



Accreditation Eligibility Application

Reedley College
Madera Community College Center

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

January 18, 2019

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MADERA COMMUNITY COLLEGE CENTER

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Madera Community College Center Applying for Eligibility for College Status

Reedley College is seeking eligibility for Madera College Community Center, hereafter referred to as Madera Community Center or MCCC, to apply for candidacy and initial accreditation.

A. Evidence that each Eligibility Requirement (ERs) have been met:

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution submits a copy of its articles of incorporation.

State Center Community College District (SCCCD) was formed in 1964. State Center Community College District is comprised of three colleges - Fresno City College, established in 1910; Reedley College, established in 1926; and Clovis Community College, established in 2015. In addition, SCCCDC operates three educational centers – the Madera Community College Center of Reedley College (MCCC), the Oakhurst Community College Center of Reedley College (OCCC), and the Career and Technology Center of Fresno City College.

The Madera County Educational Center was established as a center of Reedley College (formerly Kings River Community College) in 1989. The College was founded in 1926 and became part of the State Center Community College District (SCCCD) in 1964.

Reedley College is authorized by the California Education Code and the California Community Colleges Chancellor's Office under the jurisdiction of the Board of Governors to operate as an educational institution and to award degrees. Reedley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

Madera Community College Center is authorized to operate as a center of Reedley College within the State Center Community College District by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and the California Community College Board of Governors Office.

In 2016 Reedley College submitted a Substantive Change proposal to the ACCJC requesting a name change from Madera County Educational Center to Madera Community College Center. In June of 2018, ACCJC re-affirmed Reedley College's accreditation.

Evidence:

[ER.1.1 ACCJC Letter - June 2018](#)

[ER.1.2 Substantive Change Application](#)

[ER.1.3 MCCC Accreditation Timeline](#)

2. **Operational Status**

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

Reedley College, established in 1926, is located in Reedley (approximately 25 miles southeast of Fresno) and enrolls approximately 15,000 students in a variety of courses and degree programs in occupational education and the arts and sciences. It serves 10,000 students and provides comprehensive educational opportunities for basic skills development, associate degrees, certificates for workforce development, and transfer degrees.

MCCC is recognized as a Hispanic-Serving Institution (HSI) and has been in existence for over 29 years. In August 1996, a dedicated site for the Madera Community College Center situated on 114 acres was opened. The original development comprises approximately 25 of the 114 acres. MCCC is located approximately 18 miles north of Fresno in an agriculturally rich area with sparsely populated areas. The primary service area for MCCC may be represented by a 10-mile sphere of influence extending from the Center's site.

Today, MCCC is comprised of building space of over 86,000 square feet, including an Administrative building, the Academic Village Complex with 50,000 square feet of classroom, laboratory, and office space includes academic classrooms and offices, as well as components and laboratory space for biology, physical science, chemistry, computer studies, business, art, and a Licensed Vocational Nursing Program. An additional 30,000 square feet will be built in the next four years with Measure C funds.

The Madera Community College Center serves 5,600 students, generating a full-time equivalency (FTES) of approximately 2,064 students per year. The Center offers a wide variety of academic and occupational programs and opportunities for students. Utilizing services and course catalogs from its sister institution, Reedley College, the Madera Community College Center offers over 560 courses each year in 38 areas of study and gives students a choice of transfer, Associate Degree, Associate Degrees for Transfer, Certificates of Achievement, and Certificates.

Historical Headcount Enrollment, FTES and WSCH

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

It is anticipated that with additional course offerings and support services, the average WSCH per enrollment (carrying load) will increase.

Figure 1 Enrollment History

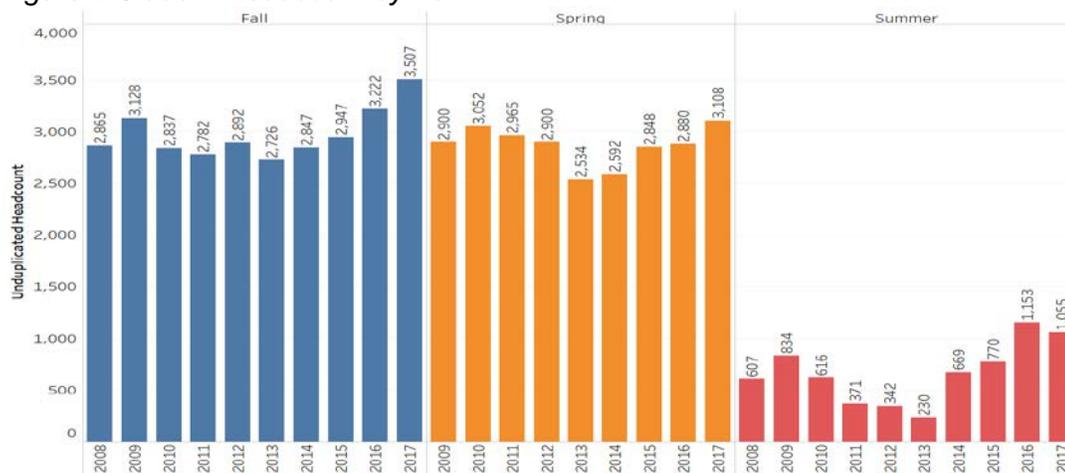
Madera Community College Center Enrollment History				
Term	Semester FTES	WSCH*	Unduplicated Headcount	WSCH per Enrollment
Fall 2008	862	25,860	2,865	9.03
Fall 2009	939	28,170	3,128	9.01
Fall 2010	845	25,350	2,837	8.94
Fall 2011	826	24,780	2,782	8.91
Fall 2012	926	27,780	2,892	9.61
Fall 2013	884	26,520	2,726	9.73
Fall 2014	859	25,770	2,847	9.05
Fall 2015	925	27,750	2,947	9.42
Fall 2016	981	29,430	3,222	9.13
Fall 2017	1,011	30,330	3,507	8.65

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

FTES History

The chart shows student headcount by term from 2008 – 2017. Fall semester headcount grew by 22.4%. For spring semesters, headcount grew by 7.1%. Note: Spring 2018 headcount numbers were not available at the time of this analysis.

Figure 2 Student Headcount by Term



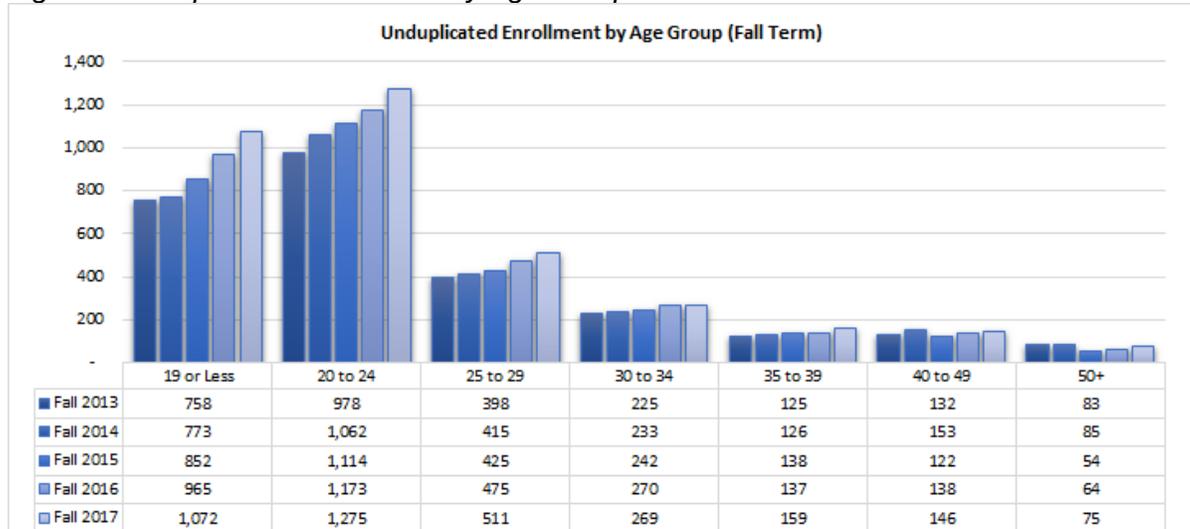
Source: College Office of Research & Evaluation (CORE)

Student Profile

The student age profile is illustrated shown in the following chart. There have been steady increases in the numbers of students in the age groups younger than 25. This is a

very positive trend and an indicator for future growth as these are the prime ages for students attending community college. There was also growth in the 25- to 29- and 30- to 34- year- old age groups, though less dramatic.

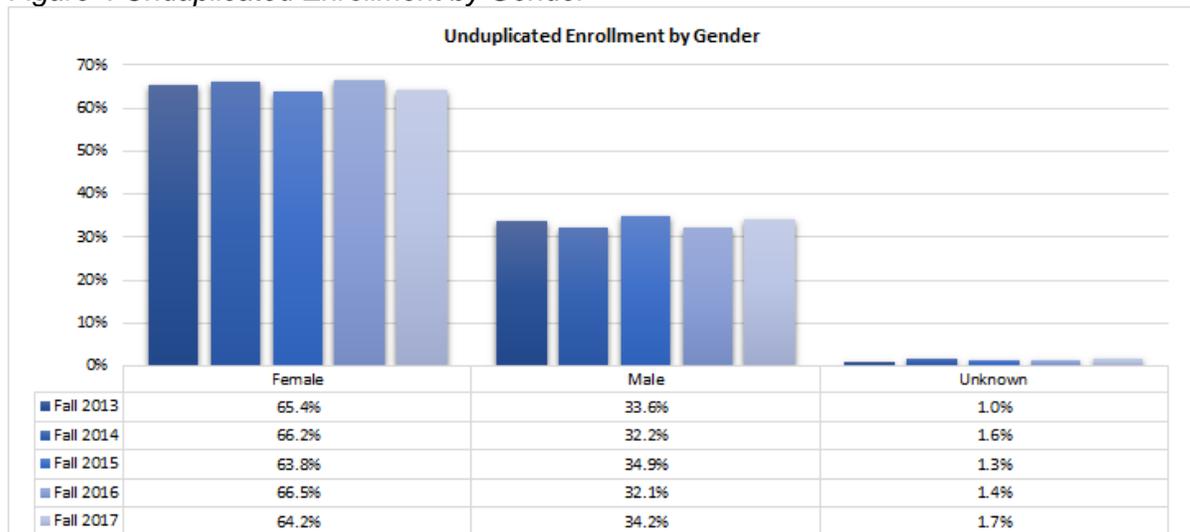
Figure 3 Unduplicated Enrollment by Age Group



Source: College Office of Research & Evaluation (CORE)

Interestingly, there is a significant majority of female students attending classes at MCCC. Statewide, 53.5% of students attending community colleges are female versus 64.2% at MCCC. This may be due to programmatic offerings. The percentage of female students has declined somewhat since 2013.

Figure 4 Unduplicated Enrollment by Gender

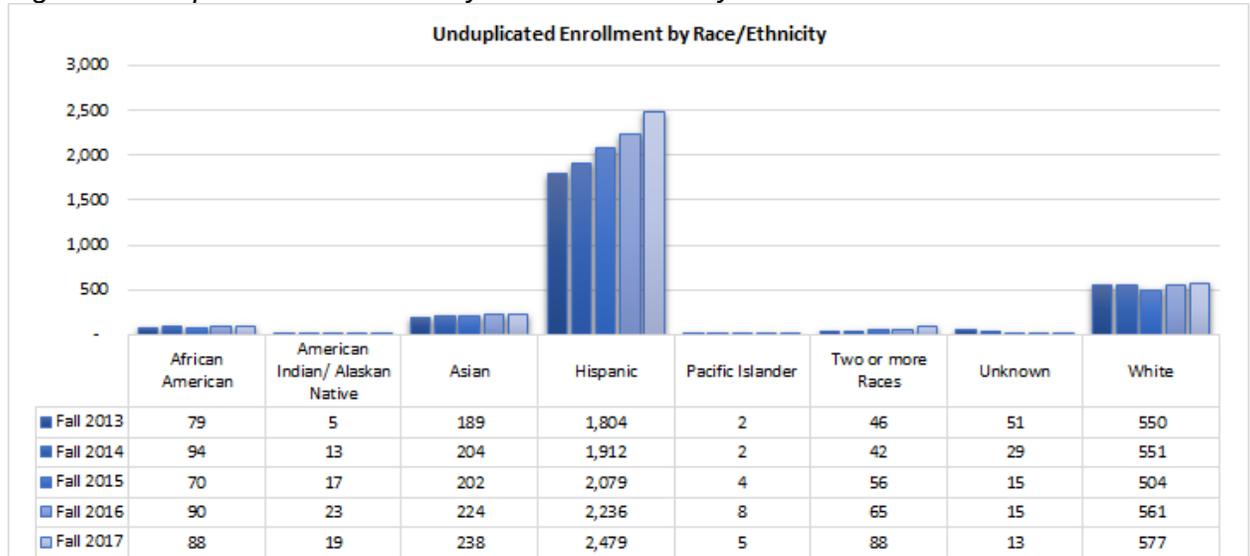


Source: College Office of Research & Evaluation (CORE)

MCCC is a Hispanic Serving Institution (HSIIS). In fall 2017, 71% of students attending classes at MCCC were Hispanic. This compares with 16% White, 7% Asian and 3%

African American. The number of Hispanic students has also increased over the past five fall semesters, from 1,804 in 2013 to 2,479 in 2017.

Figure 5 Unduplicated Enrollment by Race and Ethnicity



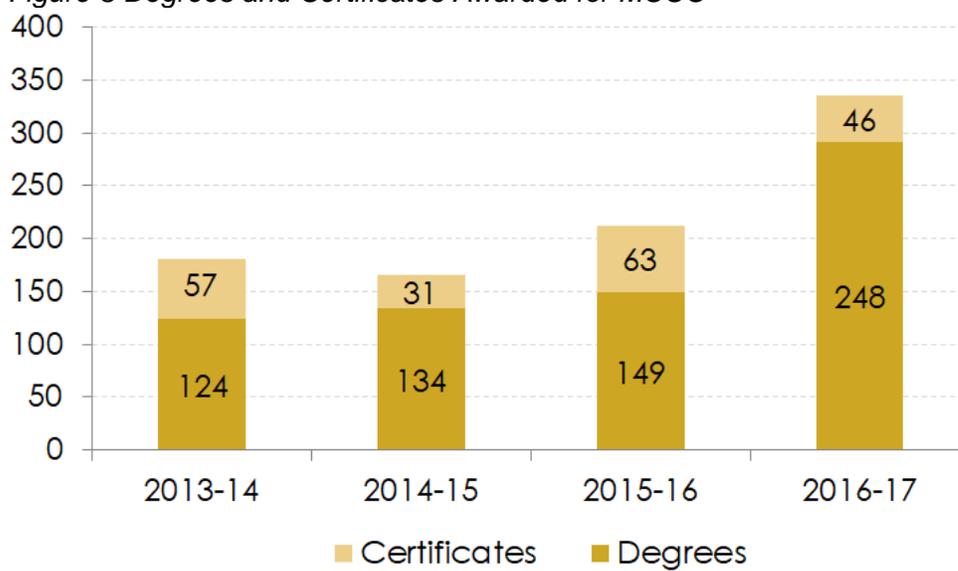
Source: College Office of Research & Evaluation (CORE)

Degrees and Certificates Awarded

The following chart shows the numbers of degrees and certificates awarded at MCCC for the past four academic years. The number of degrees awarded has doubled over this time period.

For the 2017-18 academic year, official numbers show 262 degrees and 175 certificates are expected to be awarded this year, making this the largest number of awards for MCCC.

Figure 3 Degrees and Certificates Awarded for MCCC



Source: College Office of Research & Evaluation (CORE)

Evidence:

[ER.2.1 Class Schedule for the 2018-2019 Academic Year, Reedley College, Madera & Oakhurst Community College Centers](#)

[ER.2.2 Reedley College 2018-2019 Catalog](#)

3. Degrees

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

In compliance with Title 5 and with the Course and Program Approval Handbook published by the California Community Colleges Chancellor's Office, educational programs by definition are an organized sequence of courses leading to a defined objective: a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. The Reedley College catalog, which governs the MCCC, lists all requirements for AA degrees, AS degrees, AD-T degrees, certificates, as well as course descriptions for all credit classes.

Students attending MCCC have access to a total of 38 AA/AS/AAT and AST degrees and 20 certificates. Students can take *all* the courses required for completion of these degrees and certificates in a two-year sequence and be able to complete their goals. Several of the courses associated with these programs are also offered in online and hybrid format. MCCC offers day, evening, and weekend classes to suit the needs of our full-time and part-time students.

Figure 4 List of Degrees and Certificates Offered for Completion at MCCC

Madera Community College Center-List of Degrees and Certificates offered							
DEGREE	AA-T	AS-T	AA	AS	CA	CofC	C In
Accounting				1			
Accounting					1		
Administrative Assistant				1			
Administrative Assistant					1		
Agriculture Business		1					
Agriculture Plant Science		1					
Biological Science				1			
Biology		1					
Business Admin.: Accounting				1			
Business Admin.: General Bus.				1			
Business Admin.: Management				1			
Business Administration		1					
Business Intern					1		
CHDEV: Associate Teacher				1			
Chemistry		1					
Child Development				1			
Child Development					1		
Communication Studies					1		
Criminology: Admin. Of Justice		1					
Criminology: Corrections				1			
Criminology: Corrections					1		
Criminology: Law Enforcement				1			
Criminology: Law Enforcement					1		
Early Childhood Education		1					
Economics	1						
English-2nd Lang.-Academic/Vocational						1	
Entry Level Management							1
General Business (Hospitality)				1			
Graphic Design							1
History	1						
Kinesiology	1						
Liberal Arts & Sciences- Arts & Humanities			1				
Liberal Arts & Sciences- Natural Sciences			1				
Liberal Studies			1				
LVN				1			
LVN					1		
LVN-RN				1			
LVN-RN					1		
Machine Tool Technology				1			
Machinist					1		
Management				1			
Managerial Assistant					1		
Manufacturing 1					1		
Manufacturing Maintenance Mechanic				1			
Manufacturing Maintenance Mechanic					1		

Medical Administrative Assistant				1			
Medical Administrative Assistant					1		
Office Assistant					1		
Philosophy	1						
Physical Education			1				
Physical Science				1			
Psychology	1						
Receptionist					1		
Small Business Management				1			
Social Science			1				
Spanish	1						
Welder					1		
Welding Technology				1			
TOTALS	6	7	5	20	17	1	2
	58						

Catalog: [http://www.reedleycollege.edu/ files/images/2017-18-Catalog-](http://www.reedleycollege.edu/files/images/2017-18-Catalog-)

A wide range of General Education courses in various areas that meet the local AS degree, AS-T and CSU, and UC transfer requirements are offered at MCCC.

Enrollment by Educational Goal

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

Figure 5 Unduplicated Enrollment by Educational Goal for MCCC

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

Source: College Office of Research & Evaluation (CORE)

Evidence:

[ER.3.1 Reedley College 2018-2019 Catalog](#)

4. Chief Executive Officer

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

SCCCD Administrative Regulation 7220 identifies the role of the Board of Trustees in hiring all administrators including presidents. District Board Policy 2430 delegates the responsibility for day-to-day operations to the chancellor and subsequent administrative regulations outline the delegation of authority from the chancellor to the college presidents (e.g., AR 2410, AR 2510, AR 3200).

The Reedley College president also serves both Madera and Oakhurst Community College Centers. Currently, Ms. Donna Berry is Interim President of Reedley College.

SCCCD supports MCCC in its pursuit for Initial Accreditation and College Status. To that end, the district is conducting a search in the fall of 2018 for a campus President who will initially report to the Reedley College President. Upon achieving Initial

Accreditation status, Madera Community College Center will become a college within State Center Community College District. The President of the Center position and title will change to College President/CEO, and will report to the district's Chancellor. SCCCDCD informs the commission on any changes to the CEO appointment per District Board Policy 2010, which states, "An employee of the district may not be sworn into office as an elected or appointed member of the governing board unless he or she resigns as an employee."

BP 3420 – Equal Employment Opportunity - states, "the Board commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program."

BP 7100- Commitment to Diversity – states, "The Board recognizes that diversity in the educational and working environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates."

Evidence:

[ER.4.1 Board Policy 2430](#)

[ER.4.2 Campus President Search Timeline](#)

[ER.4.3 Campus President Search Job Description](#)

5. Financial Accountability

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

The Madera Community College Center has been a part of the State Center Community College District (a multi-college district which includes Fresno City College, Reedley College and Clovis Community College) operating under the auspices of Reedley College since its creation in 1989. As a part of Reedley College, MCCC adheres to the College's accounting policies and procedures and is part of college process established to ensure budget transparency. MCCC participates in the college's annual budgeting process. In addition, the entire district's (SCCCDCD) financial accountability is validated by external financial audits performed on an annual basis.

The annual audit includes the student financial aid program as well as any other district-wide programs to comply with Title IV federal requirements. (Are the federal requirements satisfied by the same audit?) SCCCDCD audits follow the Governmental Accounting Standards Board requirements and the last several audits have received an unqualified opinion. The District has no annual or cumulative operative deficit. The external auditors change on a regular basis to avoid conflicts of interest and any other appearance of impropriety.

In addition, the State Center Community College District has a long held reputation as one of the most financially stable and responsible community college districts in the state of California. Even in times of economic distress, SCCCD has managed to maintain a healthy reserve to continue the high quality of educational programs and services that students have come to expect despite disruptions in state and federal funding. For example, in the last decade, SCCCD was able to create and fund Clovis Community College despite a nationwide recession. The creation and funding of a community college in Madera as part of SCCCD has been planned for and discussed over several years and the policies and procedures for creating an independent college with its own budget within the district are already in place. These same policies and procedures will be used to transition MCCC into an independent college.

Evidence:

[ER.5.1 Final Budget 2017-2018](#)

[ER.5.2 Final Budget 2016-2017](#)

[ER.5.3 Final Budget 2015-2016](#)

[ER.5.4 MCCC Budget Comparison by Fiscal Year 2017-2018](#)

[ER.5.5 Financial Audit Report 2016-2017](#)

[ER.5.6 Financial Audit Report 2015-2016](#)

[ER.5.7 Financial Audit Report 2014-2015](#)

[ER.5.8 Cal Grant Program Review Report](#)

[ER.5.9 Cal Grant Audit Response Letter](#)

[ER.5.10 Financial Aid Default Rates](#)

6. ***Mission***

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4).

Reedley College and its centers' mission statement is as follows:

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

The Reedley College mission statement was reviewed and revised during the 2017-2021 Strategic Planning process. That process was an inclusive effort that incorporated dialogue from many campus and community constituencies at Reedley College *as well as* the Madera and Oakhurst Centers.

As part of the strategic planning process, MCCC held feedback forums, surveys for internal constituency participation, and town hall meetings (referred to as “community

alliances”). Madera residents, business owners, and community agencies attended the community alliances to provide feedback for the strategic plan. As a result, the mission, vision, and strategic goals were designed with significant input from all constituencies MCCC serves.

The mission statement was informed by the College’s vision and values along with strategic planning goals and objectives. The mission, vision, values, and goals of the State Center Community College District also informed the Reedley College mission statement.

The Reedley College mission statement is widely publicized on the College website, within the Educational Master Plan, the College Catalog, Schedule of Courses, Annual High School Reports, the College Annual Report, and other campus publications.

Evidence:

[ER.6.1 MCCC Mission, Vision, and Values](#)

[ER.6.2 RC Participatory Governance Handbook](#)

7. **Governing Board**

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is being achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that relevant interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the priority duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

SCCCD is governed by a seven-member board of trustees who represent seven geographic areas. [Trustee Area Map] The SCCCD Trustees by region on alternating years for a term of four years. [BP 2010] The Board of Trustees is responsible for the quality of the college’s educational programs and services. The Board of Trustees makes decisions pertaining to educational programs, financial health and stability, and the college’s integrity. The Board of Trustees is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. Board of

Trustees members submit conflict of interest forms annually. [BP 2710, AR 2710, Conflict of Interest Form 700]

BP 2410 delineates the legal authority of the board over policy development and the district Roles of Constituents in Decision Making (as described in the Participatory Governance Handbook), provides for the process of constituent groups participation in the development and approval of board policies and administrative regulations. [BP 2410]

The Board traditionally holds its monthly meeting on the first Tuesday of each month beginning at 4:30 p.m. The meetings take place at the State Center Community College District Board Room located at 1525 E. Weldon Avenue in Fresno, California, unless otherwise noted.

STATE CENTER COMMUNITY COLLEGE TRUSTEES

Deborah J. Ikeda, President

Trustee Ikeda was first elected to the SCCC Board in November 2016, with the 4 year term ending in 2020. She represents Trustee Area 6. Trustee Ikeda's entire career was in education and she retired as the president of Clovis Community College.

Eric Payne, Vice President

Trustee Payne was first elected to the SCCC Board in November 2012, with the current 4 year term ending in 2020. He represents Trustee Area 2.

Annalisa Perea, Secretary

Trustee Perea was elected to the Board of Trustees in 2018. She is currently a Senior Associate Urban Planner in the private sector, where she works extensively on local environmental, economic and community development issues for cities throughout California.

Richard M. Caglia

Trustee Caglia was first elected to the SCCC Board in November 2008, with his current 4 year term ending in 2020. He represents Trustee Area 7. Trustee Caglia is a graduate of California State University Fresno and San Joaquin College of Law and works with his family in their Fresno based businesses.

Magdalena Gomez

Trustee Gomez was elected to the Board of Trustees in 2018. Born and raised in rural Fresno County, her education has allowed Gomez to become the first in her family to work for one of the most recognized names in the financial sector.

Robert "Bobby" Kahn

Trustee Kahn was first elected to the SCCC Board in November 2014, with the 4 year term ending in 2018. He represents Trustee Area 1. Trustee Kahn is the

Executive Director of the Madera County Economic Development Commission (MCEDC).

John Leal

Trustee Leal was first elected to the SCCC Board in November 2012, with his current 4 year term ending in 2020. He represents Trustee Area 3. Trustee Leal is a retired K-12 administrator where he served in several positions including assistant principal and principal.

Evidence:

[ER.7.1 SCCC Board Policy 2010](#)

[ER.7.2 SCCC Board Policy 2012](#)

[ER.7.3 SCCC Board Policy 2710](#)

[ER.7.4 SCCC Board Policy 2410](#)

[ER.7.5 SCCC Admin Regulation 2710](#)

[ER.7.6 SCCC Admin Regulation 3150](#)

[ER.7.7 BOT Agenda Budget Retreat March 2018](#)

[ER.7.8 BOT Agenda Budget Update June 2018](#)

[ER.7.9 SCCC Trustee Area Map](#)

8. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10).

Reedley College has an administrative structure established to meet the institution’s purpose, size and complexity. All administrators are selected using district hiring guidelines and must meet the minimum education and experience qualifications that appear in the job descriptions. Administrative officers are qualified by training and experience to perform their administrative duties. Administrators provide leadership in strategic planning, program review, budgeting, instructional, and student service programs. The qualifications and the hiring process are documented in AR 7220: Administrative Recruitment and Hiring Procedures. [AR 7220]

The Madera and Oakhurst vice president reports directly to the Reedley College president. This position, as well as the three vice presidents of Reedley College, form the senior leadership team of the college and make up the President’s Cabinet. [Reedley College Advisory Cabinet Org Chart]

The Madera and Oakhurst vice president who is responsible for the operation of both MCCC and OCCC as well as indirect oversight for instruction and student services at both locations. MCCC has a Dean of Instruction for the Liberal Arts and Social Sciences Division, a Dean of Instruction for the CTE and STEM Division, a Dean of Student Services, and a director for the Oakhurst Community Outreach Center. [MCCC Org Chart]

Reedley College and MCCC have shared directors who oversee functions at both campuses, including a Director of Financial Aid, Admissions & Records Manager; a Director of Institutional Research, Evaluation & Planning; a Director of Marketing & Communication; a Director of EOPS/ CARE; a Director of College Relations & Outreach; a Director of DSPS; a Director of Upward Bound; and a Director of Technology. There is a transition plan to hire personnel to oversee those functions once MCCC gains college status.

Donna Berry, Interim President

Donna Berry has served as Interim President of Reedley College and Madera and Oakhurst Community College Centers since July 2, 2018. Prior to her appointment, Donna was the Vice President of Administrative Services at RC for eight years, where she provided leadership, policy interpretation and development, and planning and administrative oversight for the Administrative, Business, Facilities Maintenance, Food, Information Center, Mail, and Printing Services of the college and its centers.

Donna's many accomplishments include developing and directing the college budget and accounting programs. She also commissioned a safety task force to identify gaps and vulnerabilities in safety practices and protocols. Additionally, Ms. Berry participated in the revision and development of the College Educational Master Plan, District Facilities Master Plan, District and College Strategic Plans and College Human Resources Staffing Plan to keep up to date with processes and support continuous quality improvements.

Prior to her time at Reedley College, Ms. Berry served as the Director of Administrative Services at Porterville College from 2005-2011. She first started there as an adjunct Accounting/Business Administration Instructor in 2004. Donna was also the Business Education Division Chairman at Granite Hills High School in Porterville, Director of Student Activities at Porterville High School and served as Plant Controller of Jostens Incorporated for over six years.

A valley native, Donna earned her MBA from the University of Phoenix Fresno campus, BS in Business Administration at Fresno State and AA in Business Administration from Porterville College.

Dr. Claudia Habib, Vice President

Dr. Claudia Lourido-Habib has served as the Vice-President of Madera and Oakhurst College Centers since January 2017. In this capacity, Dr. Habib provides leadership to the centers' in collaboration with the college president, faculty, administrators and staff. She collaborates with Instruction, Student Services, and Administrative Services, which leads to the equitable integration of instruction and student services with a focus on success, persistence, and completion.

Dr. Habib is responsible for guiding the deployment and development of instructional programs, both credit and non-credit, in consultation with the Reedley College Vice President of Instruction in response to student, community, and employer needs. In consultation with the other vice presidents, she leads the college's response to emerging opportunities relative to new programs, delivery methods, service strategies, professional development and the continuous improvement of existing programs and services.

Prior to this assignment, her administrative positions included Vice-President of Student Affairs at Reedley College, Interim Dean of Fine, Performing and Communication Arts, at Fresno City College and Interim Dean of Agriculture & Natural Resources, Manufacturing and Business at Reedley College.

Dr. Habib taught for 10 years in the Architecture and Computer Drafting Departments at Fresno City College before becoming Academic Senate President. In that role, she led a body of 323 faculty members through legislative changes and a budget crisis that affected students.

Dr. Habib attended community college before transferring to CSU Fresno where she earned a Bachelor of Arts in Interior Design. She pursued a Master of Science in Instructional Technology from National University. Dr. Habib also earned her Doctorate degree in Education and Leadership with emphasis in community colleges from CSU Fresno.

Dr. Ganesan Srinivasan, Dean of Instruction

Dr. Ganesan Srinivasan has served as Dean of Instruction at Madera Community College Center since August 2016. He oversees the STEM and CTE Division. Prior to joining MCCC, Dr. Srinivasan served for four years as Dean of Agriculture, Natural Resources and Culinary Arts at Santa Rosa Junior College (SRJC). Prior to joining SRJC, Srinivasan served as Director of University Agricultural Laboratory (UAL) and Director of Agricultural Operations at the Jordan College of Agricultural Sciences and Technology (JCAST) at California State University, Fresno, CA, for seven years (2005-2012).

Srinivasan graduated with a B.S. in Agriculture and an M.S. in Plant Breeding and Genetics from Tamil Nadu Agricultural University, India. He received his Ph.D in Agronomy and Soil Science with specialization in Plant Breeding and Genetics from the College of Tropical Agriculture and Human Resources (CTAHR) at University of Hawaii at Manoa, HI. Dr. Srinivasan also completed an Executive MBA program from Krannert Graduate School of Management, Purdue University.

Upon completing his doctorate from CTAHR, Srinivasan joined International Maize and Wheat Improvement Center (CIMMYT) in Mexico where he worked for 15 years until 2005 as Principal Scientist and Associate Director of the Maize Program. Dr. Srinivasan's research in tropical maize made a significant impact in increasing productivity and production of maize and enhancing the livelihood of resource-poor

farmers in developing countries in Asia, Africa, and Latin America. Srinivasan has travelled to more than forty countries and has extensive experience in international agriculture.

Dr. Srinivasan has received numerous recognition and awards for his contribution to international agriculture. He was elected Fellow of the American Society of Agronomy (ASA) and Crop Science Society of America (CSSA), a rare distinction given only to 0.3% of the society members.

Srinivasan is bilingual, and has authored or co-authored more than 180 publications including 51 articles in peer-reviewed journals.

Dr. Shelly Conner, Dean of Instruction

Dr. Shelly Conner was hired as Dean of Instruction overseeing Language, Arts and Social Sciences, in July of 2018. She is responsible for oversight of instructional programs and the library at the Madera Community College Center, including the implementation of student-focused initiatives to promote college completion.

Prior to taking on this role, she served as Dean of Instruction over Economic and Workforce Development, Community Services and Noncredit at Merced College for three years and has been an administrator in the California community college system for more than 20 years.

Dr. Conner earned a bachelor of arts degree in international relations from the University of Colorado, Boulder and a master's degree in public administration from Golden Gate University. Additionally, Dr. Conner earned a Doctorate in Education with an emphasis in community college administration at California State University, Fresno.

Leticia Canales, Dean of Student Services

Currently, Leticia Canales is the Dean of Student Services at Madera Community College Center. Her responsibilities include organizing, supervising, and coordinating the operations of the Student Services programs at Madera Community College Center, including the following student services areas: Counseling, Assessment, Outreach & Matriculation, Student Equity, Student Activities, Associated Student Government, Madera Community College Advantage Program (MCCAP), TRIO-SSS Programs, Career, Transfer & Employment Services, Student Success Centers, and Veteran Services. Canales coordinates and administers the planning, development, and management of the budget for the Student Services Division and makes recommendations to meet the educational and support needs of Madera Community College Center students and the community. Currently, she serves on the board of the State Center Consortium for Adult Education and local K-12 advisory boards.

Prior to her appointment at Madera Community College Center, she worked at Fresno City College for over 20 years, having served as Interim Dean of Counseling, Transfer Center Coordinator, and Faculty Coordinator of the FCC Camino Program.

Canales has earned a Bachelor of Arts in Liberal Studies and a Master of Arts in Education & Counseling with an emphasis in Student Services, both from California State University, Fresno.

Dr. Darin Soukup, Director

Dr. Darin Soukup is the Director of Oakhurst Community College Center and serves as part of the Madera Community College Center administrative team. He is responsible for the oversight of an off-site campus, which includes coordinating student support services, instructional programs, facilities, and community engagement.

Prior to becoming Director of Oakhurst Community College Center, Darin was the Executive Director of the Oakhurst Area Chamber of Commerce.

Dr. Soukup received his Bachelor of Science in Physics from California Polytechnic State University and a Doctorate of Philosophy in Geophysics from University of Washington.

In addition to leadership positions at MCCC and OCCC, the District provides additional administrative support with the following Administrators: Chancellor; Vice Chancellor of Finance and Administration; Vice Chancellor of Educational Services and Institutional Effectiveness; Vice Chancellor of Human Resources; Vice Chancellor of District Operations and Technology; Vice Chancellor of Human Resources; Director of Institutional Research; Enrollment Management/Admissions & Records/Information Services; General Counsel; Director of Grants; Director of Classified Personnel; Director of Finance; Director of Purchasing; Executive Director of the Foundation; a Director of Information Systems and a Police Chief. [SCCCD Org Chart]

Evidence:

[ER.8.1 SCCC Board Policy 3420](#)

[ER.8.2 SCCC Board Policy 7100](#)

[ER.8.3 SCCC Admin Regulation 7220](#)

[ER.8.4 Reedley College President's Advisory Cabinet Organizational Chart](#)

[ER.8.5 MCCC Admin Structure Organizational Chart](#)

[ER.8.6 SCCC Organizational Chart](#)

[ER.8.7 Job Announcement-MCCC VP of Instruction](#)

[ER.8.8 Job Announcement-MCCC Dean of Instruction \(2016\)](#)

[ER.8.9 Job Announcement-MCCC Dean of Instruction \(LASS\)](#)

[ER.8.10 Job Announcement-MCCC Dean of Students](#)

[ER.8.11 Job Announcement-Oakhurst Director](#)

9. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

Reedley College's degree programs are congruent with our mission and the mission of the California community colleges. All degree and certificate programs, including those offered at MCCC and OCCC, are described in the college catalog and maintain appropriate levels of quality and rigor, meeting state guidelines and being of sufficient content and length. Learning outcomes have been identified for all of the college's courses and programs. These are regularly assessed and analyzed by discipline faculty, and actions are taken continually to improve student success.

MCCC offers students 38 AA, AS, AA-T and AS-T degrees and 20 certificates in CTE disciplines. These programs reflect the needs of the region, the community and the students served. CTE programs build on the pathways that local high school districts have developed and provide seamless transition for students. All CTE programs are advised by an industry advisory committee which provides direction on local employer needs and the skill sets that completing students should possess. These advisory committees also ensure that student learning outcomes are met through appropriate curriculum that remains relevant as needs change.

Unique to the community needs, MCCC has several signature CTE programs. Some of the most popular programs include the following:

- Advanced Manufacturing
- Licensed Vocational Nursing
- LVN to RN bridge
- Criminology
- Early Childhood Education

In fall 2016, based on long-standing needs of the community, MCCC started an Agriculture program which offers certificates and AS and AS-T degrees in Agribusiness, and Plant Science. Students can also complete all but two required courses to earn an AS degree in Animal Science (the remaining two courses can be completed at the Reedley College campus). In the upcoming year, plans are to partner with the local high school farm and offer these two Animal Science classes at MCCC so that students can get their AS-T degree without having to commute to Reedley.

Major sheets for various majors can be viewed in the link below:

<https://www.reedleycollege.edu/student-services/counseling/major-sheets%202017-18.html>

Evidence:

[ER.9.1 RC Institutional Learning Outcomes](#)

[ER.9.2 Reedley College 2018-2019 Catalog](#)

[ER.9.3 RC ILO-SLO Mapping Grids by Program](#)

[ER.9.4 RC Program, Degree, and Certificate Learning Outcomes](#)

10. Academic Credit

The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Through Reedley College, Madera Community College Center awards academic credits consistent with Education Code and Title 5 regulations. As described on page 20 of its 2018-19 catalog, Reedley College operates on the semester system and all references to units of academic credit in this catalog are to semester units. The standard measurement of college work is a unit. One unit of credit is awarded for approximately 54 hours of lecture, study, or laboratory. The amount of credit awarded is adjusted in proportion to the number of hours of lecture, study, or laboratory work. The criteria on which credit is based are delineated in State Center Community College District Board Policy 4025 (Philosophy and Criteria for Associate Degree and General Education), Board Policy 4235 (Credit by Examination), and Board Policy 4230 (Grading and Academic Record Symbols).

Evidence:

[ER.10.1 Reedley College 2018-19 Catalog](#)

[ER.10.2 SCCCDC Board Policy 4025](#)

[ER.10.3 SCCCDC Board Policy 4235](#)

[ER.10.4 SCCCDC Board Policy 4230](#)

11. Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program its expected student learning outcomes and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)

Instructors establish Student Learning Outcomes (SLO) for courses within their disciplines which are approved by the Reedley College Curriculum Committee. These are stated on the Course Outlines of Record and are available through the Reedley College eLumen website (www.reedleycollege.elumenapp.com/public).

MCCC offers various modalities for its classes, including face-to-face, online, hybrid (face-to-face and online components), and distance learning. Both the SLO Coordinator and the Director of Institutional Research, Evaluation and Planning for Reedley College work with faculty to collect and/or review data for improved student success.

Reedley College and the Madera Community College Center (MCCC) uses documented assessments of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

SLOs are systematically assessed at the course and program level as determined by a program and in turn reported in its program review. SLO and PLO action plans, based on this assessment and subsequent analysis, are summarized within the program review and reported out to College Council. Institutional Learning Outcomes assessment information and yearly SLO Committee reports information are also presented to College Council and Academic Senate. [ACCREDITATION REPORT PAGE 73-74]

MCCC is focused on creating an educational environment where communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives are valued. Evidence of this is seen in the College's Institutional Learning Outcomes (ILOs) to which all program outcomes are mapped:

Communication Skills

- Interpret various types of written, visual, and verbal information.
- Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

- Analyze quantitative information and apply scientific methodologies.
- Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
- Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

- Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
- Apply historical and contemporary issues and events to civic and social responsibility.
- Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

- Assess current knowledge, skills, and abilities to further develop them and apply

them to new situations.

- Incorporate physical and emotional principles to make healthy lifestyle choices.
- Make ethical personal and professional choices.

Institutional Learning Outcomes (ILOs) are continually assessed using internal and external data along with direct and indirect assessments, which may include course and program assessment data.

ILO statements apply to all GE patterns used at the College, including the Reedley College local GE pattern and CSUGE Breadth. Students completing any one of the primary GE patterns are required to take multiple courses in each of these areas, ensuring that every student receives direct instruction in all of these skills [ACCREDITATION REPORT--IIA11.3, pp. 32-34; College Catalog IIA11.3, pp. 36-39].

In addition to using course SLO assessments as a way to ensure students are acquiring the skills identified in the ILO statements, the SLO Committee has used results from the Community College Survey of Student Engagement (CCSSE) to map to ILO skills. The subject of the Fall 2015 Opening Day was the examination of the 2014 CCSSE survey data in determining gaps and identifying best practices [IIA11.4, IIA11.5, IIA11.6]. One best practice identified was the One Book/One College project. Exposure to diverse perspectives is a main factor in book selection. Faculty and staff were polled and selected Richard Rodriguez' *Hunger for Memory* (2015-2016), T. C. Boyle's *The Tortilla Curtain* (2016-2017), and Rebecca Skloot's *The Immortal Life of Henrietta Lacks* (2017-2018).

The College hosted these authors and promoted additional activities related to the books' themes of diversity. The SLO Committee compared the 2014 and 2016 CCSSE data and saw marked improvement, particularly within the Critical Thinking & Information Literacy outcomes of "Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions" and "Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion" [IIA11.8].

The College also surveys graduating students and program Advisory Boards as a means of evaluating communication competency, information competency, quantitative competency, analytic inquiry skills, and ethical reasoning skills as represented in the ILOs [IIA11.1, IIA11.7]. The Grad Survey is assessed each year by the SLO Committee to identify gaps and evaluate the ILO statements. In 2016, an average 44% of students had indicated that communication skills, critical thinking and information literacy, global and community literacy, and personal development (Reedley College's Institutional Learning Outcomes areas) skills improved during their education at Reedley College [IIA11.1]. Advisory Board surveys indicate both the importance in ILO skills in their industries and the level to which employed Reedley College graduates exhibit these skills. [IIA11.7].

At the end of each academic year the SLO Coordinator compiles the SLO Committee End-of-the-Year report that includes details on ILO assessment and use of that

assessment. The SLO Annual Report is shared at College Council and at Academic Senate [IIA11.9]. [ACCREDITATION REPORT- PGS 100-101]

Robust student learning outcomes discussions are ongoing at the course, program and institution levels. For example, the SLO Committee hosted Opening Day workshops in fall 2014 where faculty and staff reported out on best practices. In fall 2015 Institutional Learning Outcomes were mapped to the Community College Survey of Student Engagement (CCSSE) results, again looking for best practices. One result from these workshops was the One Book/One College project [IB1.8, IB1.9 and IB1.16].

This commitment to productive dialog and student success is also evident in the College's approach to distance education. In spring 2016, as a part of the HR Staffing Plan, the College hired its first Instructional Designer. This person meets regularly with District personnel. This was especially important as the College moved from Blackboard to Canvas™. The Instructional Designer hosted upwards of 50 Canvas™ workshops for faculty and staff. Additionally, the Instructional Designer created DE training/certification modules which increased support and training in the LMS transition. In spring 2017, embedded tutors and supplemental instruction for online courses were implemented.

Disaggregated Distance Education (DE) course success rates are compared to traditional course success rates routinely, and the results are disseminated to Department Chairs for review. The data indicate a disparity in course success rates between these modalities. As a result, the Instructional Designer met with instructors to improve course design and worked with Tutorial Center and Supplemental Instruction coordinators to place tutors in DE formats, first targeting courses with the lowest success rates. Additionally, Smartthinking (online tutorial) is available to students who cannot make it to traditional tutoring hours on campus for both DE students and face-to-face students. A link is embedded into every Canvas shell.

The Institutional Learning Outcomes are additionally assessed using community-based Advisory Board surveys conducted at Advisory Board gatherings. For example, in these surveys, it was recognized that local employers value soft skills, namely professional attire. This prompted the SLO Committee to support "professionalism" workshops at the Career Center. In 2016-2017 the Career Center, in collaboration with Latino Faculty and Staff Association, TRIO, Student Support Services, and Business Department for the Latino Faculty and Staff Association's Mentoring for Success Professional Career Network activities where career professionalism is presented. This illustrates effective dialog across College programs to ensure student success.

SLO assessments and subsequent action plans are a staple of program/department meetings. Within the Program Review report, SLO assessments require programs to answer questions about the type of "dialog that occurred while planning assessments, evaluating data results, and determining action plans." If no dialog occurred, programs are asked to provide the reason in detail [IB1.14]. [ACCREDITATION REPORT-PG 54-55]

Evidence:

[ER.11.1 RC Student Learning Outcomes and Assessment](#)

12. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

As part of Reedley College, MCCC defines and incorporates a substantial component of general education into all of its degree programs. This is designed to ensure breadth of knowledge and to promote intellectual inquiry. General education requirements include natural sciences, social and behavioral sciences, humanities, communication, demonstration of writing competency, and computational skills. MCCC actively ensures its general education courses allow students to achieve comprehensive learning outcomes in the degree program.

Reedley College Intersegmental General Education Transfer Curricula to CSU and UC (IGETC) 2017-2018	Completed	In Progress	Planned
NOTE: All courses must be completed with a "C" grade or better.			
AREA 1: English Communication			
CSU: three courses required, one each from 1A, 1B and 1C listed below. (9 semester units minimum) UC: two courses required, one each from 1A and 1B listed below. (6 semester units minimum)			
1A - English Composition: ENGL 1A, 1AH			
1B - Critical Thinking-English Composition: ENGL 2, 3, 3H, PHIL 2			
1C - Oral Communication (CSU requirement only): COMM 1, 1H, 4, 8, 25			
AREA 2: Mathematical Concepts and Quantitative Reasoning			
One course required. (3 semester units minimum)			
CSCI 26, MATH 4B, 5A, 5B, 6, 11, 17, STAT 7			
AREA 3: Arts and Humanities			
At least three courses, with at least one from the Arts and one from the Humanities. (9 semester units minimum)			
3A - Arts: ART 2, 5, 6, 6H, FILM 1, *2A, *2B, MUSIC 12, 16			
3B - Humanities: ASL *2, *3, *4, CHIN *2, ENGL 1B, 1BH, 43A, 43B, 44A, 44B, 46A, 46B, 47, 49, FILM *2A, *2B, FRENCH *2, *3, *4, GERMAN *2, *3, *4, HIST 1, 2, *11, *12, *12H, 20, *22, LING 10, PHIL 1, 1C, 1CH, 1D, SPAN *2, *3, *3NS, *4, *4NS, 5			
Arts or Humanities: Did you complete an additional course from Area 3, Arts or Humanities?			
AREA 4: Social and Behavioral Sciences			
At least three courses from at least two different disciplines. (9 semester units minimum)			
ANTHRO 1, 2, 3, CHDEV 38, 39, COMM 10, ECON 1A, 1B, ETHNST 5, 32, GEOG 6, HIST 5, *11, *12, *12H, *22, 32, HS 20, JOURN 1, POLSCI 2, 2H, 3, 5, 24, PSY 2, 2H, 5, 16, 38, 45, SOC 1A, 1B, 2			
AREA 5: Physical and Biological Sciences			
At least two courses, one Physical Science and one Biological Science; at least one must include a laboratory component (indicated by L). (7-9 semester units minimum)			
5A - Physical Sciences: ASTRO 10(L), 20(L), CHEM 1A(L), 1B(L), 3A(L), 8, 9, 10(L), 28A, 28B, GEOG 5, 9, GEOL 1(L), 2, 9(L), 10, PHYS 2A(L), 2B(L), 4A(L), 4B(L), 4C(L), PLS 2, SCI 1A(L)			
5B - Biological Sciences: BIOL 1(L), 2(L), 5(L), 10, 11A(L), 11B(L), 20(L), 22(L), 31(L), NR 7, PLS 1			
5C - Laboratory Activity: Did you complete a course from AREA 5A or 5B with a lab (marked with an L) OR one of the following: BIOL 10(L), CHEM 9(L), CHEM 29A(L), CHEM 29B(L), PLS 1(L), PLS 2(L)	Yes	No	
AREA 6: Language Other Than English (UC requirement only)			
Proficiency equivalent to two years of high school study in the same language with "C" grades or better (at Reedley College, one course required if not met by High School foreign language).			
ASL 1, *2, *3, *4, CHIN 1, *2, FRENCH 1, *2, *3, *4, GERMAN 1, *2, *3, *4, SPAN 1, *2, *3, *3NS, *4, *4NS			

Notes: *Courses listed above in more than one location will only be counted one time except for courses in Language Other Than English, which can be certified in Areas 3B and 6.

To graduate from a CSU, a U.S. Government (including California) course (POLSCI 2 or 2H) and a U.S History course (HIST 11, 12, 12H, or 22) must be completed.



Name: _____

ID: _____

Date: _____

Major: _____

Catalog year: _____

Counselor: _____

CSU GENERAL EDUCATION 2017-2018	Completed	In Progress	Planned
AREA A: English Language Communication and Critical Thinking 9 semester units minimum required with at least one course each from A1, A2, and A3. ("C" or better grade required in A1, A2 and A3)			
A1: Oral Communication (3 units minimum): COMM 1, 1H, 2, 4, 8, *25			
A2: Written Communication (3 units minimum): ENGL 1A, 1AH			
A3: Critical Thinking (3 units minimum): COMM *25, ENGL 2, 2H, 3, 3H, PHIL 2, 4, 6			
AREA B: Scientific Inquiry and Quantitative Reasoning 9 semester units minimum with at least one course each from B1 and B2 (one course from B1 or B2 to contain a laboratory component, marked by L), and at least one course from B4. ("C" or better grade required in B4)			
B1: Physical Science (3 units minimum): ASTRO 10(L), 20(L), CHEM 1A(L), 1B(L), 3A(L), 3B(L), 8, 10(L), 28A, 28B, GEOG 5, 9, GEOL 1(L), 2, 9(L), 10, PHYS 2A(L), 2B(L), 4A(L), 4B(L), 4C(L), PLS 2, SCI 1A(L)			
B2: Life Science (3 units minimum): BIOL 1(L), 2(L), 5(L), 10, 11A(L), 11B(L), 20(L), 22(L), 31(L), NR 7, PLS 1			
B3: Laboratory Activity: Complete a course from B1 or B2 with a lab (marked with L) OR one of the following: BIOL 110(L), CHEM 9(L), 29A(L), 29B(L), PLS 1(L), 2(L)			
B4: Mathematics/Quantitative Reasoning (3 units minimum): BA 39, CSCI 26, MATH 4A, 4B, 5A, 5B, 6, 10A, 10B, 11, 17, 45, PLS 9, STAT 7			
AREA C: Arts and Humanities 9 semester units minimum with at least one course each from C1 and C2, and an additional course from C1 or C2.			
C1: Arts (3 units minimum): ART 2, 5, 6, 6H, 10, COMM 12, FILM 1, *2A, *2B, MUS 12, 16, PHOTO 1			
C2: Humanities (3 units minimum): ASL 1, 2, 3, 4, CHIN 1, 2, ENGL 1B, 1BH, 43A, 43B, 44A, 44B, 46A, 46B, 47, 49, FILM *2A, *2B, FRENCH 1, 2, 3, 4, GERMAN 1, 2, 3, 4, HIST *1, *2, *11, *12, *12H, *20, *22, LING 10, PHIL 1, 1C, 1CH, 1D, SPAN 1, 2, 3, 3NS, 4, 4NS, 5, 15, 16			
C1 or C2 (3 units minimum): Complete an additional course from C1 or C2.			
AREA D: Social Sciences 9 semester units minimum selected from at least two disciplines. (See note below)			
D0-D9: (9 units minimum): AGBS 2, ANTHRO 1, 2, 3, CHDEV *38, *39, COMM 10, CRIM 13, ECON 1A, 1B, ETHNST 5, 32, GEOG 6, HIST *1, *2, 5, *11, *12, *12H, *20, *22, 32, HS 20, JOURN 1, POLSCI 2, 2H, 3, 5, 24, PSY *2, *2H, 5, 16, *38, 45, SOC *1A, 1B, 2			
AREA E: Lifelong Learning and Self-Development 3 semester units minimum.			
E: CHDEV *38, *39, COUN 53, FN 35, HLTH 1, PSY *2, *2H, 25, *38, SOC *1A, 32			

Notes: *Courses listed above in more than one location will only be counted one time. After completing one of these courses, see a Counselor to identify which area you intended to use the course so that the course is coded correctly for your CSU GE certification.

To graduate from a CSU, a U.S. Government (including California) course (POLSCI 2 or 2H) and a U.S. History course (HIST 11, 12, 12H, or 22) must be completed.

Fresno City College (FCC) and Clovis Community College (CCC) courses may satisfy requirements differently than Reedley College courses. See the FCC and CCC CSU General Education requirement sheets for information regarding FCC and CCC courses.

Revised 06/16/2017 EMB

Evidence:

[ER.12.1 Reedley College 2018-2019 Catalog](#)

13. Academic Freedom

The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

Madera Community College Center (MCCC), as part of Reedley College and SCCC, has formal statements regarding academic freedom which address this Eligibility Requirement. More specifically, these statements are found in SCCC BP 4030 and AR 4030.

MCCC is committed to providing an environment that allows for free and open discourse representing all points of view as supported by the SCCC Board Policies 4030 and Administrative Regulations 4030. MCCC communicates this board policy in the Faculty Handbook and catalog

Board Policy 4030 states that faculty members have the right to investigate, discuss, and objectively interpret any material which relates to the course being taught. Additionally, students not only have the right to question the instructor’s interpretation of material without fear of reprisal, but are also informed of their rights concerning intellectual freedom and responsibility.

[FROM BOARD AGENDA JAN 2015—ELEGIBILITY REQUIREMENTS FOR CCCC]

BP 4030 on Academic Freedom

AR 4030 Academic Freedom

Evidence:

[ER.13.1 SCCC Board Policy 4030](#)

[ER.13.2 SCCC Admin Regulation 4030](#)

14. Faculty

The institution has a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

All faculty employed at MCCC of Reedley College meet or exceed minimum qualifications for their disciplines. Currently there are 53 full-time instructional and counseling faculty in various disciplines. The number of full-time and part-time faculty at MCCC is currently sufficient to the size of the campus, and its members possess the experience to support all institutional educational programs. As the enrollment grows, student needs increase, and resources become available, MCCC anticipates hiring additional full-time faculty. Hiring procedures for full-time faculty align with AR 7120 whereas hiring procedures for part-time faculty align with AR 7121.

Duties of full-time and part-time faculty are primarily outlined in faculty contracts. Supplemental expectations are listed in AR 7122.

Last Name	First Name		Year of Hire	Discipline	Associate Degree	Bachelor's Degree	Master's Degree	Doctorate's Degree	Additional Education /Certificates /Credentials
Aizon	Antionette	Dr .	2017	PSY/SOC		B.S., Northern Arizona University, Flagstaff	M.A., Alliant International University, Fresno	Ph.D., Alliant International University, Fresno	
Barnes	Lacy	Dr .	1995	PSY		B.A., California State University, Fresno	M.A., California State University, Fresno	Ph.D., Claremont Graduate University	
Biehler	Hilary		2017	MATH		B.A., Fresno Pacific University	M.A., California State University, Fresno		
Bravo	Angelina		2017	LVN	A.A., Reedley College and A.S., Fresno City College	B.S.N., California State University, Fresno			
Cade	Alan		2017	ACCTG	A.A., Skagit Valley College	B.S., California State University, Fresno	M.B.A., California State University, Fresno		
Cartwright	George	Dr .	2010	CRIM	A.A., San Jose City College	B.A., Fresno Pacific University	M.A., Fresno Pacific University	Psy.D., Alliant International University	
Cortes Howden	Lynette		2015	MATH		B.A., University of California, Santa Barbara	M.A., California State		

							University, Fresno		
Cusaac	John	Dr .	2006	IS	A.A., Orange Coast College	B.S., University of LaVerne	M.B.A., Pepperdine University	Ph.D., Claremont Graduate University	MCSE, A+, CIW, MOUS/MOS Expert & Master
Day	Elizabeth	Dr .	2015	RN		B.S.N., Virginia Commonwealth University	M.S.N., Virginia Commonwealth University	Ph. D., University of Phoenix	CHPN Certified Hospice and Palliative Care Nurse
deMorales	Linda		2015	CHEM		B.S., University of California, Davis	M.A., University of California, Davis; M.S., University of Montana, Bozeman		
Druley	Jim		1999	PHIL		B.A., University of California, Irvine	M.A., University of California, Irvine		
Ensminger	Maria		2008	COUN		B.S., California State University, Fresno	M.S., California State University, Fresno		
Esquivel	James		2007	MATH		B.A., California State University, Fresno	M.A., Fresno Pacific University		CA Secondary Credential, National University
Fernandez	Carol		2003	LVN	A.D.N., Chemeketa Community College	B.S.N., University of Phoenix			
Fitzer	John	Dr .	2001	ENGL		B.A., California State University, Fresno	M.A., California State University, Fresno; M.B.A., University at Buffalo	Ed.M., Ph.D., University at Buffalo	
Fleuridor	Richardson	Dr .	2010	BIOL		B.S., Union College		Ph.D., Albert Einstein College of Medicine	
Frampton	Nancy		1999	ESL/READ/LIN G		B.A., California State University, Fresno	M.A., California State University, Fresno		
Gray	Jennifer	Dr .	1997	BIOL		B.S., University of Massachusetts, Amherst	M.A., California State University, Fresno; M.S., University of California, Berkeley	Ed.D., University of California, Davis	
Hanson	Erik		2010	MFGT	A.A., Fresno City College				
Johnson	Kari		2015	LIBR		B.A., California State	M.L.I.S., California State		

						University, Fresno	University, San Jose		
Kandarian	Todd		2001	MATH		B.A., California State University, Fresno	M.A., California State University, Fresno		
Kastanes	Bill		2000	GEOG		B.S., Northern Illinois University	M.S., Northern Illinois University		
Kato-Gee	Kimi		2014	RN		B.S.N., California State University, Fresno	M.S.N., California State University, Dominquez Hills		
Leech	Stephen Jay		2005	ENGL/FILM		B.A., University of South Carolina, Columbia	M.A., California State University, Fresno		
Lemus	Sergio		2018	ESL COUN		B.A., California State University, Fresno	M.A., California State University, Fresno		
Luchesi	Michael		2016	MFGT	A.S., Fresno City College	B.V.E., California State University, Fresno			ASE Certified Master Machinist
Luera	Tina		2008	CHDEV		B.S., California State University, Fresno	M.A., National University		
MacArthur	Jim	Dr .	2015	CHEM		B.S., University of Washington, Seattle	M.S., University of Northern Colorado, Greeley		
Martinez	Alejandra		2018	COUN		B.A., California State University, Fresno	M.S., University of Phoenix		
Mata	Lalo		1998	MATH		B.A., University of California, Santa Cruz	M.A., University of California, Santa Cruz		
Mattox	Kristen		2006	PE/HLTH		B.A., California State University, Fresno	M.A., California State University, Fresno		
Medina- Gross	Katherine		2016	COUN	A.A., Fresno City College	B.A., California State University, Fresno	M.A., California State University, Fresno		
Menz	Traci		2014	COUN		B.A., California State University, Fresno	M.A., California State University, Fresno; M.S.W., California State University, Stanislaus		
Millar	Brad	Dr .	1995	COMM		B.A., California State University, Fullerton	M.A., California State University, Fresno	Ed. D., UC Davis/CSU Fresno	

Morales	Luis		2015	COUN	A.A., Reedley College	B.A., California State University, Fresno	M.S., California State University, Fresno		
Newton	Michael		2017	COMM			M.A., California State University, Fresno		
Norton	Steve		1998	ART		B.A., Central Washington University	M.F.A., University of California, Santa Barbara		
Palsgaard	Loren		1998	ENGL		B.A., California State University, Fresno	MFA, University of Oregon; MA, California State University, Fresno		
Ragan	Jeff		2007	READ		B.A., California State University, Fresno	M.A., Fresno Pacific University		
Ramirez	Gregory		2008	ENGL		B.A., California State University, Fresno	M.A., California State University, Fresno		
Ramsey	Tina		2017	ENGL		B.A., California State University, Fresno	M.A., California State University, Fresno		
Renberg	Shelley		2018	HLTH COORD		B.S.N., University of San Francisco	M.S.N., University of San Francisco		
Richardson	David		1997	HIST		B.A., California State University, Fresno	M.A., California State University, Fresno		
Rodriguez	Samuel		2016	AGBUS		B.S., California Polytechnic State University, San Luis Obispo	M.S., California Polytechnic State University, San Luis Obispo		
Rude	Gerald		2017	PHYS/ASTRO		B.S., California State University, Fresno	M.S., California State University, Fresno		
Sanchez	Ray		2005	LEARNASST	A.A., Fresno City College	B.A., California State University, Fresno	M.A., California State University, Fresno		
Spear	Gracie		2005	COUN		B.A., California State University, Northridge	M.S., California State University, Fresno		
Triplitt	Traci		2016	CHDEV/COORD		B.S., California State University, Fresno	M.A., California State University, Fresno		
Turini	Bill		2001	POLSCI		B.A., University of California, Davis	M.A., California State University, Sacramento		

Vega	Lupe		1998	SPAN		B.A., California State University, Fresno	M.A., California State University, Fresno		
Yancey	Frank	Dr.	1999	BIOL		B.S., California State University, Long Beach	M.A., California State University, Fresno	Ph.D., Texas Tech University	
Young-Manning	Sheryl		1997	ENGL		B.A., California State University, Fresno	M.A., California State University, Fresno		

Currently, MCCC has over 90 well-qualified part-time faculty in various disciplines to meet staffing needs as they arise. Working with SCCCD Human Resources staff, a list of applicants is maintained from which alternative instructors could be selected in case of an emergency need in a discipline.

Evidence:

[ER.14.1 SCCCD Admin Regulation 7120](#)

[ER.14.2 SCCCD Admin Regulation 7121](#)

[ER.14.3 SCCCD Admin Regulation 7122](#)

15. Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Reedley College's comprehensive student services and development programs are consistent with the institutional mission and support the needs of the students in the College's service area, including students attending MCCC.

The College ensures that comparable and equitable services are provided across locations. MCCC provides a complete array of services to students including admissions and records, assessment, CalWORKs, Extended Opportunity Programs and Services (EOPS), counseling, student activities, financial aid, tutoring, Disabled Student Programs & Services (DSP&S), bookstore, health services, food services, psychological services, library services, and college relations.

The MCCC utilizes several methods and processes to determine the learning support needs of its students. The first point for identifying student needs is on the initial online or hard copy application that has a section that allows students to identify support needs. The application for admission has several areas where students can specify special services they may need to become successful. This includes financial aid information, academic counseling, services for disabled students, career counseling, and/or other support services. These requests are used by student support services to contact students and provide information about the available services.

The MCCC also determines and addresses the support needs of its students through the

program review process. It is an ongoing process, used to assess and improve student learning and achievement. The results of the reviews assist in refining and improving program practices resulting in appropriate improvements of services provided. Additionally, the development and assessment of Student Learning Outcomes (SLOs) are ongoing and used for continuous quality improvement. The use of student surveys and assessments provide for decision-making processes which include dialogue on the results of assessment that are purposefully directed toward improving student learning. These methods, including data from the Office of Institutional Research, are utilized to help identify the educational support needs of our students.

MCCC staff identifies students with special needs through various student services programs dedicated to serving these populations. These programs provide specialized services for their students that generally include a much more personalized relationship with program staff to monitor student progress and develop student education plans to help bring about academic success.

Programs to support student's learning needs include a variety of Specialized Student Programs to support student's learning needs include a variety of Specialized Student Support Services Programs such as TRIO, Foster Youth/Next UP and UpwardBound, and Student Retention Services Programs such as Early Alert, Dual Enrollment and Honors, among others.

Evidence:

[ER.15.1 MCCC Student Services Webpage](#)

[ER.15.2 RC EMP 2015-2025](#)

[ER.15.3 Student Services Program Review](#)

16. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

Admissions policies are applicable at MCCC have been developed by the State Center Community College District. These policies are clearly outlined in the Reedley College Catalog. MCCC adheres to these policies as a center under Reedley College. The policies indicate that admission is open to anyone (subject to residency requirements) who is at least 18 years old or has a high school diploma or the equivalent (such as the California High School Proficiency Examination).

Students are required to submit an admissions application online via the state-wide system at CCCApply. Students also submit transcripts of any high school or college work completed and GED or high school proficiency exam results if applicable.

The admissions and records function is a centralized district function that is overseen by the Vice Chancellor of Educational Services and Institutional Effectiveness: admissions, records, and enrollment management. MCCC admissions and records office personnel is

comprised of one student services specialist who is the lead admissions person for the daily operation of the admissions functions, one office assistant III staff person, and student aides. The student services specialist reports to the admissions and records manager who oversees all student services functions and works closely with the Associate Vice Chancellor of admissions, records, enrollment management, and information systems to coordinate all admissions and records functions.

Evidence:

[ER.16.1 MCCC Applying to College Webpage](#)

[ER.16.2 CCC Apply Website](#)

17. Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

The combined library and learning support resources of MCCC are currently adequate to support student learning needs. Through intra-district loans, MCCC students have access to approximately 125,000 circulating print resources among the four SCCCDC libraries. Requests can be made on any computer with internet access and materials are delivered within one to two days. E-book collections of 50,000 fiction, non-fiction, and reference titles also enhance access to full-text comprehensive resources for students on- and off-campus.

In addition to the above districtwide resources, students at MCCC have direct access to over 9,000 physical books, periodicals, magazine and other media at the library located on campus.

MCCC also provides students with three separate Academic Success Centers: the Learning Center, the Reading and Writing Center, and the STEM Center. The campus also has a DSP&S Lab and a EOPS Lab for students who use those specific services.

Evidence:

[ER.17.1 MCCC Library Online Research Databases](#)

18. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to ensure financial stability. (Standard III.D.1)

The funding model for SCCCDC comes through a number of allocations, including general unrestricted and restricted funding sources. The District Budget and Resource Allocation Advisory Committee evaluates annual allocations to the colleges which include a base allocation, salary adjustments, fixed cost adjustments, and district-wide initiatives.

MCCC currently receives its operational resources from the Reedley College allocation that provides for base fixed salary costs and discretionary resources based on need. Funding for discretionary needs, such as supplies and equipment, is allocated to departments and programs through an integrated planning process where resource requests are justified and linked to strategic initiative goals, mission, and vision. The Reedley College Budget Committee collects these requests, consolidates the worksheets, and evaluates the requests according to its principles, guidelines and priorities. It in turn submits recommendations to President's Cabinet and the President, who ultimately approves the requests. MCCC faculty and staff already have representation on this committee and are participating in budget decisions made by Reedley College. These practices would be adapted by MCCC for use in developing its own budget procedures. MCCC budget is sufficient to support student learning programs and services at MCCC, thereby ensuring institutional effectiveness and financial stability.

Presentations have already been made to the SCCC Board of Trustees, most recently in June of 2018, regarding the timeline for making MCCC an independent college and the monies that would be necessary to begin the process. The Board has expressed its full support for beginning this process and the District's Human Resources department is working on a timeline and staffing plan to begin this process as soon as funds are approved. Preparations have been in the works across all levels of the SCCC, RC, and MCCC leadership to coordinate funding and resources to make MCCC an independent campus.

MCCC is also supported by community donations for student scholarships through the district's Foundation. In addition, the Center has several grants to provide additional student support, such as two California Career Pathways Trust grants, a California Apprenticeship Initiative Grant, and a Student Support Services (SSS) grant.

Finally, in June of 2016, a supermajority of voters living in the State Center Community College District approved Measure C that was a 485-million-dollar bond for the construction and repair of facilities throughout the District, its colleges and centers. This was the second bond measure approved by the voters in fourteen years and shows the support that the District has in the community and the commitment to creating effective and sustainable educational institutions. Part of the appeal was that some of the monies would be used to expand and strengthen facilities at MCCC in anticipation of becoming an independent college.

Evidence:

[ER.18.1 Budget Principles, Guidelines, and Priorities](#)

[ER.18.2 DBRACCC Resource Allocation Model](#)

[ER.18.3 Final Budget Funding Base Allocation Model 2017-2018](#)

[ER.18.4 Final Budget 2017-2018](#)

[ER.18.5 Final Budget 2016-2017](#)

[ER.18.6 Final Budget 2015-2016](#)

[ER.18.7 Foundation Audit 2017](#)

[ER.18.8 Foundation Audit 2016](#)
[ER.18.9 Foundation Audit 2015](#)
[ER.18.10 Bond Measure Report 2018](#)

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Madera Community College Center, as part of Reedley College, participates in the planning process for academic and classified personnel and learning resources (including technology, facilities, financial development) as well as procedures for curriculum development, program review, and strategic planning. Reedley College disaggregates MCCC information and data when publicizing how well the college is accomplishing its purposes in an annual report. Reedley College assesses progress toward achieving stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, planning, resources allocation, implementation, and reevaluation. To that end, in the last four years, RC has been tracking MCCC progress by providing comprehensive reports.

MCCC provides Reedley College with the appropriate data to assess SLOs and makes the results available to the public. Annual Program Review reports, focusing on the completion of substantiated programs goals as well as SLO assessment updates and new program needs, are submitted each May to the College Council. SLOs at the course and program level (PLOs) are assessed systematically as determined in each department's program review report. SLO and PLO action plans, based on this assessment and subsequent analysis, are summarized within the program's Program Review report and reported out to College Council.

Institutional Learning Outcomes (ILOs) are continuously assessed using internal and external data which may include course and program assessment data. ILOs have been mapped to the Community College Survey of Student Engagement (CCSSE) and the Reedley College Graduation Survey. Recently, the College also assessed ILOs through an employer survey given to advisory committee members. These assessments are also presented in the SLO Committee year-end report heard by College Council and Academic Senate. Madera-Oakhurst Faculty Association (MOFA)—as a subcommittee of the Academic Senate—has the opportunity to review the documents and processes as part of the participatory governance process.

Student achievement and demographic data are provided for each program. Faculty utilize the data to gauge the effectiveness of each program and determine if any components require improvements or changes. For instructional programs, the data include retention, persistence, and completion (disaggregated to reflect gender and ethnic differences and location of services). Program data are compared to that of the institution as a whole. Collegial dialog within the specific program allows faculty to address the concerns, offer solutions, and set goals. The analysis of quantitative data, coupled with SLO assessment analysis and qualitative information, exhibits program accomplishments as well as areas for improvement.

Institutional Set Standards that include student performance outcomes, accreditation status, fiscal viability, and programmatic compliance, are reviewed and updated each year by the Accreditation & Institutional Effectiveness Committee and presented each spring to College constituency groups and posted to the website.

The College's 2015-2025 Educational Master Plan (EMP) articulates the long-term goals and vision of the College. The Integrated Planning Model, shown in the Educational Master Plan (EMP), exhibits processes and how they work together [IB8.13]. The creation, progress, and assessment of the EMP and the Strategic Plan are examples of institutional planning that are widely communicated across the organization.

To set annual goals for Reedley College and the Madera and Oakhurst Centers, each year the President convenes a group of constituent leaders to review the strategic plan in order to identify major drivers and outcomes that will be the focus for each year. Through this process, the College was able to document the completion of its 2014-2017 Strategic Plan, and to create new goals for the 2017-2021 Strategic Plan. Each year a report on progress for achieving the year's outcomes is presented to the President's Advisory Cabinet. Documentation of progress toward achieving the current year's goals is presented to inform the development of the following year's goals. [IB9.7]

Goals, evaluation, and implementation are presented to the public via the MOR (Madera, Oakhurst, Reedley) Newsletter, which includes regular reports progress on plans and goals, data, innovative practices and initiatives, and highlights of successes [IC3.6]. Reports of progress on the above assessment activities are also reported in Board Reports [IC3.3].

Evidence:

[ER.19.1 RC Strategic Plan 2017-2021](#)

[ER.19.2 RC Annual Report 2016-17](#)

20. Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

A. General Information

- ✓ **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
- ✓ **Educational Mission**
- ✓ **Course, Program, and Degree Offerings**
- ✓ **Academic Calendar and Program Length**
- ✓ **Academic Freedom Statement**
- ✓ **Available Student Financial Aid**
- ✓ **Available Learning Resources**
- ✓ **Names and Degrees of Administrators and Faculty**
- ✓ **Names of Governing Board Members**

B. Requirements

- ✓ **Admissions**
- ✓ **Student Fees and Other Financial Obligations**
- ✓ **Degree, Certificates, Graduation, and Transfer**

C. Major Policies Affecting Students

- ✓ **Academic Regulations, including Academic Honesty**
- ✓ **Nondiscrimination**
- ✓ **Acceptance of Transfer Credits**
- ✓ **Grievance and Complaint Procedures**
- ✓ **Sexual Harassment**
- ✓ **Refund of Fees**
- ✓ **Refund of Fees (non-resident)**

D. Locations or Publications Where Other Policies May Be Found

MCCC information is published in the Reedley College catalog and in other appropriate forms such as the college website, brochures, campus fliers, bulletin boards, and the MOR Newsletter. Accurate and current information that describes the college's mission, purposes and objectives, admission requirements, procedures, fees and other financial information, course, program, and degree offerings, rules and regulations directly affecting students, complaint and grievance policies and procedures, names and academic credentials of administrators and faculty, and other information related to attending the college are in the catalog.

The catalog is available on the website. Revisions to the catalog are noted. The catalog includes all the required information and is updated regularly. In addition, the Director of Marketing and Communications officer at Reedley College supports marketing and media advertising for MCCC.

MCCC class offerings are published in Reedley College's annual class schedule. The class schedule includes course; program and degree offering; academic calendar; academic regulations; information about available financial aid and how to apply for

financial assistance; available learning resources; fee schedule and refund policy; and names of governing board members. The catalog also includes admissions processes; student fees and other financial obligations; information about degrees; certificates and transfer; and major policies including academic honesty; statement of nondiscrimination; open enrollment policy; grievance and complaint procedures; fees and refund policies; FERPA; and course withdrawal procedures.

The schedule is available online and in print (in limited quantities) at the admissions and records office.

Reedley College publishes a Student Handbook which is available in print and on the website. The Student Handbook includes the student code of conduct, academic regulations and policies including academic honesty policies, fee schedule and refund policies, nondiscrimination policies, grievance and complaint procedures.

Board policies and administrative regulations that affect students are found on the SCCCDC website. These include policies regarding academic regulations, including academic honesty, nondiscrimination, student rights and grievances, sexual harassment, fee schedule and refunds, and academic probation.

Evidence:

[ER.20.1 MCCC College Catalogs Webpage](#)

[ER.20.2 MCCC Schedule of Classes Webpage](#)

[ER.20.3 RC Student Handbook 2016](#)

[ER.20.4 SCCCDC Trustee Policies and Regulations Webpage](#)

21. **Integrity in Relations with the Accrediting Commission***

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and 1.C.13)

***This ER is not fully realized until Candidacy or Initial Accreditation.**

The SCCCDC Board of Trustees provides assurance that Reedley College, its center, and its site adhere to the Eligibility Requirements and accreditation standards and policies of the Commission. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

MCCC will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure.

Evidence:

[ER.21.1 RC Accreditation Webpage](#)

H. Evidence

[ER.1.1 ACCJC Letter - June 2018](#)

[ER.1.2 Substantive Change Application](#)

[ER.1.3 MCCC Accreditation Timeline](#)

[ER.2.1 Class Schedule for the 2018-2019 Academic Year, Reedley College, Madera & Oakhurst Community College Centers](#)

[ER.2.2 Reedley College 2018-2019 Catalog](#)

[ER.3.1 Reedley College 2018-2019 Catalog](#)

[ER.4.1 Board Policy 2430](#)

[ER.4.2 Campus President Search Timeline](#)

[ER.4.3 Campus President Search Job Description](#)

[ER.5.1 Final Budget 2017-2018](#)

[ER.5.2 Final Budget 2016-2017](#)

[ER.5.3 Final Budget 2015-2016](#)

[ER.5.4 MCCC Budget Comparison by Fiscal Year 2017-2018](#)

[ER.5.5 Financial Audit Report 2016-2017](#)

[ER.5.6 Financial Audit Report 2015-2016](#)

[ER.5.7 Financial Audit Report 2014-2015](#)

[ER.5.8 Cal Grant Program Review Report](#)

[ER.5.9 Cal Grant Audit Response Letter](#)

[ER.5.10 Financial Aid Default Rates](#)

[ER.6.1 MCCC Mission, Vision, and Values](#)

[ER.6.2 RC Participatory Governance Handbook](#)

[ER.7.1 SCCC CD Board Policy 2010](#)

[ER.7.2 SCCC CD Board Policy 2012](#)

[ER.7.3 SCCC CD Board Policy 2710](#)

[ER.7.4 SCCC CD Board Policy 2410](#)

[ER.7.5 SCCC CD Admin Regulation 2710](#)

[ER.7.6 SCCC CD Admin Regulation 3150](#)

[ER.7.7 BOT Agenda Budget Retreat March 2018](#)

[ER.7.8 BOT Agenda Budget Update June 2018](#)

[ER.7.9 SCCC CD Trustee Area Map](#)

[ER.8.1 SCCC CD Board Policy 3420](#)

[ER.8.2 SCCC CD Board Policy 7100](#)

[ER.8.3 SCCC CD Admin Regulation 7220](#)

[ER.8.4 Reedley College President's Advisory Cabinet Organizational Chart](#)

[ER.8.5 MCCC Admin Structure Organizational Chart](#)

[ER.8.6 SCCC CD Organizational Chart](#)

[ER.8.7 Job Announcement-MCCC VP of Instruction](#)

[ER.8.8 Job Announcement-MCCC Dean of Instruction \(2016\)](#)

[ER.8.9 Job Announcement-MCCC Dean of Instruction \(LASS\)](#)
[ER.8.10 Job Announcement-MCCC Dean of Students](#)
[ER.8.11 Job Announcement-Oakhurst Director](#)
[ER.9.1 RC Institutional Learning Outcomes](#)
[ER.9.2 Reedley College 2018-2019 Catalog](#)
[ER.9.3 RC ILO-SLO Mapping Grids by Program](#)
[ER.9.4 RC Program, Degree, and Certificate Learning Outcomes](#)
[ER.10.1 Reedley College 2018-19 Catalog](#)
[ER.10.2 SCCC Board Policy 4025](#)
[ER.10.3 SCCC Board Policy 4235](#)
[ER.10.4 SCCC Board Policy 4230](#)
[ER.11.1 RC Student Learning Outcomes and Assessment](#)
[ER.12.1 Reedley College 2018-2019 Catalog](#)
[ER.13.1 SCCC Board Policy 4030](#)
[ER.13.2 SCCC Admin Regulation 4030](#)
[ER.14.1 SCCC Admin Regulation 7120](#)
[ER.14.2 SCCC Admin Regulation 7121](#)
[ER.14.3 SCCC Admin Regulation 7122](#)
[ER.15.1 MCCC Student Services Webpage](#)
[ER.15.2 RC EMP 2015-2025](#)
[ER.15.3 Student Services Program Review](#)
[ER.16.1 MCCC Applying to College Webpage](#)
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[ER.20.3 RC Student Handbook 2016](#)
[ER.20.4 SCCC Trustee Policies and Regulations Webpage](#)
[ER.21.1 RC Accreditation Webpage](#)