentations that include, but not limited to, topics surrounding DEI, faculty policy and procedure, instructional design, pedagogical practice, team building, and personal well-being. To expand professional development opportunities, the MCC Flex Committee has recently begun offering one-hour professional development opportunities during the academic year ([SP 2020 Flex Schedule](#), [SP 2022 Flex Schedule](#), [FA 2023 Flex Schedule](#), [SP 2024 Flex Schedule](#), [Fall 2023 Flex Day Schedule](#), [February Flex Session](#)).

College Hour and Talking Circle – Coordinated by the office of the president, weekly sessions are scheduled to conduct dedicated space and regular opportunities for dialogue around student equity, Guided Pathways, college planning and college governance. Some other recent topics during College Hour have been Neurodivergent Learners, Food Pantry Services and Food

Insecurity Basic Needs, Safety Training, and Community and College Data. One area incorporated into College Hour approximately twice per semester has been Dialogues on Race and Anti-Racism. These meetings provide the opportunity to discuss concepts in the text related to professional development and ways to improve the campus climate regarding equity, anti-racism, diversity, and inclusion. The current text being discussed is *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* by Heather McGhee. Prior texts have included *How to Be An Antiracist* by Ibram X. Kendi, *Lives on the Line: Dispatches from the U.S.-Mexico Border* by Mariam Davidson, *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do* by Jennifer L. Eberhardt, *Desert Exile: The Uprooting of a Japanese-American Family* by Yoshiko Uchida, and *Immigration and the Next America: Renewing the Soul of Our Nation* by Archbishop Jose H. Gomez. These dialogues have been regularly evaluated through end-of-the semester surveys, which have helped make the book choices more collaborative and democratic. Based on recent feedback by the campus community, many indicated they would like a portion of College Hour to be used to get vital work done. Starting within the past year, College Hours have also been used for hands-on tasks like program review assistance and institutional set standards ([College Hour Schedule](#), [Dialogues on Race and Antiracism](#)).

In 2020, and as a response to the George Floyd murder, MCC began a Native American practice of Talking Circles, which were initiated to give the campus community a safe place to share and discuss different, and sometimes difficult, social issues, trends, and ideologies, along with local, state, national, and world events in a manner that create a dialogue of ideas, opinions, perspectives, and feelings. There are different topics/prompts at each Talking Circle—not necessarily book based. Often, the president has led a discussion based on the events of that week or month ([Talking Circles Spring 2022](#), [Talking Circles Spring 2023](#)).

Opening Day – College-wide activities are planned on the first day of each semester where all staff are informed about the college’s state and engage in discussion surrounding current educational topics ([Opening Day Agenda Fall 2023](#), [Opening Day Agenda Spring 2024](#)).

Training Institute – The Training Institute provides online and in-person skills-based training that leads to employment, employee advancement, increased productivity, and performance optimization. Training Institute programs are fee-based and are not for college credit ([Training Institute Webpage](#)).

Online Teaching Certification - The California State Title 5 Ed Code states that "Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements." MCC Distance Educational Plan (in development) to be approved by the Academic Senate states that instructors shall have "...training in the techniques of distance education instruction before teaching a distance education class." Faculty must meet the training requirement before teaching any class based on a DE Addendum, whether fully online or hybrid. Madera Community College accepts the following certificate programs to meet the requirement for online teaching at MCC with the first option being the preferred method of training: 1) MCC Distance Education Certification

Course, which is an online training program specifically for MCC faculty, 2) @ONELinks Online Teaching Certification, 3) Certification from another California Community College. Faculty will still need to complete the final project to reviewed by MCC College Distance Education Coordinator and/or Instructional Design Coordinator ([MCC Teacher Tool Box](#)).

New Faculty Orientation – Each academic year, a cohort of new faculty is formed and convenes periodically each semester to collaborate on items to introduce them to college resources. The meetings also serve to facilitate support and collegiality. Also, to aid new faculty and continuing faculty, there is a Curriculum Handbook, a Guide to Completing a Course Outline, and a Program Review Handbook. The campus is currently utilizing the Reedley College 2019-2020 Faculty Handbook from when MCC was still a college center, but is continuing to work on an updated version for MCC itself ([Adjunct Faculty Orientation](#), [New Faculty Orientation Agenda](#), [New Faculty Welcome](#), [New Faculty Cohort Meeting #2.docx](#), [Faculty Handbook](#)).

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 staff development opportunity to the college strategic plan and program review goals. The staff development opportunities may include conferences, workshops, or meetings. When funding is granted to an applicant, they are expected to gather and distribute information they have learned from the activities to the wider college community ([Staff Development COA](#), [Staff Development Proposal](#), [Travel and Conference Form](#)).

Faculty Flex Coordinator – The college is constantly seeking to expand professional development opportunities. To this end, Spring 2024 saw developments that will benefit the college moving forward. The part-time Faculty Flex Coordinator position was funded by an IEPI Innovation and Effectiveness Grant, and subsequently filled, allowing reassignment time for a faculty member to seek and develop additional opportunities soon. This individual “under direction of the Vice President of Learning and Student Success, coordinates, organizes and performs a variety of complex, technical, and para-professional duties in support of the college professional development activities that serve advancing the work of infusing anti-racism in the delivery of curriculum, professional, educational, and training needs of college employees; develops and recommends training materials; schedules formal training classes and in-service training sessions to meet the training needs of the college” ([Flex Coordinator Position](#)).

IEPI Innovation and Effectiveness Grant, ACUE Training, and AB 1705 Faculty Coordinator – The IEPI Innovation and Effectiveness Grant also funded a cohort of the Association of College and University Educators (ACUE) training for both faculty and staff in Fall 2023. ACUE supports and credentials course-takers in evidence-based teaching practices that drive student engagement, retention, and learning. Course-takers who complete ACUE courses earn certificates in effective college instruction endorsed by the American Council on Education. The survey evaluation results were very positive overall, and the college may be offering other ACUE training courses either through this grant or through the AB 1705 Implementation Plan and Funding, which is another area where the college recently finished the selection an AB 1705

Faculty Coordinator, and which will have some professional development activities coming in the future ([IEPI Progress Report](#), [AB 1705 Faculty Coordinator Position](#)).

Community of Practice – Other professional development activities have developed through the efforts of individual faculty members, who may start with sharing ideas in a flex workshop and then develop into a longer professional development opportunity. For example, Gregory Ramirez, English instructor, brought in the topic of Joe Feldman’s book, [Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms](#), for a flex workshop, which then grew into a Community of Practice (CoP) group of colleagues who continued meeting and discussing the concepts in the book. Once that CoP finished, another book was selected and the monthly discussions continued under the coordination of another faculty member, Khayyam Qidwai. This time the text selected was [The Costs of Completion: Student Success in Community College](#) by Robin Isserles. The focus of the discussion sessions was to see where the concepts in each book could improve instructional practices as well as continuing to build on a culture of equity and success on campus. The discussions on this text just concluded, and the book for next fall has been selected: [Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students](#) by Zaretta L. Hammond ([The Cost of Completion](#)).

Equity Committee Events - Equity Committee Events - The Equity committee has brought multicultural professional development events onto campus. Sometimes the events have occurred during College Hour, but other times Zoom was used to host various community discussions, such as with valley police officers, a Japanese internment camp survivor, and a Native American community member. Folders on Equity’s Teams site have various resources linked to these past presentations, so personnel can explore the different cultures and local resources further ([Equity Leadership Alliance](#), [Grading for Equity](#), [Equity Goals](#), [Supporting Male Students of Color](#), [Dr. Safiya Noble](#)).

Flex Workshops and the Dialogues on Race and Anti-Racism have regular evaluations conducted to examine overall effectiveness in promoting student success and in meeting institutional and employee needs. The ACUE training and local Online Teaching Certification were also evaluated and data from them considered in planning future training sessions. The college could do a better job of evaluating other types of professional development activities, campus events, and speakers who have been brought on campus by different committees. However, with two new part-time coordinators coming on board, that should help with more evaluations and communications of results to use for making improvements.

3.3 The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution’s mission and goals.

Evaluation protocols for Madera Community College (MCC) employees are described in Chapter 7 of the State Center Community College District (SCCCD) board policies and administrative regulations in addition to the different collective bargaining agreements between SCCCD and its employee bargaining units.

Board Policy 7150 states, “The district ensures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The district establishes written criteria and procedures for evaluating all personnel. The evaluation process assesses the effectiveness of personnel and encourages improvement. Actions taken following performance evaluations are formal, timely and documented” ([BP 7150](#)).

Evaluation of Full-Time and Part-time Faculty

The collective bargaining agreements between the State Center Federation of Teachers (SCFT) and SCCCD describe the evaluation processes of full-time, tenure-track and tenured faculty. Tenure-track faculty, identified as “contract/tenure review faculty” in the SCFT Full-Time Faculty Agreement, have a four-year probationary period for tenure review to “ensure that students have access to the most knowledgeable, talented, creative and student-oriented faculty available” ([FT Faculty Bargaining Agreement](#), p. 29). Each contract employee’s evaluation committee consists of three members, including two tenured faculty members from the contract employee’s discipline or in a related discipline, and the immediate supervisor or his or her representative. Faculty evaluations consist of several components that include (1) meeting of contract unit member with the evaluation committee to review regulations, criteria, procedures and timelines, (2) minimum of one classroom visitation from each member of the evaluation committee, (3) District evaluation questionnaire taken by students, (4) a Professional Activities Evaluation that the contract employee completes and (5) a Self-Evaluation that the contract employee completes; and any relevant input from outside the formal evaluation process such as signed student complaint forms ([Self-Evaluation for Tenure Track Faculty Classroom Observation](#), [Faculty Online Observation](#), [Student Questionnaire In-Person](#), [Student Questionnaire Online](#), [Professional Activities](#), [Counseling Faculty Observation](#), [Counselor Student Evaluation](#), [Faculty Non-Instructional Observation](#), and [AR 7122](#)).

All evaluation criteria, such as student evaluation remarks, professional responsibilities, and classroom observations, are considered by the committee members before recommendations regarding employment status are made. Following this, the contract faculty member’s immediate supervisor writes a summary report that indicates any areas needing improvement, specific recommendations for improvement, and recognition of outstanding performance. Committee members meet with contract faculty to discuss the evaluation results and recommendations.

Once full-time faculty receive tenure, evaluations take place every three years so that faculty continue “...to enhance the quality of education...to enhance performance and to further the growth and development of faculty members, to identify areas of performance needing improvement and to assist faculty members in achieving improvement, and to maintain the educational quality and standards of the College/District” ([FT Faculty Bargaining Agreement](#), p. 29). SCFT Full-Time Faculty Agreement outlines the evaluation of tenured faculty, also identified as “regular/tenured” faculty in the contract. A peer reviewer and the immediate supervisor make up the tenure evaluation team that evaluates tenured faculty every three years. Tenured faculty meet with the evaluation team to determine an evaluation plan. The plan includes educational discussions with peers and/or immediate supervisors, classroom visitations and

observations, peer review, evaluation questionnaires of tenured faculty completed by students, Self-Evaluation, and Professional Activities Evaluation ([Self-Evaluation for Tenure Track, Faculty Classroom Observation, Faculty Online Observation, Student Questionnaire In-Person, Student Questionnaire Online, Professional Activities, Counseling Faculty Observation, Counselor Student Evaluation, Faculty Non-Instructional Observation](#), and [AR 7122](#)).

At the completion of this process, the regular faculty meets with the peer reviewer and immediate supervisor to discuss the results of the evaluation and any suggestions for improvement. The immediate supervisor prepares the written summary evaluation report. The summary evaluation considers the peer reviewer's written report as well as the results of each of the evaluation elements.

The SCFT Part-Time Faculty Agreement with the district for 2022-2025 details the process and criteria for part-time faculty evaluation ([Part-Time Faculty Bargaining Agreement](#)). Full-time faculty or an administrator evaluate part-time faculty using the same student questionnaires and observation forms that the college uses in the evaluation of full-time faculty ([Self-Evaluation for Tenure Track, Faculty Classroom Observation, Faculty Online Observation, Student Questionnaire In-Person, Student Questionnaire Online](#)). Part-time faculty evaluations take place during the faculty member's first semester of service, the second or third semester, and then every six semesters thereafter. The college has devised spreadsheets to monitor all evaluations for part-time faculty and therefore verifies that the evaluations are done in a timely manner. The Vice President of Learning and Student Success is responsible for ensuring timely evaluation of part-time and full-time faculty. The office of Human Resources assists in this process. The college president's office keeps records of evaluations.

Evaluation of Classified and Administrative Professionals

The NeoGove PERFORM system is an electronic evaluation program used to evaluate all staff including classified, confidential, and administrative (both classified and academic). This software is cloud-based and is used by HR and the college to evaluate employees. It is also used for storing evaluations and record keeping ([NeoGov](#)).

Classified Bargaining Unit Employees

The agreement between SCCC and the California School Employees Association (CSEA) Chapter #379 describes the evaluation process for classified bargaining unit employees ([CSEA 2023-26](#)). The Office of Human Resources initiates the evaluation process for classified bargaining unit employees and distributes, collects, and monitors the Classified Employee Evaluation forms for classified personnel.

The college's managers evaluate classified employees' performance based on the duties and responsibilities described in the board-approved job description and are responsible for ensuring evaluations take place on a timely basis. The evaluation also includes evaluation of competency such as communication, adaptability, compliance, interpersonal skills, areas of strength, areas needing improvement, progress achieved since the last evaluation, goals and the like. Managers evaluate probationary classified professionals by the end of their fourth month service. Managers

evaluate permanent classified professionals at least once a year. The district's Office of Human Resources maintains records. The district, as indicated in the CSEA contract Article 33.C.2, determines the evaluation form ([CSEA 2023-2026](#)).

Classified Confidential Employees

Classified confidential employees are individuals who help develop management positions in the bargaining process and cannot belong to one of the unions. Managers evaluate confidential employees three times during their first year of employment and then once a year for the next three years. Subsequent evaluations may occur at any time deemed appropriate by the immediate supervisor, but not less than every two years. As with other classified employees, the evaluation of confidential employees rates those employees on factors relating to their performance of the duties and responsibilities described in their board-approved job description. The evaluation includes written identification of strengths, deficiencies, areas needing improvement, progress achieved since the last evaluation, and goals ([AR 7150](#)).

Classified Managers

The Personnel Commission rule 13-3(b) describes the evaluation process for classified managers. Classified managers are evaluated by their immediate supervisor on the same factors used for classified non-managers plus additional factors such as direction of personnel, scheduling and coordinating, and leadership. SCCCD's Office of Human Resources maintains these records. Managers are evaluated three times during their first probationary year, and once per year for the following three years. Thereafter, the evaluations take place no fewer than every two years ([AR 7150](#)).

Evaluation of Administrators

Administrative Regulation 7150, "Employee Performance Evaluations," describes the evaluation process for academic administrators, which, when completed, is reviewed and approved by the next higher-level administrator ([AR 7150](#)). Evaluations occur annually for the first two years of employment and after that every two years unless subsequent performance evaluations are deemed appropriate. This is based on how well the employee is performing the duties and responsibilities contained in the board-approved job description. The evaluation of an academic administrator has three components: 360 Evaluation Survey, Self-Evaluation, and Performance Evaluation Summary. The full-time faculty and classified staff that academic administrator supervises complete a performance evaluation survey. The Self-Evaluation includes comments on any major accomplishments since the last evaluation or since hired, strengths and challenges in the areas covered in the Performance Evaluation Survey and in the duties and responsibilities of the position (course scheduling, monitoring enrollments, program/department leadership and coordination, faculty and staff evaluation, budget development and monitoring, etc.), and goals for the upcoming year(s) ([Peer Survey](#)). The intent is to highlight accomplishments, strengths, and areas where improvement is possible. The administrator's supervisor writes the Performance Evaluation Summary using the 360 Evaluation survey and includes an analysis of the summarized survey findings and comments, the self-evaluation, and his or her own performance appraisal. The supervisor completes these evaluations every two years. The college president's office keeps all evaluations.

The chancellor evaluates the college president based on Board Policy and Administrative Regulation 7150, the president's job description, and performance goals and objectives and in compliance with requirements set forth in the president's employment contract. This evaluation occurs at least once per year ([AR 7150](#), [BP 7150](#)).

All employee evaluations are conducted according to Administrative Regulations, Board Policies, and timelines and processes set in faculty members' and classified professionals' respective contracts. This established formal process of employee and personnel evaluation focuses on effectiveness and improvement. Forms and processes are established and available to employees for review. Goals and improvement plans are part of the process and are reviewed as part of each evaluation period. The appropriate evaluator and/or supervisor documents the evaluation and any actions taken as a result in a formal and timely manner.

In gathering this evidence, the writing group found that the college is compliant in meeting the requirements in the various bargaining agreements and policies and procedures. While some of the forms and processes vary by job title, there are clear documents and procedures for evaluation of each employee. The college could improve by ensuring the whole collection of evaluation documents be more conveniently located by employees.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

The State Center Community College District (SCCCD) receives most of its financial support from State of California apportionments. SCCC's general fund allocation, property taxes, categorical funding, enrollment fees, Education Protection Act funds, and other state funds that 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's FTES reported for the 2022-23 fiscal year was 31,727 ([SCFF Funding Dashboard](#)).

MCC participates in an integrated budgeting process through the Administrative Planning Committee which provides an overview of the annual planning and budget development process. The budget development process, which includes the Budget Development Planning Calendar and the Budget Request Worksheets, are approved by all college governance. The Integrated Planning Model shows how the process is fully integrated with Madera's College Mission, Strategic Plan, Educational Master Plan, Vision 2025, Program Review, and Human Resources Staffing Plans, which are the key drivers in the planning process ([Integrated Planning Handbook](#)). 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 Madera College Human Resource Staffing Plan provides a process on how to approach the staffing at the college. This plan is aligned with the SCCC Human Resources Staffing Plan ([HR Staffing Form](#), [Staffing Process Timeline](#), [Budget and Resource Allocation Model](#)). 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. A final budget recommendation is then made to the Madera Leadership Team and President's Cabinet and ultimately it is presented to College Council and then the president for final approval.

In support of continuous quality improvement, the Administrative Planning committee's operating agreement is reviewed annually, and the budget development process is assessed and evaluated annually to ensure an effective and efficient process ([Administrative Planning COA](#)). A survey to constituents is administered annually and resulting feedback is utilized to improve the budget development process and shed light on challenges. Administrative Services also emphasizes budget monitoring and offers training and provides tools for budget managers to assist in managing their budgets.

Financial resources are sufficient to support and sustain student learning programs and services. The district and college have adequate reserves, and while the college's budget is sufficient, additional resources would provide for expanded opportunities. MCC will continue to leverage new opportunities such as Title V grant after recently being designated as a Hispanic-Serving Institution (HSI).

3.5 The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

The college's mission, vision, and goals are the result of dialogue and collaborative efforts which reflect a strong commitment to student learning and success, educational quality, workforce development, and meeting the needs of the local community. The institution's mission and goals are the foundations of the decision-making process for financial planning. The central focus 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 Madera College Integrated Planning Model ([Integrated Planning Handbook](#)). Budget worksheets are completed by all programs and are routed and reviewed by all department chairs, deans, vice presidents, and president, as indicated in the Madera College Budget Development Planning Calendar Flowchart ([Staffing Process Timeline](#)). Budget request worksheets link needs with program review goals and strategic planning goals. These requests are routed to the Administrative

Planning 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 Madera Community College, the state of the budget and associated issues are provided in several different forums including president's weekly cabinet meeting, College Hour, Deans Council, vice president meetings, and various budget trainings offered by Administrative Services.

The Vice President of Administrative Services provides budget review and training at Madera Leadership Team meetings to administrators abreast of the overall financial status of the college. 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 Administrative Planning committee comments and distributes them back to vice presidents, 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 Report Manager. Budget managers monitor their allocated budget versus actual expenditures on a monthly basis ([Fund 12-Monthly Report](#), [Report Manager Example](#)).

The College Budget Guidelines identify the factors involved in the budget process. Maintaining a balanced budget each fiscal year and maintaining a maximum of 5% college reserve, while supporting student success, program growth and Vision 2025, and now Vision 2035, are key elements in these guidelines ([2023-24 Final Budget](#)). 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 faculty, staff, and administrators. The district's Office of Finance and Administration is responsible for ensuring that the district, college, 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 ([Resource Allocation Worksheet](#)).

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 ([SCCCD 2023-24 Budget Adoption](#)).

The California Code of Regulations requires the SCCC to schedule the district's tentative budget for adoption on or before July 1, and subsequent adoption of a final budget by 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 SCCC website: ([SCCC Business Office Website](#)). A quarterly financial report is available for trustee and public examination ([SCCC Quarterly Budget Update](#)). The board also archives documents for future reference. This open access and public scrutiny encourage 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 emails 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 ([Budget Calendar](#)).

As the college continues to grow, new ways to inform and leverage funding for the campus are being sought. Developing processes and training will help MCC grow in these areas. Currently the District Budget and Resource Allocation Advisory Committee (DBRAAC) is working on a campus funding formula to allocate funding based on the revenue generated at the campus level. This should create buy-in and intentionality surrounding enrollment increases and success measures that are funded through the Student-Centered Funding Formula ([DBRAAC Operating Agreement](#), [DBRAAC Orientation](#)).

3.6. The institution assures the integrity and responsible use of its financial resources and regularly evaluates its financial management practices to promote institutional mission fulfillment

The district's financial management system utilizes the chart of accounts to ensure financial integrity and the responsible use of financial resources. The California Community Colleges 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 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 ([Basic Purchasing Policies](#), [Financial Audit Report](#)).

The district uses the requisition and purchase order process in order to monitor and evaluate proposed expenditures that its colleges, centers, and district support service departments submit. The district and college can only make purchases if authorized signatures are in place. MCC's Vice President of Administrative Services maintains budget control at the major object code level and approves and assigns a budget to each academic and support department using a unique chart of account codes for each department. The administrative office can initiate budget transfers based on changing needs throughout the year ([Chart of Accounts](#)).

For the purchases that require a contract between the district and the proposed vendor, the SCCCDC Chancellor delegates initial approval of all contracts to the District Vice Chancellor of Finance and Administration. The district will not process requisitions, purchase orders, and vendor payments involving a contract until an approved contract is in place ([ICA Matrix](#), [Contract Signature Process](#)).

MCC's Vice President of Administrative Services is responsible for aligning the college's process with district procedures and state and federal regulations. MCC follows the same procedures as the district. Faculty and staff purchase requisitions must pass through an approval process involving managers, directors, deans, Vice President of Learning and Student Success, or Vice President of Educational Services and Institutional Effectiveness, and Vice President of Administrative Services. The district Purchasing Department processes the purchase orders. MCC's Administrative Services Office analyzes the monthly expenditures to ensure there is no overspending. The Vice President of Administrative Services communicates the results of this analysis to President's Cabinet ([SCIP Approval](#), [Budget Agenda](#)).

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 (CCFS311) ([CCFS](#)).

Each year the evaluation of expenditures for prior and current fiscal years is the starting point in the budget development process. Analysis of the prior year's fiscal budgeting is an effective tool for identifying current and future fiscal needs. In addition, the Vice President of Administrative Services is responsible for providing ongoing monitoring and review of MCC's financial transactions including periodic financial reports and accounts. Each departmental budget manager is responsible for the financial transactions for their assigned area(s). The budget manager and support staff have real-time online access through system tools such as Colleague and/or Report Manager to assigned financial account information including all

financial accounts, originally approved budgets, revised budgets, year-to-date expenditures, most recent month activity, encumbrances, and available account balances.

The district Vice Chancellor of Finance and Administration reviews the year-to-date financial status of the district and college at weekly district-wide finance and administration meetings. The Vice President of Administrative Services is the MCC representative at these meetings where they discuss financial activity, revenue or expenditure trends and take appropriate action, when applicable ([Finance and Admin Agenda](#)).

The Director of College Technology Services is MCC's representative on the district Technology Advisory Committee. This committee is the district's planning body for areas involving technology which discusses and prioritizes suggestions to improve the financial management system. It also recommends the following:

- District initiatives to the chancellor regarding technology that align with the district's Strategic Plan
- Guidelines and measurements by which to monitor progress towards the completion of these initiatives
- Technology planning between the district, colleges, and centers, to ensure that the college's Technology Plan align with the district's Technology Plan
- Planning for the acquisition, maintenance, and use of current and future technology throughout the district ([Technology Project List](#)).

As stated in paragraph one, 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 audit report discloses results of such tests. This feedback is immediate, and the district implements recommendations within the next audit cycle. The MCC Vice President of Administrative Services communicates results of the audit to President's Cabinet and College Council.

The Ellucian financial management system empowers budget managers with precise and up-to-date information. Different stakeholder groups at the campus level will have budget updates and/or presentations such as the Administrative Planning Committee, Presidents Cabinet, and College Council. In addition to campus presentations the board of trustee meeting has frequent budget updates. As part of ongoing improvements, the MCC Budget Department is actively integrating dashboards and interim summaries to facilitate more frequent budget evaluations by managers. Looking ahead, a strategic objective includes resources allocations towards targeted campus initiatives like Guided Pathways and DEIA work to include SMART goals for measurable returns on investments (ROIs).

3.7. The institution assures a reasonable expectation of financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability

When developing the annual budget, SCCC prioritizes faculty, management, and staff step increases, followed by operational fixed costs considerations. This process enables the district to project several years ahead the impact of these costs on reserve funds ([Final Budget to BOT 2022-23](#)).

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 and is self-insured through membership in two Joint Powers Authorities (JPA). The JPA known as the Ed Care, which includes Kingsburg Elementary Charter School District, pools resources together in order to self-fund two medical plans, dental insurance plan, and a vision plan. Our health insurance broker is Keenan & Associates. The district has an irrevocable Other Post-Employment Benefits (OPEB) trust with a balance of \$40,392,661 as of June 30, 2023 ([PARS Statement](#), [GASB 75 Report](#)). Additionally, the district has set aside reserve funds to address the increases in employer contributions rates for The California State Teachers' Retirement System (CalSTRS) and the California Public Employees Retirement System (PERS) (\$27.6M as of 06/30/2023) ([Fund 62](#)).

The district manages risk for property, liability, worker's compensation, dental, vision, and health insurance by being members of the Valley Insurance Program Joint Powers Agency (VIPJPA). The VIPJPA is a self-insurance pool for property, liability, and worker's compensation insurance. 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 ([Appointment of Reps](#), [BOT Minutes 12-13-22](#), [BP 6540](#)). 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 JPA is the Fresno Area Self-Insured Benefits Organization, now called the EdCare Group (formerly FASBO). The EdCare Group is a self-insurance pool set up to provide vision, dental, and health care insurance for its members and their families. The Ed Care Group is self-insured for medical care and meets regularly to manage and control medical costs to keep member premiums and deductibles at a minimum ([EdCare Group Website](#)).

SCCCD employees may also choose between two other medical providers: Blue Shield and Kaiser Permanente. The district and employee groups negotiate changes to co-pays and deductibles as needed to keep the medical premium near the negotiated district maximum contribution level ([Benefit Guide](#)).

The college links the following institutional plans and funding to both short-term and long-range operational financial plans: district and college Strategic Plans, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, Lottery Decision Package funding, local bond funding for capital improvement, the Educational Master Plan, the Facilities Master Plan, HR Staffing Plan, and the Board of Trustees approved budget ([SCCCD Strategic Plan](#), [MCC Strategic Plan](#), [MCC EMP](#), [MCC Student Equity Plan](#), [MCC Facilities Master Plan](#)). 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.

At the campus level maintaining reserves greater than the minimum 5% as stated in Board Policy 6200 is one way to prepare for uncertainty surrounding the state budget ([AR 6200](#)). Continuing to monitor potential impacts for future years such as pension and health care increases, minimum wage increases, collective bargaining and economic impacts are some of the strategies utilized while developing budgets. As MCC continues to grow, identifying grant opportunities and community partnerships is one way to bring in additional resources to expand services will be a strategy to mitigate rising costs and maintain fiscal stability.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution assures safe and effective physical resources at all locations where it offers courses, programs, and learning support services.

Madera Community College (MCC) and Madera Community College at Oakhurst (MCCO) assure safe, accessible, secure, and healthful working environments. The Madera campus' Academic Village 1 (AV1) comprises a 50,000-square-foot housing a science, computer and art laboratory, and a 150-seat lecture hall, classrooms, and administration and faculty offices. In December of 2022, MCC held a ribbon cutting ceremony for Academic Village 2 (AV2) a 38,000 square feet complex that houses general education classrooms, distance learning classrooms, a student success center, library, and labs for nursing, computers, and criminology. There also is an expanded parking lot on the west side of the campus (parking lot B) ([MCC Campus Directory](#)).

Currently the relocatable buildings are multi-purpose and used for classrooms, the food pantry, several student programs, staff offices, student center, and the sports medicine clinic. The modular classrooms are situated around a central amphitheater, which also includes a multi-purpose 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 ([Child Development Learning Center Webpage](#)). It is currently under renovation and is scheduled to reopen in time for the fall, 2024 academic semester ([Child Development Center Email](#)). 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. In 2020, the new Center for Agriculture and Technology (CAT) 10,000 square foot building was opened which houses general education classrooms, a plant science lab, faculty offices and shops for agricultural mechanics, welding and industrial maintenance ([SCCCD CAT Webpage](#), [MCC CAT Webpage](#)).

MCCO serves approximately 900 students, generating a full-time equivalency of about 130 students per year. MCCO is located in the central business district of Oakhurst. Approximately 90 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 Board of Trustees of the SCCC 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 MCCO.

Recently MCC has purchased four new mobile security surveillance units to enhance campus security. If an employee recognizes an unsafe condition it can be reported through the “School Dude” work order request system for district or campus staff to assess or fix the concern ([SCCCD Maintenance Webpage](#), [School Dude](#)). District Environmental Health and Safety Department provide periodic inspections and resources for safe and healthy workplaces ([Environmental Health and Safety Webpage](#)). At the campus, inspections such as Fire Extinguisher, AED and eyewash stations are performed regularly by the Building Services department.

Facility needs are addressed in many ways. Smaller scale projects based on campus needs are addressed with a Facility Modification Request at the campus level. [Facilities Modification Request Form](#), [FMR Requests 11-23](#)). The Facilities Master Plan is used to prioritize capital projects when funds become available, such as the passage of the 2016 Local Bond Measure C, the citizens bond oversight committee reviews and informs the public on bond activities ([About Measure C Webpage](#), [Oversight Committee Webpage](#), [Capital Construction Update](#), [Quarterly Report](#), [SCCCD Facilities Master Plan Update](#), [CBOC Financial Report 9-30-22](#)). Updating inventory checklists and moving towards single point of entry and keyless entry utilizing employee badges are a couple of areas that MCC is looking to improve.

3.9 The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Madera Community College (MCC) implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The technology department provides support to all college operations, academics, and support services programs. The technology department has become an essential component of daily activities within the educational institution. MCC continues to develop and apply technology to support

learning. The institution's dedicated technology department services updates and maintains a five-year replacement of computers for all students and staff. This replacement plan, including the software plan (as outlined in the Madera Community College Technology Plan), is fundamental in the annual action planning process ([MCC Technology Plan 2022-24](#), [SCCCD Technology Plan](#)). Replacing equipment on a regular cycle is crucial for the success of providing access to technology and supporting effective teaching and efficient work environments. Initially developed in 2006, this plan 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 PCs, laptops, and desktops. In August, 2023, all the campus computers were switched from a Virtual Desktop Infrastructure (VDI) environment to a physical small-form-factor and All-In-One computer. With nearly all campus computers replaced in August 2023, students now have open access to computers in the non-classroom areas ([SCCCD Technology Plan](#)).

Madera Community College (MCC) communicates the requirements for safe and appropriate use of technology to staff, faculty, and students via the State Center Community College District (SCCCD) Computer Use Policy and Student Code of Conduct Policy ([SCCCD Computer Use Policy](#), [Student Conduct](#)). The SCCC Computer 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. SCCC encourages the use of its computer systems for education, academic development, public service, and other educational-related purposes" ([SCCCD Computer Use Policy](#)). When using SCCC computer systems, all users must abide by the rules of this Policy and use the system ethically and legally. MCC adheres to the SCCC District Computer Use Policy by ensuring all its employees and students read and acknowledge the written policies before logging into a computer attached to the SCCC network ([AR 3720](#)).

The State Center Community College District (SCCCD) Information Technology (IT) department and Campus Technology department are responsible for the institution's network and data security. The district IT networking and security 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 ([SCCCD Technology Plan](#), [AR 3720](#)). While the campus's physical Internet connection is at the district office, the WAN distributes access to the remote campuses. The district IT networking group is also responsible for maintaining the security firewall, Virtual Private Network (VPN) remote access, CENIC data, videoconferencing, and e-mail handling. The district network security team provisions, deploys, configures, and monitors the hardware security firewalls. 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 accessing unauthorized data ([Student WiFi Access](#), [Guest WiFi Access](#), [Student Equipment Use Policy](#)).

Furthermore, the district and Madera Community College IT departments enforce other security measures to prevent network and data breaches. The district IT department and its campuses configure and deploy Sophos and Windows Defender as their preferred endpoint protection software. Windows Defender anti-virus software does an excellent job safeguarding most Malware security concerns. The application is constantly updated to keep up and protect against Zero-day attacks. Another security measure used by the college and its district IT department is Single Sign-On Multi-factor Authentication (MFA). With MFA, end users must prove their identity using a preferred authentication method, which can be a text message, email message, or an authentication app. All these authentication methods add an extra layer of protection and security for the district network and end user. In addition to network security, the district and MCC IT department utilize Rubrik as a Backup and Disaster Recovery service solution. Rubrik is a software-defined data management platform for physical, virtual, and hybrid environments that simplifies and unifies backup, data protection, and instant recovery onsite, in the cloud, and at the data center ([Data Backup and Recovery](#)).

Madera Community College (MCC) aligns with ACCJC standards by proactively managing technology resources to support educational services and ensure operational efficiency. The institution's systematic approach includes a robust technology replacement plan, ensuring all students and staff have access to up-to-date equipment and software, directly enhancing the learning environment and operational effectiveness. The strategic implementation of security protocols and the emphasis on safe technology use underscore MCC's commitment to data integrity and network security. Reflecting on these practices, MCC acknowledges the importance of continually assessing and adapting its technology infrastructure to meet emerging educational needs and security challenges. Moving forward, MCC plans to leverage insights from its ongoing evaluation processes to innovate its technology use further and enhance alignment with ACCJC standards, focusing on advancements that support equitable student success.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

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% for each campus ([BP 6250](#), [Board Goals Webpage](#), [Financial Budget 2021-23](#)). The district historically exceeds this minimum reserve; and has maintained a reserve greater than 20 percent for the past several years ([Final Budget to BOT 9-6-22](#)). The district reserve balance at June 30, 2022 was 18.5%. The district has also demonstrated fiscal prudence by setting monies aside for the escalation of the STRS and PERS increases as well as Enrollment, Inflation and COVID Mitigation reserves.

MCC and the district have sufficient cash flows and reserves to maintain fluid operations in case of an emergency without short- or long-term borrowing ([Carryover Summary 6-30-22](#),

[Financial-Budget 2021-23](#)). The prudent fiscal management of the district and the college has allowed for a reserve of funds that are available in times of economic uncertainty in order to meet cash flow needs when necessary.

MCC Technology Services utilizes several strategies to mitigate risk of system and data loss and corruption due to unforeseen or malicious events such as hardware failure or ransomware attack at the datacenter level. At the hardware level, the storage system is configured to withstand two drive losses before the data stored are lost. At the system level, applications are containerized into virtualized servers that can be run on a physical server within the datacenter. If the need arises, the virtualized server can be run on a different physical server. For virtualized servers that are deemed critical or necessary, virtual server replication is enabled to create a time synchronized copy of the server to a secondary server should the primary server no longer become operational or accessible. System backups are taken of identified virtualized servers to a credential-gapped backup system maintained at the district office datacenter. Depending on the backup level deemed for the server, a local copy is maintained and if necessary a cloud copy is also maintained. Restores of backup are tested on a regular basis ([Technology Project List, Information Systems Webpage](#)).

End user passwords are required to be changed on a regular basis and require at least eight characters with a mixture of three of the four following categories: uppercase alpha character, lowercase alpha character, numbers, and special characters. Endpoint data protection software is also installed on all end user systems and servers which are centrally managed and monitored. Multifactor Authentication (MFA) is a requirement for VPN access and will soon be implemented for applications integrated with Single Sign On (SSO). MCC has also implemented Microsoft AutoPilot and Intune for Education to be able to remotely manage and wipe enrolled devices. Phishing email campaigns and training is provided to help end users identify and report suspicious emails ([District-Wide Technology Plan](#)).

From a network perspective, wireless network access requires authenticating using a username and password to a specific network SSID. On the student and guest SSID, firewall controls are in place that prevent connected devices from being able to communicate to each other and have limited connectivity to systems on the network. Role based access is implemented for Technology Services personnel which grants different levels of permissions. For example, the Network Administrator has appropriate access to be able to manage Active Directory, the network infrastructure hardware, backup application, etc. Accounts and passwords are not shared across the mentioned systems in the event of an account compromise. Internet access is provided through a centralized connection at the district office datacenter which is passed through a pair of redundant firewalls. Ingress and egress Internet traffic is monitored by MS-ISAC SOC for suspicious activity ([Cyber Security](#)).

The district office maintains insurance which includes cybersecurity coverage up to a specified amount if a claim is needed to be made due to a ransomware event. The district also has an Emergency Operations Plan (EOP) manual available on campus providing a plan to effectively coordinate the use of college and community resources to protect life and property

immediately following a major natural, accidental disaster or emergency ([Emergency Procedures Webpage](#), [Emergency Procedures Poster](#)). The primary emergencies envisioned by this plan are medical/first aid emergencies, earthquakes, fires/explosions, gas/hazardous materials, flooding, severe winds, utility failure, suicide and attempted suicide response, terrorist incident, biological emergency, active shooter, violent or criminal behavior, civil defense, weapons of mass destruction, disturbances and demonstrations, bomb threat, and governmental response to pandemic flu. The district has trainings and plans to prepare personnel and students for such emergencies ([Bloodborne Pathogens Exposure Control Plan](#), [Chemical Hygiene Program](#), [Evacuation Training](#), [Hazard Communication Training](#), [Heat Illness Prevention Plan](#), [Injury and Illness Prevention Program](#)). Personnel are provided a form to report a hazard, anonymously if desired ([Safety Report Form](#)).

Updating the Emergency Operations Center (EOC) team and providing training opportunities will better prepare personnel and students for an emergency. In addition, most of the planning documents were created in 2016 and may benefit from reviews and revisions.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

Madera Community College's commitment to freedom of inquiry, both on the part of the students and employees, flows from the Mission, Vision, and Values statements of both the district and the college. The district is "...committed...to provid[ing] supportive learning environments" that value both innovation and inclusivity ([BP 1200](#)). The college works to provide a "diverse, inclusive, and equitable environment" in an effort to "promote a passion for learning" ([Mission, Vision, and Values Webpage](#)).

Principles of academic freedom are supported at the highest level of the State Center Community College District. Board Policy 4030 (Academic Freedom) articulates that "...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" ([BP 4030](#)). Administrative Regulation 4030 (Academic Freedom) explains that "...academic freedom encompasses the right of an instructor to discuss pertinent subjects within his or her field of professional competency in the classroom, consistent with course objectives, and for counselors, librarians and other academic employees to provide appropriate student services within their fields of professional competency and consistent with sound educational principles" ([AR 4030](#)). Faculty members are

assured that “...district officials will not interfere with or censure an academic employee because of the employee's proper treatment of pertinent subjects in the classroom, in connection with scholarship, or provision of proper educational professional services to students.” However, this same regulation also emphasizes that “...faculty must, however, accept the responsibility that accompanies academic freedom. The right to exercise any liberty implies a duty to use it responsibly. Academic freedom does not give faculty freedom to engage in indoctrination. Neither can faculty invoke the principle of academic freedom to justify non-professional conduct.” To ensure these values are reaffirmed at the college level, most of the text of these policies and regulations regarding academic freedom is made available through the college catalog ([MCC Catalog \(Excerpt\)](#)).

There are several items of evidence that demonstrate MCC’s dedication to the protection and preservation of its academic integrity. One example is the syllabus checklist that is provided to all instructors via the MCC Teacher Toolbox 2.0, accessible through Canvas ([Syllabus Checklist](#)). This checklist contributes to efforts to ensure the most comprehensive and accurate information is provided to our students through their class syllabi. The college’s curriculum handbook and guidelines for writing course outlines of record also serve as materials to ensure that the college strives to provide the best possible educational opportunity for the students ([MCC Curriculum Handbook](#), [MCC Guidelines](#)). Administrative Regulation 4030 details the limits of academic freedom ([AR 4030](#)). There is an explication that reaching beyond these limits will be captured in the course of each faculty member’s evaluation.

Procedures for addressing allegations and instances of academic dishonesty on the part of the student are outlined in the college catalog ([College Catalog](#), p. 51), Administrative Regulations 5500 (Standards of Conduct) [AR 5500](#), Board Policy 5500 (Standards of Conduct) [BP 5500](#), Administrative Regulation 5520 (Student Discipline Procedures) [AR 5520](#), Student Discipline Procedures), and Administrative Regulation 5530 (Students Rights and Grievances) [AR 5530](#). These policies and regulations are distributed at the college level through the college catalog ([MCC Catalog \(Excerpt\)](#)), and class syllabi ([Syllabus Checklist](#), [Comm 1 Syllabus](#) (p. 12), [Biol 20 Syllabus](#) (p.8), [Psych 16 Syllabus](#) (p. 6).

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

College Council is the overarching participatory governance group of Madera Community College. The purpose of the College Council is to provide a venue for constituent groups to participate in developing recommendations that have college-wide and district-wide impact ([College Council COA](#)). The role of the College Council is to make recommendations to the president regarding the design, implementation, and progress of major college-wide planning and initiatives according to a regular schedule of review or as necessary to meet college needs. As committees of the college, Administrative Planning Committee, Equity Committee,

and Guided Pathways Committee report directly to College Council ([College Council COA](#)). All constituency groups (stakeholders) have appointments to College Council and are expected to report back to their constituencies. When there are vacancies on the council, constituency groups are asked to communicate to their members and fill vacancies. College Council meets regularly (twice per month), currently hosts meetings in-person with a Zoom option for accessibility, and all documents are posted to Board Docs and available to the public ([MCC College Council 1-18-24](#), [MCC College Council 2-1-24](#), [MCC College Council 2-15-24](#), [MCC College Council 3-7-24](#)).

This format has worked to unite constituency review processes, amplify voices of constituency groups, and disseminate information. As with all participatory governance processes, improvements can be made. Representatives are growing accustomed to disseminating information to College Council. The College Council COA has evolved through multiple constituency reviews and will continue to be updated to reflect accurate procedure, policy, and practice. Academic Senate recently prepared a calendar of committee meetings that will be used to better anticipate initiating participatory governance and constituency review in College Council ([Calendar of Monthly Meetings](#)).

Administration

At the start of each semester, the president makes manager appointments to each committee based on the committee operating agreement(s). These managers include Dean of Instruction ([Dean of Instruction 7-13-20](#)), Dean of the Oakhurst Campus ([Dean MCCO 7-8-20](#)), dean of students ([Dean of Students 7-2-20](#)), and Director of Student Success Programs ([Director Student Success Programs 7-22-20](#)). When possible, managers are given staggered terms to ensure continuity, and appointments are communicated to all committee chairs at the start of the semester or academic year as needed ([President Committee Appointments](#)). This has been helpful in keeping track of committee membership, rotating appointments, sharing expertise, and providing professional growth. However, there are always ways to improve, including distributing the appointments through College Council, listservs, and other formats. The appointment of administrators to committees also includes vice presidents, who often serve as committee chairs. There are three vice presidents with clearly defined roles and responsibilities: VPLSS ([Vice President Learning and Student Success](#)), VPA ([Vice President Admin Services](#)), and VPEIE ([Vice President, Equity and Institutional Effectiveness](#)).

Faculty

Instructional and non-instructional faculty's role in participatory governance and the decision-making processes at MCC is facilitated through the Madera Community College Academic Senate. Academic Senate meets at least once per month during the academic year. The senate and senate meetings are conducted in accordance with Title 5 and the Brown Act ([MCC Academic Senate Constitution](#), Preamble). The purpose of the Madera Community College Academic Senate is to represent the college faculty in all academic and professional matters as established under California state law, the California Code of Regulations, and the board policies and administrative regulations of the State Center Community College District ([MCC Academic Senate Constitution](#), Article II). The power of the Academic Senate is derived from

the California Education Code and the California Code of Regulations and implemented through the formal actions taken by the body after appropriate consideration. As stated in Title 5 § 53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Sections 53200 (c), "Academic and professional matters" means the 10+1 policy development and implementation matters ([Title V, MCC Academic Senate Constitution](#) Articles I and II).

Since the initial accreditation in 2020 and throughout the pandemic, Academic Senate worked diligently to maintain clear communication. This has been an arduous exercise of continuous improvement. Prior general meeting minutes and upcoming agenda are posted publicly to the MyOrgs website in accordance with the Brown Act and distributed to the campus community via email at least three days prior to the next general meeting ([Academic Senate Minutes 2-24-23](#)). The Constitution and Bylaws are updated regularly through an amendment process outlined in the Constitution, and both full-time and part-time faculty participate in the voting process. ([MCC Academic Senate Constitution](#), [MCC Academic Senate Bylaws](#)). The Academic Senate Executive Council tracks faculty appointments to all senate, college, and district committees and senate, college, and district workgroups. Faculty appointments to committees may be by division, department, or faculty-wide, depending on the committee operating agreement in question. Faculty appointments to committees may also be made by the SCFT union (State Center Federation of Teachers, AFT Local 1533). An online reporting form was initiated in Spring 2023 to increase and improve committee reports and provide clear connection to the 10+1 ([Committee Report for MCC Academic Senate Webpage](#)). Opportunities for improvement include clearer responsibilities for senators, accountability for reports, and more robust communication.

Classified Professionals

Classified professionals' role in participatory governance and the decision-making processes at Madera Community College is facilitated through the Classified Senate and CSEA (California School Employees Association). Classified Senate currently meets on a monthly basis during the academic year. Senate officers include a president, vice president, secretary, treasurer, and three senators ([MCC Classified Senate COA](#)). The senate serves in an advisory capacity through participation of its elected and appointed members, in the areas of college/district planning and college/district policy-making which includes representation on College Council, Communications Council, and various campus and district committees ([College Council COA](#)). CSEA manages all contractual issues, but also appoints classified representatives in the governance process.

Students

The students' role in participatory governance and decision-making processes at MCC is facilitated through the Associated Student Government (ASG) of Madera/Oakhurst Centers. ASG is organized as a self-governing body to serve as advocates and assume the powers and cooperative responsibility delegated by the college president and the Board of Trustees of the State Center Community College District ASG was established in order to ensure fair and equal treatment for all students, to provide a voice for the student body in the development of

college policy and in the use of college funds, to encourage academic and social involvement, to further cooperation and communication between students, faculty, classified staff, administration, and the community, to create and maintain adequate scholastic, social, cultural, and political activities in the furtherance of student welfare, and to promote the general academic achievement and life-long success of all students at the Madera and Oakhurst campuses. ([ASG Constitution and Bylaws](#)).

Students serve on committees per the committee operating agreements, and select committees have permission to compensate student representatives for their time. Every effort is made to include students in planning, including the writing of the Strategic Plan, Strategic Enrollment Management Plan, implementation of the Guided Pathways Phase 2 Work Plan, and the Student Equity and Achievement Plan. Student participation in participatory governance has been disrupted in some ways by the pandemic but promoted in others. Routine meetings on Zoom and Teams have allowed students to join and meaningfully participate in a low-stakes environment. As committees beholden to the Brown Act have returned to meeting in-person, more students have been able to join in-person meetings and share their voices. MCC will continue to navigate the promotion of student engagement in participatory governance.

4.3. The institution’s decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

The center of decision-making at Madera Community College are the Mission, Vision, and Values ([Mission, Vision, and Values Webpage](#)), which are found in many documents, including the opening sections of the Educational Master Plan ([MCC Educational Master Plan, p. 8](#)), the Student Equity Plan ([MCC Student Equity Plan](#), pp. 5-6), and the 2021-2026 Strategic Plan ([MCC Strategic Plan](#), p. 5). These are stated explicitly, along with the strategic goals that detail commitments to (1) equity and antiracism, (2) learning and success, (3) workforce and community, and (4) resources and infrastructure

MCC relies on consistent structures for decision making. Resource Allocation, for example, detailed in the MCC Educational Master Plan (2020-2025) illustrates the timeline in which the college begins by assessing the needs of programs and departments in September and October, review ranked staff requests October through December, and the president’s final decision in April and May ([Educational Master Plan](#), p. 31). Institutional decision-making practices at Madera Community College reflect collaboration, involving multiple perspectives from all constituency groups. Evidence of collaborative decision-making is strongly presented in our strategic plan ([MCC Strategic Plan](#), p. 8). The consultants hired to facilitate work on the plan engaged all college employees in January 2021. A workgroup consisting of administrators (3), faculty (2), classified professionals (4), and students (2) was convened in January 2021 to serve as a resource team to consultants, update constituency groups, provide feedback from constituency groups to the steering committee, support, guide, and oversee the project, and make final recommendations within the governance structure ([MCC Strategic Plan](#), p. 22). In

January and March 2021, the consultants and workgroup facilitated charettes open to the entire campus and local community. Local businesses and organizations were included and voices amplified prior to drafting the plan and submitting for constituency review ([MCC Strategic Plan](#), p. 8). A third-party facilitator was important for this process in that it ensured the college had an external review for inclusion of stakeholders without potentially myopic perspectives from within the constituency groups. This may be something for MCC to utilize again when the 2027-2032 plan is drafted. The college is continuing to revisit and complete the Action Plan and Monitoring Template presented in the Strategic Plan ([MCC Strategic Plan](#), Appendix B). The goals will be to identify gaps and possibly highlight perspectives and needs that were overlooked in the first strategic plan.

Further evidence of collaborative decision-making is in the MCC Student Equity and Achievement (SEA) Plan for 2022-2025. The voices of instructional faculty, non-instructional faculty, classified professionals inclusive of the college's institutional researcher, and administrators were represented in the *ad hoc* workgroup that researched and drafted the plan ([MCC Student Equity Plan](#), p. 15). As the SEA Plan template had shifted dramatically during the college's initial accreditation, more robust professional development about the SEA Plan to empower different stakeholders to provide meaningful feedback might be something to consider for the next plan.

In terms of shared understanding of decisions and communication of results, College Council has been a helpful space for dissemination. As mentioned in Standard 4.2, College Council is the overarching participatory governance group of MCC. It provides a venue for constituent groups to participate in developing recommendations that have college-wide and district-wide impact. Membership includes the president (CEO), administrators (2), manager (1), Academic Senate President (1), faculty (3), Classified Senate President (1), classified professionals (2), and a student representative (1). Each constituency must be represented by at least one person for quorum to be achieved ([College Council COA](#)). Many committees leverage this space to communicate decisions and results. For example, the Guided Pathways committee submits an executive summary for College Council following every committee meeting ([GP Executive Summary and District Update](#)). This increases communication with each constituency group. Areas for improvement in this space include more consistent reporting from each representative to their constituency group, and an evaluation of decision-making practices, and improvements when needed to improve effectiveness.

A workgroup of the college focused on updating the participatory governance handbook following an evaluation of decision-making practices with the goal of improvements of effectiveness. The workgroup was established in January, 2023 and consists of one administrator, two classified professionals, one student, and two faculty members. From February – April 2023, the workgroup researched policies and procedures and drafted outlines. Policy review included a detailed schematic for college and district participatory governance. From September – October 2023, the workgroup edited and revised each section of the handbook as needed ([Opening Day Spring 2024](#), Slide 25). The handbook was edited in November 2023 and a timeline for constituency review will be established in Spring 2024.

([Opening Day Spring 2024](#), Slide 26).

Madera Community College's Strategic Plan is an essential component of the integrated planning process and operates within the framework defined in the 2020-2025 Educational Master Plan (EMP) ([MCC Strategic Plan](#)). The EMP is the overarching plan that outlines the frameworks for planning, integrated planning process, institutional profile, college and community demographics and growth forecasts, and labor market analysis. The EMP also provides the blueprint for action for academic program and support services development, expansion, and retooling. The five-year vision of the EMP provides the basis for the 2021-2026 Strategic Plan.

The Strategic Plan features a visual of the integration of planning and decision-making model ([MCC Strategic Plan, p. 6](#)). Decision-making begins with the Mission, Vision, and Values, which are the basis for college planning documents (EMP, MCC Strategic Plan, SCCC Strategic Plan, Facilities Master Plan, Technology Plan, and now SEA Plan and Guided Pathways Work Plan). These documents are the foundation for annual planning, budget requests, resource allocation, and the development of the budget ([MCC Strategic Plan, p. 6](#)). Through this integrated plan for decision-making, the budget is a statement of MCC's values. Despite this, the college is continually revisiting the structure to ensure it is working. At the summer, 2023 Retreat, teams with all stakeholders represented were asked to review Page 6 of the MCC Strategic Plan and answer the following questions:

1. Can you understand the College's planning process from this diagram? What was the most confusing?
2. Do the College's broad institutional goals/priorities flow from one process to another?

All feedback was collected and used to inform the SCCC integrated plan, State Center Vision 2035 ([State Center Vision 2035 Webpage](#)).

Every stakeholder involved in writing for Program Review also sees the Program Review goal funding model as it relates to decision-making processes ([4-year Program Review Handbook](#), p. 19, Figure 3). This figure was newly designed and added for the most recent iteration of the Program Review handbook, demonstrating continued efforts and innovation in communicating decision-making processes.

Institution-set standards are consistently reevaluated and reestablished: This is key as they inform decisions made on campus ([College Hour Zoom Session: Institutional Set Standards](#)). Committee operating agreements are also consistently updated and moved through constituency review ([APC COA Revisions](#)).

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.

The Board of Trustees for State Center Community College District takes responsibility for the quality and stability of district colleges including reviewing the district's progress in developing a unified vision referred to as the "State Center Vision 2035." At the Board of Trustees meeting on April 28, 2023, the BOT received a presentation and report on the activities related to developing the State Center Vision 2035 and the intention to engage external stakeholders to support the development and completion of the vision by February 2024 ([Board Retreat 4-28-23](#)). With regard to monitoring progress of achieving institutional goals, the BOT was provided an overview of the SCCCDC Course Retention/Course Success data provided by the college presidents at the May 7, 2023 Board of Trustees meeting ([BOT Agenda Item – Key Performance Indicators](#)).

The BOT regularly monitors the fiscal health of the district and adheres to sound fiscal management principles. Administrative Regulation 6200 requires the chancellor to submit a tentative budget in June for the ensuing year, the adoption of which occurs in September ([AR 6200, Board Agenda Item – Budget Update](#)). As stated in Administrative Regulations 6300, the Vice Chancellor of Finance and Administration ensures that SCCCDC adheres to standards of fiscal management ([AR 6300](#)). For example, the district provides for safeguarding and managing district assets to ensure ongoing effective operations, maintenance of adequate cash reserves, and to establish a plan for the repair and replacement of equipment and facilities. The district also ensures that appropriate administrators keep the board current on the fiscal condition of the district as an integral part of policy and decision-making. Finally, the district has a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial, and educational adjustments ([AR 6300](#)).

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Board of Trustees (BOT) reviews for consideration and approval of all district and college academic administrators selected for employment ([AR 7220](#)). Furthermore, State Center Community College District Administrative Regulation 7250 states that "*Educational Administrators, as defined in Board Policy 7250, serve at the discretion of the Board of Trustees and do not obtain permanency in the position*" ([AR 7250](#)).

The Board of Trustees fulfills responsibilities as detailed in Board Policy 2012 including the hiring and evaluation of the chancellor and delegating power and authority to the chancellor to effectively lead the district ([BP 2012](#)). The chancellor is empowered to reasonably interpret board policy and to delegate any powers and duties to appropriate leadership in the service of administering colleges and centers of SCCCDC within the established policies of SCCCDC.

The BOT delegates the executive responsibility for administering policies adopted by the board as further defined in Board Policy 2430 ([BP 2430](#)). In this policy, the BOT also entrusts the chancellor with providing any information requested by any members of the board ([BP 2430](#)) m. This establishes clear expectations from the BOT for regular reports on institutional performance. The chancellor provides the BOT with reports on Key Performance Indicators (KPIs) and drives discussions around them during special board sessions, dedicated to informing the BOT on success rates. KPIs are defined as leading and lagging indicators, compared to statewide values, disaggregated by college, and disaggregated by demographic group. Such presentations are used to identify summary findings, barriers to improvement, and supportive activities for each college ([BOT Agenda Item – Key Performance Indicators](#)). This summative assessment is used to drive college-wide and district-wide efforts in service of our mission(s).

Madera Community College's institutional chief executive officer is evaluated by members of the institution in several formats including official program review processes and employee satisfaction surveys (local). Results of official program review processes and employee satisfaction surveys are made publicly available, including being available to the governing board. These processes are outlined below.

- Program Review is conducted by the Program Review and SLO Subcommittees. The CEO is included in the program review schedule, completed on the administrative template, and evaluated by a cross-functional team of subcommittee members (managers, instructors, counselors, classified professionals, and a student) ([4-yr. Program Review Handbook](#)). Within the administrative template, the office of the president is responsible for addressing:
 - Checklist for Equity and Guided Pathways considerations
 - Description of program
 - Description of staffing
 - Description of current program resources
 - How the program supports the college's Mission Statement, Educational Master Plan, Student Equity and Achievement Plan, Strategic Plan
 - Ongoing accreditation efforts
 - Outcomes and assessment via SAOs, PLOs, and ILOs
 - Data analysis
 - Qualitative information
 - Past review of goals
 - Goal prioritization
 - Goal narrative ([Administrative Program Review Template](#)).

Possible areas for improvement include ensuring that administrative Program Review writers follow the schedule determined by the handbook (which was approved through constituency review), utilize the correct template available on Teams, follow deadlines, and integrate feedback from the sub-committee.

- In fall, 2022, MCC administered an Employee Satisfaction Survey distributed via campus email and responses collected via Qualtrics. Comprehensive results and key themes were

presented to constituency groups in spring, 2023. Select question groups align with responsibilities of the CEO and Office of the President, including but not limited to: communication with direct supervisor/manager, perceived feelings of safety, staffing/ supplies/ resources, and campus information and communication ([MCC Employee Satisfaction Survey PDF](#), [\(MCC Employee Satisfaction Survey PowerPoint\)](#)). Areas of improvement for administration of this survey include protecting employee identity and how data is disaggregated to promote meaningful completion of the survey.

4.6. The governing board functions effectively as a collective entity to promote the institution’s values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

Collective Entity

The Board of Trustees for State Center Community College District establishes and promotes the mission and values of the district. Board Policy 1200 on District Mission, Vision, and Values explicates the district mission which states “SCCCD is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region” ([BP 1200](#)). To ensure the mission and values of the district is positioned for the future, the district embarked on establishing a long-term, integrated plan called the State Center Vision 2035 ([State Center Vision 2035 Webpage](#)). In addition to setting a course for the district colleges, the plan affirms commitments to the district’s mission, vision and values.

As a collective entity, the board reviewed the progress-to-date for the plan’s development at regular board meetings. At the Board Retreat in August 28, 2023, the BOT reviewed the progress to-date on the development of the “State Center Vision 2035” ([BOT Agenda Item – State Center Vision 2035 Update](#)). Ultimately, the Board of Trustees approved the plan at the December 12, 2023 board meeting ([BOT Meeting Minutes 12-12-23](#)).

Another demonstration of the BOT’s adherence to Standard 4.6 is the goals and priorities it set for itself as a body. At the July 11, 2023 board meeting, the BOT approved the following goals and priorities: (1) diversity, equity, inclusion, and accessibility, (2) supporting an equitable environment for employees (3) fiscal integrity and stability, (4) supporting continuous development of the board, and (5) building community connections and services. The SCCC website includes the goals on a unique landing page detailing the priorities associated with each goal ([Board Goals Webpage](#)).

Fiduciary Responsibility

With regard to fulfilling its fiduciary responsibilities, Board Policy 2012 makes clear that one of the Board’s responsibilities is to “...assure (the) fiscal health and stability” of the District ([BP 2012](#)). One of the ways the board enacts this responsibility is through the adoption of the budget. For example, on September 5, 2023, the board received the overview of the proposed

budget for 23-24 in advance of approving the enacted budget ([BOT Agenda - Budget Adoption 9-5-23](#)). Additionally, the BOT regularly reviews contracts and procurements adhering to Board Policy 6340 and Education Code 81655 at regular board meetings such as at the July 11, 2023 meeting where they reviewed contracts entered into with the district between May 13, 2023 and June 28, 2023 ([BOT Agenda 7-11-23](#)).

Self-Governing

The institution's governing board has documented procedures for self-governance. SCCC Board Policy 2715 articulates the Board of Trustees' code of ethics ([BP 2715](#)). It states that the board members "...recognize that as elected public servants, their actions, behaviors, and verbal statements will be under the watchful eye of the citizenry at all times. Therefore, the decisions made as a board must reflect [the board's] dedication to promote higher education along with opportunities for professional, vocational, and technical growth and enhancement. As officials of public education, board members must be a positive reflection of those for whom we speak." The policy lists nine standards of practice to which board members must adhere and states that "...violations of this policy may subject the member violating it to censure by the Board."

When censure is appropriate, Board Policy 2715 details the censure procedure which begins with the Board considering if a complaint warrants investigation or consideration. If so, the complaint is referred to the board president and an ad-hoc committee composed of three trustees not subject to the complaint will review the complaint and complete a fact-finding process within a reasonable period of time. This process may include an external investigator as appropriate ([BP 2715](#)).

To further demonstrate the board's ability to self-govern and follow its bylaws, Administrative Regulation 2710 (reviewed January 23, 2023) details that board members and employees "...will not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to the board member's or designated employee's duties as an officer or designated employee of the district. A board member will not simultaneously hold two public offices that are incompatible. When two offices are incompatible, a board member will be deemed to have forfeited the first office on acceding to the second" ([AR 2710](#)).

Board Orientation and Evaluation

SCCC Board Policy 2740 (reviewed October 04, 2022) outlines the Board of Trustees' commitment "...to its ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education as appropriate." ([BP 2740](#)) To illustrate this commitment, the board has received education/information/training on items pertaining to accreditation ([BOT Special Meeting 4-4-23](#)), board ethics ([BOT Special Meeting 1-10-23](#)), budgets ([BOT Special Meeting 6-6-23](#), [Board Retreat 4-28-23](#)), institutional key performance indicators ([BOT Special Meeting 7-11-23](#), [BOT Special Meeting 10-3-23](#), [BOT Special Meeting 2-13-24](#)), and participatory governance ([BOT Special Meeting 5-2-23](#)) over the past year.

Board Policy 2745 addresses the protocols for the Board self-evaluation process ([BP 2745](#)) . The instrument to be used is discussed ([BOT Regular Meeting 6-14-22](#), item 9.07 as an example) and results of the self-evaluation are generally discussed at the board retreat ([Board Retreat 4-1-22](#), [Board Retreat 4-28-23](#)).

B. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process using a checklist.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	<ul style="list-style-type: none"> • Initial Accreditation • ACCJC Commission Actions • MCC Approved
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	<ul style="list-style-type: none"> • Administrative Regulation 3250 Institutional Planning AR 3250 • Board Policy 3250 Institutional Planning BP 3250

iii. Documentation of the governing board's approval of the institutional mission (ER 6)	<ul style="list-style-type: none"> • BOT Minutes Madera Mission Approved 10-1-19 • BOT MCC Mission, Vision, Values Approved 07-31-19
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	MCC Strategic Plan 2021-2026 pg. 20
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	MCC Educational Master Plan pgs.28-29

Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) <p>(See Commission Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<ul style="list-style-type: none"> • Administrative Regulation 4020 Program and Curriculum Development AR 4020 • Board Policy 4020 Program, Curriculum, and Course Development BP 4020 • Administrative Regulation 4022 Course Approval AR 4022 • Administrative Regulation 4025 Philosophy and Criteria for the Associate Degree and General Education AR 4025 • BP 4025 Philosophy and Criteria for Associate Degree and General Education BP 4025 • Certificate and Degree Requirements Madera Community College Catalog p.36-39 MCC Catalog

Required Item	Documentation
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p>	<ul style="list-style-type: none"> • Madera Community College Transfer Degree and Requirements Madera Community College Catalog p. 40-47 MCC Catalog • Administrative Regulation 4050 Articulation AR 4050 • Administrative Regulation 4235 Credit by Prior Learning AR 4235 • Board Policy 4235 Credit for Prior Learning BP 4235 • Administrative Regulation 5120 Transfer Center Plan AR 5120

Required Item	Documentation
<p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the <i>Policy on Institutional Advertising and Student Recruitment</i> (ER 16)</p>	<ul style="list-style-type: none"> • Administrative Regulations 5010 Admissions AR 5010 • Board Policy 5010 Admissions and Concurrent Enrollment BP 5010 • Administrative Regulation 5011 Admission and Concurrent Enrollment of High School and Other Young Students AR 5011 • Administrative Regulation 5012 International Students AR 5012 • Administrative Regulation 5052 Open Enrollment AR 5052 • Board Policy 5052 Open Enrollment BP 5052 • Administrative Regulation 5055 Enrollment Priorities AR 5055 • Board Policy 5055 Enrollment Priorities BP 5055

Required Item	Documentation
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<ul style="list-style-type: none"> • Madera Community College Policies and Procedures Policies and Procedures Webpage • Student Grievance Policy MCC Catalog (p. 52-53) • Administrative Regulation 5045 Student Records - Challenging Content and Access Log AR 5045 • Administrative Regulation 5530 Student Rights and Grievances AR 5530
<p>v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:</p> <ul style="list-style-type: none"> • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards 	<p>No link required; to be verified by the team during in-person site visit</p>
<p>vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup</p>	<p>No link required; to be verified by the team during in-person site visit</p>

Required Item	Documentation
vii. Documentation of the institution's policies and/or practices for the release of student records	<ul style="list-style-type: none"> Records and Confidentiality Records and Confidentiality Webpage Authorization to Release Student Information (FERPA) Form FERPA Form Administrative Regulation 5035 Withholding of Student Records AR 5035 Board Policy 5035 Withholding of Student Records BP 5035 Administrative Regulation 5040 Student Records and Privacy AR 5040 Board Policy 5040 Student Records, Directory Information, and Privacy BP 5040
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	<ul style="list-style-type: none"> Administrative Regulation 4021 Program Review and Discontinuance - Career and Technical Education AR 4021 MCC Catalog (p. 37)
FOR TITLE IV PARTICIPANTS:	

Required Item	Documentation
<p>ix. Documentation of institution's implementation of the required components of the Title IV Program, including:</p> <ul style="list-style-type: none"> • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews <p>See Policy on Institutional Compliance with Title IV</p>	<ul style="list-style-type: none"> • MCC has not had any audit findings or corrective action based off of audits and has not been selected for a program review.
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
<p>x. Documentation of institution's:</p> <ul style="list-style-type: none"> • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy <p>See Policy on Distance Education and on Correspondence Education</p>	<ul style="list-style-type: none"> • MCC has no documented policy on verification. Students must login using unique credentials to register or attend classes in Canvas. The faculty of record is responsible for reporting any concerns regarding fraud to their dean and VPI for additional follow up. • Administrative Regulation 5040 Student Records and Privacy AR 5040 • Board Policy 5040 Student Records, Directory Information, and Privacy BP 5040
REQUIRED ONLY IF APPLICABLE	
<p>xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum</p>	<p>MCC Curriculum Handbook (pp. 39-40)</p>

Required Item	Documentation
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	<ul style="list-style-type: none"> • MCC Catalog (page 31) • Academic Regulation 4235 Credit for Prior Learning AR 4235 • Board Policy 4235 Credit for Prior Learning BP 4235
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	<ul style="list-style-type: none"> • CalWorks Agreement • UFW Foundation
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	MCC Catalog (pp. 49-53)

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	<ul style="list-style-type: none">• Administrative Regulation 7120 Procedures for Recruitment and Employment of Full-Time College Faculty AR 7120• Board Policy 7120 Recruitment and Hiring BP 7120• Administrative Regulation 7121 Procedures for Recruitment and Employment of First-Time Part-Time Faculty AR 7121• Administrative Regulation 7220 Administrative Recruitment and Hiring Procedures AR 7220• Administrative Regulation 7230 Classified Professionals AR 7230

<p>ii. Employee handbooks or similar documents that communicate expectations to employees</p>	<ul style="list-style-type: none"> • Faculty and Staff Handbook Faculty and Staff Webpage • Collective Bargaining Agreements Collective Bargaining Agreements Webpage • Administrative Regulation 3150 Code of Ethics AR 3150 • Administrative Regulation 3518 Child Abuse Reporting AR 3518 • Administrative Regulation 7160 Professional Development AR 7160 • Administrative Regulation 7215 Academic Employees - Probationary Contract Faculty AR 7215
<p>iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)</p>	<ul style="list-style-type: none"> • SCCCD Business Office District Audit Reports Business Office Webpage
<p>iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)</p>	<ul style="list-style-type: none"> • SCCCD District Budget and Resource Allocation Advisory Committee Meetings DBRAAC Public SharePoint Page
<p>v. Policies guiding fiscal management (e.g., related to reserves, budget development)</p>	<ul style="list-style-type: none"> • SCCCD Board Policies Board Policies Webpage

vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	<ul style="list-style-type: none"> Computer Use Policy SCCCD Computer Use Policy 	
FOR TITLE IV PARTICIPANTS:		
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	<ul style="list-style-type: none"> Financial Aid Policies 	
REQUIRED ONLY IF APPLICABLE		
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	MCC has no contractual relationships with non-accredited organizations.	
ix. Written code of professional ethics for all personnel including consequences for violations	<ul style="list-style-type: none"> Administrative Regulation 7360 Discipline and Dismissal - Academic Employees AR 7360 Board Policy 7365 Personnel Commission Rules AR 7365 	

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	<ul style="list-style-type: none"> Board Policy 2431 Chancellor Selection BP 2431 Board Policy 2432 Chancellor Succession (contingency plan) BP 2432 Board Policy 2435 Evaluation of Chancellor BP 2435
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	<ul style="list-style-type: none"> Board Policy 2010 Board Membership BP 2010 (all Trustees are elected, whereas the Chancellor is hired by the BOT [<i>see BP 2431</i>], and this BP states that "[a]n employee of the district may not be sworn into office as an elected or appointed member...") Board Policy 2430 Delegation of Authority to Chancellor BP 2430 (implies that Chancellor is subordinate to, and not a part of, the BOT)
iii. Governing board policies/procedures/bylaws related to Board Ethics	<ul style="list-style-type: none"> Board of Policy 2715 Code of Ethics/Standards of Practice BP 2715
iv. Governing board policies/procedures/bylaws related to conflict of interest	<ul style="list-style-type: none"> Board Policy 2710 Conflict of Interest BP 2710

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
<p>i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up</p> <p>See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions, Section D</p>	<p>These will be gathered and posted once the ISER is made public and circulated.</p> <p>Form for Third-Party Comments</p>
<p>ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page</p> <p>See Policy on Representation of Accredited Status</p>	<p>MCC Homepage (Click "About") MCC Accreditation Webpage</p>

C. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	MCC College Catalog (Page 1)
Educational Mission	MCC College Catalog (Page 8)
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	MCC College Catalog (p. 2)
Course, Program, and Degree Offerings	MCC College Catalog (Page 65)
Student Learning Outcomes of Programs and Degrees	MCC College Catalog
Academic Calendar and Program Length	MCC College Catalog
Academic Freedom Statement	MCC College Catalog (Page 50)
Available Student Financial Aid	MCC College Catalog (Page 58)
Available Learning Resources	MCC College Catalog (Page 55)
Names and Degrees of Administrators and Faculty	MCC College Catalog (Page 207)

Names of Governing Board Members	MCC College Catalog (Page 207)
Requirements	
Admissions	MCC College Catalog (Page 12)
Student Tuition, Fees, and Other Financial Obligations	MCC College Catalog (Page 17)
Degrees, Certificates, Graduation and Transfer	MCC College Catalog (Page 36)
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	MCC College Catalog (Page 20, Page 48)
Nondiscrimination	MCC College Catalog (Page 52)
Acceptance and Transfer of Credits	MCC College Catalog (Page 12)
Transcripts	MCC College Catalog (pp. 12, 18)
Grievance and Complaint Procedures	MCC College Catalog (Page 51)
Sexual Harassment	MCC College Catalog (Page 54)
Refund of Fees	MCC College Catalog (Page 19)
Locations or Publications Where Other Policies May be Found	
	N/A

D. Appendix 2: Organizational Structure

[MCC Full Organization](#)

[MCC President's Direct Reports](#)

[MCC Administrative Services](#)

[MCC Equity and Institutional Effectiveness](#)

[MCC Learning and Student Success](#)

[MCC Marketing and Communication](#)

[MCC Information Technology](#)










E. Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

Madera Community College at Oakhurst
40241 Hwy 41
Oakhurst, CA 93644

Created:	2024-05-30
By:	Deanna Calvin (deanna.calvin@maderacollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAWYGG1df9glBmmS7SAtGa3z35EqOo3Opz

"MCC ISER" History

-  Document created by Deanna Calvin (deanna.calvin@maderacollege.edu)
2024-05-30 - 6:41:21 PM GMT- IP address: 209.129.243.121
-  Document emailed to Marie Harris (marie.harris@maderacollege.edu) for signature
2024-05-30 - 6:45:26 PM GMT
-  Document e-signed by Marie Harris (marie.harris@maderacollege.edu)
Signature Date: 2024-05-31 - 6:35:57 PM GMT - Time Source: server- IP address: 206.162.236.221
-  Document emailed to Angel Reyna (angel.reyna@maderacollege.edu) for signature
2024-05-31 - 6:35:58 PM GMT
-  Email viewed by Angel Reyna (angel.reyna@maderacollege.edu)
2024-05-31 - 6:36:30 PM GMT- IP address: 146.75.154.0
-  Document e-signed by Angel Reyna (angel.reyna@maderacollege.edu)
Signature Date: 2024-05-31 - 6:37:06 PM GMT - Time Source: server- IP address: 174.219.196.160
-  Document emailed to Carole Goldsmith (carole.goldsmith@scccd.edu) for signature
2024-05-31 - 6:37:08 PM GMT
-  Document e-signed by Carole Goldsmith (carole.goldsmith@scccd.edu)
Signature Date: 2024-06-05 - 5:47:04 AM GMT - Time Source: server- IP address: 104.28.123.71
-  Agreement completed.
2024-06-05 - 5:47:04 AM GMT